

Form B: Project Abstract
2023–24 California Community Schools Partnership Program: Implementation
Grant Cohort 3

Vision for the continuation/expansion of the community schools' initiative.

Para Los Niños (PLN) recognizes the potential of community schools to catalyze school transformation by leveraging the collective power of schools, families, and communities toward safe, inclusive learning environments where all students reach their full potential. Through the community schools' initiative, PLN aspires to empower the next generation with tools to thrive emotionally, excel academically, contribute meaningfully to their communities, and lead joyful lives.

The California Community Schools Partnership Program (CCSPP) initiative has presented PLN with the opportunity to strategically align its efforts across LEAs with the four pillars of the community schools' strategy, building on efforts that are already underway. PLN Charter Elementary School (CES) and PLN Charter Middle School (CMS) operate as LEAs under the umbrella of a larger, multi-service family and youth agency, providing distinct opportunities to improve integration of community schools' services, augment the range of services for students and families, and expand parent leadership and family engagement.

PLN's comprehensive community schools visioning process has identified six drivers for transformation at CES and CMS:

1. Equity-driven collaborative school leadership. Utilizing *Street Data* as a guide, school leaders will gather data from some of PLN's most vulnerable students and families through an initiative entitled Equity Scholars. This data will drive key areas of focus in each LEA's Local Control and Accountability Plan (LCAP) and site-based call to action plans for PLN's unique student demographic. The plans and data will be the focus of each school's instructional leadership team's work and will drive professional learning for school leaders at bi-monthly equity-driven conferences and ongoing school leadership labs.
2. Innovative learning and highly effective teaching, including instructional coaching and support; teacher leaders; curriculum, instruction and assessment; professional learning; instructional technology; and growth and development cycles.
3. Integrated student support services, including PLN's Student Support Services, Mental Health Services, Wellness Center, and Youth Workforce Services.
4. Expanded learning opportunities through PLN's afterschool program, intersession enrichment, Saturday enrichment, summer program, and external community partnerships.
5. Family and community engagement, including parent outreach, parent events and programs, relationship building with parent leaders, policy-based advocacy, and a robust engagement strategy.
6. Safe, supportive and welcoming culture, embodied in PLN's restorative discipline practices, school climate surveys, restorative communities, and professional development for school staff.

Education at CES and CMS is a collective effort, aiming to actively engage families and communities in the learning process. By fostering strong partnerships through extended learning and support, PLN will create seamless connections between the school, home, and broader community. Collaboration will ensure that the integrated support system for every student is robust, addressing academic needs as well as social and emotional well-being. PLN's commitment to collaborative school leadership, innovation in learning, and highly effective instruction reflects the organization's dedication to preparing students for success in an ever-evolving world.

PLN's renewed strategic planning process supports the community schools' strategy and sustainability. Two strategic plan goals align with the Community Schools Framework:

- Increase community impact through enhanced integration of services. Through internal system improvement and the implementation of the Community Schools' Framework, PLN will improve and promote its integrated services model, elevating and investing in programming that supports students and families through multiple, coordinated touchpoints and personalized services.
- Elevate student and family voices. PLN will leverage students' and parents' expertise and knowledge toward broad, systemic changes on policies and programs locally, regionally, and nationally. Through advocacy, thought leadership, and partnership, PLN will elevate the needs of its community and take an active approach to problem-solving.

Local educational agency (LEA) consortium and participating school sites.

PLN, a multi-service agency serving low-income children and families in Central and East Los Angeles, will administer a consortium with two LEAs, which are independent public charter schools operated by PLN. PLN Charter Elementary School (CES) and PLN Charter Middle School (CMS) are located in Los Angeles's Central City East neighborhood, informally known as Skid Row, the neighborhood with the highest rates of homelessness, substance use, and overdose deaths in L.A. County. CES and CMS serve approximately 600 students annually in transitional kindergarten (TK) through 8th grade.

In the 22-23 school year, CES enrolled 274 students, 89.4% of whom were economically disadvantaged. Most (97.1%) students were Hispanic, including 46.4% who were English language learners. In addition, 1.8% of students were African American and 3.8% were White. Lastly, 13.5% of students were students with disabilities, 1.5% were homeless, and 0.4% were in foster care.

In the 22-23 school year CMS enrolled 298 students, 93.6% of whom were economically disadvantaged. Most (95.3%) students were Hispanic, including 37.6% who were English language learners. Of non-Hispanic students, 1% were African American, 2.7% were White, and the remaining 1% were students of any other race or ethnicity, including multi-racial students. In addition, 13.8% of students were students with disabilities, 6% were homeless, and 1% were in foster care. The significant percentage of students at CMS experiencing homelessness is attributed to the school's close proximity and working partnership with Union Rescue Mission, the only family shelter located on Skid Row. New data indicates that the CMS homeless student population has grown from 6% in 22-23 to 16% in the current year, with a large number

of students cycling in and out of the school during the year. CMS staff actively participate in the Skid Row Collaborative and other community partnerships to provide support for homeless families and students.

Proposed continuation or expansion efforts for PLN's community schools' project include:

1. Developing strategies to reduce chronic absenteeism. While the entire CCSPP initiative will support students' engagement, attendance, and academic success, PLN recognizes the need to adopt new mechanisms for monitoring and addressing chronic absenteeism at each school. CES ended the 2022-23 school year with a chronic absence rate of 26.4% and CMS ended the school year with a chronic absence rate of 30%. Both CES and CMS will create a school attendance team that will meet bi-weekly to monitor schoolwide trends, including by student subgroups; conduct root-cause analysis; and identify student-specific interventions. Both LEAs will develop an attendance awareness campaign, promote the importance of consistent student attendance, and celebrate students and parents for improved attendance. Students, parents and families, and teachers will engage in planning strategies and develop a robust set of absenteeism interventions. Both LEAs currently use Infinite Campus to record student attendance. Under the community schools' strategy, PLN will use Panorama Education to integrate academic, attendance, and student support data from Infinite Campus (attendance and discipline), Smarter Balanced Assessment Consortium (SBAC), English Language Proficiency Assessment for California (ELPAC), and i-Ready (academic achievement) and monitor trends for academics and attendance, including data for specific student demographics.
2. Increasing integration and alignment of services and supports for students and families, within PLN and through new community partnerships. PLN's history as a family services organization guarantees the availability of high-quality, well-developed supports within the organization for students and families. However, service lines within PLN for CES and CMS students and families are not always visible, easy to access, or efficient in centering students' needs; because practices like information sharing across departments are not well established. PLN will engage key participants from cross-functional teams (e.g., Early Education, Youth Workforce Services, and Mental Health Services) to discuss opportunities to improve how schools serve as hubs for a variety of services. The dedicated community school coordinator at each school will establish monthly meetings with community partners to monitor student progress and discuss student successes, outcomes, and emerging needs. To strengthen the availability of data to monitor integrated student support services and trends and support continuous improvement, PLN will expand its use of features within Panorama Education. Panorama Education serves as the school culture and climate survey administrator and can be used to track whole-child services and supports. By employing additional features in Panorama Education, the LEAs will be able to identify the appropriate next steps and support for students at individual, subgroup, and site-wide levels.
3. Expanding the availability of school-based non-academic student and family support. Mental health services are well-resourced and widely available at each school,

including through internal referrals to PLN's clinical mental health services team. Building on the success of ongoing mental health services coordination at each LEA, PLN will expand services to help meet physical needs such as dental and vision services for more grade levels. Teachers at both LEAs identified health screenings, push-in academic interventions and behavioral services, SEL programs, culturally responsive curriculum and pedagogy, and project-based learning as priorities. Additionally, 91% of students surveyed at CES and CMS reported that they would benefit from health services at their school site.

4. Nurturing healthy, positive, restorative climate and culture across school, afterschool, and enrichment programs. PLN has initiated Positive Behavior Interventions and Supports (PBIS) programming co-constructed by school culture and instructional leadership teams. Each school is ready to fully implement schoolwide, multi-tiered programming, including (1) holding assemblies on behaviors such as bullying and cyber-bullying, sexual harassment, and derogatory, discriminatory, and racialized language and behaviors; (2) providing alternatives to suspensions, including support in partnership with Sincere Behavioral Solutions behavioral consultants for students in need of Tier 3 interventions; (3) identifying and adopting a comprehensive, culturally relevant social-emotional learning curricula with opportunities for meaningful student engagement; and (4) expanding opportunities for student voice, leadership, and empowered decision-making. Enrichment and afterschool programs serve 84% of CES students and 61% of CMS students, but school leaders note that these programs could be more effective at reinforcing academic and social-emotional built into the school day. PLN will strengthen afterschool alignment by integrating restorative practices through professional development to enable afterschool program staff to implement community circles; streamlining communication between teachers and afterschool staff; and improving opportunities for academic enrichment, including math and English language arts learning, by adopting the i-Ready personalized instruction platform.
5. Deepening practices for collaborative leadership and shared decision-making with parents, students, and teachers. A Community Schools assets and needs assessment survey for LEA teachers revealed several opportunities to develop more and stronger collaborative leadership.
 - About half of CES teachers (46.7%) indicated that “power and decision-making are shared” “to a small extent,” and 40% were “involved and engaged in decision-making that affects the school” “to a small extent.”
 - Most teachers at CES and CMS reported that students, parents, and families are not engaged in decision-making that affects their schools; 60% to 74% indicated that students, parents, and teachers are engaged in decision-making either “to a small extent” or “not at all.”
 - 79% of CMS teachers identified “teacher leadership opportunities” as a high priority.

Importantly, each school sought two parent leaders to join Community Schools Teams (CSTs), and six parents from each school have since participated in CST meetings. Likewise, each school sought to add two teachers to each CST but successfully recruited three. PLN will build on this momentum and excitement to

expand collaborative leadership opportunities for students, parents, and teachers, focusing on involving families in defining and developing strategies to strengthen family engagement in each LEA. Plans include using the existing *Cafe Con Padres* family engagement program as a forum to seek parent input, using the charter school renewal process (conducted every five years) to engage interest holders in identifying areas for further development, and working through each CST to create ongoing opportunities for all participants to build their advocacy skills and share their voices.

Community engagement in school transformation through community schools planning and implementation.

A Community Schools Advisory Team (CSAT), composed of PLN administrators and school staff, will lead the process of school transformation; a variety of planning and outreach activities are already underway. Following the National Center for Community Schools Needs and Assets Assessment process and the 2023 Community Schools Forward guiding resources on outcomes and indicators, PLN is convening the CSAT to review archival data; conduct initial analysis; survey students, parents, and teachers; conduct key interest-holder interviews and focus groups; and conduct final analysis and reporting.

Teachers and administrators. The associate director of community schools (ADCS) held informational presentations in each LEA this past winter to foster a shared understanding of the community school vision and strategy. Teachers at CMS and CES were invited to complete a Community Schools Needs and Assets Assessment survey, developed using the California Community Schools Framework and Community Schools Forward resources, to assess domains related to racially just, relationship centered spaces; shared power; classroom-community connections; continuous improvement; and strategic community relationships. Administrators from each LEA serve on the site-based CST.

Parents and families. Through school-based call to action equity plans, each school identified a schoolwide goal to support enrollment and improve student learning outcomes through “authentic and honest community engagement and with trusting relationships.” PLN will continue to engage parents and family members to help identify opportunities to support school transformation using strengths and assets-focused approaches. At LEA-based CST meetings, parents have engaged in the visioning process for community schools and in conversations around school climate, academics, and chronic absenteeism data to drive development of the next LCAP process.

Students. CES and CMS have established several opportunities to collect assessment data from students, including student surveys and focus groups that ask students about strengths, opportunities, and changes they would like to see in their schools, including ways to make them more welcoming and exciting places for learning.

Community members and other interest holders. The ADCS began the needs and assets assessment process by holding meetings with a variety of PLN programs and teams that support PLN charter schools, some of which are not directly linked to the schools’ administration within the larger organizational structure: School Support Services (including school social workers and family specialists), Youth Workforce Services, Family Services, and Community Transformation. Several members of these teams serve on the CSAT. Like teachers, members of the PLN Family Engagement

team were invited to complete a Community Schools Needs and Assets Assessment survey to evaluate current strategies around family engagement.

Plans to ensure ongoing reflection and assessment that supports school-wide continuous improvement.

The consortium will establish three structures to support effective, ongoing reflection and assessment for school-wide continuous improvement.

1. The Community Schools Advisory Team (CSAT) will provide system-level support across the whole project for both LEAs, operating as a steering committee and advisory council. The CSAT will lead the project launch and implementation, including conducting exploration and assessment activities; providing guidance to school-level implementers; and supporting data-driven community schools activities by providing existing data for both LEAs and facilitating additional data collection. The CSAT began meeting in late 2023 and will continue meeting throughout the project period. CSAT members are leaders of relevant PLN programs and teams: Katherine Nelson, Vice President, Student Success; Stanley Anjan, Managing Director, Charter Schools; Diana Yi, Associate Director, Community Schools; Vanessa Soriano, Associate Director, School Support Services; Marisol Naranjo, Managing Director, Diversity, Equity, Inclusion, Justice, and Belonging; Sam Joo, Vice President, Student and Community Services; Lorena Rodriguez, Managing Director of Early Education; Gabriela Herrera, Director, Compliance & Risk Administration; Brenda Aguilera, Director, Community Transformation; Jorge Orozco, Director, Youth Workforce Services; Jimmy Urizar, Director, Family Services; Cecilia Hernandez, Managing Director, Extended Learning; and Judi Stadler, Director, Clinical Services/Mental Health Services.
2. A Community Schools Team (CST) has been established at each LEA to support each school's full engagement in CCSPP activities. CSTs will facilitate active engagement by school staff, parents, community members, and students in all aspects of the project, including needs and assets assessment, visioning, goal and priority setting, planning, and continuous improvement. CSTs met twice in January 2024; they will meet monthly from February through June 2024 and every other month thereafter. At CES, the CST includes Norma Silva, Principal; Antonio Panoringan, Assistant Principal; Stanley Anjan; Marisela Hernandez, Family Specialist; Eddi Ortiz, Family Advocate; Diana Yi; Charon Green, Social Justice Manager; Vanessa Soriano, Associate Director of School Support Services; Jessica Fernandez, School Social Worker; teachers Anikah Fleitas, Nadia de Leon and Marisa Flores; parents Maria Maldonado, Claudia Zelaya, Elvia Rodriguez, Dixie Machado, Esther Castillo, and Mireya Lopez; and 5th grade students Carlos Flores, Nick Machado, Alexandra Vazquez, and Alexis Xec. At CMS, the CST includes Chris Coyle, Principal; Roberto Pineda, Assistant Principal; Stanley Anjan; Diana Yi; Zianne Rangel, Family Specialist; Eddi Ortiz, Family Advocate; Charon Green, Social Justice Manager; Vanessa Soriano; teachers Pat Templeton, Ashley Avilla, and Debbie Rosa; parents Aniceto Romero, Mirna Aguilar, Patrick Garcia, Maria Sanchez, Sheila Hernandez, Gerardo Elizalde; and several 8th grade students.
3. PLN's existing School Site Council (SSC) provides additional opportunities to engage diverse interest holders in identifying and tracking progress toward achieving

school priorities. The SSC is elected; it includes teachers and staff members from each LEA, with a stipulation that 50% of the council must be parents and community members. Under its current charge, the SSC reviews school data to set annual priorities, evaluates progress, and makes recommendations for implementation in the following year. After the implementation period ends, the SSC will be charged with carrying out continuing school transformation efforts.

With guidance from all three bodies, the consortium will adopt several strategies for ongoing engagement and reflection. Both LEAs will use Panorama Education to integrate academic, attendance, and behavioral data from various sources to provide correlative data about student and LEA outcomes to support continuous improvement. The CSAT will support the development of shared data use practices at each LEA to ensure the availability and consistency of data within the consortium, and work with each CST to review and reflect on school data about community schools implementation efforts.

Initiatives that will transform the school climate, deepen authentic relationships, implement student centered instruction, and share power through legitimate collaborative decision making. The CCSPP initiative at CES and CMS will be a platform through which PLN restructures and de-silos critical services to support students and families, bringing several, ongoing, parallel efforts together with new, targeted approaches grounded in the Community Schools Framework, values, and pillars. PLN recognizes that CES and CMS serve students with very high levels of need, in communities where economic and socially determined conditions can easily impede students' educational access. Some of the existing initiatives that will contribute to transformation include:

- PLN prioritizes safety for students by providing integrated educational, mental health, and family support services on-site at each LEA. Over the last few years, PLN charter schools have implemented the Caring Community Initiative (CCI) to decrease and prevent violence and cultivate safe, inclusive classrooms. CCI has expanded PLN's PBIS, and supported efforts to adopt systems, training, and services that integrate violence prevention best practices.
- In 2022, PLN charter schools established a social justice team—composed of a social justice manager, *promotor* (community ambassador), and health and wellness coach—to develop a restorative discipline policy. This team works together to establish and support systems to reduce out-of-school suspensions and promote restorative alternatives, recognizing that school disciplinary practices are directly linked to racialized outcomes in adulthood. Through restorative practices, CMS and CES will eliminate suspensions and instill a sense of belonging in students.
- PLN's teacher leadership program supports teachers to develop and implement culturally affirming curricula, social emotional learning exercises and supports for students and teachers, and restorative discipline practices. In 2023, PLN developed a culture lead role to support shared leadership, teacher capacity and retention, high-quality learning experiences, and equitable classrooms. The culture lead represents the voices of marginalized students on each school's instructional leadership team and collaborates with principals to review and develop programming that honors students' identities and intersectionality to build a school culture of

inclusion and belonging. The culture lead also supports professional development on best practices for increasing student engagement, inclusion, and belonging; interrupting archaic discipline practices and supporting restorative approaches; and designing social-emotional learning and cultural celebrations.

- PLN is implementing a strategic plan that aligns with community schools implementation by: (1) developing a system to identify all services needed by families during enrollment and connect families to integrated strategic support; (2) building a centralized data analysis and reporting system that imports data from various PLN programs to identify comprehensive services and maximize impact for families over time; (3) analyzing data regularly during CSAT meetings; (4) conducting a listening tour with students and families, engaging in the liberatory design process to identify key policy initiatives to change system-wide policy; and (5) developing a family advocacy pathway for student and family leaders to cultivate advocacy skills and engage as key leaders in community schools work.

The CCSPP initiative at CES and CMS will be grounded in the four pillars of the community schools' strategy, PLN's six unique drivers for transformation, and an overarching commitment to inclusive leadership. Actions and goals prioritized by interest holders through the needs and assets assessment process will support system-wide transformation jointly held and led by a broad group of interest holders rather than directed by a single principal or administrator. Activities that will be implemented to advance integration include:

1. Expanding the use of Panorama Education to greatly enhance each LEA's ability to understand and respond to students' needs.
2. Building new structures, including site-based CSTs and student leadership opportunities, to nurture collaborative, inclusive decision-making and leadership that cultivates family and student engagement.
3. Examining opportunities within PLN's organizational structure to streamline support, such as bringing members of the Student Support and Progress team (an early intervention team that plans and recommends differentiated interventions and supports to close achievement gaps between students), School Support Services team, and LEA staff together to strengthen multi-tiered system of supports implementation.

Ultimately, PLN will build a robust, new model for delivering integrated services to students and their families aligned with the CCSPP initiative's broad aim to maximize community resources to improve student outcomes.

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CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Para Los Niños Charter Elementary School

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Para Los Niños (PLN) Charter Elementary School (CES) is currently completing LEA and site-level visioning-stage dialogue to build shared understanding and commitment with key interest holders. Work to develop shared understanding and commitment is closely tied to PLN's Theory of Change, which formalizes how the organization's mission, vision, and core values engender change through programs for children, youth, and families. The theory of change anchors efforts to develop aims and strategies and build a foundation for decision-making, evaluation, and communication with internal and external interest holders under three pillars: (1) Educate: PLN provides high-quality academic and social-emotional education that fosters creative problem-solving and innovation in order to promote school readiness. (2) Support: PLN provides social-emotional wraparound support to parents and communities to promote well-being and support students' academic and social success. (3) Partner: PLN partners with and uplifts communities that connect children, youth, and families to education and resources to lead and succeed. PLN engages in advocacy and policy efforts to improve service delivery systems. PLN's Impact Plan unifies and operationalizes how the theory of change is implemented across the three pillars. To achieve mission impact, PLN works to ensure that children and youth are academically, socially, and emotionally prepared for success; that

families and communities possess self-agency to successfully navigate systems to support children from childhood to adulthood; and that communities are supported by public systems and institutions that ensure equitable and responsive supports for children, youth, and families. These pillars and impact areas are well-aligned with the California Community Schools' Framework, and have been implemented consistently and effectively across PLN, providing a solid foundation to deepen LEA-specific visioning and move toward meaningful engagement and transformation.

CES has conducted a community school dialogue and assessment using several approaches that center the California Community Schools' Framework overarching values:

1. **Developmental plans for ensuring racially just, relationship-centered spaces.** Throughout PLN, including at CES, there is a strong, ongoing effort to center relationships and build racially just educational practices. Agency-wide, PLN has adopted a relationship-based approach derived from the findings of the Center for Disease Control and Kaiser Permanente's groundbreaking study on adverse childhood experiences. This framework informs the organization's understanding that childhood trauma has lifelong consequences on all areas of physical, mental, emotional, social, and behavioral health. CES teachers and staff receive training in the relationship-based approach, which recognizes the fundamental importance of having safe, caring relationships as a precursor to assuring equitable access to education and to all kinds of services. At CES, 97.1% of students are Latinx, including 46.4% who are English learners. Nearly all students (89.4%) are eligible for free or reduced cost meals. Valuing the diverse cultures, perspectives, experiences, learning styles, and strengths of every student and family member is explicitly integrated in community school engagement efforts, including through bilingual communications about community schools-related meetings and dialogue opportunities to ensure that every family member feels welcome to participate. CES will continue to build out professional development for teachers and staff to adopt antiracist and culturally responsive pedagogies, including standards-based grading systems, and to use classroom opportunities to empower students' voices. Additionally, CES will continue to implement professional development and student-facing programming using restorative practices such as community circles, social-emotional learning curricula, and multi-tiered support systems (MTSS) with enhanced Tier 3 support. These efforts will be extended school-wide and adopted within afterschool and summer enrichment programming.
2. **Developmental plans for shared power.** Preliminary dialogue with interest holders, including examining power structures within PLN and CES to nurture deep engagement and collaboration, has revealed that more work is needed to create opportunities for collaborative leadership and family engagement. In other areas of the organization, PLN has successfully adopted a variety of effective, evidence-based approaches to community engagement, such as the use of a *promotor*, a paid community health worker who promotes deep engagement and builds local leadership for a variety of health and wellness initiatives in predominantly Spanish-speaking communities. CES does not have a formal "Parent Teacher Organization," and the high level of interest among parents in participating in the Community Schools' Team is strong evidence that more collaborative leadership opportunities are needed and can be successful.
3. **Developmental plans for classroom-community connections.** Through mapping and dialogue, PLN is working with CES interest holders to examine the value and scope of existing community partnerships, and to identify areas where new partnerships are needed. Of CES teachers surveyed, 80% identified a large or moderate need to strengthen the extent to which "the curriculum is deeply connected to the local community and students' identities, cultures, and experiences."

Recognizing the intersectionality of students' identities, there is a need to adopt and explore a broad understanding of community and culture. Because Black students represent the smallest racial group at CES, interest holders have identified a need to create more connections and community-building opportunities for Black students. Likewise, there are opportunities to expand the LEA's celebration of the diverse identities of students and staff, using an intersectional lens that goes beyond mono-cultural "days" and "months" to support students more fully in identity development and exploration. CES has piloted a partnership with the Cesar Chavez Foundation in its TK classroom to provide coaching for teachers to adopt antiracist, developmentally and culturally responsive practices. The community schools' initiative will expand this partnership to deepen the ways CES students learn about and nurture community connections.

4. **Developmental plans for a focus on continuous improvement.** CES continuous improvement plans are being developed by an LEA-based Community Schools Team (CST). The CST, including teachers and school staff, parents, and students, will remain in place throughout the developmental planning stages, and will continue to support community schools' efforts throughout implementation to provide for continuous improvement. CES will conduct a wide range of evaluation and quality monitoring activities in consultation with the managing director of charter schools and Director of Community Schools to monitor how well programs and services are meeting the needs of students and families. CES will use Panorama Education as the main platform for monitoring whole-child support, services, and impact. CES will collect and periodically review data on community schools initiative development and implementation and will work closely with the CST to engage all interest holders in evaluating CES's progress and identifying opportunities for improvement.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

PLN will use a variety of strategies to collect input from CES interest holders to inform its community school vision, priorities, and strategies. Preliminary interest-holder engagement has included informational and visioning meetings with teachers, parents, and administrative staff; surveys of teachers, students, parents, administrators, and staff; focus groups with students; and meetings with key PLN staff including the Expanded Learning, School Support Services, and Instruction teams. In

addition, the CES assistant principal and associate Director of Community Schools met to conduct a collaborative leadership team mapping exercise.

Community schools outreach meetings, forums, and family events are always provided in bilingual formats and designed to remove obstacles to family members' participation. Within CES, unhoused, foster, and Black students are present in relatively small numbers, making it especially critical that assessment efforts specifically include approaches to engage members of each group in project design. To reach unhoused students and families, PLN's mental health services clinical staff, family specialists, and school social workers will interview unhoused students and families to learn about their school and lived experiences, assets they bring, and specific needs for additional support and services. To provide welcoming and safe opportunities to engage Black students and families, CES will implement targeted family engagement through parent and family celebrations, parent workshops, cultural celebrations, and student-centered assemblies and activities that elevate Black students' successes within the school community. These events will include opportunities to gather data from parents/caregivers of Black students about their needs. In addition, CES will work with Afro-Latino California, a current community partner, in efforts to celebrate and engage Black families.

Drawing from all PLN constituencies, the Community Schools Team (CST) will guide community schools' implementation and serve as a resource for reflection and engagement. The CST will continue to meet to review data about assets and needs to identify gaps in assessment engagement activities, including opportunities to reach subgroups and to plan additional interviews and outreach activities to maintain effective engagement. CST meetings will use simultaneous translation services to engage parents, community members, and other interest holders in generating, reviewing, and refining community schools' efforts.

To continue assessment efforts, project staff will conduct parent focus groups, community partner convenings, interviews with the school nurse, meetings with math and STEAM instructional coaches, school climate student surveys, Equity Scholar projects based on the National Equity Project and *Street Data*, and interviews with students and parents. This additional assessment and dialogue will support the CST to delve deeper into initial findings of the assets and needs assessment to solidify core activities under each planned strategy and effort.

Part B: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., **integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy**, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority**Outcome/Indicators you aim to improve**

CES will offer effective, integrated student supports that contribute to reducing chronic absenteeism.	<ul style="list-style-type: none">• Reduce CES's chronic absenteeism rate from 26.4% (2022-23 CA Dashboard Data) to 15% by the end of the 2024-25 school year and by at least 5% in subsequent years• Reduce the chronic absence rate by at least 15% in each demographic group by the end of school year 2024-25.<ul style="list-style-type: none">○ Black students (from 67% to 52%)○ English Learners (from 25% to 10%)○ Special Education students (from 21% to 6%)
CES will adopt effective approaches to family engagement and collaborative leadership that are grounded in a co-constructed family engagement vision, shared decision-making processes, and shared responsibility for student success among teachers, parents and families, students, and staff.	<p>Using 2023 Community Schools Forward outcome indicators as a baseline, CES will:</p> <ul style="list-style-type: none">• Increase the percentage of families who report feeling valued and connected to the school• Increase the percentage of students who report that their families support their learning at home• Increase the family reports of feeling confident in supporting their children's learning <p>In addition, CES will:</p> <ul style="list-style-type: none">• Increase the number of events or opportunities for parents/families to be involved in shared decision-making• Increase participation among all interest holders in shared decision-making opportunities
CES will continuously and actively promote a positive and restorative school climate .	<ul style="list-style-type: none">• Reduce the number of Tier 2 and Tier 3 behavioral and student misconduct incidents in the classroom and playground from 157 (2022-23) by 30% (2024-25) to 110 incidents.• Increase percentage of students, parents/families, and teachers who report positive sense of safety, belonging, and well-being at CES (as identified through surveys).• Increase the number of staff who are trained to implement the CES Restorative Communities and Classrooms Initiative.• At least 75% of recess supervision staff receive training in creating a safe play space by the end of the school year 2024-25.• At least 50% of CES teachers receive 1:1 coaching to create a safe, respectful and inclusive classroom by the end of the school year 2024-25.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services,

fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
CES will expand its CST to include community partners, students, and parents and families from historically marginalized subgroups	<ul style="list-style-type: none"> • The community schools coordinator will conduct targeted outreach to community partners as well as to students and parents from identified subgroups • The CES CST will meet monthly to implement the community school vision using a collaborative, shared decision-making structure.
CES will align resources, support, and instruction around the whole-child vision of learning and success.	<ul style="list-style-type: none"> • In collaboration with school leaders, the Director of Community Schools will critically examine systems for assigning student interventions (e.g., School Support Services team and Student Support and Progress Team) to enhance collaboration and coordination based on the multi-tiered system of supports (MTSS). • Train all support and services staff (e.g. school social worker, family specialist, instructional aides) on MTSS to establish a shared understanding of the process for developing and assigning interventions. • Evaluate the current teams and meetings where student interventions are discussed by convening meetings between school administrators, the school psychologist, director of special education, school social worker, associate director of school support services, and the director of community schools • Identify and implement action steps to improve the processes for student interventions and develop robust interventions and supports. • Expand current data system via Panorama Education to include capability to reflect and monitor comprehensive interventions.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

The **Community Schools Advisory Team (CSAT)** will provide system-level across the whole project for both CES and CMS, operating as a steering committee and advisory council. The CSAT will lead project launch and implementation by conducting exploration and assessment activities; providing guidance to school-level implementers; and supporting data-driven community schools activities by providing existing data for both schools and facilitating additional data collection.

The **Instructional Leadership Team** works alongside teaching and site-based staff to ensure that the school environment is safe, supportive and inclusive, the school has a guaranteed and viable curriculum in addition to effective teaching in every class. The instructional leadership team use data protocols, assessment and collaborative learning experiences to determine next steps for the larger school community. In addition, the team develops and implements the LEA's professional learning plan, facilitates a robust process for the adoption and implementation of community-based curriculum, and supports teachers with their pedagogical practices through instructional data cycles.

- **Grade-Level Teams/ Professional Learning Community** regularly interact to address common issues regarding curriculum, assessment, instruction, and student achievement. These teams will review data, plan lessons, observe each other's lessons, provide feedback, and take their learning and apply it to their weekly and daily planning. Lesson studies grounded in data ensure teacher practice is continually growing through cycles of continuous improvement and that result in tangible outcomes for students.
- The **Restorative Justice Taskforce** focuses on positive restorative school culture, including by reviewing data through an equity-lens. The Culture Lead (a Teacher Leader) will (a) lead student focus groups with student equity ambassadors; (b) facilitate a monthly school culture meetings to address identity and culture issues on campus; and (c) celebrate the successes of students, student groups, and the school.
- The **School Culture Committee** works alongside the Culture Lead to integrate anti-racist SEL practices and culturally responsive pedagogy in instruction and across the school community. This team cultivates their leadership skills, develop their knowledge of restorative practices, and build culturally and historically responsive practices (anti-racist pedagogy), while supporting colleagues in strengthening their culturally relevant and anti-racism instructional practices to transform student outcomes.

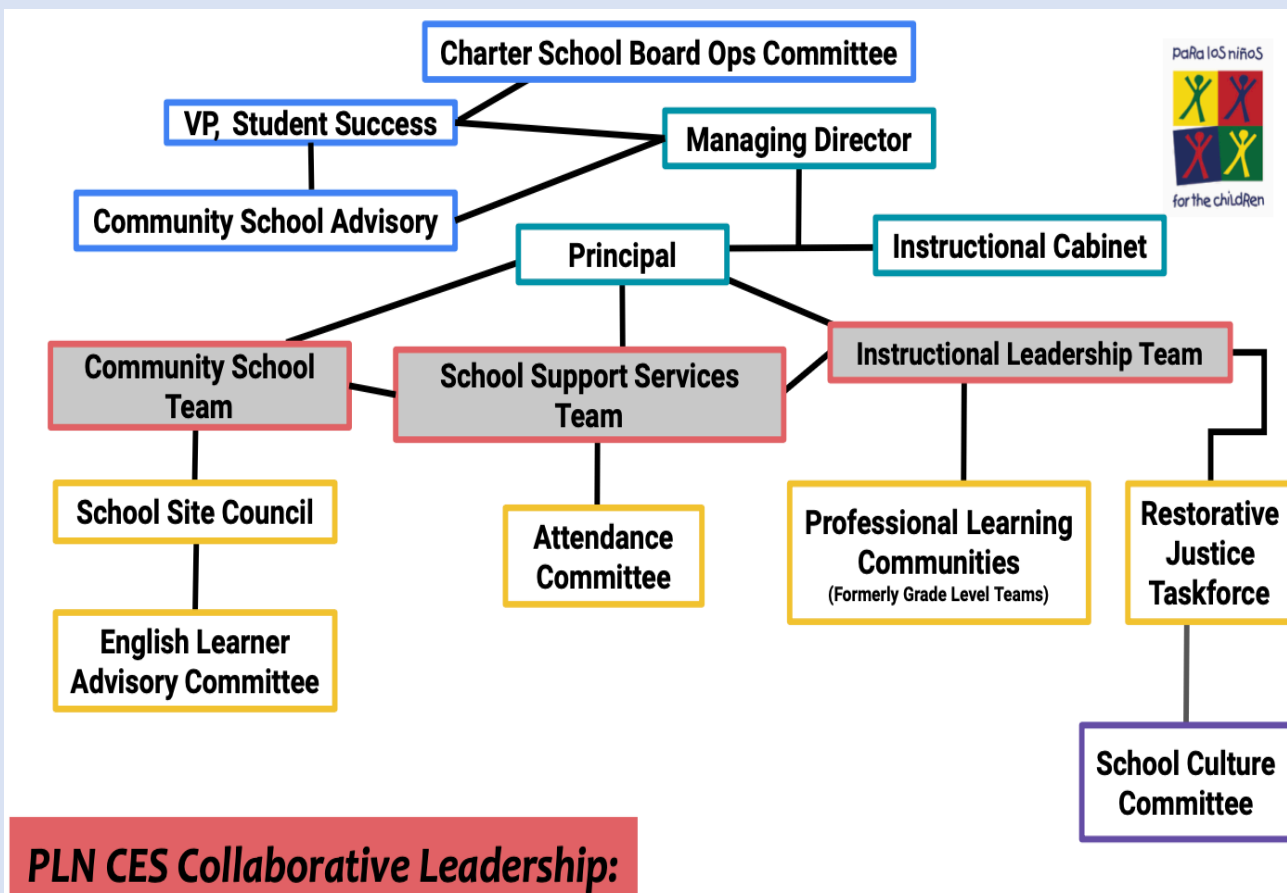
The **Community Schools Team** is the main shared decision-making council for the community school initiative. CES ensures students, teachers and parents have formal roles in the decision-making process regarding school initiatives, activities, events and priorities. The CST will work alongside the attendance committee to monitor attendance data, identify best practices, and celebrate successes.

The **School Site Council** provides a structure for staff, students, parents and community to provide input regarding the optimal functioning of the school, operations as well as fiscal resources.

The **English Learner Advisory Committee** includes staff, students, parents and community partners of English language learners who provide input regarding the optimal functioning of the school, operations as well as fiscal resources.

The **Student Support Services Team** coordinates services, support, and resources in ways that ensure students' needs are continually assessed, monitored, reviewed and met in an integrated way. An attendance committee will be formed with members from the School Support Services team and Student Support and Progress team to plan interventions for chronically absent students.

System of Shared Governance & Site Level Leadership Structure



Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school

implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
CES will utilize the CA CCSPP framework and community School implementation efforts to develop the LCAP for 2024-2027.	<ul style="list-style-type: none"> • Align the 24-27 CES LCAP with Para Los Niños’s strategic plan to integrate priorities across departments • Hold cross-functional team meetings with other teams within PLN—Early Education, Student and Community Services, and Expanded Learning—to discuss alignment, strategic connections, additional services for students at CES • Use the CES CST as part of the interest holder engagement for the LCAP development • Incorporate community schools goals in the goals and actions section of the LCAP • Use the community schools strategy to help inform improved services for foster youth, English learners, unhoused, and low-income students
CES will align 2024-2027 LCAP funds to CCSPP framework priorities.	<ul style="list-style-type: none"> • Use findings from the community schools assets and needs assessment to help determine priorities for funding • School leaders will hold budget meetings from January through May with their communities to cross-examine LCAP funding to develop a strategic and collaborative plan for maximizing each source of funding for collective impact

Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
CES will identify additional sources of funding to support ongoing implementation of the community schools strategy.	<ul style="list-style-type: none"> Director of community schools will meet regularly with the PLN external affairs/development team to discuss funding opportunities and explore ways to sustain community school implementation and targeted interventions
CES will implement the community schools strategy using an integrated, team-based staffing approach.	<ul style="list-style-type: none"> Recruit, hire, and onboard a CES community school coordinator to begin by start of 24-25 school year Recruit, hire, and onboard a family and community engagement coordinator to begin by start of 24-25 school year. This position will be shared between CES and CMS. Identify existing staff members whose work or role is already aligned with the community schools' strategy and whose work or role may become aligned with the strategy; director of community schools will work collaboratively with these members in implementing the strategy and vision Continue fostering and deepening understanding about the community schools strategy among the entire CES community through ongoing meetings, presentations and interest-holder engagement opportunities

Key Staff/Personnel

Community School Coordinator (CSC), to be hired	Will take responsibility for the day-to-day operations of the Community Schools initiative and implementation at CES; work collaboratively with community partners, including school administrators, students, parents, teachers, staff, local organizations, and subcontractors to improve outcomes for students, families and the community; convene monthly CST meetings and monthly community partner meetings to foster a shared, collective responsibility for student success and outcomes; and work alongside the school social worker and family and community engagement coordinator to coordinate necessary interventions and services.
Community School Lead Teachers (CSLTs) Marisa Flores, Anikah Fleitas, Nadia De Leon	Three CSLTs will promote, integrate, and advance the Community Schools' Strategy across the school community, specifically creating buy-in among all the teachers at the school; collaborate with the director of community schools, community schools coordinator, and the family and community engagement coordinator to support the ongoing assets and needs assessment of students and families; provide input for revising the community schools implementation plan; participate in monthly CST meetings; and help plan an annual community schools forum.

Diana Yi, Associate Director of Community Schools (ADCS)	Will oversee and monitor the LEA's Community Schools' initiative as director of community schools through ongoing planning and visioning, assets and needs assessments, and implementation of activities under the four California Community Schools Framework pillars; collaborate with staff from cross-functional teams across PLN and CES to build the necessary infrastructure for the strategic and effective coordination of existing and new community partners to deliver integrated student supports; conduct continuous improvement and progress monitoring of whole-child services/programs; supervise CES's community school coordinator, and the family and community engagement coordinator (a shared position between CES and CMS); identify and support opportunities to align the community schools initiative with key PLN initiatives; and contribute to integration efforts to maximize systems for student success and improved outcomes. The ADCS is currently funded out of the California Community Schools Planning Grant.
To be Hired, Family and Community Engagement Coordinator	Will lead efforts to nurture deep engagement of CES and CMS parents and families using an assets-based approach; conduct ongoing needs assessments to gather data about needs, especially among historically marginalized subgroups of families; coordinate parent events and programs (including the community school forum); collaborate with CES leaders and the community school coordinator; and provide support at monthly CST meetings by conducting parent outreach and building authentic relationships with parent leaders.
Vanessa Soriano, Associate Director of School Support Services	Will supervise the school-based social worker; lead School Support Services meetings at CES; and meet with teachers and administrators to discuss plans to implement social-emotional learning-related needs and support. This position is currently funded by a U.S. Department of Education School-Based Mental Health grant through 2027.
Charon Green, Social Justice Manager	Will support CES's tiered levels of support and interventions to create a safe, inclusive, respectful school community and reduce incidents of bullying, including by coordinating and organizing external training and consultation for CES staff; collaborate with CES leadership and School Support Services to develop and organize materials (books, videos, articles) for CES staff to use in morning meetings or advisory classes; and providing training and coaching on restorative practices for teachers and other school staff. The social justice manager is funded through a Department of Justice grant through 2024 and will be later funded through Local Control Funding Formula funds.
Jessica Fernandez, School Social Worker	Will provide individual and small group counseling to students referred by teachers and refer students, parents, and families to PLN's mental health clinical services department as necessary. This position is currently funded by a U.S. Department of Education School-Based Mental Health grant through 2027.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

PLN's leadership team develops an annual fundraising plan including setting monetary goals to meet organizational and program-level needs, including to support sustainability of educational programs and strategic initiatives at CES. Over more than 40 years, PLN has successfully raised and leveraged philanthropic support from private organizations, family foundations, corporations, government entities, and individual donors. PLN builds and maintains deep relationships with public and private funders to support innovative pilot models, implement evidence-based programming, and demonstrate impact to secure sustainable funding for critical services. For the initial funding period, the main source of matching funds for community schools' implementation will be provided by the Caruso Foundation.

Throughout the project, the school-based CST and CSAT will work closely with CES and PLN leaders to develop sustainability plans to sustain efforts implemented through the community schools' initiative. Sustainability planning will include reviewing evidence of successful activities and their impact; conducting prospect research to identify potential funders; garnering support from influential interest holders, including public agencies and community organizations; and scheduling briefings to inform potential funders of the need for ongoing funding.

It is anticipated that many efforts under the proposed implementation plan will become institutionalized through the project and will be self-sustaining after the conclusion of the project period. New school-based services such as health, dental, and vision screenings are expected to be provided through a coordinated partnership with external providers. The project will conduct a wide range of professional development, family engagement, and shared leadership-building efforts that will increase the capacity of CES's whole community to continue to implement the community schools vision by preparing a broad base of interest holders, including parents and families, staff and teachers, and community partners to collaborate, communicate, and implement the strategies they envision.

New positions established through the project, including the CES community school coordinator, the director of community schools, and the family and community engagement specialist, will require PLN to identify sustainable support resources in the future. Based on the overall success of CCSPP implementation and the alignment of vision between PLN and CCSPP, some of these roles may be added to CES's annual operating budget after the project period concludes.

Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
CES will communicate and promote community schools vision and strategy to foster a culture of shared responsibility for student success and progress.	<ul style="list-style-type: none"> • The CES community school coordinator will meet with community partners monthly to discuss program updates, outcome expectations, specific implementation efforts, and to engage in continuous improvement. • CES leaders will develop a list of key community partners who provide services and supports for students and families (in the afterschool program, during the school day, services to families, etc.), and invite partners to monthly community partner meetings. • Conduct outreach to invite community partners to identify a representative to be part of the monthly meetings.
CES will develop a system of continuous improvement and accountability (toward improved student outcomes) for community partners.	<ul style="list-style-type: none"> • Develop common measures for accountability (e.g., student participation rates, satisfaction surveys, growth in student academics and/or improvement in behavior, reduction in chronic absenteeism, etc.) • Incorporate services provided by community partners into Panorama Education (for individual students receiving services) to monitor progress and outcomes.
CES will expand partnerships to provide on-site health, vision, and dental services	<ul style="list-style-type: none"> • Work with PRN Nursing Consultants to maintain current services, identify additional screening needs, and develop implementation plans to expand services • Explore partnerships with those who provide free health clinic services at school sites (e.g., Blue Shield Promise and QueensCare) • Based on continued needs assessment, research additional partners to provide health services

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Several partnerships with community-based organizations will support CCSP implementation at CES:

- **Cesar Chavez Foundation:** The Cesar Chavez Foundation's mission is to carry on Cesar's life's work of uplifting the lives of Latinos and working families by inspiring and transforming communities through social enterprises that address essential human, cultural, and community needs. For the 2023-24 school year, CES is partnering with the foundation to pilot its Heart and Mind curriculum, which provides a culturally responsive supplement to core English language arts and social science learning using grade-level standardized social emotional learning and literacy lessons. The pilot, currently operating in one transitional kindergarten (TK) classroom, includes coaching for the CES TK teacher on how to support students to explore social emotional and social science themes aligned to the core values of civil rights leader Cesar Chavez, including

building acceptance and a *Sí Se Puede* mindset, through lessons centered around reading aloud culturally relevant children's literature. The Heart and Mind curriculum is adaptable through the 5th grade level. CES will work with the foundation to expand implementation into more classrooms and provide additional SEL coaching for teachers.

- **Sincere Behavioral Solutions:** As a component of CES's MTSS implementation, students who need Tier 3 intervention are connected to a variety of services and activities. CES will contract with Sincere Behavioral Solutions to augment Tier 3 supports with high quality applied behavior analysis to support students with behavior challenges. Sincere Behavioral Solutions provides coaching and modeling support for teachers and staff; staff from Sincere Behavioral Solutions have been especially helpful in assisting with intervention plans for students who have behavioral challenges but do not have an individualized education plan. By adding Tier 3 support, CES staff will be better able to broadly support Tier 1 and Tier 2 activities.
- **Inner City Arts:** Based in CES's Skid Row neighborhood, Inner City Arts engages young people in the creative process in order to shape a society of creative, confident, and collaborative individuals. CES partners with Inner City Arts to provide art and music programming for students and will continue the partnership by integrating arts enrichment activities that align with community-building and learning goals.
- **PRN Nursing Consultants:** Through a standing partnership with CES, PRN Nursing Consultants provides audiometric (hearing) and vision screenings for mandated grade levels (TK/K/2/5). In the assets and needs assessment process, 89% of CES students surveyed (out of 72 students) indicated that they would benefit from school-based health services. Moreover, teachers indicated that dental, vision and hearing are moderate or high priority needs for their students. To expand health services in response to the needs identified by students and teachers, CES will reinstitute dental screenings for all students in the 2024-2025 school year.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>The PLN Instructional Cabinet will develop a multi-year coaching and capacity building plan for teachers, instructional aides, and operations staff while focusing on school leadership development grounded in the community schools strategy</p>	<ul style="list-style-type: none"> • Through the development of the 2024-2027 LCAP and community needs assessment data, the instructional cabinet will implement a multi-tiered professional development plan • Hold a community school implementation launch at the August 2024 five-day educator's institute to engage administrators, teachers, instructional assistants, family specialists, school counselor and school social workers in collaborative, engaging professional learning around the community schools' framework, co-constructing an integrated service delivery model for CES students and families, and individually developing SMARTIE Goals centered in the community schools' strategy and aligned with the CES LCAP. Ongoing learning will occur throughout the year, through: <ul style="list-style-type: none"> ○ Quarterly organization-wide PLN Leadership Summit ○ Quarterly Equity Driven Leadership Lab ○ Quarterly School Leadership Lab ○ Monthly school-wide professional development ○ Monthly professional development for instructional aides ○ Weekly classroom culture observation and feedback loop and instructional observation and feedback loop • Hold monthly professional development for administrators and teacher leaders to equip CES leaders to carry out wider professional learning across the LEA. • Identify and train staff who have not yet received training in MTSS • Hold additional professional development, including training on differentiated professional learning cycles (Plan, Do, Study, Act) that include building common restorative language as a school community; repairing harm and empower student voice and agency; and leading equity-driven deep data analysis using attendance, referral, survey and "street" data to understand student needs.
<p>CES will provide professional development to support expanded implementation of a restorative communities and classrooms initiative</p>	<ul style="list-style-type: none"> • Increase the number of staff who complete professional learning on anti-bias and antiracist practices and culturally relevant and sustaining pedagogy • Increase the number of classrooms employing restorative communities and classrooms practices

CES will prepare its teachers to adopt standards-based grading to increase student voice and choice in determining how they show mastery of grade level standards	<ul style="list-style-type: none"> • All CES teachers receive training in standards-based grading • All CES teachers adopt standards-based grading practices in their classrooms • Increase the number and percentage of CES students who demonstrate mastery at or above grade level
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Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
CES will establish and maintain community circles, calm corners, and restorative practices to create learning environments that are emotionally and culturally safe and conflict-free for all students	<ul style="list-style-type: none"> • Build a comprehensive system with teachers to intentionally build community, integrate social-emotional wellness skills, and communicate connections to college and career success in lessons • The restorative justice taskforce will build a multi-tiered, trauma and data-informed system of support to develop consistent practices that effectively address harmful behaviors with restorative rewards and consequences. • Plan unit launches to provide ongoing support to teachers as they build restorative, anti-racist practices • Launch a book study with teams to build a shared understanding of restorative practices.
CES will increase the level of student engagement and discourse in the class with a focus on cultivating a college & career readiness culture by incorporating work-based learning, civic education, and service-learning projects	<ul style="list-style-type: none"> • CES staff will promote college career themes in classrooms, conduct fieldtrips to universities and colleges, and expose students to multiple careers and industries
CES will expand the Cesar Chavez Foundation curriculum and partnership across grade levels and to the afterschool program	<ul style="list-style-type: none"> • The community schools coordinator will collaborate with the instructional leadership team to build a comprehensive plan to support a robust partnership using the Hearts and Minds curriculum, including a professional development cycle to support lesson planning, observations and feedback, and student work analysis

	<ul style="list-style-type: none"> • Teachers will video lessons for reflection and alignment purposes • Students will provide feedback on the units of study before and after each unit • Families will engage in workshops using the program's curricular materials to build shared understanding of the importance of advocacy and passion projects
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Strategy 9: Progress Monitoring and Possibility Thinking

When interest holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools' initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
CES will develop an evaluation plan for the community schools initiative informed by students, teachers, parents and families, staff, administrators, and community partners	<ul style="list-style-type: none"> • Utilize the Community Schools Forward (2023) Outcomes and Indicators publication as a guiding resource to present to the CES CST • Select and modify desired outcomes and indicators for the CES school community and add local outcomes and indicators as needed • The CST will present the evaluation plan to the CSAT • Work with Panorama Education to further develop the data platform to facilitate data management, analysis, reporting, and trend monitoring 	<ul style="list-style-type: none"> - CST members confidently express clarity and understanding of the evaluation plan. - CES and its CST has access to relevant, timely, accurate, integrated data to contribute to ongoing community schools evaluation
CES will foster a shared understanding of baseline data regarding student progress that includes data on academic achievement, school climate, chronic	<ul style="list-style-type: none"> • The CES CST will establish regular routines to review school-wide baseline data and to monitor trends to identify opportunities to improve community school strategy implementation 	<ul style="list-style-type: none"> • CST members express understanding of the baseline data and use it to monitor trends for key indicators • The CES CST uses data to conduct continuous

absenteeism, and other indicators.	<ul style="list-style-type: none"> • The CES CST will work with the managing director of charter schools and director of community schools to periodically conduct “data deep dives” on focus topics within the evaluation plan • The CES CST will identify data gaps and additional data needs to support ongoing community schools assets and needs assessments and program evaluation and establish indicators and data collection methods to address gaps 	quality improvement of community schools efforts throughout the project period
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CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Para Los Niños Charter Middle School

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment Built Around the Overarching Values

After engaging interest holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Para Los Niños (PLN) Charter Middle School (CMS) is currently completing LEA and site-level visioning-stage dialogue to build shared understanding and commitment with key interest holders. Work to develop shared understanding and commitment is closely tied to PLN's Theory of Change, which formalizes how the organization's mission, vision, and core values engender change through programs for children, youth, and families. The theory of change anchors efforts to develop aims and strategies and build a foundation for decision-making, evaluation, and communication with internal and external interest holders under three pillars: (1) Educate: PLN provides high-quality academic and social-emotional education that fosters creative problem-solving and innovation in order to promote school readiness. (2) Support: PLN provides social-emotional wraparound support to parents and communities to promote well-being and support students' academic and social success. (3) Partner: PLN partners with and uplifts communities that connect children, youth, and families to education and resources to lead and succeed. PLN engages in advocacy and policy efforts to improve service delivery systems. PLN's Impact Plan unifies and operationalizes how the theory of change is implemented across the three pillars. To achieve mission impact, PLN works to ensure that children and youth are academically, socially, and emotionally prepared for success; that families and communities possess self-agency to successfully navigate systems to support children

from childhood to adulthood; and that communities are supported by public systems and institutions that ensure equitable and responsive supports for children, youth, and families. These pillars and impact areas are well-aligned with the California Community Schools' Framework, and have been implemented consistently and effectively across PLN, providing a solid foundation to deepen LEA-specific visioning and move toward meaningful engagement and transformation.

CMS has conducted a community school dialogue and assessment using several approaches that center the CA Community Schools' Framework overarching values:

1. **Developmental plans for ensuring racially-just, relationship-centered spaces.** Throughout PLN, including at CMS, there is a strong, ongoing effort to center relationships and build racially-just educational practices. Agency-wide, PLN has adopted a relationship-based approach derived from the findings of the Center for Disease Control and Kaiser Permanente's groundbreaking study on adverse childhood experiences. This framework informs the organization's understanding that childhood trauma has lifelong consequences on all areas of physical, mental, emotional, social, and behavioral health. CMS teachers and staff receive training in the relationship-based approach, which recognizes the fundamental importance of having safe, caring relationships as a precursor to assuring equitable access to education and to all kinds of services. At CMS, 95% of students are Latinx, including 38% who are English learners. Nearly all students (94%) are eligible for free or reduced cost meals. Valuing the diverse cultures, perspectives, experiences, learning styles, and strengths of every student and family member is explicitly integrated in community school engagement efforts, including through bilingual communications about community schools-related meetings and dialogue opportunities to ensure that every family member feels welcome to participate. CMS will continue to build out professional development for teachers and staff to adopt antiracist and culturally responsive pedagogies, including standards-based grading systems, and to use classroom opportunities to empower students' voices. Additionally, CMS will continue to implement professional development and student-facing programming using restorative practices such as community circles, social-emotional learning curricula, and multi-tiered support systems (MTSS) with enhanced Tier 3 support. In partnership with the Cesar Chavez Foundation, an organization that brings social justice learning into the classroom, these efforts will be extended school-wide and adopted within after school and summer enrichment programming.
2. **Developmental plans for shared power.** Preliminary dialogue with interest holders, including examining power structures within PLN and CMS to nurture deep engagement and collaboration, has revealed that more work is needed to create opportunities for collaborative leadership and family engagement. In other areas of the organization, PLN has successfully adopted a variety of effective, evidence-based approaches to community engagement, such as the use of *promotor*, a paid community health worker who promotes deep engagement and builds local leadership for a variety of health and wellness initiatives in predominantly Spanish-speaking communities. CMS does not have a formal "Parent Teacher Organization," and the high level of interest among parents in participating in the CST is strong evidence that more collaborative leadership opportunities are needed and can be successful.
3. **Developmental plans for classroom-community connections.** Through mapping and dialogue, PLN is working with CMS interest holders to examine the value and scope of existing community partnerships, and to identify areas where new partnerships are needed. More than half of CMS teachers indicated that there is room for improvement in key areas, including teaching and learning that infuses high-level content and skills with real-world learning opportunities; curriculum that is deeply connected to the local community and students' identities,

cultures, and experiences; opportunities for students to engage in meaningful inquiry-based learning and problem-solving; and linking classroom instruction to the local and broader community. To strengthen classroom-community connections, CMS will work with the Cesar Chavez Foundation to incorporate their “One Voice” English language arts curriculum for grades 6-8. “One Voice” includes embedded social-emotional learning skills and is aligned with grade-level standards. Through the Community Schools Team, CMS will explore additional partnerships to build upon classroom-community connections.

4. **Developmental plans for a focus on continuous improvement.** CMS continuous improvement plans are being developed by an LEA-based Community Schools Team (CST). The CST, including teachers and school staff, parents, and community partners, will remain in place throughout the developmental planning and implementation stages and will continue to support community schools’ efforts throughout implementation to provide for continuous improvement. CMS will conduct a wide range of evaluation and quality monitoring activities in consultation with the managing director of charter schools and director of community schools to monitor how well programs and services are meeting the needs of students and families. CMS will use Panorama Education as the main platform for monitoring whole-child support, services, and impact. CMS will collect and periodically review data on community schools initiative development and implementation and will work closely with the CST to engage all interest holders in evaluating CMS’s progress and identifying opportunities for improvement.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

PLN will use a variety of strategies to collect input from CMS interest holders to inform its community school vision, priorities, and strategies. Preliminary interest-holder engagement has included informational and visioning meetings with teachers, parents, and administrative staff; surveys of students, teachers, administrators, and staff such as instructional aides; focus groups with students; and meetings with key PLN staff including the Expanded Learning and School Support Services teams.

Community schools outreach meetings, forums, and family events are always provided in bilingual formats and designed to remove obstacles to family members’ participation. Within CMS, unhoused students currently make up 16% of the population, students receiving special education services make up 11.5%, and Black students make up about 3%. Students experiencing

homelessness, students receiving special education services, and Black students will be some of the subgroups that CMS will focus on in future assets and needs assessment processes.

To reach unhoused students and families, PLN's mental health services team, family specialists, and school social workers will interview unhoused students and families to learn about their school and lived experiences, assets they bring, and specific needs for additional support and services. PLN will rely on its strong partnership with Union Rescue Mission to help teachers gain an understanding of the lived reality of unhoused students and families through thoughtfully constructed teacher visits to the shelter. To provide welcoming and safe opportunities to engage Black students and families, CES will implement targeted family engagement through parent and family celebrations, parent workshops, cultural celebrations, and student-centered assemblies and activities that elevate Black students' successes within the school community. These events will include opportunities to gather data from parents/caregivers of Black students about their needs. In addition, CMS will work with Afro-Latino California, a current community partner, in efforts to celebrate and engage Black families.

Drawing from all PLN constituencies, the Community Schools Team (CST) will guide community schools implementation and serve as a resource for reflection and engagement. The CST will continue to meet to review data about assets and needs to identify gaps in assessment engagement activities, including opportunities to reach subgroups and to plan additional interviews and outreach activities to maintain effective engagement. CST meetings will use simultaneous translation services to engage parents, community members, and other interest holders in generating, reviewing, and refining community schools' efforts.

To continue assessment efforts, project staff will conduct parent focus groups, community partner convenings, interviews with the school nurse, meetings with math and STEAM instructional coaches, school climate student surveys, Equity Scholar projects based on the National Equity Project and *Street Data*, and interviews with students and parents. This additional assessment and dialogue will support the CST to delve deeper into initial findings of the assets and needs assessment to solidify core activities under each planned strategy and effort.

Part B: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
<p>CMS will offer effective, integrated student supports that contribute to reducing chronic absenteeism.</p>	<ul style="list-style-type: none"> • Reduce CMS’s chronic absenteeism rate from 30% (2022-23 CA Dashboard Data) to 20% by the end of the 2024-25 school year and by at least 5% in subsequent years • Reduce the chronic absence rate by at least 15% in each demographic group by the end of school year 2024-25 <ul style="list-style-type: none"> ○ Black students (from 50% to 35%) ○ English Learners (from 36% to 21%) ○ Students receiving special education services (from 45% to 30%)
<p>CMS will adopt effective approaches to family engagement and collaborative leadership that are grounded in a co-constructed family engagement vision, shared decision-making processes, and shared responsibility for student success among teachers, parents and families, students, and staff.</p>	<p>Using 2023 Community Schools Forward outcome indicators as a baseline, CMS will:</p> <ul style="list-style-type: none"> • Increase the percentage of families who report feeling valued and connected to the school. • Increase the percentage of students who report that their families support their learning at home. • Increase the family reports of feeling confident in supporting their children’s learning. <p>In addition, CMS will:</p> <ul style="list-style-type: none"> • Increase the number of events or opportunities for parents/families to be involved in shared decision-making. • Increase participation among all interest holders in shared decision-making opportunities.
<p>CMS will improve school culture and climate to be more welcoming (especially for students new to the school), safe, and inclusive by (a) providing professional development to all staff to implement Restorative Practices and Restorative Circles, (b) consistently employing a social-emotional curriculum, and (c) creating more team-building opportunities for students.</p>	<ul style="list-style-type: none"> • Reduce the number of suspensions and incidents (baseline: 157 incidents and 13 suspensions in 2022-23); and review baselines and monitor numbers of incidents and suspensions by student subgroup (e.g., Black students, students receiving special education services, and English learners) • Improve students’ perceptions about school safety as measured by school climate survey data (baseline: In 2021-22 43% of students reported worrying about violence at their school).

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
CMS will expand its CST to include community partners, students, and parents and families from historically marginalized subgroups.	<ul style="list-style-type: none"> The community schools coordinator will conduct targeted outreach to community partners as well as to students and parents from identified subgroups The CMS CST will meet monthly to implement the community school vision using a collaborative, shared decision-making structure.
CMS will strengthen leadership voice and agency among student leaders by supporting student-led advocacy for leadership, organizing and advocacy campaigns to create cultural changes to the school-wide climate.	<ul style="list-style-type: none"> -Provide leadership development for the 8th grade Student Ambassador group to become Restorative Justice leaders for their peers -Expand the Student Ambassador group to include 6th and 7th grade students. -Connect student ambassadors to the CST to invite broader student input. - Provide leadership development for student ambassadors to (a) build basic leadership skills; (b) build basic advocacy skills; (c) use school culture and climate data to identify equity barriers at their school; (d) participate in community forums where their voices will provide context about the problem by highlighting the impact of the current policy, culture, and resources and the challenges they presents to student(s); (e) engage with educational partners (parents, school administration, teachers, and representatives of the LEA) in the liberatory design process to ideate and co-construct solutions to the equity challenge the current system is perpetuating; (f) present a plan for change to the principal, CST, and instructional learning team; and (g) support the efforts and implementation of their solutions on campus.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

The **Community Schools Advisory Team** will provide system-level leadership across the whole project for both CES and CMS, operating as a steering committee and advisory council. The CSAT will lead the project launch and implementation by conducting exploration and assessment activities; providing guidance to school-level implementers; and supporting data-driven community schools activities by providing existing data for both schools and facilitating additional data collection.

The **Instructional Leadership Team** works alongside teaching and site-based staff to ensure that the school environment is safe, supportive and inclusive; the school has a guaranteed and viable curriculum; and effective teaching is present in every class. The instructional leadership team use data protocols, assessment and collaborative learning experiences to determine next steps for the larger school community. In addition, the team develops and implements the LEA's professional learning plan, facilitates a robust process for the adoption and implementation of community-based curriculum, and supports teachers with their pedagogical practices through instructional data cycles.

- **Grade-Level Teams/ Professional Learning Community** regularly interact to address common issues regarding curriculum, assessment, instruction, and student achievement. These teams will review data, plan lessons, observe each other's lessons, provide feedback, and take their learning and apply it to their weekly and daily planning. Lesson studies grounded in data ensure teacher practice is continually growing through cycles of continuous improvement and that result in tangible outcomes for students.
- The **Restorative Justice Taskforce** focuses on positive restorative school culture, including by reviewing data through an equity-lens. The culture lead (a teacher leader) will (a) lead student focus groups with student equity ambassadors; (b) facilitate a monthly school culture meetings to address identity and culture issues on campus; and (c) celebrate the successes of students, student groups, and the school.
- The **School Culture Committee** works alongside the Culture Lead to integrate anti-racist SEL practices and culturally responsive pedagogy in instruction and across the school community. This team cultivates their leadership skills, develop their knowledge of restorative practices, and build culturally and historically responsive practices (anti-racist pedagogy), while supporting colleagues in strengthening their culturally relevant and anti-racism instructional practices to transform student outcomes.

The **Community Schools Team** is the main shared decision-making council for the community school initiative. Through the CST, CES ensures students, teachers and parents have formal roles in the decision-making process regarding school initiatives, activities, events and priorities.

Student Ambassadors strengthen leadership voice and agency among student leaders to initiate student-led advocacy by creating leadership, organizing and advocacy campaigns to create cultural changes to the school-wide climate. The student leaders will engage in learning opportunities that will be built on their experiences while educating them on power and policy.

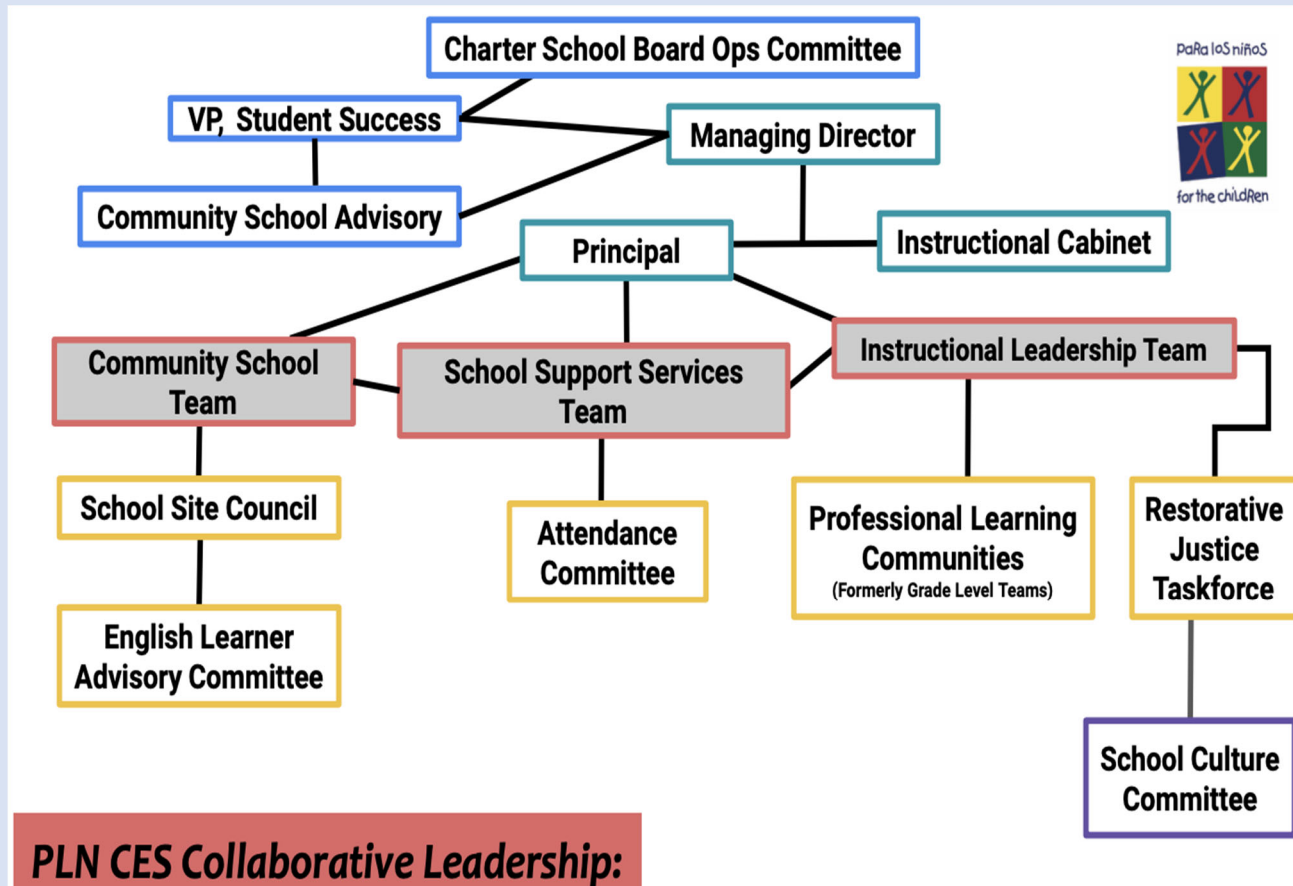
The **School Site Council** provides a structure for staff, students, parents and community to provide input regarding the optimal functioning of the school, operations as well as fiscal resources.

The **English Learner Advisory Committee** includes staff, students, parents and community partners of English language learners who provide input regarding the optimal functioning of the

school, operations as well as fiscal resources.

The **Student Support Services Team** coordinates services, support and resources at CMS in ways that ensure students' needs are continually being assessed, monitored, reviewed and met, through an integrated way. An attendance committee will be formed with members from the School Support Services team and Student Support and Progress team to plan interventions for chronically absent students.

System of Shared Governance & Site Level Leadership Structure



Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
CMS will utilize the CA CCSPP framework and community school implementation efforts to develop the LCAP for 2024-2027.	<ul style="list-style-type: none">• Align the 24-27 CMS LCAP with Para Los Niños's strategic plan to integrate priorities across departments.• Hold cross-functional team meetings with other teams within PLN—Early Education, Student and Community Services, and Expanded Learning—to discuss alignment, strategic connections, additional services for students at CMS.• Utilize the CMS CST as part of interest holder engagement for LCAP development.• Incorporate community schools goals in the goals and actions section of the LCAP.• Use the community schools strategy to improve services for foster youth, English learners, unhoused, and low-income students.
CMS will align 2024-2027 LCAP funds to CCSPP framework priorities.	<ul style="list-style-type: none">• Use findings from the community schools assets and needs assessment to help determine priorities for funding.• School leaders will hold budget meetings from January through May to cross-examine LCAP funding to develop a strategic and collaborative plan for maximizing each source of funding for collective impact.

Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
CMS will identify additional sources of funding to support ongoing implementation of the community schools strategy.	<ul style="list-style-type: none"> Director of community schools will meet regularly with the PLN external affairs/development team to discuss funding opportunities and explore ways to sustain community school implementation and targeted interventions.
CMS will implement the community schools strategy is implemented using an integrated, team-based staffing approach.	<ul style="list-style-type: none"> Recruit, hire, and onboard a CMS community school coordinator to begin by start of 24-25 school year. Recruit, hire, and onboard a family and community engagement coordinator to begin by start of 24-25 school year. This position will be shared between CMS and CES. Identify existing staff members whose work or role is already aligned with the community schools' strategy and whose work or role may become aligned with the strategy; director of community schools will work collaboratively with these members in implementing the strategy and vision. Continue fostering and deepening understanding about the community schools strategy among the entire CMS community through ongoing meetings, presentations and interest-holder engagement opportunities.

Key Staff/Personnel

Community School Coordinator (CSC), to be hired	Will take responsibility for the day-to-day operations of the community schools initiative and implementation at CMS; work collaboratively with community partners, including school administrators, students, parents, teachers, staff, local organizations, and subcontractors to improve outcomes for students, families and the community; convene monthly CST meetings and monthly community partner meetings to foster a shared, collective responsibility for student success and outcomes; and work alongside the school social worker and family and community engagement coordinator to coordinate interventions and services.
Community School Lead Teachers (CSLTs) Patrick Templeton, Ashley Avilla, Debbie Rosa	Three CSLTs will promote, integrate, and advance the community schools strategy across the school community, specifically creating buy-in among all the teachers at the school; collaborate with the associate director of community schools, community schools coordinator, and the family engagement coordinator to support the ongoing assets and needs assessment of students and families, provide input for revising the community schools implementation plan, participate in monthly CST meetings; and help plan an annual community schools forum.

Diana Yi, Associate Director of Community Schools	Will oversee and monitor the LEA's community schools initiative as the director of community schools through ongoing planning and visioning, assets and needs assessments, and implementation of activities under the four California Community Schools Framework pillars; collaborate with staff from cross-functional teams across PLN and CMS to build the necessary infrastructure for the strategic and effective coordination of existing and new community partners to deliver integrated student supports; conduct continuous improvement and progress monitoring of whole-child services/programs; supervise CMS's community school coordinator, and the family and community engagement coordinator (a shared position between CES and CMS); identify and support opportunities to align the community schools initiative with key PLN initiatives; and contribute to integration efforts to maximize systems for student success and improved outcomes. The ADCS is currently funded out of the Community Schools Planning Grant.
To be Hired, Family and Community Engagement Coordinator	Will lead efforts to nurture deep engagement of CMS and CES parents and families using an assets-based approach; conduct ongoing needs assessments to gather data about needs, especially among historically marginalized subgroups of families; coordinate parent events and programs (including the community school forum); collaborate with CMS leaders and the community school coordinator; and provide support at monthly CST meetings by conducting parent outreach and building authentic relationships with parent leaders.
Vanessa Soriano, Associate Director of School Support Services	Will supervise the school-based social worker; lead School Support Services meetings at CMS; and meet with teachers and administrators to discuss plans to implement social-emotional learning-related needs and support. This position is currently funded by a U.S. Department of Education School-Based Mental Health grant through 2027.
Charon Green, Social Justice Manager	Will support CMS's tiered levels of support and interventions to create a safe, inclusive, respectful school community and reduce incidents of bullying, including by coordinating and organizing external training and consultation for CMS staff; collaborating with CMS leadership and School Support Services to develop and organize materials (books, videos, articles) for CMS staff to use in morning meetings or advisory classes; and providing training and coaching on restorative practices for teachers and other school staff. The social justice manager is funded through a Department of Justice grant through 2024 and will be later funded through Local Control Funding Formula funds.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

PLN's leadership team develops an annual fundraising plan including setting monetary goals to meet organizational and program-level needs, including to support sustainability of educational programs and strategic initiatives at CMS. Over more than 40 years, PLN has successfully raised and leveraged philanthropic support from private organizations, family foundations, corporations, government entities, and individual donors. PLN builds and maintains deep relationships with public and private funders to support innovative pilot models, implement evidence-based programming, and demonstrate impact to secure sustainable funding for critical services. For the initial funding period, the main source of matching funds for community schools implementation will be provided by the Caruso Foundation.

Throughout the project, the school-based CST and CSAT will work closely with CMS and PLN leaders to develop sustainability plans to sustain efforts implemented through the community schools initiative. Sustainability planning will include reviewing evidence of successful activities and their impact; conducting prospect research to identify potential funders; garnering support from influential interest holders, including public agencies and community organizations; and scheduling briefings to inform potential funders of the need for ongoing funding.

It is anticipated that many efforts under the proposed implementation plan will become institutionalized through the project and will be self-sustaining after the conclusion of the project period. New school-based services such as health, dental, and vision screenings are expected to be provided through a coordinated partnership with external providers. The project will conduct a wide range of professional development, family engagement, and shared leadership-building efforts that will increase the capacity of CMS's whole community to continue to implement the community schools vision by preparing a broad base of interest holders, including parents and families, staff and teachers, and community partners to collaborate, communicate, and implement the strategies they envision.

New positions established through the project, including the CMS community school coordinator, the director of community schools, and the family and community engagement specialist, will require PLN to identify sustainable support resources in the future. Based on the overall success of CCSPP implementation and the alignment of vision between PLN and CCSPP, some of these roles may be added to CMS's annual operating budget after the project period concludes.

Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
CMS will communicate and promote community schools vision and strategy to foster a culture of shared responsibility for student success and progress.	<ul style="list-style-type: none"> • The CMS community school coordinator will meet with community partners monthly to discuss program updates, outcome expectations, and specific implementation efforts, and to engage in continuous improvement. • CMS leaders will develop a list of key community partners who provide services and supports for students and families (in the after-school program, during the day school, services to families, etc.) to invite partners to monthly community partner meetings. • Conduct outreach to invite community partners to identify a representative to be part of the monthly meetings.
CMS will develop a system of continuous improvement and accountability (toward improved student outcomes) for community partners.	<ul style="list-style-type: none"> • Develop common measures for accountability (e.g., student participation rates, satisfaction surveys, growth in student academics and/or improvement in behavior, reduction in chronic absenteeism) • Incorporate services provided by community partners into Panorama Education (for individual students receiving services) to monitor progress and outcomes
CMS will use effective, strategic community partnerships to deepen efforts to transform the school climate, deepen authentic relationships, implement student-centered instruction, and share power through legitimate collaborative decision making.	<ul style="list-style-type: none"> • In partnership with Cesar Chavez Foundation, CMS will provide four professional learning opportunities for staff. • The community school coordinator will restore opportunities to partner with the National Conflict Center to support restorative justice practice implementation. • The community school coordinator will collaborate with Sincere Behavioral Solutions to plan and coordinate Tier 2 and Tier 3 MTSS supports, including individual services for students receiving Tier 3 interventions and working with the School Support Services team and Student Support and Progress teams to replicate high-level strategies. • The community school coordinator will work with staff at Union Rescue Mission to identify opportunities across social services, PLN, and CMS to strengthen supports for unhoused students and families.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Several partnerships with community-based organizations will support CCSPP implementation at CMS:

- **Union Rescue Mission (URM):** CMS has a longstanding relationship with URM, a family shelter located in the Skid Row neighborhood that provides shelter to many of the unhoused students and families at CMS. URM provides emergency services for families experiencing homelessness. URM's partnership with CMS is critical to facilitating educational access for students experiencing

homelessness. CMS and URM staff meet regularly to discuss unhoused CMS students on a case-by-case basis, including addressing attendance issues. The URM program manager is in close communication with the family specialist and school social worker at CMS. Administrators and PLN staff also attend townhall meetings that occur at URM. In conversation with the URM program manager, the associate director of community schools explored coordinating CMS teacher and PLN staff learning visits to URM for teachers to better understand the living environment of the students and plan appropriate supports for the students and their families to improve student learning in and out of the classroom.

- **Skid Row Collaborative:** Led by PLN, the Skid Row Collaborative is a partnership between service providers in the Central City East neighborhood to ensure that agencies serving families at risk of or experiencing homelessness have up-to-date information regarding emergency, temporary, and permanent housing resources as well as housing policies. Current members of the collaborative include Los Angeles Unified School District, Los Angeles County Department of Mental Health, People Assisting the Homeless, Union Rescue Mission (URM), and The Whole Child. Through the partnership, CMS and PLN staff have adopted numerous practices to support safety and educational access for homeless students.
- **Cesar Chavez Foundation:** The Cesar Chavez Foundation's mission is to carry on Cesar's life's work of uplifting the lives of Latinos and working families by inspiring and transforming communities through social enterprises that address essential human, cultural and community needs. CMS will partner with the Foundation to provide its Our Voice curriculum, a rigorous 6-8th grade 10-week curriculum designed to promote growth in English language arts and inspire students to transform their lives and communities by igniting their leadership. Students learn from the example of civil rights leader, Cesar Chavez, developing skills in research, close reading, argumentative writing, and presentation.
- **PRN Nursing Consultants:** Through a standing partnership with CES, PRN Nurse Consultants provides audiometric (hearing), vision, and scoliosis screenings for the mandated 8th grade level. In the assets and needs assessment process, 94% of CMS students surveyed (out of 34 students) indicated that they would benefit from health services at CMS. Additionally, given the large number of unhoused students at CMS and significant turnover rate, PLN has discussed the need to screen all grade levels every year. To expand health services in response to the needs identified by students and teachers, CES will reinstitute dental screenings for all students in the 2024-2025 school year.
- CMS currently works with **School Nutrition Plus (SNP)** to provide school food to students. Through a focus group and CST discussion, CMS students have indicated a desire for improved food menus. Out of the 34 students surveyed, 76% said they want healthier food options at school. CMS will utilize this opportunity to engage students in a leadership exercise, inviting students from the student ambassadors to tasting sessions with SNP to provide direct feedback, effect change, and foster student agency.
- **The L.A. Downtown Industrial Business Improvement District (BID):** BID is the principal advocate for property owners, businesses, employees, and residents of Downtown Los Angeles. CMS and BID collaborate to ensure that the school community receives safety services, including patrolling bicycle personnel and vehicle patrol. The BID Safe Team prevents, deters, and reports illegal activities and ensures that streets, sidewalks, storefronts, parking lots, and alleys are consistently maintained through sidewalk sweeping, trash collection, graffiti removal, illegal dumping removal, weed abatement, tree trimming, and pressure washing. These activities help the CMS community to feel safe and take pride in the school's facilities and surrounding areas.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps
The PLN Instructional Cabinet will develop a multi-year coaching and capacity building plan for teachers, instructional aides, and operations staff while focusing on school leadership development grounded in the community schools' strategy	<ul style="list-style-type: none">• Through the development of the 2024-2027 LCAP and community needs assessment data, the instructional cabinet will implement a multi-tiered professional development plan• Hold a community school implementation launch at the August 2024 five-day educator's institute to engage administrators, teachers, instructional assistants, family specialists, school counselor and school social workers in collaborative, cognitively engaging professional learning around the community schools framework, co-constructing an integrated service delivery model for CMS students and families, and individually developing SMARTIE Goals centered in the community schools strategy and aligned with the CMS LCAP. Ongoing learning will occur throughout the year, through:<ul style="list-style-type: none">○ Quarterly organization-wide PLN leadership summit○ Quarterly equity driven leadership lab○ Quarterly school leadership lab○ Monthly school-wide professional development○ Monthly professional development for instructional aides○ Weekly classroom culture observation and feedback loop and instructional observation and feedback loop• Hold monthly professional development for administrators and teacher leaders to equip CMS leaders to carry out wider professional learning across the LEA.• Identify and train staff who have not yet received training in MTSS• Hold additional professional development, including training on differentiated professional learning cycles (Plan, Do, Study, Act) that include building common restorative language as a school community; repairing harm and empower student voice and agency; and leading equity-driven deep data analysis using attendance, referral, survey and "street" data to understand student needs.

CMS will provide professional development to support expanded implementation of a restorative communities and classrooms initiative	<ul style="list-style-type: none"> • Increase the number of staff who complete professional learning on anti-bias and antiracist practices and culturally relevant and sustaining pedagogy • Increase the number of classrooms employing restorative communities and classrooms practices
CMS will prepare its teachers to adopt standards-based grading to increase student voice and choice in determining how they show mastery of grade level standards	<ul style="list-style-type: none"> • All CMS teachers receive training in standards-based grading • All CMS teachers adopt standards-based grading practices in their classrooms • Increase the number and percentage of CMS students who demonstrate mastery at or above grade level

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
CMS will increase the level of student engagement and discourse in the classroom with a focus on cultivating a college and career readiness culture by incorporating work-based learning, civic education, and service-learning projects	<ul style="list-style-type: none"> • Support the CMS community's work-based learning by collaborating with the PLN Youth Workforce Services program to plan and implement career readiness activities and introduce students to employment opportunities as appropriate. • Engage students in completing a career interest survey • Support activities to expose students to Career and Technical Education Center (CTC) pathways • CMS staff will promote college career themes in classrooms, conduct fieldtrips to universities and colleges, and expose students to multiple careers and industries
CMS will establish and maintain community circles, calm corners and restorative practices to create learning environments that are	<ul style="list-style-type: none"> • Build a comprehensive system with teachers to intentionally build community, integrate social-emotional wellness skills and communicate connections to college and career success in lessons. • The restorative justice taskforce will build a multi-tiered, trauma and data-informed system of support to develop

emotionally and culturally safe and conflict-free for all students.	<p>consistent practices that effectively address harmful behaviors with restorative rewards and consequences.</p> <ul style="list-style-type: none"> • Plan unit launches to provide ongoing support to teachers as they build restorative, anti-racist practices. • Launch a book study with teams to build a shared understanding of restorative practices.
CMS will expand the Cesar Chavez Foundation curriculum and partnership across grade levels and to the afterschool program	<ul style="list-style-type: none"> • The community schools coordinator will collaborate with the instructional leadership team to build a comprehensive plan to support a robust partnership using the Hearts and Minds curriculum, including a professional development cycle to support lesson planning, observations and feedback, and student work analysis • Teachers will video lessons for reflection and alignment purposes. • Students will provide feedback on the units of study before and after each unit • Families will engage in workshops using the program's curricular materials to build shared understanding of the importance of advocacy and passion projects

Strategy 9: Progress Monitoring and Possibility Thinking

When interest holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
CMS will develop an evaluation plan for the community schools initiative informed by students, teachers, parents and families, staff, administrators, and community partners	<ul style="list-style-type: none"> • Utilize the Community Schools Forward (2023) Outcomes and Indicators publication as a guiding resource to present to the CMS CST. • Select and modify desired outcomes and indicators for the CMS school community and add local outcomes and indicators as needed. • The CST will present the evaluation plan to the CSAT 	<ul style="list-style-type: none"> • CST members confidently express clarity and understanding of the evaluation plan • CMS and its CST have access to relevant, timely, accurate, integrated data to contribute to ongoing

	<ul style="list-style-type: none"> • Work with Panorama Education to further develop the data platform to facilitate data management, analysis, reporting, and trend monitoring 	community schools evaluation
CMS will foster a shared understanding of baseline data regarding student progress that includes data on academic achievement, school climate, chronic absenteeism, and other indicators.	<ul style="list-style-type: none"> • The CMS CST will establish regular routines to review school-wide baseline data and to monitor trends to identify opportunities to improve community school strategy implementation. • The CMS CST will work with the managing director of charter schools and director of community schools to periodically conduct “data deep dives” on focus topics within the evaluation plan • The CMS CST will identify data gaps and additional data needs to support ongoing community schools assets and needs assessments and program evaluation and establish indicators and data collection methods to address gaps 	<ul style="list-style-type: none"> • CST members express understanding of the baseline data and use it to monitor trends for key indicators • The CMS CST uses data to conduct continuous quality improvement of community schools efforts throughout the project period

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.

Program Budget Summary

Information on the worksheet will autopopulate based on the data entered in the Year 1 thru 5 budget worksheets.

Program: CCSPP Implementation Grant, Cohort 3

Application Year: 2023-24

LEA Name: Para Los Niños Charter Elementary School (CES), Para Los Niños Charter Middle School (CMS)

LEA CDS Code: 19-64733-6120489 (CES), 19-64733-0117846 (CMS)

Total Requested Amount: \$2,375,000

Object Code	Budget Item	Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Year 5 Budget	Grant Total	Total Match	Percent Match
1000	Certificated Personnel Salaries	\$150,000.00	\$153,960.00	\$146,040.00	\$150,240.00	\$59,426.00	\$659,666.00	\$0.00	N/A
2000	Classified Personnel Salaries	\$192,000.00	\$197,760.00	\$203,692.00	\$209,804.00	\$216,098.00	\$1,019,354.00	\$831,250.00	N/A
3000	Employee Benefits	\$84,240.00	\$86,768.00	\$89,370.00	\$92,052.00	\$71,636.00	\$424,066.00	\$0.00	N/A
4000	Books and Supplies	\$933.00	\$445.00	\$671.00	\$427.00	\$430.00	\$2,906.00	\$0.00	N/A
5000	Services and Other Operating Expenditures	\$41,700.00	\$34,440.00	\$33,600.00	\$20,850.00	\$7,440.00	\$138,030.00	\$0.00	N/A
6000	Capital Outlay	\$4,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,500.00	\$0.00	N/A
N/A	Total Direct Costs	\$473,373.00	\$473,373.00	\$473,373.00	\$473,373.00	\$355,030.00	\$2,248,522.00	\$831,250.00	36.97%
7000	Indirect Rate 5.61%	\$26,627.00	\$26,627.00	\$26,627.00	\$26,627.00	\$19,970.00	\$126,478.00	\$0.00	N/A
N/A	Total Budget & Expenditures	\$500,000.00	\$500,000.00	\$500,000.00	\$500,000.00	\$375,000.00	\$2,375,000.00	\$831,250.00	35.00%

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPP has a 1/3 (33 percent) match requirement.