LENNOX SCHOOL DISTRICT

COMMUNITY SCHOOLS (CS) IMPLEMENTATION PLAN (ATTACHMENT III)

Lennox School District seeks California Community Schools Partnership Program funding for five elementary schools. Each school has mapped out a detailed plan for their community schools work aligned with the broader collaborative/shared community schools vision of the District and community.

NEEDS AND ASSETS ASSESSMENT: SHARED PRIORITIES = 2
Methods And Tools Utilized = 2
Overall Most Pressing Needs (Shared By The Five Schools) = 2
Shared Core Commitments/District-Wide Continuity = 3
SHARED IMPLEMENTATION STRATEGIES = 4
Mental Health/Healthy Living = 4
Community Schools Centers = 4
Extended Learning Opportunities = 5
Community-Based Learning = 5
Leadership = 6
Raised Awareness And Outreach = 8
Community Partner Involvement = 8
Budget Strategies = 9
Sustainability = 9
INDIVIDUAL SITES = 10
Demographic Overview = 10
Buford Elementary = 11
Felton Elementary = 12
Huerta Elementary = 13
Jefferson Elementary = 14
Moffett Elementary = 15
MEASURABLE GOALS AND ACTIVITIES = 16
Evaluation Coordinator = 16
Individualized Plans = 16
State-Required = 16
Process Evaluation = 16
Continuous Improvement = 17
Dissemination = 17
Community Partnerships Goals - New Applicants - Y1 = 18
Professional Learning Goals - New Applicants - Y1 = 20
KEY STAFF = 21
UNDERSTANDING THE COMMUNITY SCHOOLS FRAMEWORK = 23
The "Four Pillars" = 23
The Four Key Conditions For Learning And Development = 23
The Four Cornerstone Commitments = 23
The Four Proven Practices = 24
LCAP Connections = 24

NEEDS AND ASSETS ASSESSMENT: SHARED PRIORITIES

The two-year, District-wide, planning grant was a process of conducting comprehensive school and community needs and asset assessment, including, but not limited to, student and community demographics, school climate, integrated support services, expanded learning time, family and community engagement, new or existing partnerships with governmental entities or community-based organizations, and funding sources.

The five applying elementary school sites were asked to have their stakeholders respond to 2024-25 surveys that updated and added to past planning grant results. This allowed the District to work with individual sites to prioritize and support programs and activities customized to the needs and interests of each individual site community.

Other recent data informing this 2025-26 implementation application process includes results from: CHKS; District evidence-based mental health surveys; other state-required surveys/assessments (e.g., LCAP), first-year implementation results and processes, and evaluation reports from the District's various grant-funded programs (past and present)

The writing of the planning grant report helped District stakeholders identify priority topics and system-level issues that formulated these proposed implementation plans.

METHODS AND TOOLS UTILIZED

At the outset of the planning phase, the District contracted with Panorama Education (https://www.panoramaed.com) to help create CS-specific holistic surveys completed by approximately: 300 parents/guardians, 300 students, and 100 teachers, school staff and community stakeholders. Currently, and throughout implementation, the District will create and distribute in-house surveys; not use an outside vendor.

A mix of 80 stakeholders took part in follow-up focus groups to clarify and elaborate on survey answers. The CS Coordinator also collected anecdotal data through: visits to parent centers, cafecitos, staff meetings, board presentations, and regular meetings with key student service personnel.

The District's Multi-Tiered Systems of Supports Team held multiple "roadshows" across all school sites to educate hard-to-reach students and families about multi-tiered supports across the District, the SST process, and plans to expand these Community Schools services throughout the District.

OVERALL MOST PRESSING NEEDS (SHARED BY THE FIVE SCHOOLS)

1) Extended student academic learning and enrichment beyond regular classroom hours and the LEAP after school program.
2) Increase the number of unduplicated students, families and staff who have contact with health/healthy living/mental health programs and practitioners.
3) More community-based learning (CBL) opportunities that incorporate local history, knowledge, values, language, literature, institutions, culture, and environments. And using those resources to empower meaningful instructor/student/family connections to their community.

4) More opportunities for stakeholder involvement in school leadership and engagement.

SHARED CORE COMMITMENTS/DISTRICT-WIDE CONTINUITY

As the implementation rolls out, school sites will refine designed programs, activities and services that reflect the most current needs of the individual school sites' students, families, staff and community partners. While schools will individualize budgeting and staffing, the design of these programs and activities will be committed to District-wide following of the essential components of Community Schools:

- **Assets-driven and strength-based practice** including the collective wisdom school community stakeholders have derived from experience, family, history, languages and culture.
- **Trauma-informed physical, emotional, and mental health supports** integrated into the school community in ways that are on-site accessible, destigmatized and culturally fluent.
- **Embedding racially just and restorative school climates** in the totality of school interactions.
- **Powerful, culturally proficient and relevant instruction** that is experiential, inspiring, inquiry-oriented, project-based, multimodal, collaborative, interactive, and informed by the ideals of project-based learning.
- **Shared decision-making and participatory practices** in all aspects of school governance and operations.
- **Integrated student supports** that support student success by meeting their academic, physical, social-emotional, and trauma-informed mental health needs.
- **Family and community engagement** that involves actively tapping the enthusiasm, expertise and knowledge of family and community members.
- **Collaborative leadership and practices for educators and administrators** that establish a greater culture of professional learning, collective trust, and shared responsibility for outcomes.
- **Extended learning time and opportunities (beyond classroom hours and those provided by the District after school program)** that include academic support, enrichment, and real-world learning opportunities.

SHARED IMPLEMENTATION STRATEGIES

All implementation activities and programs will fall under the umbrella of the four District Community Schools Pillars. They will vary at each site based on specific school community needs, staffing/resource availability and the collective input/decisions of site leadership.

All students/families who face the most intractable barriers to engagement will be the first encouraged to participate in the programs and services of this CS initiative.

COMMUNITY SCHOOLS CENTERS

Based on a prototype successfully implemented by Lennox Middle School in the first year, each school will have one of these designated multi-use rooms/spaces that will serve several purposes: meeting space, event site, drop-in center, parent activities/ classes, the office of the site's CS Coordinator, donation site, mindfulness center, and where CS videos and announcements will be displayed. The Centers will all be located in a high-traffic/highly visible location on campus - contributing to the branding/awareness of the CS initiative. Each site's design will be determined by site leadership.

MENTAL HEALTH/HEALTHY LIVING

- ➔ **Related Pillar: Increase the number of unduplicated students, families and staff who have contact with health/healthy living/mental health programs and practitioners.**

Provide more on-campus health screenings during times that accommodate family schedules, with a focus on those who have never been screened/not recently screened. This includes eye exams, blood pressure, diabetes, nutrition, depression, stress, mental health.

More of a presence of community health partners and nutrition educators at all school events (e.g., parent fairs, food distribution, etc.)

Devise incentives for school staff to get regular health/healthy living/nutritional screenings.

Increase the number and age-range of students who complete annual brief school day mental health assessments which will increase the number of students/families who have first-time contact with mental health practitioners.

Provide suicide prevention units to middle school students.

Brainstorm ways to embed recurring social-emotional learning into more school day activities and parent events.

Increase the mental health literacy of school staff and community members — enabling them to better notice signs and symptoms. This will be done through better leveraging of existing services and referral sources available to the Lennox community by modifying mental health messaging, raising awareness, promoting proactive wellbeing, and recognizing and addressing mental health stigmatization.

Devise methods to foster more positive relationships that students have with an adult/s during the instructional day and through the activities mentioned below in “Extended Learning Opportunities.”

EXTENDED LEARNING OPPORTUNITIES

- ➔ **Related Pillar: Extended student academic learning and enrichment beyond regular classroom hours and the LEAP after school program.**

Important to this component is each site’s stakeholders/leadership customizing these activities to their school community’s specific needs, interests and schedules. Complementing, and connected to, regular school day learning, these expanded learning opportunities will be hands-on, engaging, and develop the academic, social, emotional, and physical needs and interests of each sites’ students.

Provide students with access to a trusted and supportive adult through tutoring, mentoring, Saturday school groups.

Provide new and expanded prompt/comprehensive tiered CS-aligned support customized to a majority of students with disabilities.

School and partner staff supervised, student-initiated, CS-related clubs (e.g., Fine arts, performing arts, individual/team sports, STEM, etc.).

Provide new and expanded ELA and Math intervention.

Provide 10-week student support circles group by common needs and challenges.

Utilize a more strengths-based approach to student-family-teacher conferences.

One time and ongoing career exploratory activities featuring guest speakers who reflect the Lennox population.

Work with community partners to provide students/families with more opportunities for meaningful community service. Devise these services to correlate with classroom learning.

Provide more instructional time through expanded summer programming.

COMMUNITY-BASED LEARNING (CBL)

- ➔ **Related Pillar: More community-based learning (CBL) opportunities that incorporate local history, knowledge, values, language, literature, institutions, culture, and environments. And using those resources to empower meaningful instructor/ student/family connections to their community.**

A more formalized,localized, and measured, approach to this priority will, mostly, be uncharted territory for District educators. The first challenge will be for sites to agree on a basic definition of what community-based pedagogies means to the school communities — and explaining it in simple terms to all stakeholders/participants.

Other challenges will be integrating these activities during and beyond the school day. How, within their already overbooked instructional schedules, will teachers bring these new activities into classroom contexts, especially within mandated standards-based

curriculum that requires a rigidly scheduled, scaffolded approach to teaching and learning?

Activities could include:

Educators completing more advanced CBL training (theoretical roots and practical elements) and observing best practice models of CBL in action, virtually and at neighboring Districts — with a focus on integrating age-appropriate CBL activities into existing curricula and various learning trajectories.

Completing student-driven assessments of current student/family local knowledge/ interest about their community and culture, and addressing any negative assumptions they may carry. This would include instructors discussing and exploring with students the roadmap of integrating CBL in their classrooms.

Documenting/disseminating/archiving collective wisdom derived from experience, family, history, culture and native language as a vital asset.

Ensuring that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.

LEADERSHIP

➔ **Related Pillar: More opportunities for stakeholder involvement in school leadership and engagement.**

DISTRICT LEVEL LEADERSHIP ENGAGEMENT

This Community Schools initiative will fall under the auspices of the existing District Cabinet consisting of members representing: District leadership, unions, principals, site staff, community partners, parents, students and various community stakeholders. The District Cabinet and leadership will conduct system-level guidance to site-level implementation.

Throughout implementation, this Community Schools initiative will be a regular agenda item on the District's recurring principals meetings.

The planning, first-year implementation of the middle school, and this implementation application process, has already resulted in improved communication and coordination between school site leadership, stakeholders and the District's Director of Student Support, Social-Emotional Wellness Coordinator, Director of Special Education, TOSA/Response to Intervention and the Community Schools Director.

SITE LEVEL LEADERSHIP ENGAGEMENT

Modeled after the existing Committee formed at Lennox Middle School, each site will form a Community Schools Advisory Committee. These will ensure stakeholders (staff, parent, student and community partner representatives) have an authentic voice in site-level, CS-related decision making.

Site CS Coordinators, the District CS Coordinator and a JUNTOS (mental health CBO) representative will attend these committees' regularly scheduled meetings.

School sites may design shared decision-making models differently in terms of their composition and scope, but all will be a threshold mechanism for implementing the focus and direction of the California CS model.The planning grant's needs assessment/ assets inventory component enabled site stakeholders to re-assess current shared governance structures, local neighborhood teams, networks, or working groups to understand their purpose and composition. Surveys asked site stakeholders how to better facilitate genuine democratic participation and decision-making.

Teacher/instructional staff buy-in/ownership is key to the success and sustainability of this CS initiative. As is detailed in the PRIORITY 1 SECTION, significant improvement is needed in this area. For example, when surveyed with the question ". . .feeling of your own genuine engagement at your school?" LMS staff letter-graded the current situation as a "B"; LMS teachers gave the "authentic voice" question graded the current situation with a "C." This will be continuously monitored through the addition of ongoing surveys and discussion of survey results in staff meetings.

STUDENT LEVEL LEADERSHIP ENGAGEMENT

All five sites will adopt the **LEADER IN ME** Model (currently in use at the middle school) that empowers staff with effective practices and tools to: teach leadership to every student; create a culture of student empowerment; and align systems to drive academic results.

By instilling additional leadership skills in our students through additional Four Pillars-aligned CS activities, we will provide them with a stronger foundation for success in their academic and personal lives.

In addition, we will create more meaningful opportunities for students and alumni to engage with leadership at the site and District level.

Another component explored will be a buddy mentoring system where older middle school students are paired with elementary students then continue to mentor/tutor them as they transition into middle school.

Our plan for increased student engagement/ leadership also includes students originating ideas for clubs related to community building or community/culture-based curricula and establishing that club through the support/supervision of instructional staff.

PARENT LEADERSHIP/ENGAGEMENT

This will be a three-part process: 1) Engaging more previously uninvolved parents; 2) Providing parents with training and more opportunities to have a voice in site leadership; and, 3) improving/increasing two-way communication.

Constantly updated and refocused specific content in these three areas will be determined by assessed needs, and parent and stakeholder representatives serving on leadership teams. As always, accommodating parents' erratic work schedule will be a challenge.

Each school has one Parent Liaison to help support these activities and assist with expanded parent communication and activities. These positions will be encouraged to attend all relevant staff Community Schools training.

A District initiative currently in the works, PARENT UNIVERSITY will increase

opportunities for elementary schools parents to participate in workshops and classes in areas such as ESL, parenting skills, supporting their children's academics, and early childhood education. This will also involve local colleges and community partners. Sites may explore devising some type of parent-created incentive program for parents who complete their personal learning goals.

RAISED AWARENESS AND OUTREACH

Another goal of the initiative will be to expand marketing/branding/outreach (e.g. social media, PowerSchool, community flyers/signage, announcements at meetings) at each site and utilize partners and stakeholders, to provide greater peer outreach that raises awareness about the initiative and its philosophy, goals and benefits.

The first step to this component will be each site's stakeholders reaching consensus on the answer to the question: "How will all aspects of our school be improved because of the Community School initiative?"

The proposed budget will support these efforts through 1) The creation of a new site-based COMMUNITY OUTREACH/SOCIALMEDIA SPECIALIST position (see KEY STAFF); 2) Installing at each site an ENTRY-WAY COMMUNITY SHOWCASE that will include a video monitor to display announcements and images that capture Community School-related events; 3) A DISTRICT-WIDE NEWSLETTER>

All communication will be conducted in the language and literacy levels of the intended audiences. Voices and images will reflect the diversity of our communities.

The goal for all these activities is to: 1) coalesce into a common understanding the overarching goals of Community Schools; 2) underscore how the Community School will differ from present schools; 3) foster a common commitment to the four pillars; 4) Disseminate progress toward achieving our CS goals.

COMMUNITY PARTNER INVOLVEMENT

The planning grant resulted in our sites: 1) inventorying current assets; 2) assessing their effectiveness; 3) identifying gaps in/needs for additional services; and 4) developing a list of potential new community partners, and existing partners, whose expertise could address identified and emerging gaps in services.

ONE key collaborative agency to the District for this initiative will be **JUNTOS** (see MOU). JUNTOS (*a group of persons joined for a common purpose*) was established 15 years ago through seed money from several foundations that supported its groundbreaking efforts to create a progressive and thoughtful model for treating and preventing trauma in underserved Lennox. JUNTOS has brokered partnerships with the Lennox School District, UCLA School of Social Welfare, LEAP, Echo Parenting & Education, Educare, National Teen Leadership Program, A Window Between Worlds, trauma-focused therapy specialists, and key community stakeholders. JUNTOS provides a hub of services to support healing relationships in families, and the school community: trauma-informed services; Individual and family therapy; parent education; teacher training and support; wellness groups; resources and referrals; a gang prevention coalition; youth leadership and empowerment; and mindfulness workshops. Today, JUNTOS annually serves more than 350 students and 75 families, and the entire Lennox School District teaching staff. JUNTOS' Founder/Director has worked with the

Lennox School District for 20+ years. JUNTOS is a 2017 recipient of L.A. County's Albert Rodriguez Civic Leadership Award.

Examples of other community building partnerships will include those with: California Connect, L.A. County Public Health, various community volunteer opportunities, Lennox Library, various free food banks/distributors, Community Love community closet, L.A. County Sheriff, LA County Office of Education Wellness Coordinator, Lennox Wellness Committee.

As new partnerships are formed, and existing partnerships enhanced, the intent will be for this new community-driven, shared decision-making, approach to transform each site into a community hub where students and families have easy access to a continuum of partner-provided whole student/family services needed to positively transform educational outcomes and improve stakeholder well being.

BUDGET STRATEGIES

Flexible and discretionary individualized program design at each site cannot be possible without each site having a flexible and discretionary budget that has Pillar-aligned general budgetary categories vs. the mandatory, predetermined specific line items of a grant-funded program.

A look at our attached budget will demonstrate that each school's budget has general allocations in the areas of: Mental health, Site Coordination, community partners, professional development, evaluation/assessments, CBL, marketing/awareness/ branding, site health/healthy living screenings and partial costs of materials and supplies.

Each school will proportionately share in overall program expenses such as a District-wide Coordinator, evaluation, District administrative costs and marketing/awareness items.

District and community partners will provide a match far exceeding 30%.

SUSTAINABILITY

From day one of implementation, plans will be made to sustain CS services after grant expiration, including maximizing reimbursement for services from available sources such as the District's Medi-Cal Billing Option Program (active), School-Based Medi-Cal Administrative Activities program, and federal reimbursable mental health specialty care services.

Our current evaluator has experience planning and carrying out the sustainability of 20+ District grant-funded programs — and the writing of related sustainability plans and reports. This position will also guide the District and schools through the process of pursuing additional funding streams to enhance and expand the CS initiative.

INDIVIDUAL SITES

DEMOGRAPHIC OVERVIEW - ALL APPLICANT SCHOOLS

Ele. Schools (K-5) >	Buford	Felton	Huerta	Jefferson	Moffett
Enrollment	525	370	551	737	661
Majority Race/Ethn.	94.7% Hisp	94.9% Hisp	97.8% Hisp	95.3% Hisp	96.7% Hisp
SE Disadv	88%	90.3%	94.2%	92.1%	93.3%
English Learners	48%	43.5%	52.8%	42.9%	57.6%
Foster Youth	0.8%	0.5%	0.7%	0.5%	0.3%
ELA (below standard)	8.3 pts	36 pts	13.2 pts	12.1 pts	20.4 pts
Math (below standard)	10.5 pts	48.3 pts	40.3 pts	18.6 pts	43.2 pts
Science (below standard)	16.6 pts	17.9 pts	16.6 pts	16.8 pts	17.1 pts
EL Progress	47.5%	55.6%	41.7%	47.7%	43%
Chronic Absenteeism	19.4%	26%	16.5%	20.8%	19%
Suspension Rate	0%	0.3%	0.2%	0.5%	0.3%

BUFORD ELEMENTARY

FIRST YEAR IMPLEMENTATION PUNCH LIST — Not in chronological order

- ☐ Gather input, design and begin to implement site-specific CS Center.
- ☐ Begin providing LEADER IN ME instruction in classrooms.
- ☐ Students will decide on content of first clubs supervised by site or community partner staff.
- ☐ Offer parenting class/es
- ☐ Schedule new staff training related to new components
- ☐ Form Site Advisory Committee
- ☐ Launch mental health awareness activities for all stakeholders
- ☐ Update needs assessments for new school year
- ☐ Collect baseline data for evaluation
- ☐ Finalize budget
- ☐ Form partnerships with community partners
- ☐ Decide on mental health services and delivery method
- ☐ Make available Resilient Practices For Educators webinar/s
- ☐ Assess current student/family local knowledge about their community and culture
- ☐ Decide how best to integrate CBL activities in classroom contexts and beyond school day
- ☐ Decide on and offer extended learning activities
- ☐ Hire site social media/outreach coordinator
- ☐ Key stakeholders reach consensus "Why a community school?"
- ☐ Install entry video monitors for marketing, outreach, community building
- ☐ Provide a match of a minimum of 60%.
- ☐ Decide on, plan and provide Community School enrichment event/s
- ☐ Provide additional school site health/healthy living screenings
- ☐ **Site specific -** Begin at-home homework support
- ☐ **Site specific -** Anxiety workshops for /small group for referred students
- ☐ **Site specific -** Address site gap in counseling services
- ☐ **Site specific -** Begin implementation of conflict resolution strategies
- ☐ **Site specific -** Develop monthly family “Parent Ambassador” engagement, leadership and volunteer opportunities calendar

FELTON ELEMENTARY

FIRST YEAR IMPLEMENTATION PUNCH LIST — Not in chronological order

- ☐ Gather input, design and begin to implement site-specific CS Center.
- ☐ Begin providing LEADER IN ME instruction in classrooms.
- ☐ Students will decide on content of first clubs supervised by site or community partner staff.
- ☐ Offer parenting class/es (proper goal setting and expectations for students)
- ☐ Schedule new staff training related to new components
- ☐ Form Site Advisory Committee
- ☐ Launch mental health awareness activities for all stakeholders
- ☐ Update needs assessments for new school year
- ☐ Collect baseline data for evaluation
- ☐ Finalize budget
- ☐ Form partnerships with community partners
- ☐ Decide on mental health services and delivery method
- ☐ Make available Resilient Practices For Educators webinar/s
- ☐ Assess current student/family local knowledge about their community and culture
- ☐ Decide how best to integrate CBL in classroom contexts and beyond school day
- ☐ Decide on and offer extended learning activities
- ☐ Hire site social media/outreach coordinator
- ☐ Key stakeholders reach consensus "Why a community school?"
- ☐ Install entry video monitors for marketing, outreach, community building
- ☐ Provide a match of a minimum of 60%.
- ☐ Decide on, plan and provide Community School enrichment event/s
- ☐ Provide additional school site health/healthy living screenings
- ☐ **Site specific -** Reduce student daily screen time and promote more positive social interactions.
- ☐ **Site specific -** Agree upon, schedule and implement, additional student academic support to close existing educational gaps.
- ☐ **Site specific -** Kindergarten students need more support in terms of keeping hands to self and being able to comply with school rules and expectations.
- ☐ **Site specific -** Begin at-home homework support
- ☐ **Site specific -** Devise and implement incentive system for parents to engage in more school functions.

HUERTA ELEMENTARY

FIRST YEAR IMPLEMENTATION PUNCH LIST — Not in chronological order

- ☐ Gather input, design and begin to implement site-specific CS Center.
- ☐ Begin providing LEADER IN ME instruction in classrooms.
- ☐ Students will decide on content of first clubs supervised by site or community partner staff.
- ☐ Offer parenting class/es (**site specific** - How to positively co-parent a child when the parents are separated/divorced - appropriate use of technology setting long-term academic goals).
- ☐ Schedule new staff training related to new components
- ☐ Form Site Advisory Committee
- ☐ Launch mental health awareness activities for all stakeholders
- ☐ Update needs assessments for new school year
- ☐ Collect baseline data for evaluation
- ☐ Finalize budget
- ☐ Form partnerships with community partners
- ☐ Decide on mental health services and delivery method
- ☐ Make available Resilient Practices For Educators webinar/s
- ☐ Assess current student/family local knowledge about their community and culture
- ☐ Decide how best to integrate CBL activities in classroom contexts and beyond school day
- ☐ Decide on and offer extended learning activities
- ☐ Hire site social media/outreach coordinator
- ☐ Key stakeholders reach consensus "Why a community school?"
- ☐ Install entry video monitors for marketing, outreach, community building
- ☐ Provide a match of a minimum of 60%.
- ☐ Decide on, plan and provide Community School enrichment event/s
- ☐ Provide additional school site health/healthy living screenings
- ☐ **Site specific -** Address increasing number of students diagnosed with more respiratory issues, obesity, diabetes, and eating disorders.
- ☐ **Site specific -** Provide workshops that demonstrate to parents how what their child is learning connects to everyday life.
- ☐ **Site specific -** Provide support and incentive to the staff as they build relationships with the parents.
- ☐ **Site specific -** Provide various opportunities for parents to attend meetings with the teacher on weekends, or evenings.

JEFFERSON ELEMENTARY

FIRST YEAR IMPLEMENTATION PUNCH LIST — Not in chronological order

- ☐ Gather input, design and begin to implement site-specific CS Center.
- ☐ Begin providing LEADER IN ME instruction in classrooms.
- ☐ Students will decide on content of first clubs supervised by site or community partner staff.
- ☐ Offer parenting class/es
- ☐ Schedule new staff training related to new components
- ☐ Form Site Advisory Committee
- ☐ Launch mental health awareness activities for all stakeholders
- ☐ Update needs assessments for new school year
- ☐ Collect baseline data for evaluation
- ☐ Finalize budget
- ☐ Form partnerships with community partners
- ☐ Decide on mental health services and delivery method
- ☐ Make available Resilient Practices For Educators webinar/s
- ☐ Assess current student/family local knowledge about their community and culture
- ☐ Decide how best to integrate CBL activities in classroom contexts and beyond school day
- ☐ Decide on and offer extended learning activities
- ☐ Hire site social media/outreach coordinator
- ☐ Key stakeholders reach consensus "Why a community school?"
- ☐ Install entry video monitors for marketing, outreach, community building
- ☐ Provide a match of a minimum of 60%.
- ☐ Decide on, plan and provide Community School enrichment event/s
- ☐ Provide additional school site health/healthy living screenings
- ☐ **Site specific -** Design and initiate academic case management program for referred students
- ☐ **Site specific -** Explore the possibility of a “One Stop Shop/Outreach Center” for families having trouble navigating support systems.
- ☐ **Site specific -** Social-emotional behavior support for TK-1st-grade student

MOFFETT ELEMENTARY

FIRST YEAR IMPLEMENTATION PUNCH LIST — Not in chronological order

- ☐ Gather input, design and begin to implement site-specific CS Center.
- ☐ Begin providing LEADER IN ME instruction in classrooms.
- ☐ Students will decide on content of first clubs supervised by site or community partner staff.
- ☐ Offer parenting class/es (**site specific** - discipline, diet, sleeping patterns).
- ☐ Schedule new staff training related to new components
- ☐ Form Site Advisory Committee
- ☐ Launch mental health awareness activities for all stakeholders
- ☐ Update needs assessments for new school year
- ☐ Collect baseline data for evaluation
- ☐ Finalize budget
- ☐ Form partnerships with community partners
- ☐ Decide on mental health services and delivery method
- ☐ Make available Resilient Practices For Educators webinar/s
- ☐ Assess current student/family local knowledge about their community and culture
- ☐ Decide how best to integrate CBL activities in classroom contexts and beyond school day
- ☐ Decide on and offer extended learning activities
- ☐ Hire site social media/outreach coordinator
- ☐ Key stakeholders reach consensus "Why a community school?"
- ☐ Install entry video monitors for marketing, outreach, community building
- ☐ Provide a match of a minimum of 60%.
- ☐ Decide on, plan and provide Community School enrichment event/s
- ☐ Provide additional school site health/healthy living screenings
- ☐ **Site specific -** Devise and implement outside-the-box methods of improving student/family literacy**.**
- ☐ **Site specific -** Address surge in separation anxiety among K-2 students.
- ☐ **Site specific -** Reduce student access to developmentally inappropriate media, promote more positive interpersonal social behavior.
- ☐ **Site specific -** Determine factors causing recent increase in student elopers.
- ☐ **Site specific -** Determine factors causing recent increase in violent behaviors among our TK and K students.
- ☐ **Site specific -** Pilot a parent class related to curricula so they can meaningfully engage with their children during home studies.

MEASURABLE GOALS AND ACTIVITIES

EVALUATION COORDINATOR (EC)

A contracted District Evaluation Coordinator responsible for data collection and analysis will lead the CS initiative's evaluation. The EC has experience evaluating 40+ District and nonprofit programs for federal, state funding agencies, nonprofits and foundations. At the federal state and county level, the EC has served on evaluation advisory boards standardizing evaluation protocols for digital high schools, charter schools, elementary and high school character education, nutrition/fitness programs, after school programming, school readiness and magnet schools.

INDIVIDUALIZED SITE PLANS

As each new site completes its individualized Community School plan for projected outcomes, specifics of the District's overall evaluation plan (EP) will be completed. Throughout, the EP will be rooted in local data and measures that allow for each site's individualized community-based definitions of success — within the framework of the Four Pillars. The EP will be devised in such a way as to gauge progress toward success, but also as a punch list to rolling out the initiative. Rather than reinventing the wheel, the EP will also utilize current baseline data based on LCAPs and SPSAs, as well as newly created component-specific data.

Goals will measure each site's progress toward the District-wide Four Pillars. Of course, each school site's measurements will vary depending on their chosen activities. The EC will work with each site to determine their key success indicators.

Common to all plans will be an agreed upon key success indicator that measures at least one measure of growth in individual student well-being.

STATE-REQUIRED

The following will be submitted to the CDE: Annual project expenditure reports; Annual implementation plan updates and progress reports; Annual sustainability plan updates (starting in year two); An end-of-project expenditure report; and an end-of-project report, including a sustainability plan.

PROCESS EVALUATION

The EC will utilize process measures to track the collective schools' progress toward fully implementing the project. Some of these measures will include: staff hired — facility makeovers — activities that effectively and meaningfully engaging students, teachers, families, and community partners — new or expanded partnerships, supports, and services that intentionally address locally defined needs — expanded student-centered teaching practices and enrichment opportunities during and out-of-school time — steps toward enhancing positive, supportive, inclusive, and racially just school climates — and, creating authentic collaborative leadership and shared decision-making inclusive of all stakeholders.

CONTINUOUS IMPROVEMENT

Data will be used to continuously assess and improve activities, the learning environment, staff effectiveness, and administrative functions. Elements of CS's continuous improvement model will be critical to the content of stakeholder training that will allot time to review CS summative data associated with student performance, attention to behavioral habits of students, liasioning with other program staff, and group training activities.

District and site leadership will also use a customized version of the California Afterschool Network's Action Plan for Quality Improvement as a template to: (1) identify any program component or other area that needs improvement, (2) guide staff and stakeholders through devising a strategy for improvement, (3) formulate a work plan of action steps, (4) assign someone to be responsible for implementation and follow up, (5) create a "SMART" timeline, and (6) assign a performance measure of success and/or benchmarks to the new strategy.

DISSEMINATION

Sites will annually report and publicly present their community school plans, including data and outcomes from the prior year, at the school site, to community partners and at a meeting of the LEA's governing board. Each school's CS shared decision-making team will present the presentations.

End-of-year reports will be accessible via various websites. These reports will cover the areas of: Student, family, educator, and community partner engagement; Collaborative leadership and shared decision-making structure and process; Student-centered teaching practices and enrichment; Supportive and inclusive school climate activities, including activities to strengthen relationship building, positive behavioral supports, and restorative practices; Sites' responses to student and family needs including supports, services and related provider and cooperating agency partnerships;

NEW APPLICANTS' COLLECTIVE COMMUNITY PARTNERSHIPS GOALS - Y1

First trimester = (T1) Second trimester = (T2) Third trimester = (T3)

Goals	Action Steps	Outcome/Indicators
Form new key partnership	● By the end of T1, finalize agreement with JUNTOS for mental health services to elementary schools. ● Beginning of T2, begin JUNTOS services.	MOU Activity logs Student MH surveys
Increase parent/family engagement	● By the end of T1, conduct District-wide needs assessment. ● Beginning of T2, invite parents to participate in extended family training and CS activities.	Needs assessment results, Activity logs, Sign-in sheets Parent surveys
Expanded community-building programming provided by CS partners	● By the end of T1, work collaboratively to plan out new community-building programming. ● By the end of T2, new and existing partners will provide new and expanded community programming.	Plan timeline and benchmarks, Activity sheets Surveys from specific partner-provided activities
Increased contact with health/mental health practitioners	● By the end of T1, finalize agreement with local healthcare provider/s (TBD). ● By the end of T2, begin all-partner on-site health/mental health screenings ● By the end of T2, establish a system to follow-up on referrals to community providers.	MOU, Sign-in sheets, Partner roster, Screening sign-in sheets Referral follow-up notes/forms
Provide CBL engagement activities to students and parents.	● By the end of T1, complete needs assessments to determine specific activities. ● By the end of T2, recruit community partners to help provide activities. ● By the end of T2, begin partial rollout of CBL activities	Surveys/logs that measure: increased student engagement, improved student–teacher relationships, greater affirmation of students' cultural identities, increased student and teacher awareness about the value of local knowledge as a curriculum resource.
Provide new and expanded opportunities for extended student academic learning and enrichment beyond regular classroom hours and ASES/21st).	● By the end of T1, provide new and expanded prompt/comprehensive tiered CS-aligned support customized to a majority of students with disabilities. ● By the end of T1, provide new and expanded ELA and Math intervention to countermand students' loss of instruction because of the pandemic. ● Beginning in T2, provide suicide prevention units to a minimum of 400 students. ● Beginning in T2, provide more rigorous, personalized follow-up on referrals to	Lesson plans, student surveys, referral logs, mentoring/tutoring logs, list of clubs, teacher surveys

	community health living partners — to a minimum of 11o student/family/staff. ● By the end of T2, Initiate the numerous opportunities for students to have positive relationships that students have with an adult/s ● By the beginning of T2, begin to initiate a minimum of five CS-related clubs initiated by students and supervised by school and partner staff. ● By the end of 3T, provide a minimum of 10, 10-week student support groups to a minimum of 120 students. ● By the end of T3, A majority of survey teachers will attest to using more of a strengths-based approach to student-family-teacher conferences, virtual or in-person.	

NEW APPLICANTS' COLLECTIVE PROFESSIONAL LEARNING GOALS - Y1

First trimester = (T1) Second trimester = (T2) Third trimester = (T3)

Goals	Action Steps	Outcome/Indicators
Conduct CS-specific school and partner staff training. .	By end of T3: ● Allot time for stakeholders to focus on a review of how Community Schools impacts over school summative data. ● Add a new teacher preparation component that will help prepare future teachers. ● Teachers and students will complete training that supports a variety of resources to support depression and suicidal behavior. ● School and partner staff will have the option of their staff completing Resilient Practices For Educators. ● Outside experts and professionals from partner agencies and programs, and specialized consultants will provide a portion of CS-specific training. ● Utilize a contracted community partner, or a train-the-trainer approach, to provide support for teachers and staff on strategies to develop trusting, inclusive, and collaborative relationships with families and community members.	Meeting notes, New instructor module syllabus, Sign-in sheets, Session attendance, Completion certificates, Expenditure report, Training agendas, Stakeholder surveys,

KEY STAFF

The budget reflects our plans to recruit and hire diverse, multilingual, specialized staff to support site-level work. All evidence-based services are and will be provided by bilingual professionals (licensed where required) that linguistically and culturally reflect those they serve. Their goal will be to promote an environment of safety, respect, and dignity across a multi-disciplinary continuum of care that meets the needs of people of varied genders, sexual orientations, races and ethnicities.

COMMUNITY SCHOOL COORDINATOR

Already hired is this full-time position who oversaw the two-year planning process, the successful implementation application of the middle school, and the middle school's current first year implementation. She will be responsible for day-to-day operations, adhering to the master timeline, oversight, ensuring shared/pooled resources and knowledge, evaluation/compliance, additional funding streams, sustainability and all other aspects of the program including supporting and facilitating partnerships and discovering professional development opportunities to build capacity for collaborative education and community leadership structures and practices.

- ➔ Cal State Dominguez Hills graduate Desiree Garcia holds a BA in Psychology, Masters in Social Work and a California Pupil Personnel Services credential. Prior to being hired by the Lennox School District in November 2022, she worked at Harbor/UCLA Hospital as a family medical social worker.

CS SITE COORDINATORS

Each of these positions will be filled by a school staff given extra hours. We suggest sites rotate staff through this position throughout the year.

MENTAL HEALTH PROVIDERS

Depending on availability of qualified experts, current resources, budgets and specific community needs, MH services will be provided by some combination of supervised mental health interns, a contract with a community partner or an independent contractor shared by all schools. Activities could include individual, group and family services, trauma-informed services, and school staff training. If needed, a contracted Mental Health Intern Supervisor will meet with MH Interns on a one-to-one and group basis weekly. These will be in addition to, or under the auspices of, a CS key partner, JUNTOS (a mental health CBO).

COMMUNITY ADVOCATES (CA)

Another option for sites will be hiring Community Advocates to run student support groups and clubs.This aligns with our overall strategy to build a greater school community by starting with smaller (support groups) communities. Site certificated and classified instructional staff and other qualified professionals who are experienced working with Lennox families will fill these positions. These Community Advocates will be part: Academic Coach, Social-Emotional learning/positive behavior coach, Community and school/District services referral specialist, parent liaison, and mentor/positive role model. CA-led group sizes will range from 10 to 13 students. The

primary focus of groups will be determined by: the type/purpose of the group; similar needs of selected students; and, age and gender of the selected students. Sites' stakeholders indicated initial groupings/focus areas may include: chronic absenteeism,anger management, study skills, bullying, math performance, social-emotional skills, gender issues, SARB-referred, etc.

COMMUNITY OUTREACH/SOCIAL MEDIA/BRANDING SPECIALIST

Working directly with the CS Site Coordinator, this part-time stipened position will create and coordinate Community Schools-related social media, website updates, document activities, branding, event planning, etc. Emphasis will be on building greater awareness of current community- building activities and their purpose.

EVALUATION/PROGRAM DESIGN/FUNDING/SUSTAINABILITY CONSULTANT

Our current evaluator has worked with the Community Schools project for three years and the District for 25+ years. Responsible for overseeing the collection of all survey results and data related to evaluation, programming updates and CDE-related compliance, he will assist with sustainability, and the writing of related sustainability plans and reports. This position will also guide the District and schools through the process of pursuing additional funding streams to enhance and expand the Community Schools initiative.

CLERICAL/TECHNOLOGY SUPPORT

These match positions will assist District and school-site positions as required. They will also assist with surveys and evaluation data collection.

UNDERSTANDING OF THE COMMUNITY SCHOOLS FRAMEWORK

This CS initiative is an equity-enhancing strategy that aligns with, and will help coordinate and extend a wide range of state, District, and school site initiatives.

All sites have agreed to work collaboratively with the District, community partners, contractors and stakeholders to ensure all efforts having to do with the Community Schools initiative fall within:

THE "FOUR PILLARS"

1) Integrated Student Supports
2) Family And Community Engagement
3) Collaborative Leadership And Practices
4) Extended Learning Time And Opportunities

THE FOUR KEY CONDITIONS FOR LEARNING AND DEVELOPMENT

Supportive environmental conditions that foster strong relationships and community.

Productive instructional strategies that support motivation, competence, and self-directed learning.

Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior.

Systems of support that enable healthy development, respond to student needs, and address learning barriers.

THE FOUR CORNERSTONE COMMITMENTS - ALL ELEMENTARY SCHOOLS

Assets-Driven and Strength-Based Practice: We believe our students and families demonstrate incredibly strong resilience in the face of family challenges, and the obstacles generated by the community in which they live. We have in place strategies to help them focus that strength on academic challenges. seek to extend that strength to the academic obstacles, real world challenges and sustainability within their career and life. Included is support of small class sizes so that students can have more personalized learning experiences. A program that will continue to be provided is our engineering program which is available to our high needs students from grades 5-8 at all schools. Another program that is provided at all schools in Lennox that is specifically designed to support high needs students who may be first time college attendees is AVID. Among other services are support for our dual immersion program, supplemental materials for English learners to be used in their English language development classes, support for our English learners who are new to our country and support for our English learners to increase their opportunity to reclassify as a fluent English learner. Limited funds are available for high needs students to receive tutoring both in person and virtually, with specific tutoring that is available for our English learners.

Racially Just and Restorative School Climates: We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community. We will be establishing a Social/Emotional Learning period to support students with restorative practices and opportunities to create a deeper relational capacity with our school community. A new social and emotional learning program, The Leader in Me, will be implemented throughout the District with the goal of providing our high needs students with skills to handle a variety of social situations and manage emotions. Goal 3 of our LCAPs is focused on providing increased and improved services in the area of safety and positive school and classroom environments that support student engagement and connections at school.

Powerful, Culturally Proficient and Relevant Instruction We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students. All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices, particularly in support of English learners.

Shared Decision-Making and Participatory Practices: At each school, Instructional Leadership Teams include teachers and other core staff members. All significant academic and behavioral data and decisions related to instruction are vetted through this team. Further, we have recruited highly engaged parents to lead our School Site Council, ELAC, & AAAC and recruit other families to participate in the decision-making process. During Back to School Nights, Welcome BBQs and open houses, we provide information on how these parent community groups meet and work together to encourage more parent involvement.Included in these actions is the continued implementation of Family Centers led by parent liaisons. These centers increase communication and involvement between our families, schools and the District. Parents are afforded the opportunity to participate in leadership roles and attend conferences that are appropriate in supporting their leadership in our schools and District.

THE FOUR PROVEN PRACTICES

Community Asset Mapping and Gap Analysis (completed)
Hiring a Community School Coordinator (completed)
Site-Based and LEA-Based Advisory Councils (existing)
Integrating and Aligning with other relevant Programs (completed)

LCAP CONNECTIONS

All implementation plans are also fully aligned with our district's Local Control Accountability Plans and other state frameworks.

Priority Goal 1 of the District's LCAP focuses on providing a high-quality educational system to increase academic achievement for all students. This goal includes actions such as providing supplemental instructional materials, offering small group instruction which increases feedback on learning, providing professional development for teachers to implement personalized learning and small group instruction, and allocating time for teachers to collaborate and analyze data. **This aligns with CS's Pillar #1 - Extend**

student academic learning and enrichment beyond regular classroom hours and the LEAP afterschool program.

Priority Goal 2 of the District's LCAP aims to provide a multi-tiered system of support to address the academic, social-emotional, and behavioral needs of ALL students and reduce the achievement gap. One significant action under this goal is the provision of full-time counselors at each elementary school to support students' social and emotional well-being. **This aligns with CS's Pillar #2 - Increase the number of unduplicated students, families and staff who have contact with health/healthy living/mental health programs and practitioners.**

LCAP Goal 3 focuses on providing a safe and secure learning environment that enhances student connections and engagement. **This aligns with CS's Pillar #3 - More Community-Based Learning opportunities that incorporate local history, knowledge, values, language, literature, institutions, culture, and environments. And use of those resources to empower meaningful instructor/student/family connections to their community.**

Priority Goal 4 of the District's LCAP aims to increase parent and community involvement to support student achievement. Key features of this goal include providing each school with a parent liaison to support the activities of the Parent Center and assist with parent communication and activities. Translation services for parents are also included in this goal, ensuring effective communication with diverse families. Additionally, the Leader in Me program, a social-emotional learning District wide program is being implemented through this goal. **This aligns with CS's Pillar #4 - More opportunities for stakeholder involvement in school leadership and engagement.**