COMMUNITY SCHOOLS
Opportunity. Equity. Families.

Los Angeles County Office of Education

Developing
Community Schools
in Los Angeles

A Toolkit for School & District Leaders

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Appendices

Letter from the Superintendent

Dear Colleagues:

The Los Angeles County Office of Education (LACOE) has undertaken an unprecedented partnership with county agencies and school districts to improve the academic, emotional and physical well-being of students. This undertaking called, the LACOE Community Schools Initiative, is a perfect example of how school districts can collaborate with city and county departments, local non-profits and community-based organizations to make sure schools and communities are accessing and receiving the services they need. This model aims at closing the equity gap, understanding the needs of communities in poverty and building upon assets and strengths. The goal is to ensure all stakeholders understand that schools are the community's hub best positioned to offer services and supports to children and their families. This model, which is currently operating in 15 high schools throughout Los Angeles County, provides districts with staff that coordinate resources to provide needed services, including but not limited to, assessing school and community needs, mapping assets, securing new partners, facilitating formal agreements and developing systems and processes required to ensure services and supports are provided seamlessly.

Community schools emerged as an effective approach to mitigate the social and learning impacts of COVID-19. The impact of COVID-19 emphasized the need for increased services for students, and Community School staff engaged counselors, social workers, school nurses, and even food banks as part of a support infrastructure designed to provide each student with what they need to succeed.

While the Community Schools model is not new, it has gained new traction in recent years and promises to be a centerpiece in upcoming state and federal K-12 budgets. The Los Angeles County Office of Education secured a $3M California Community Schools Partnership Program grant to expand services. There has never been a better opportunity for school districts to recognize the benefits of the Community Schools model and look towards its implementation. With this end, we have put together this toolkit to help guide school leaders as they embark on this journey of school transformation. The goal is for this to be one of many resources at your disposal.

Sincerely,

Dr. Debra Duardo
Los Angeles County Superintendent of Schools

How to use this Toolkit

Integrating Community Schools into your current educational model will launch a rewarding journey of discovery and yield improved results for students' -- academic and social-emotional. A recent RAND Education and Labor study[1] found that Community Schools have grown steadily since 2014. The study also proved Community Schools lead to positive and significant results for elementary and high school students.

Once committed to the Community Schools model, a broader world of hope and opportunity will open up. Many organizations commit to serving the needs of the whole child; however, schools and community organizations often operate in silos. Community Schools unites varied organizations into a robust network ready to service students and their families. This unification is not without its challenges. Community Schools require changes in mindsets and traditional roles of practice. In addition to creating new structures and systems, leaders must recruit the hearts and minds of staff, students, families, and community organizations.

The purpose of a toolkit for school and district leaders is to provide a resource for educational leaders implementing Community Schools within a campus or throughout a district. The toolkit is designed to serve as a guide rather than a prescriptive, step-by-step manual. The actual implementation of Community Schools will (and should) vary depending on the school and individual needs and priorities. However, this resource will provide a starting point for implementing structures and conversations.

The toolkit for school and district leaders is intended to guide schools as they embark on the important mission of school improvement. In this toolkit, the user will find succinct explanations of why Community Schools is an effective educational model, specific examples of how to implement Community Schools in your buildings, and a variety of tools to guide and support the successful implementation of effective, purposeful conversations that generate results.

Implementing a Community Schools model is an ongoing process. It takes time and effort for Community Schools systems to develop and evolve. As your school begins this process, it will be important to engage in honest self-reflection and to take stock of where your school currently stands. Please remember that this resource can be referenced wherever you are in the process. Whether you are at day one of planning or in year four of implementation, you will find tips and tools for growth. Like other school models, Community Schools is one of continuous improvement. Use this toolkit as a guide to take you and your organization to the next step.

Section One: Overview of Community Schools

While the concept of schools as the center of the community has been around for decades, increasing economic and social inequity have triggered a resurgence of interest in the Community Schools concept. Today's Community Schools strive to build partnerships between the school and other local entities—higher education institutions, government health and social service agencies, community-based nonprofits, and faith-based organizations. Through these partnerships, system, structures, strategies and relationships are created to help provide the learning conditions and opportunities—both in school and out—that students, families and communities need to succeed.

> *The purpose of the Community Schools Initiative is to build equity for students by: highlighting areas of need and leveraging community resources…so that students are healthy, prepared for college, and career and civic ready.*
> *— Dr. Debra Duardo*
> *CSI is "an empowerment model"*

This approach is not a program, but rather, it is a paradigm shift, grounded in the principle that all students, families, and communities benefit from strong connections between educators and local resources, supports, and people. These strong connections support learning and healthy development both in and out of school and help young people become more confident in their relations with the larger world. In underserved communities, this general principle takes on heightened urgency, as educators and the public recognize that conditions outside of school must be improved for educational outcomes to improve, and that, reciprocally, high-quality schools are unlikely to be sustained unless they are embedded in thriving communities.

As a result, Community Schools aren't just centers of education; they're the new heart of the community itself that help create better conditions for both teaching and learning. These schools become the center of their communities by providing the services to students, families and community members that best serve their needs, while at the same time promoting stable, healthy neighborhoods.

Los Angeles County Office of Education[2]

The Los Angeles County Office of Education (LACOE) is the nation's largest regional agency. It supports and protects the education and well-being of Los Angeles County's nearly two million children through an equity lens.

1.4 MILLION students
are served on all the campuses

1+ MILLION students
are economically disadvantaged

258K+ English learners

169K+ students
with disabilities

63K+ students
experiencing homelessness

26K+ foster youth

What is the LACOE Community Schools Initiative?

The LACOE Community Schools Initiative is a school transformation model that aims at disrupting poverty and addressing longstanding inequities in Los Angeles County. It is an unprecedented partnership among LACOE, county agencies and school districts to improve the academic, emotional and physical well-being of students.

The approach highlights areas of need and leverages community resources so students are healthy, prepared for college and ready to succeed in the workplace and in civic life. This initiative focuses on closing the equity gap and understanding the needs of communities in poverty, building upon assets and moving away from seeing students, families and communities through a deficit lens.

The LACOE Community Schools Initiative launched in September 2019 and is underway at 15 high schools across the county. They serve as hubs for a range of support services for students and their families. Each campus is provided with a full-time coordinator to coordinate services from participating agencies and a full-time community liaison to support parent engagement. The immediate focus is on providing county resources for integrated student supports, as well as expanded learning opportunities for youth. The long-term goal is to meaningfully engage families and community partners through a collaborative process and to enrich the curriculum through a focus on college and career preparation and teaching and learning.

The Community Schools Initiative is a strategy, not a program; a strategy that brings together all the elements that result in successful schools, while programs provide steps and/or resources. As a strategy, the Community Schools model provides the elements that have proved successful while encouraging schools to customize their implementation to meet the needs of their communities. The strategic elements come together to direct the following actions:

- Targets secondary students in school districts with highest needs;
- Reduces mental health stigma and social isolation;
- Brings resources to the school; and
- Provides community bridging opportunities.

Participating districts were selected based on data collected from the Measure of America's Portrait of Los Angeles County[3] and LACDPH's Educational Health in LA County Report[4]. The following data were analyzed to determine participation:

- Education index
- Underrepresented students
- High school graduation rates
- Graduates with A-G requirements

- Student suspension rates
- Chronic absenteeism
- Violent crimes

Collaboration with Los Angeles County Departments

One of the strengths of the LACOE Community Schools Initiative is its position and ability to connect with various partners, particularly those established with Los Angeles County Departments. Prior to the official launch of the initiative, LACOE leadership went to great lengths to establish firm commitments from county departments to support the 15 Community School sites. The County Departments included:

Through these partnerships and commitments, the county departments are able to bring their services to the school sites. Students and their families will have easier access to workforce development opportunities, healthcare, public assistance, library cards and many other services, information and supports provided by the county departments.

Who does the Community Schools Initiative Serve?
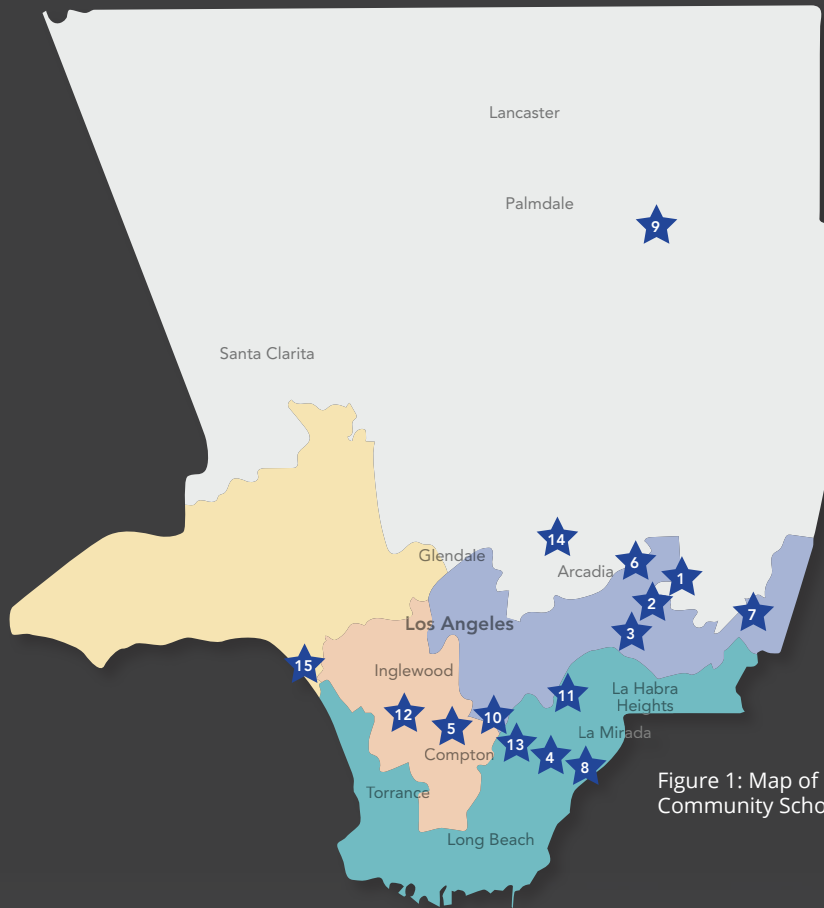
Figure 1: Map of LACOE Community Schools Locations

Participating Schools

Azusa High School	**Baldwin Park High School**	**Bassett High School**	**Bellflower High School**	**Centennial High School**
Duarte High School	**Lynwood High School**	**Morningside High School**	**Montebello High School**	**John Glenn High School**
Littlerock High School	**Paramount High School**	**Pasadena High School**	**Ganesha High School**	**Santa Monica High School**

Community Schools Pillars

A Community School is both a place and a set of partnerships between the education system, the nonprofit sector, and local government agencies. While the specific programs and services vary according to local context, Learning Policy Institute has identified four key, unifying pillars in the Community School approach.

Source: https://learningpolicyinstitute.org/social-media-toolkit-community- schools-effective-school-improvement-strategy
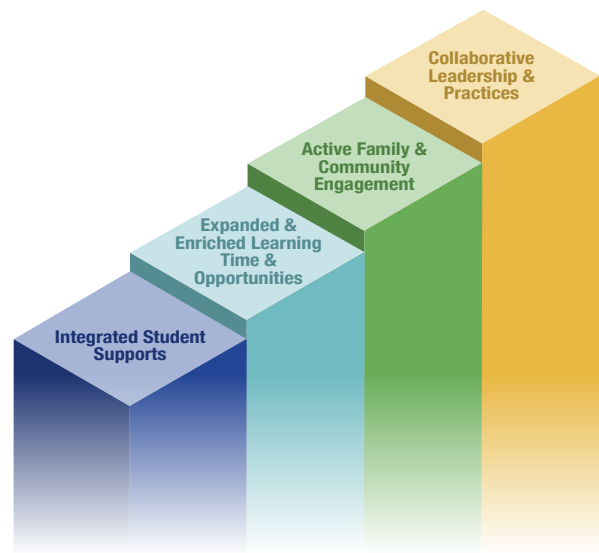
Pillar One: Integrated Student Supports

Community Schools utilize the "holistic" framework when addressing student needs. This means that while academic learning is a focus, so are student's social and emotional needs, since they are inextricably linked. Community Schools provide a wide range of services and supports to address inequities and overcome both academic and non-academic

> *Through strategic countywide partnerships, the initiative will be able to connect participating schools to essential services for students and families.*
> *Learning Policy Institute[6]*

and non-academic barriers to learning and success[5]. While every Community School has different priorities based on their identified needs, all Community Schools strive to provide at least the most basic services and supports, including medical, dental, and mental health care services, as well as tutoring and other academic supports. Resources for families are also made available, such as parent education, housing assistance and job training. These supports are secured through partnerships with local social and health services agencies, non-profits and other community-based organizations. Community Schools also employ social-emotional learning, conflict resolution and restorative justice practices to support mental health and decrease conflict, bullying and punitive disciplinary actions.

Integrated student supports function best when managed collaboratively, rather than by any one individual at a school site. This most commonly occurs through the Advisory Council. It is here that the impact of these supports on student outcomes are assessed during implementation. All supports and interventions are connected to observable and measurable indicators of success. This allows the Advisory Council to monitor impact and revise plans as needed, providing continuous improvement.

Pillar Two: Expanded Learning Time & Opportunities

Highly effective Community Schools also provide expanded learning time and ample enrichment opportunities. This means that the focus on students' academic success and social and emotional development is also supported outside of the regularly school day[7]. Moreover, students are provided with high-quality programs and opportunities for enrichment activities for real- world learning. This includes arts, physical activity, small group, or individualized academic support, and hands-on learning activities across a range of subject areas. After school, weekend and summer programs provide additional academic instruction and individualized support. As with student support, Community Schools work with partner organizations, in collaboration with teachers, to support these expanded and enrichment opportunities for students. They utilize these partner resources to secure internships, provide service learning, STEM programs and other community, arts, or work-based opportunities.

These programs are integrated into the school's existing academic programs. Therefore, close relationships are established with families in order to monitor student attendance and provide student referrals when and if needed. Teachers, other school staff, and the community are active partners in development and implementation of these programs, as they are meant to be aligned with curriculum whether they take place during class time or outside of class time.

Pillar Three: Active Family and Community Engagement

Active family and community engagement is essential to the success of a Community School. By promoting interaction among families, administration, and teachers[8], Community Schools invite families to be more involved in decisions about their children's education. As a result, schools are seen as educational partners and as a neighborhood hub for learning. Community Schools foster trusting relationships with all stakeholders and help build their capacity in an effort to create a decision making process that is inclusive, empowering and built on trust and respect. Community Schools thus strive to create systems and structures for shared leadership, as well as welcoming environments for families and community members, allowing them to feel valued as essential partners.

Active family and community engagement in a Community School should take into account the historical and cultural barriers to involvement in disenfranchised communities. Staff should make efforts to address these barriers, including language barriers, inflexible work schedules, and reliance on public transportation. Moreover, Community School staff work to streamline access to services and scheduling programs, workshops, meetings and other events at times that allow the greatest participation.

Pillar Four: Collaborative Leadership & Practices

Collaborative leadership and practices in a Community School can be seen as the process that links the other three pillars. This practice starts with the development of a unifying vision and goals and the identification of shared responsibilities among stakeholders. Collaborative leadership should extend beyond the school team. It should include students, families, community members and leaders of community-based organizations, local government agencies, and university partners.

The heart of collaborative leadership is the Advisory Council. The Community School Advisory Council is a leadership team that's made up of diverse stakeholders from across sectors. They are responsible for assessing needs, resource distribution, and continuous improvement, as well as the coordination of services and supports.
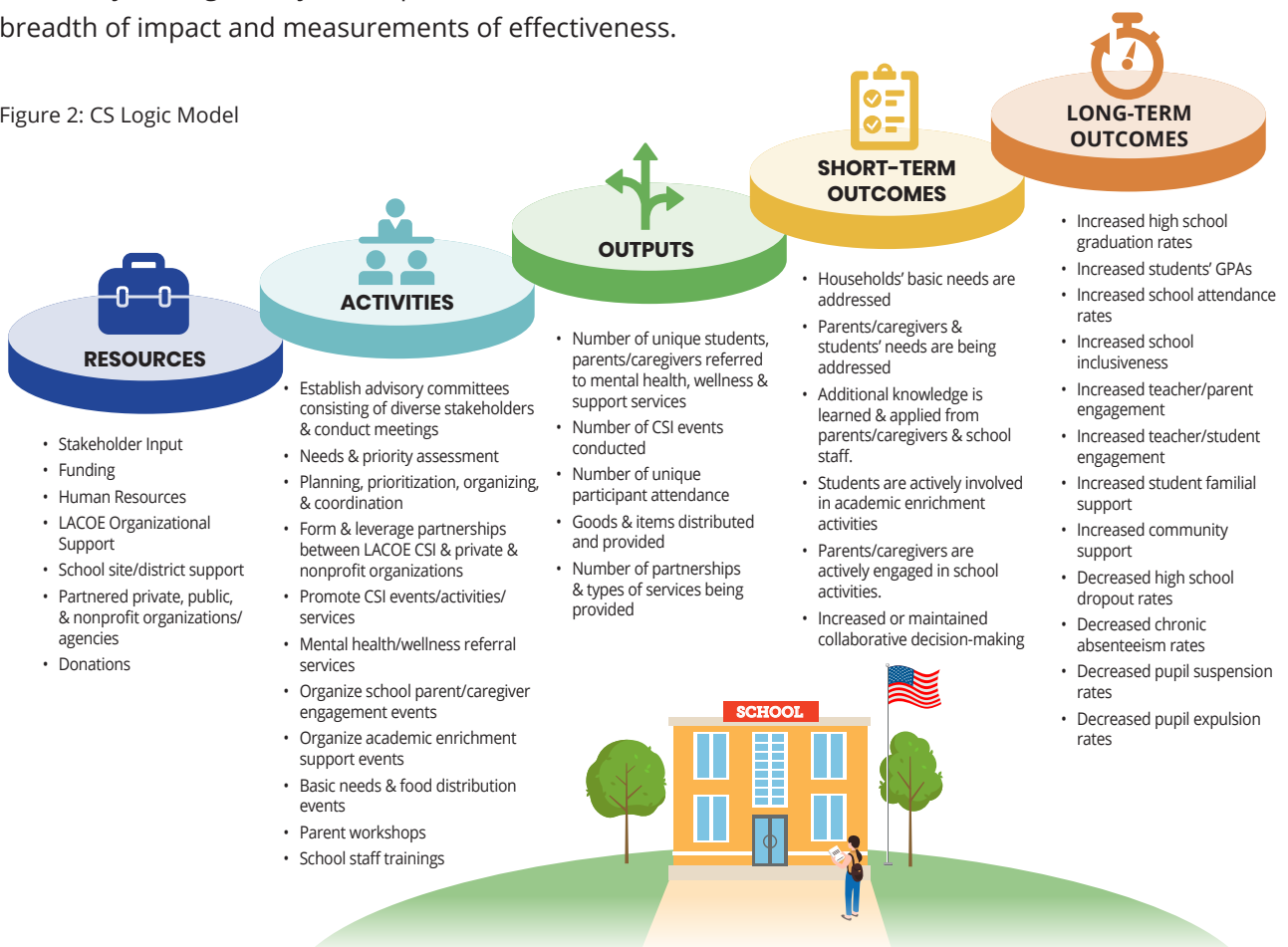
More information on Advisory Councils is available in the School Site Implementation section of this toolkit.

LACOE Community Schools Initiative Logic Model

LACOE Community Schools has developed a logic model, which guides the strategic plan in the implementation of the framework. The Logic Model establishes a blueprint for the work ahead and anticipates its likely effects. It aligns the organization's resources with its expected outcomes.

At the school, it is also imperative that the Community School develop a site-level Logic Model. A site-level Logic Model follows a similar structure. Here, it is important to balance the resources being invested, which may include community partnerships, programs, and activities with a realistic, inclusively and rigorously developed set of outcomes. These outcomes should include timeframes, breadth of impact and measurements of effectiveness.

Figure 2: CS Logic Model

RESOURCES
- Stakeholder Input
- Funding
- Human Resources
- LACOE Organizational Support
- School site/district support
- Partnered private, public, & nonprofit organizations/ agencies
- Donations

ACTIVITIES
- Establish advisory committees consisting of diverse stakeholders & conduct meetings
- Needs & priority assessment
- Planning, prioritization, organizing, & coordination
- Form & leverage partnerships between LACOE CSI & private & nonprofit organizations
- Promote CSI events/activities/ services
- Mental health/wellness referral services
- Organize school parent/caregiver engagement events
- Organize academic enrichment support events
- Basic needs & food distribution events
- Parent workshops
- School staff trainings

OUTPUTS
- Number of unique students, parents/caregivers referred to mental health, wellness & support services
- Number of CSI events conducted
- Number of unique participant attendance
- Goods & items distributed and provided
- Number of partnerships & types of services being provided

SHORT-TERM OUTCOMES
- Households' basic needs are addressed
- Parents/caregivers & students' needs are being addressed
- Additional knowledge is learned & applied from parents/caregivers & school staff.
- Students are actively involved in academic enrichment activities
- Parents/caregivers are actively engaged in school activities.
- Increased or maintained collaborative decision-making

LONG-TERM OUTCOMES
- Increased high school graduation rates
- Increased students' GPAs
- Increased school attendance rates
- Increased school inclusiveness
- Increased teacher/parent engagement
- Increased teacher/student engagement
- Increased student familial support
- Increased community support
- Decreased high school dropout rates
- Decreased chronic absenteeism rates
- Decreased pupil suspension rates
- Decreased pupil expulsion rates

Strategic Elements

To support with the implementation of the Community Schools model, key strategic elements have been identified. These elements: staff, tools and collaboration are the key components that will ensure the model is successful. When implemented with fidelity and in alignment with the four Pillars, these elements will lead to positive outcomes.

TOOLS
- Systematic Needs Assessment
- Data Driven Decision Making
- Community School Standards
- Stakeholder Engagement
- Climate Surveys
- Focus Groups

STAFF
- Full-Time Community Schools Coordinator
- Dedicated Community Liaison

COLLABORATION
- Site Based School
- Community Leadership
- Advisory Council
- Partnerships

Figure 3: Strategic Elements

Staff

A full-time Coordinator is responsible for coordinating all of the work related to the model and a full-time community liaison to support with parent and community engagement. Principals have expressed gratitude for the staffing support, as now they have the capacity to do the work they know is needed but have struggled to undertake due to limited resources and juggling the responsibilities already on their plates.

The Community Schools Coordinator develops the systems of support for students, families, and community members and is responsible for implementing and monitoring all elements of the initiative. This work includes maintaining a role on the school leadership team and working closely with the principal to ensure an integrated system of data collection and services. In addition, the Coordinator develops and maintains program plans and continuous improvement and manages MOUs with community partners.

In addition to the Community Schools Coordinator, the LACOE Community Schools model includes the addition of a dedicated Community Liaison that is accountable for tasks related to delivery of services, collection of data, distribution of resources, and maintaining communication pathways. They work with the Community School Coordinator to engage students, parents and community. They also refer families to local agencies, as well as community and school services and resources.

The Community Schools staff members are additional to an existing campus parent liaison role. To implement a full impact program of community engagement and whole student supports requires a team that is fully integrated into campus leadership and program delivery.

Table 1 outlines a sample of essential functions that the Coordinator and Community Liaison fulfill in order to move the work forward. See Appendix A for an example of job description that can be used to support hiring the Community Schools Coordinator. Appendix B provides an example of the job description for the community liaison.

Domain	Coordinator Functions	Community Liaison Functions
Communication and school and community integration	• Conduct presentations to faculty and staff on overview of Community Schools and implementation plan • Meet with Principal or administrative designee to provide updates on implementation progress • Develop, coordinate and facilitate advisory councils	• Meet weekly with coordinator to discuss goals, activities, meet with principal/ administrative designee to review goals and activities • Participate and support with school events (e.g. homecoming), parent meetings • Support Coordinator with advisory council meeting logistics
Assessment	• Review and identify data indicators (e.g. chronic absenteeism, suspensions) • Meet with school site staff to gather information on needs, history of service delivery, available services provided by school staff • Lead Needs Assessment Administrator	• Identify current parent engagement strategies, practices and services • Identify champion parents that will help engage future parents • Identify current resources available on school campus and in community • Identify how parents are informed of events
Outreach/ Marketing	• Develop resource guide • Conduct presentations to parents/guardians on services • Facilitate updating of website, bulletin boards and marketing materials with current information on resources and services	• Distribute resource information during events (e.g. back to school night and health fairs) • Conduct phone calls to invite parents and • families to events • Post events/resources on social media
Community Engagement/ Partnership Development	• Meet with service providers that are currently providing services to students and families • Complete Service Delivery analysis for on-site and off-site service providers • Support with facilitating completion and renewal of MOUs	• Identifies partners to donate items to support parent meetings, events and incentives • Serve as liaison with community partners including parks and recreation, library • Engage community partners in presenting on topics that would support academic achievement, college and career readiness

Table 1: Essential Functions

Domain	Coordinator Functions	Community Liaison Functions
Coordination of Services	• Manage and coordinate linkage to onsite and offsite services • Develop referral system for new service providers • Facilitate distribution of basic needs items (food, clothing)	• Support parents and families in contacting, scheduling and addressing barriers in accessing referred services. • Follow up with families to ensure they accessed services
Data and Accountability	• Identify all data collection for all service providers • Complete summary of services • Coordinate data collection for partners	• Maintain a detailed service and call log • Prepare and maintain sign-in sheets for events, center services and workshops
Parent Engagement	• Facilitate parent education workshops on topics identified • Collaborate with Education and Community Workers to increase parent participation in school activities and workshops	• Support with coordination of presentations and workshops • Link and conduct warm handoff to school site staff (i.e. counselors, administrators) • Support families in understanding school related materials (i.e. report card, letters, etc) • Disseminate information on events, workshops and information during events or other convenings
Support Trauma and resilience informed practices	• Coordinate psychoeducational workshops for families • Coordinate wellness activities and events for staff, students and community	• Support with coordination and implementation of psychoeducational workshops that support families in understanding and supporting mental health needs of students (i.e. Department of Mental Health Promotores program) • Lead activities that engage students or families in practices that support wellbeing (i.e. mindfulness)

Table 1: Essential Functions

Tools

This strategic element refers to the specific instruments and processes that should be administered regularly and consistently across each site. The information and data collected from these tools will be invaluable in guiding the work.

Systematic needs assessment

Needs assessments identify the needs and strengths of the school community and help identify gaps in services. They should be administered and analyzed on a regular and consistent basis and under the direction of the Community School's Advisory Council. Community needs and assets are ever-changing and thus data that reflects these ongoing changes is crucial. The information collected from these assessments will help guide the Community School's Implementation Plan, including the development of partnerships and the management of resources. Input for these assessments should be received from all stakeholders and address all areas of service. More information on Asset Mapping, Needs Assessments and Gap Analysis can be found in the School Site Implementation section of this guide.

Data-driven decision making

To be "data-driven" suggests you are utilizing a decision-making process which involves collecting data, extracting patterns and facts from that data, and utilizing those facts in decision-making. Data-driven decision making is critical in the transformation of a Community School as it is only through this process that you are making informed decisions about the direction of your work and of the expected outcomes. To engage in data-driven decision making requires that you do the following:

- Be clear about your priority needs and your site's overall vision and mission
- Identify the data sources that you will be using (e.g. academic, attendance and health outcome data)
- Engage in data "dives." This involves collecting and analyzing the appropriate data and identifying trends and making assumptions about the data
- Draw conclusions about the data and making programmatic decisions based on these conclusions

Community School Standards

While every Community School differs in needs, assets and resources, there are common features to which all sites must strive for. These features, which are aligned with the Pillars are reflected in the Community School Standards. The Community Schools standards have been adapted from the Community Schools standards developed by the Coalition of Community Schools and Institute for Educational Leadership[9]. These Standards function as a self-assessment tool that each site completes multiple times during the year, in order to adequately assess their level of effectiveness in implementing the Community School model. More information on the Community School Standards can be found in the Pre-Implementation section of this guide.

Stakeholder engagement

Stakeholder engagement is instrumental during the transformation process from a traditional school to a Community School. Regular and continuous engagement occurs throughout the school year and during the Community School's Advisory Council meetings.

However, stakeholder engagement should not just be limited to the Advisory Council. Parent, youth and community engagement should occur on a regular and consistent basis. Active family and community engagement is essential to the success of the Community School and is identified as one of the four guiding pillars of a Community School. Community Schools strive to engage families and community members as educational partners and build on their capacity, in an effort to give them a greater voice in all school decisions.

Similarly, youth voice is equally instrumental in a Community School's success. Giving youth a voice in the development of the Community School empowers them and provides them with a sense of belonging, and a sense of being valued and their contributions matter. Moreover, this strategy also helps youth fully engage and develop team-building and leadership skills. In addition, when Community Schools meaningfully incorporate youth voice into their programming, they are able to provide more responsive services, which in turn, helps youth develop social and emotional skills that allow them to thrive.

Climate Surveys

The LACOE Community Schools Initiative administers a climate survey to all 15 school sites semi-annually. This survey is administered to students, parents and school staff in an effort to document, track, and advance Community School's quality and sustainability improvement goals, and assess needs, as well as responsiveness to programming. Additionally, LACOE Community Schools utilizes an outside evaluator to analyze and interpret the data and provide recommendations that are implemented across the sites through their Advisory Council.

Schools should utilize data from climate surveys they currently use or develop a climate survey that will gauge the current perceptions and beliefs of stakeholders including students, parents, and staff. This information will provide baseline information to support with the development of the Community Schools plan as well as support with measuring improvement and access to resources.

Focus Groups

Similarly, student, parent and staff focus groups and key informant interviews are administered at all 15 sites during Spring by the Community School's external evaluator. The responses from the focus groups are coded and analyzed and along with the focus group data is crucial in the creation of CS implementation goals and outcomes.

Focus groups can provide qualitative information on the perceptions, beliefs and experiences of stakeholders to support the development of the Community Schools Plan.

More information on focus groups will be provided in the Needs Assessment section of this toolkit.

Collaboration

Collaboration with stakeholders is a key component in the development of a Community School. In a Community School, decision making occurs though site-based school leadership involving multiple stakeholders. This provides opportunity to provide those most impacted by the services and outcomes of the school to be involved in the development, implementation and decision-making process.
The development of a school-level Advisory Council leads the implementation and transformation to becoming a Community School. The Advisory Council brings various stakeholders to the table that are invested in supporting the learning at the school sites and improving outcomes for those most in need. These councils are great examples of high-level groups coming together to support identified needs at a school with a plan and resources. Several of LACOE Community Schools sites include representatives from city councils to truly join the efforts in making impactful change and make it a community movement. Guidance on how to develop an Advisory Council is provided in the Section III: Implementation section.

Community Partnerships are often already taking place on school sites. However, in a Community School partners are integrated into the school community. It is important that there are regular meetings with partners to discuss service delivery outcomes, communication to stakeholders about services, referral processes and how services could be integrated into and outside the school day. In a Community School, partners view themselves as a part of the school, not as an outside organization. A resource inventory of community partners that serve your school site is essential in the development of a Community School to ensure that services provided by existing partners are identified and integrated into the plan. In addition, identifying gaps in services and needs not met by partners will also provide an opportunity to engage new partners to serve the community.

Section Two: Pre-Implementation

Effective Community Schools begin the work before the formal transition begins. The pre-implementation phase is foundational to establishing, coordinating, and sustaining infrastructure. Within this phase, critical relationships are built between the Community Schools network, Community Schools campus-based staff, and existing school communities.

It is during the pre-implementation phase that relationships are strengthened and/or built as the first step to integration. Through rapport building, existing school staff come to know the Community Schools staff and are committed to the long-term success of the school. Once a mutual trust is built, each stakeholder begins to engage more purposefully in the development of the Community School. Without the collaborative trust, it is unlikely that school staff will come to use the integrated services to provide a well-rounded and enriching core curriculum during and outside of the school day.

Learning and understanding school culture is important in the beginning stages of the development of a Community School. Community School staff must spend time in learning who the individuals that make up the school including administrators, school staff, teachers and students are, as well as understanding who are the leaders that may not hold titles but are influential to decision making. Furthermore, learning about existing meetings, programming and core values of the school community. To get a voice in leadership decision making, Community Schools staff must demonstrate an interest in all aspects of the campus academic, athletic, fine arts, and clubs. By showing up at school events, staff is able to demonstrate their commitment to the school and identify as a learner rather than an expert.

The Pre-Implementation section of the toolkit guides users to build strong relationships and conduct collaborative programming. Relationship building and visioning begins before the first service is provided; it forms a foundation on which the Strategic Elements and the Community Schools Pillars are built.

Developing the Community School Vision and Guiding Principles Alignment

Purpose
- To help develop the Community Schools vision and guiding principles aligned with the LEA's existing overall values, vision and guiding principles while considering the COVID-19 environment

Instructions
- Bring together stakeholders to reflect on the three steps in the planning activity to help align the task force values with the LEA's existing vision and guiding principles

Sample Vision

Throughout the school year, our communities are healthy and connected, and all students are receiving high-quality instruction that meets their needs.

Sample Guiding Principles

- Maintain continuity of instruction
- Keep students and staff safe and healthy
- Ensure access and equity for all students
- Communicate with stakeholders, such as staff, families, bargaining units and partners
- Ensure flexibility to meet the needs of and advocate for all students, while maintaining fiscal solvency

1. **Focus on Your Vision, Mission and Guiding Principles**
   a. What is your Community School's established vision and mission? Input LEA's vision and mission.
   b. Why does this vision and mission matter now, more than ever? Write 2-3 Sentences.
   c. A year from now, what do you want your community to say, think and feel about how they were led and supported during this difficult time? Complete these thoughts, "A year from now, Students will (academic, social-emotional and health/safety needs) … Families will… Educators will… Leaders and staff… Our community will…"

2. **Develop the guiding principles your Community School will use to aid planning and decision-making**
   Consider and answer these questions and the samples from the planning framework.
   a. What does your community need most from their Community School to assure instructional access and equity for all students? (assuring continuity of instruction; ensuring access and equity for all students)
   b. What unique role does your Community School play in serving students and community? (Sample COVID-19 planning framework guiding principle: keeping students and staff safe and healthy)
   c. How does your Community School envision navigating ambiguity and solving complex? (Sample: listening to and integrating the voice of all stakeholders)

3. **Identify the emphasis your Community School wants to communicate about its vision**
   Write 2-3 sentences that describe the desired emphasis based on your answers to the guiding questions.

   _____

   _____

   _____

Stakeholder Engagement

Relationships are critical to Community School's success. Uniting various services and mission under one strategic plan is the CS strategy. Collaboration and unification requires strong relationships. The Community School staff are responsible for building and maintaining relationships.

Critical among the relationships is that between the school leader and Community Schools staff. This relationship starts by building trust in the organizational process. Community School staff begin by conveying they work in support of campus goals. In Community Schools, the campus' goals guide the CS work.

School and district leaders must become champions of the Community School framework. Their direct involvement in the transformation is critical to its success. Beyond the pre-implementation, consistent communication is maintained through regular meetings and updates. Without this buy-in, Community Schools may be seen as a program that operates independently from the school and not integrate to support school transformation. With this buy-in, Community Schools can, for example, support and facilitate professional development, align with shared goals, monitor progress, and respond to shifting campus needs.

Community Schools thrive when there is a coherent and intentional communication plan directed inwardly, to school staff, and outwardly, to the community. The existing structures and processes will change as the school transforms into a Community School. Impending changes can lead to anxiety and misunderstandings if there is not clear communication about what this is and what stakeholders should expect. This can permanently undermine Community School's goals. During pre-implementation, conducting informational presentations can set the tone for future working relationships this includes school staff, partners and families.

School staff have a multitude of jobs to do and roles to fulfill. The presentation must let staff know what it will mean to be a Community School. They will wonder (1) what will it be (2) what it will do, and (3) what will be their role. It is important to gather feedback from classified and certificated staff including teachers and counselors. Many of the systems that aim to be strengthened through the Community Schools framework directly involve their knowledge and participation. Some challenges can arise when staff feel as though they are being tasked with additional work without their knowledge or consent which can impact the ability to make systemic change.

Like the school staff, community organizations already have a mission and goals. Those existing organizational structures may or may not center on providing services through the school system. They will also wonder (1) what will it be, (2) what it will do, (3) how will their mission fit within it, and (4) how can it advance their goals. By gaining early understanding, there is a greater chance the community organizations will begin to recognize the school as a venue for exploring assets and addressing challenges affecting the school and the community.

Students, parents and caregivers are also an important stakeholder group that should be informed about the transformation to a Community School as they are the key group who will be the recipient of services. Sharing the upcoming changes or addition of availability of services can serve as an opportunity to gather information on the current service delivery system and gain champions to support the implementation.

Eventually, they will begin to understand and view the school as the hub for learning, supporting needs, removing barriers, and increasing community engagement.

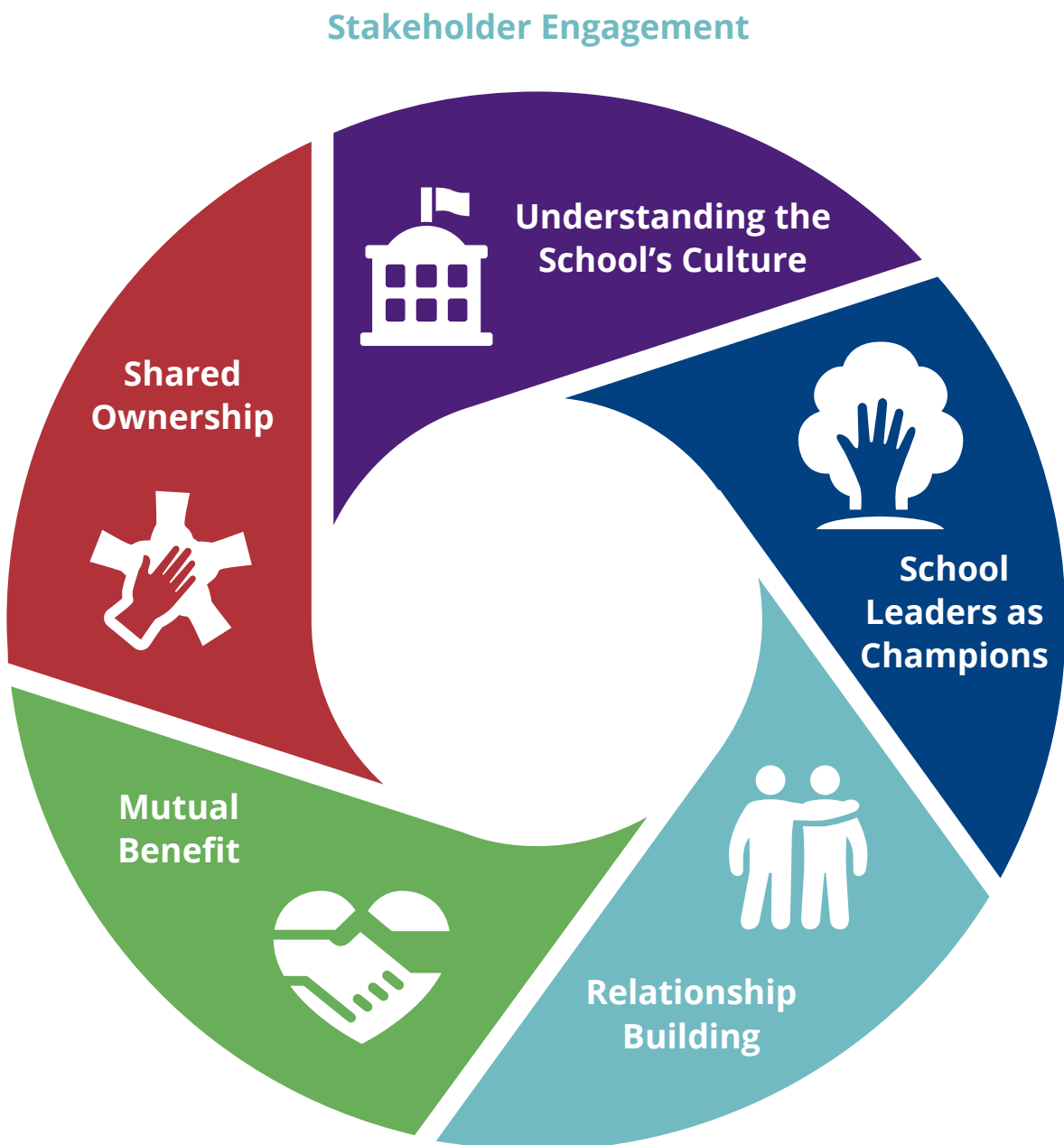Figure 4 further explores the elements of stakeholder engagement:

Stakeholder Engagement

Figure 4 Stakeholder Engagement

Understanding the School's Culture

It is important to understand, appreciate and value the school's culture. This includes the formal and informal leadership structures within the school. This helps the Community School staff identify influencers and champions within the school to introduce them to other staff members, parents, and students.

School Leaders as Champions

Essential to the success of Community Schools is a willingness of school leadership to demonstrate their commitment to transforming to a community school. School leadership must be available and willing to participate in the planning and implementation of the transformation. Many Community Schools involve a third party organization that facilitate the implementation but without school leaders' involvement, efforts can easily become disconnected. Messaging about the purpose and impact of becoming a community school must come from school and district leadership to demonstrate their commitment and belief that the model is essential to supporting students and families. Furthermore, school staff should be engaged in the conversation regarding the transformation to a community school. Once this is done, the Community School staff entry into the school is met with anticipation and excitement because the school identified a need and a rationale for the implementation of the model.

Relationship Building

Building relationships with the school administrators, teachers, students, and parents are critical to Community Schools. The engagement of each of these stakeholders will be different because the perspectives and priorities for each are different. The team needs to earnestly engage with these stakeholders on a consistent basis (such as weekly, monthly meetings, etc.), and foster a rapport of norms built on mutual respect, authenticity, and a commitment to partnering to meet the program outcomes.

Mutual Benefit

The Community School partnership should clearly communicate from the onset its role in the school. The stakeholders must see the connection of why it is beneficial for them to work with the provider. The Community School then shares how it can connect with each stakeholder group to accomplish the school's priorities and goals.

Shared Ownership

Once the mutual benefit has been established, the Community School team and school team have a shared and vested interest in the success of the program goals. The administrators begin to work as a team following up on students and sharing information to develop coordinated action plans.

Community School Standards*

Every Community School is different. They each reflect the strengths, values, and needs of their school and community. However, in order for Community Schools to be effective they must share common features which are essential for student success. As mentioned earlier in this toolkit, the standards have been adapted from the Community Schools standards developed by the Coalition of Community Schools and Institute for Educational Leadership. The purpose of the Community School (CS) Standards is for a school to assess their level of effectiveness in implementing the Community School model at their site based on these common set of features.

The CS Standards are grouped by Pillar:

- Integrated Student Supports
- Expanded and Enriched Learning Time and Opportunities
- Active Family and Community Engagement
- Collaborative Leadership and Practices

Each Pillar is further divided into elements, which reflect specific features of high level implementation.

I. Integrated Student Supports

1. Coordinating Infrastructure: Facilitates coordination of school and community resources.
2. Integrated Health and Social Support: Addressing barriers to learning.

II. Expanded and Enriched Learning Time and Opportunities

3. Powerful Learning: Engages students as independent learners.

III. Active Family and Community Engagement

4. Authentic Family Engagement: Embraces families and mobilizes family assets.
5. Authentic Community Engagement: Gathers and galvanizes community and neighborhoods resources.

IV. Collaborative Leadership and Practices

6. Collaborative Leadership: Nurtures shared ownership and shared accountability.
7. Planning: Incorporates the assets and needs of school, family, and community in the Community Schools Plan.
8. Student-centered data systems: Guides opportunities and support to individual students through the development and implementation of systems.
9. Continuous Improvement: Deepens the impact of the Community School.
10. Sustainability: Ensures ongoing operations of the Community School.

Each element is then divided into the individual standards or indicators, which are the individual examples of how a Community School implements the elements and pillars along a continuum of implementation. This continuum consists of 4 phases of implementation: Exploring, Emerging, Maturing and Excelling.

*Adapted from the Coalition of Community Schools Standards 2018

Figure 1: Preview of CS Standards

Section Three: Implementation

With the foundation laid in the Pre-Implementation Phase, implementation can begin. Implementation begins by asking questions. It is during this phase that a needs assessment is conducted and partnerships are developed. Community Schools vary based on the community needs and the school goals. The needs assessment helps establish alignment between community programs, the Community School's services, and the school. The implementation timeline and tools are outlined in the following sections.

Implementation Timeline

In order for the Community School Coordinator to be effective, it is important to consider a timeline for certain implementation strategies to take place. One way to look at this timeline is to consider what should be completed:

- During the 1st week
- During the first three months
- The first six months
- During The first year

During the First Week

The first week should be seen as Orientation for the Community School Coordinator. The following should be included with Orientation:

- Community Schools 101 (e.g., toolkit, videos, speaker, site visits, etc.)
- Review roles and expectations
  - o Establish expectations, reporting, meeting structures, attendance, etc.
  - o Meet school and district staff
- Understand structures and school priorities
  - o District organization
  - o District processes, e.g., donations procedures, MOU approvals,
  - o Site leadership structures, e.g., School Site Council, multidisciplinary teams , Parent advisory groups, staff advisory groups, leadership meetings, staff meetings
  - o Individual school site plan, target populations, special projects,
  - o Establish weekly check in meeting with school principal
- Community School Tools (e.g. CS Standards, Surveys, etc.)
- Needs assessment process
- Review Data Collection system
- Introduce management tools, e.g., work plan

During the First Three Months

Activity	Description
School-Site Engagement and Integration	• Meet with the principal to establish a relationship and identify priorities for the year. Discussion topics should include the Community School Coordinator's role in leadership and in school committees, introduction to the school community, scope of work, and communication protocols. • Introductory meetings – (Most effective when conducted by school principal) o Faculty and staff o Grade level teams o School Site Council (SSC), English Learners Advisory Committee (ELAC), PTA o Student/family support teams or multidisciplinary teams (e.g., COST, SST) o Student groups • Visit every classroom within the first two weeks o Should be Informal (observe and get a feel for the school, identify high profile students, etc.) • Conduct needs assessment o Needs/priorities and strengths/assets o Services and integration/coordination o Identify gaps o Evidence of success o Partnership process o Interviews, focus groups, meetings, surveys o Analyze and present data to staff and school community • Meet and engage with major partners and programs o After-school program o School health center or wellness center o Mental health providers o Family center, parent leaders, family workshops, etc.
Community Engagement	• Preliminary partner provider meeting o Should be introductory o Should be part of the needs assessment process o Discuss Community School Advisory Council o Draft/revisit MOUs with each partner • Identify and meet with community leaders (religious, political, activists) • Attend community coalition meeting(s) – get feedback about needs, programs, resources (e.g. Service Planning Area meetings) • Get to know neighborhood(s) – walk around the community and other neighborhoods where kids come from, talk to merchants and CBOs, eat at neighborhood restaurants • Do home visits with a parent liaison as needed

Table 2: First three Months

Within the First 6 Months
- Develop and implement Advisory Council
- Conduct Needs Assessment/Resource Inventory/Gap Analysis
- Develop Community School Plan
- Implement Community School Survey to gather Baseline information on needs
- Understand structures and school priorities
- Create or strengthen communication and outreach plans to families and community stakeholders (More information and tools are discussed in the Pillars in Action: Active Family and Community Engagement section of this toolkit)
- Develop family calendar of events
- Meet with partners regularly to ensure consistent and ongoing communication about service delivery

Within the First Year
- CS Plan Completed and Underway
- Post CS-Survey Complete

School Site Implementation
ADVISORY COUNCIL

Purpose

The Community School Advisory Council is a collaborative group made up of diverse stakeholders. They are organized and convened by the Community School Coordinator and are tasked to oversee the transition of a traditional school to a Community School. The council works together on an ongoing basis to review data and ensure that programs and services offered at the Community School are effectively supporting student and family development and thus, supporting its continual improvement and sustainability.

Members

Members commit to actively participate in all CSAC meetings and to promote the community school's programs and activities when possible. Council members may be asked to:
- Assist in the development and/or implementation of a Community Needs Assessment and Community Asset Map to identify programming goals and resources available to meet these goals
- Review data, including program participation rates and outcomes, on an ongoing basis to consider whether changes need to be made to programs
- Review survey results to prioritize programming goals
- Assist staff in connecting with key community leaders and/or decision makers share information about all upcoming parent, student, and community events
- Advocate for sustainability of the Community School

The members should be representative of your community. This includes but is not limited to:
- School Principal
- Counselors
- Teachers
- Students
- Parents
- Community Partners
- City Government

DEVELOPING YOUR ADVISORY COUNCIL

To support the development of the Community School Advisory Council the following steps are recommended including tools which have been adapted from the Federation for Community Schools-*Community Schools Advisory Board guide[10]*.

1.   Identifying potential advisory council members

In order to ensure that you have representation from a diverse group of stakeholders you should begin to create a list of potential members including identifying the expertise and resources they can bring to the group. Those include:

- Having knowledge of student and family needs and/or barriers to success
- Having knowledge of/or access to resources that could serve or could serve students and families
- Having relationships with policymakers or key champions for students and families. Or can make decisions or has access to key decision makers

Appendix D Selecting potential advisory council members is a tool to support with this identification process.

2.   Categorize potential members

Narrow down the list of members by organizing potential members into the following categories.

- Familiar with Community Needs and Assets/Resources
- Policy/Decision-makers
- Will Support Vision/Mission of Community School

3.   Invite your members to join the Community School Advisory Council

When you have identified a list of diverse members to join your Community Schools Advisory Council. You can use a variety of ways to invite members including:

- Asking in person
- Sending an email (Appendix E is an example of a template)

It is advised that you have confirmed the following information prior to inviting them to join:

- Date of first meeting and date and time
- Frequency of meetings

Developing a frequently asked questions document to support with responding to potential questions can support with quickly responding to questions members may have. Appendix F is an example of frequently asked questions.

4.   Planning your meetings

The next step involves planning your first meeting and developing the agenda. Appendix G, The Advisory Council Planning tool serves as a guide to support with this process. It includes

- Task list for preparation and during the meeting
- Agenda development and template
- Planning tool for next 6 advisory council meetings

Needs Assessment

Conducting needs assessments is one of the core functions of the Community School's Advisory Council. A needs assessment identifies needs and strengths of the school and gaps in services. The process will also inform development the Community School Plan. Services in a Community School are can be organized in the following areas or domains:

- Health and Wellness-Physical and mental health, access to health insurance
- Youth Development and Enrichment-After school programs, mentoring
- Family Support-Housing, immigration, child care, food
- College and Career Readiness-College access, career exploration, job shadowing
- Academic Support-Tutoring, access to technology

Figure 5 Services at a Community School

The needs assessment and development of the Community School plan will require examining the existing supports and gaps within these areas that support students, families, staff and community members[11].

Needs Assessment Roadmap[12]*

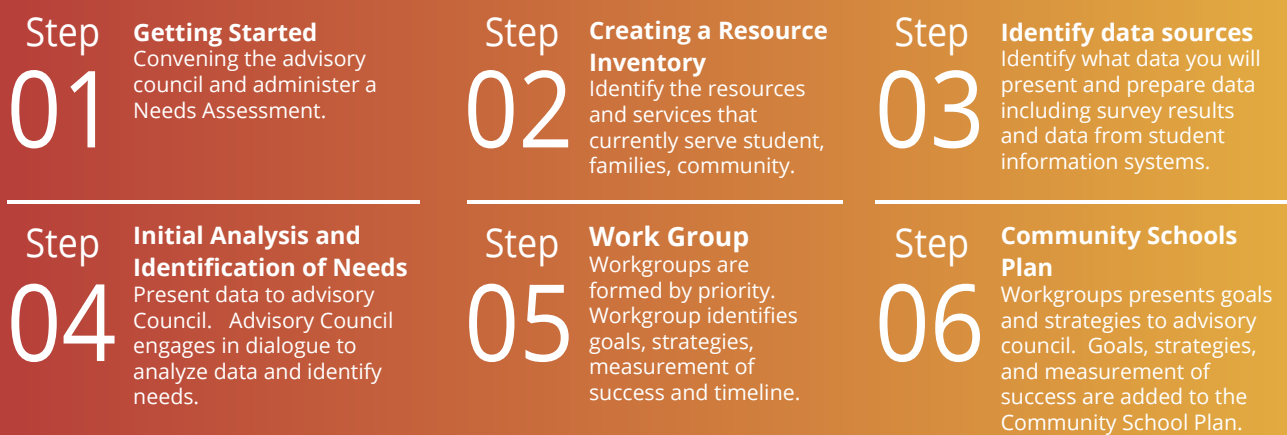| Step 01	**Getting Started** Convening the advisory council and administer a Needs Assessment.	Step 02	**Creating a Resource Inventory** Identify the resources and services that currently serve student, families, community.	Step 03	**Identify data sources** Identify what data you will present and prepare data including survey results and data from student information systems.
Step 04	**Initial Analysis and Identification of Needs** Present data to advisory Council. Advisory Council engages in dialogue to analyze data and identify needs.	Step 05	**Work Group** Workgroups are formed by priority. Workgroup identifies goals, strategies, measurement of success and timeline.	Step 06	**Community Schools Plan** Workgroups presents goals and strategies to advisory council. Goals, strategies, and measurement of success are added to the Community School Plan.

Figure 6 Needs Assessment Roadmap

*Adapted from the National Center for Community Schools Needs Assessment Toolkit

Step 1 – Getting Started: Conducting the Needs Assessment

Community Schools have the capacity to address many of the community's needs, therefore programs and supports that your school offers should be targeted towards those needs. Assess what the needs of your students, families, school leaders, and communities are and develop a plan to address them effectively.

The needs assessment process should be driven by a shared vision. The data that is gathered should help to inform their understanding of issues that will alleviate barriers and facilitate movement toward the vision. Because of this, a one-size fits all needs assessment is not always the best way to proceed with the assessment process. Each community School should examine assessment tools and consider which questions they need to ask to better inform their understanding of the stakeholders and resources of the school community.

Step 2 – Creating a Resource Inventory

Community School Coordinators should also take inventory of existing partners, programs and services within the school and reach out to new partners to help support students' unmet needs. Resource Inventories should include:

- Current resource providers, including those provided by school or district staff
- Services being provided
- Population served by the providers

Appendix H Resource Inventory can serve as a template to support this step.

Step 3 – Identifying Data Sources

Through the Advisory Council, Community School Coordinators should work to Identify data indicators that will inform about the strengths and needs of the school and community. Consider some data indicators will inform you about multiple needs. There are multiple kinds of assessments that help inform their work. These include but are not limited to:

- Student needs assessment
- Parent needs assessment (focused on students; focused on parents)
- Teacher assessment (of student's & teacher's needs)
- Community Resource Assessment
- Community Eco Map (to illustrate community relationships & connections)
- Community Assessment (to identify community issues that affect families)
- Surveys
- Focus Groups

EXAMPLES OF ASSESSMENTS DEVELOPED DURING THE COVID-19 PANDEMIC

Family Check in Survey

Personalized Family Outreach Phone Call Tool

Family Focus Groups Tools

Table 3 below will help you identify data indicators based on the domains:

Wellness	Youth Development and Enrichment	Family Support	College and Career Readiness	Academic Support
Needs Assessment				
Community Schools Standards				
Key Informant Interviews-Principal, Administrators, Counselors				
# of uninsured families -DPH	Disengagement	# of families accessing services	College enrollment data	Access to technology surveys
Referrals for counseling	Referrals	Referrals	A-G completion rates	Attendance
Covid rates	Discipline records	Unemployment rates		Grades
Referrals for substance use	Participation in clubs or extracurricular activities	Public Health data		
		# of students experiencing homelessness		
		# of students in foster care		

Table 3: Data Sources

Step 4 – Initial Analysis and Identification of Needs

Data from stakeholder surveys and existing data sources including student information systems will be used has been identified organize it in a way that is presentable to the committee. You may create data tables, graphs or other graphic organizers. Present the data to your Council. You may consider doing the following:

1. Inform advisory council what data will be presented
2. Present the data
3. Engage stakeholders to address the data using the following prompts
   - What stands out?
   - What are possible causes?
   - What are the pressing needs that the data is highlighting?
   - Begin to organize needs by domains
4. Have members share out
5. Identify 3-5 priorities needs
6. Assign members to workgroups for each domain/priority

Step 5 – Workgroups/Gap Analysis

1. Create a workgroup for each priority need.
2. Assign members to a workgroup.
3. Assign members by expertise and experience and make sure to explain responsibilities prior to having them meet in workgroups. You may also want to consider:
   - Sharing the Gap Analysis tool (Appendix M) SMART goals template (Appendix L) and the Community School Plan template (Appendix N)
   - Have each group identify a lead to support with scheduling meetings and submitting documents.
   - Have group identify a recorder that will be responsible for taking notes and completing documents during discussions (e.g. strategies, goals, etc.)
   - Consider preparing the Community School plan as a shared document with the workgroup leads and recorder. Work groups should develop SMART goals and strategies that will address needs within their priority
4. Workgroups will be responsible for conducting the Gap Analysis using the gap analysis tool (Appendix M) by:
   - Using the resource inventory to identify which current provider or service currently addresses the need and stakeholder
   - Identify needs of each stakeholder group including students, families, staff that were identified from the needs assessment and data analysis
   - Identifying priorities may take multiple rounds of inquiry to narrow the focus.
   - Decision making protocols like Spend-A-Buck and Design Thinking will help Advisory Council members come to consensus on the priorities.
   - Use the resource inventory to identify which current provider or service currently addresses the need and stakeholder
   - Identify potential strategies to address need
   - Identify potential providers to address needs
   - Identify goals and measurement of success
   - Assign tasks and create timeline
   - Identify a date when goals and strategies will be shared with the entire group

Step 6 – Community School Plan

Convene Advisory Council to have each workgroup present on goals, strategies and plan to address need. Advisory Council members will provide feedback to each workgroup and identify additional resources that will support implementation with entire group. The Community School Plan should include the goals, tasks and assignments developed and identified by the Advisory Council. The goals and strategies should be reviewed quarterly. Planning is only one step in a continuous improvement cycle; regular data analysis and monthly meetings maintain the program's focus and accountability. The improvement cycle monitors program services by aligning goals to action, measuring service delivery, and addressing challenges around the processes. Utilizing Design Thinking and consultancy protocols will help Advisory Council members address any barriers or challenges that may arise in the implementation of the Community School framework.

Developing and Strengthening Partnerships

It is imperative that Community School Coordinators connect, coordinate, and leverage resources from a variety of sources to support and continue their work.

Many schools already have existing partners that have longstanding relationships with schools. They include mental health providers, afterschool programs or mentoring programs. Generally however, only a limited number of people are aware of how to access services, how many people are being served or what services are being offered. In addition, agencies will often have funding or expertise that can be leveraged to support the school but it is not identified due to limited communication with the school. In a Community School, it is important that relationships with community partners are strengthened before additional partners are brought on. This ensures that the school maintains a trusting relationship with the partner who is knowledgeable about the school community and invested in addressing their needs. The Community School Coordinators are responsible for meeting with partners to understand more about how they serve the school and their existing protocols and systems to access services. It is also important to meet with various stakeholders to gauge their awareness of these agencies and their services. The Service Delivery Analysis tool (Appendix O) provides guidance on what information to gather when meeting with partners to identify gaps and opportunities to support with strengthening the delivery of services and collaboration with the community partner.

Collaborating with John Glenn and Southeast Academy High Schools in the community schools advisory council has strengthened the partnership between Cerritos College and the Norwalk La Mirada Unified School District. Collectively we aim to serve "our" students and explore how to coordinate services to meet students' needs. Rather than have the community access resources from independent agencies, our goal is to coordinate and provide clearer access and support. This can only be achieved when we all work together through the power of collaboration.

–Colleen McKinley, Director Educational Partnerships and Programs, Cerritos College

Developing New Partnerships

Following the gap analysis, it may be found that existing resources or partners cannot meet the current needs of students and families. Therefore, the process to identify a new partner to support the school community will need to begin. Advisory Council members can support with identifying potential agencies that can provide these needed services. In addition, it is important to work with district leadership during this process as they may have agencies that serve neighboring schools, therefore amending a Memorandum of Understanding (MOU) would only be needed rather than creating a new one.

When meeting with new potential partners some questions to consider may be:
- What are your organization's strengths and how are they relevant to working in this community?
- Which key elements do you feel that you have the capacity to lead in our school?
- How would you ensure that students are engaged and participating in a balanced mix of engaging activities, including during expanded learning?
- How do you handle behavioral issues?
- How can you help build a strong, productive school culture?
- How do you assess program quality?
- What is your experience with the surrounding neighborhood of the school?
- What is your experience managing multiple partners in a school or building and what is your approach?
- What is the total number of schools and students your organization intends to serve?
- What does growth look like, and how do you know you have the capacity for this growth?
- How do you communicate with students' families?

Once partners are identified, it is often necessary to enter into a partner contract or Memorandum of Understanding (MOU). MOUs serve multiple purpose. First and foremost, they ensure that services from community partners are provided to students and families at no-cost to students. MOUs identify the exact services that will be provided, as well as the staff, location and hours that the services will be provided. MOUs also ensure student safety. All safety and security protocols are outlined in the MOU, including the referral process, certification of provider staff and emergency response protocols. Finally, MOUs address liability issues between the school and provider agency. This includes identifying insurance requirements for the provider agencies.

An effective MOU should include:
- Terms of agreement, including all programs or activities covered by the agreement
- Assignments for staffing and supervision, as well as all other roles and responsibilities
- All services being provided, including location and hours of operation
- Safety and security protocols
- Indemnification clause
- Insurance requirements
- Stipulation around no-cost to students
- Protocols on confidentiality, consent, and sharing of information

While most school's process MOUs at the district level, it is the role of the Community School Coordinator to support the process. This includes facilitating the initial meeting with the provider agency, completing the service delivery analysis, working as a liaison to ensure the partner agency submits all needed paperwork in a timely manner and providing feedback regarding the terms of the MOU.

Partnering with the County Office of Education

The Los Angeles County Office of Education (LACOE) is the nation's largest regional education agency that provides comprehensive educational services. The Office is the intermediary between the California Department of Education (CDE) and the 80 school districts and 13 community college districts serving 1.7 million preschool and school-age students in Los Angeles County. LACOE provides services to its school districts including Student Attendance and Enrollment, Business Advisory Services, Curriculum and Instruction, Research and Evaluation and Pupil Services. Additionally, LACOE provides administrative services and programs in the county's juvenile halls, probation camps, and specialized secondary schools. LACOE also operates the largest Head Start program in the state with more than 13,000 preschool children and their families.

School districts can access support from their County Office of Education including professional development and technical assistance to support the development of their Community School. While not all COE's may have a Community Schools department, departments including Student Services, Expanded Learning, Tobacco Prevention and Curriculum and Instruction will be instrumental to this process.

Partnering with County Departments

A crucial and often overlooked partnership opportunity when developing student and community supports at a school site is with your local county departments. County departments offer a variety of services and supports that when tapped can really elevate a Community School. Los Angeles County counts on 34 different departments many of which provide essential resources for students and families and while not all counties are as bountiful as Los Angeles they all have supports which can prove to be indispensable for any budding Community School. Below are some steps you can take to develop partnerships with your local departments:

1. Identify your local county departments
2. Reach out to them to identify the services and supports they offer
   a. Many have outreach departments that have material that you can take back to your sites
   b. Yet others have regional meetings that invite community providers to collaborate
3. Coordinate informational presentations at your sites from relevant departments for your students, families or staff
4. Coordinate resource events where the departments can present their resources to your community
5. If needed develop Memorandum of Understanding with the departments that can provide direct services to your students and families

Partnerships in Action
Strategic collaboration with Los Angeles County Departments

In order to increase collaboration, the LACOE Community Schools Administrative team and staff from the LA Chief Executive Office coordinated a meet and greet event where Community Schools staff and school administrators met with Los Angeles County Departments to learn more about their services as well as share their school needs. Each school had the opportunity to meet with various departments and explore partnership opportunities. Schools discussed school profiles, assets, and needs and departments identified possible services that could support school priorities. Departments represented included the Workforce Development, Aging and Community Services, Business and Consumer Affairs and County Library. In addition, the exercise was repeated with various Los Angeles County Office of Education units which included representation from Foster Youth Services, Health Outreach Programs, Immigrant Relations and the Center for Distance and Online Learning. Each team was tasked with identifying strategies to integrate services into the school communities that addressed student and family needs.

In addition to the meet and greet events, the LACOE Community Schools Administrative Team also facilitated online workshops that were available to all 15 school communities. Two needs were identified early in 2021 that were the result of the pandemic and a changing political climate. They were housing and immigrant rights. Families needed accurate information about what options they had if they were at risk of homelessness. In addition, anticipated changes to immigration laws would require updates to immigrant families about how they would be impacted. A workshop that aimed to increase knowledge of immigrant rights was presented by the Department of Business and Consumer Affair's Department of Immigrant Affairs and LACOE's Immigrant Relations Office to ensure that they received a comprehensive understanding of the upcoming changes. In addition, DCBA's Housing and Tenant Protections Department and various non-profit partners including Legal Aid Foundation of Los Angeles provided a workshop to all 15 communities on eviction protection laws and resources aimed at ensuring families stay housed. Participants were given an opportunity to ask specific questions to the attorney conducting the presentation and received on the spot information and support. School sites also leveraged the collaboration with DCBA, including Baldwin Park High School which implemented a financial empowerment workshop that provided families with information about credit building, debt collection, bankruptcy and other resources that would assist to strategize around supports for disruptions to their income and other financial concerns.

Partnerships in Action
Collaboration with Community Based Organizations

Littlerock High School is located in a rural area of the Antelope Valley (AV) of Los Angeles County. It is over 60 miles from the Downtown Los Angeles and access to resources are scarce due to its remote location. Residents often have to travel over 20 minutes to access the nearest supermarket. In addition, students have limited opportunities to engage in extracurricular activities. Due to these needs, Littlerock HS Community Schools team established a partnership with the Antelope Valley Boys and Girls Club to develop an after-school program.
When the pandemic hit and stay-at-home orders went into effect, the relationship evolved. As the AV Boys and Girls Club had an existing relationship with the Los Angeles Food Bank, the opportunity to collaborate to address the food insecurity needs of the residents of Littlerock presented itself.

Due to the partnership, the students and community members of Littlerock and surrounding areas received more   than 15,000 boxes of food complete with meat, dairy and produce. Other donations were secured and also distributed, including a total of 630 bottles of antibacterial soap, five large boxes of diapers and 10 boxes of toys from the Save the Children Organization, as well as several pallets of boxes of chicken. The community was informed of the distribution through several marketing efforts, which included distribution of informational flyers during the Antelope Valley Union High School District meal distribution, parent phone calls, emails and community postings. Community Schools staff were praised with words of gratitude and appreciation from the community.

At the start of the 2021-2022 school year, the partnership with LA Food Bank expanded and Littlerock High School became the first school to pilot a home delivery program. This would allow 300 families in the Littlerock community to receive free 21-pound shelf stable food items on a monthly basis until December 2021. Littlerock HS continues to partner with AV Boys and Girls club to receive 150 food boxes monthly that are distributed to families when they pick up their kids after school.

Implementation of Pillars (Pillars in Action)

Pillar One: Integrated Student Supports (ISS)

By Integrating Student Supports, Community Schools function as a community hub by collaborating with community partners to offer a wide range of supports, services and opportunities to children, families and neighborhoods. The Community School Coordinator coordinates school and community resources by aligning services to family needs. This alignment comes from a continuous assessment of family needs.

Implementation of a Multi-Tiered System of Support (MTSS) and Coordination of Services Team (COST) provides the framework for service delivery. While MTSS and COST are common structures for support in all campuses, by integrating the Community Schools Model with them, the Community School Coordinator is able to extend the range of services for students and families.

MTSS is an integrated, comprehensive framework that focuses on the Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS is guided by alignment between family and community engagement; administrative leadership; integrated education framework; and inclusive policy and practice. It is designed to help schools identify struggling students early and intervene quickly, by focuses on the "whole child," which means it supports academic growth, as well as behavior, social and emotional needs, and absenteeism. Some key elements of MTSS include:

- Universal screening for all students
- Increasing levels of targeted support when needed
- Integrated plans utilizing evidence-based practices that address students' academic, behavioral, social, and emotional needs

Integrated Student Supports

- A school-wide approach to student support, that involves teachers, counselors, and other key staff working as a team to assess students and interventions.
- Professional development so staff can provide interventions and monitor progress effectively
- Family involvement so parents and caregivers can understand the interventions and give support at home
- Progress monitoring

Coordination of Services Team (COST), is a strategy for managing and integrating various learning supports and resources. It is made up of a multidisciplinary team of school staff and providers that meet regularly to review the needs of individual students, as well as the overall school. They collaborate to link referred students to needed resources and interventions in order to support their academic success and healthy development. An active and effective COST increases the campus capacity to tailor interventions to student needs. This personalized support structure results in higher efficiency, increased sense of belonging, and an expanded range of services. Alameda County Center for Healthy Schools and Communities developed a comprehensive Coordination of Services Teams guide to support with implementation[13].

The Community School Advisory Council supports MTSS and COST by monitoring the integration and delivery of services on a regular basis. It evaluates the efficacy and efficiency of service delivery through data collection and analysis. This is a critical component of the Community School continuous improvement cycle.

Pillar One: Integrated Student Supports
1. Coordinating Infrastructure: Facilitates coordination of school and community resources.
1.1   A dedicated full time Community School coordinator facilitates alignment of school, family and community resources.
1.2   The Community School coordinator is a member of the school's leadership team and supports the Community School Advisory Council.
1.3   The Community School coordinator facilitates ongoing communication among the administration, teachers, other school staff, and community partners, including data sharing and analysis.

Pillar One: Integrated Student Supports
2. Integrated Health and Social Support: Service Partnership Development and Support
2.1   Service partnerships are established ensuring there is an alignment between services and student, family and community needs and when necessary, develop and facilitate partner agreements that include processes to identify and refer individual students in need of services and to monitor individual student involvement in services.
2.2   School personnel and community partners are assessing the effectiveness of their relationships on a regular basis in order to continuously improve opportunities and supports.
2.3   Students, families and school staff are knowledgeable about the referral process and services available at or through school, including physical, mental, behavioral, and emotional health services.
2.4   Services and supports are culturally and linguistically relevant and responsive.
2.6   Tiered supports (prevention, intervention and intensive intervention) and services are implemented to address the identified needs of students and families.
2.7. An interdisciplinary student support team (COST, MTSS), including specialized instructional support personnel, community partners, other school staff, and involving families where appropriate, develops and oversees a plan to respond to individual student needs.

Table 4: Community Schools Standards - Integrated Student Supports

*Adapted from the Coalition of Community Schools, Community Schools Standards

Pillars in Action

Integrated Student Supports at Duarte High School

Duarte High School is a relatively small high school with just under 700 students, 77% of which qualify for free or reduced lunch and 16% of which are students with disabilities. While Duarte High School did count on various programs, interventions and services on-site they did not have a unifying system for referring students in need and no central location to know which students or even the number of students receiving services and interventions. As a result, it was difficult to monitor progress and improvement as a result of services.

To address this challenge, Community Schools staff implemented a Coordination of Services Team (COST). COST is a multi-disciplinary school-based team made up of teachers, administrators, school partners and support staff working together to develop and manage academic and socioemotional interventions for students. Developing this process involved first developing a universal referral form that teachers, parents and support staff that can use to refer students in need. This referral form was developed in paper and electronic versions. This form, as well as the COST process was then presented to key school leadership teams to collect input and garner support. They then developed the multi-disciplinary team and presented the team, process and referral form to school staff.

The COST process starts with a staff member noticing a student in need of additional supports or services related to an academic, behavioral or socio-emotional need. The staff member completes the referral form, which is then received by the COST team. The COST team, which meets bi-weekly, uses multiple data points to determine what supports and interventions to offer the student and/or family. The services and supports are then provided to the student and/or family. In subsequent meetings, the COST team discusses new student referrals and monitors progress and needs of previously referred students.

In a 3-month period following the creation of the COST team at Duarte High School, 22 student referrals were made to the team by teachers, parents and support staff. Students and families were referred to tutoring and mental health services, Student Attendance Review Team (START), after-school programs and parent support services.

Integrated Student Supports

Pillar Two: Expanded & Enriched Learning Time & Opportunities

Expanded Learning and Enrichment, is measured by a well-rounded and enriching core curriculum delivered during and outside of the school day. Student voices and choices inform the learning and development strategies. Students have access to support for basic needs, enrichment, and academic support during summer and breaks. Community School staff ensure that students have access to well-structured learning activities during and outside of the school day. This may occur inside school facilities, as well as other community spaces. As a result, enriched learning time becomes the responsibility of both the school and the community.

An effective strategy in implementing enriched learning opportunities involves engaging partner organizations, in collaboration with teachers and Community School staff. Community partners can support programming through internships, service learning, Linked Learning, STEM and other community, arts, or work-based opportunities. They can also support supplemental academic instruction through tutoring, mentoring and project and community-based learning. It is imperative, however, that these supports be connected to the school's academic program and not just perceived as an add-on activity. Therefore, attendance should be monitored during these programs and concerted efforts should be made to engage and build relationships with parents and families. Students and families participating in enrichment activities outside of the regular school day should also have access to all integrated student support that are available during the school day.

 Below are potential funding opportunities for expanded and enriched learning programs available during the publishing of this toolkit.

21st Century Community Learning Centers – US Department of Education

The purpose of the 21st Century Community Learning Centers Program is to supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools[14].

https://www2.ed.gov/programs/21stcclc/index.html
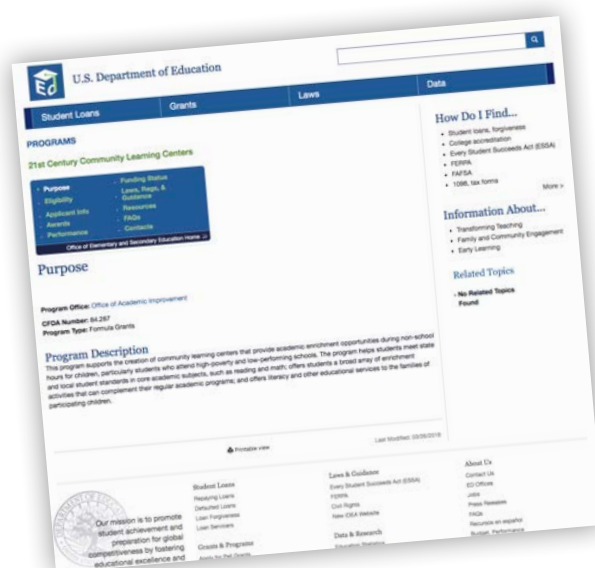
After School Education and Safety Program – CA Department of Education

The purpose of the After School Education and Safety Program is to create incentives for establishing locally-driven Expanded Learning programs, including after school programs that partner with public schools and communities to provide academic and literacy support, and safe, constructive alternatives for youth[15]. https://www.cde.ca.gov/ls/ex/fundingop.asp

Pillar Two: Expanded and Enriched Learning Time and Opportunities
3. Powerful Learning: Engages students as independent learners.
3.1   Teachers and community partners collaborate to provide a well-rounded and enriching core curriculum during and outside of the school day.
3.2   Youth development principles, particularly an emphasis on student voice and choice, inform student learning and development strategies.
3.3   Partners and educators receive professional development on youth development practices, trauma and resilience informed practices, to support the inclusion of learning activities and opportunities for students to develop academic, social, emotional, health, and civic competencies.
3.4   Educators and community partners support transitions across grade levels through college and career.
3.5   Students have access to support (basic needs, enrichment programs, academic support) during summer and during school breaks.
3.6   Learning experiences incorporate a focus on current and real world issues and enable young people to be problem solvers in their own communities.
3.7   Learning experiences in Community Schools are aligned with evidenced based practices. (e.g., after school, summer learning, service learning, project-based learning, common core).

Table 5: Community Schools Standards - Expanded and Enriched Learning Time and Opportunities

*Adapted from the Coalition of Community Schools, Community Schools Standards
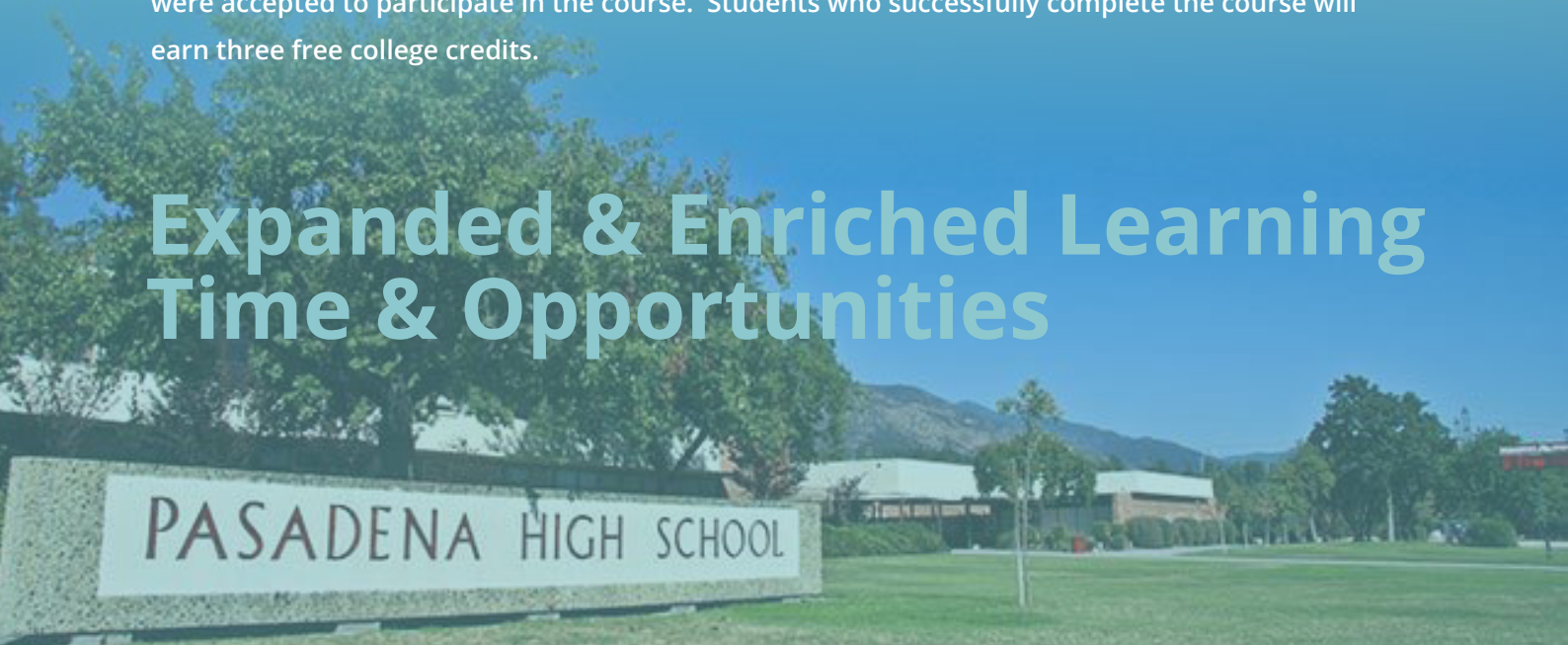
Pillars in Action

Expanded and Enriched Learning Time and Opportunities at Pasadena High School

Pasadena High School is located in the city of Pasadena, a suburb of Los Angeles just north of downtown. While the city is rich in resources, students were significantly impacted by the pandemic. Increasing access to mental health services and coping strategies became a priority to address stress and anxiety. While community partners already provided individual and group counseling for students and families, it was important to increase awareness and education about mental health and increase coping strategies. The Community Schools team at Pasadena High School partnered with Kaiser's Educational Theatre program to host Ghosted for our 9th grade students during their physical education classes. Ghosted focuses on four high school students navigating the isolation of distance learning and the COVID-19 pandemic, struggling with mental health challenges such as anxiety, depression, and anger. Ghosted engages students through storytelling and resilience skill building activities and reminds young people about the importance of reaching out for support from school-based staff. It was well received by the students at Pasadena HS, and teachers/staff as well. It was full of opportunities for student engagement, including effectively using the chat, polls, video and live dialogue with the health educators/actors.

Pasadena High School also partnered with the National Education Equity Lab to pilot their College in High School program. This ambitious program, was available to all students and allow them the opportunity to enroll in a college level course without having to leave their school. The first college course offered was "Psychology and the Good Life," a course made available through a partnership between Yale University and the University of Connecticut. This happened to be one of Yale University's most popular course and it was quite an accomplishment to see it offered at a Community School. After outreaching to students and families, over 60 PHS students applied and were accepted to participate in the course. Students who successfully complete the course will earn three free college credits.

Expanded & Enriched Learning Time & Opportunities

Pillar Three: Active Family & Community Engagement

Parent and Community Engagement is composed of two strands: (1) embracing families and (2) gathering and galvanizing community resources. The first step in supporting Pillar Three, is an audit process. The team begins by reviewing all previously identified assets and needs in the school system and community. Two paths emerge from this initial phase. First, the team begins incorporating current assets into the pre-implementation planning and builds a delivery structure to increase knowledge and use of current resources and services. Next, gaps between current assets and family needs are identified. Ideas are generated and service partnerships are developed.
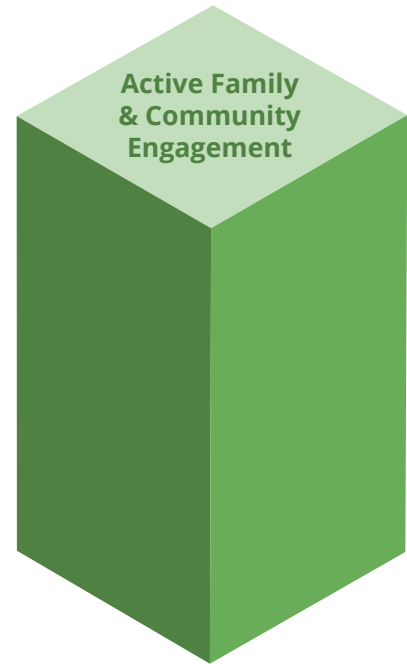
Active Family & Community Engagement

Pillar Three: Active Family & Community Engagement
4. Authentic Family Engagement: Embraces families and mobilizes family assets.
4.1 Educators, families, community partners, and school personnel and leadership demonstrate trusting relationships demonstrated by timely responses to concerns and needs, welcoming environments and inclusion.
4.2 Families have equity of voice and power in the community school's leadership and decision-making structures.
4.3 Consistent and responsive communication that is also culturally and linguistically relevant.
4.4 Families are given tools and gain knowledge on how to support their children's learning at home.
4.5 The Community School recognizes that all adults-including families and community members-must develop the skills and habits necessary to work together effectively.
4.6 Leadership development opportunities are regularly available to families and community residents.

Pillar Three: Active Family & Community Engagement
5. Authentic Community Engagement: Gathers and galvanizes community and neighborhoods resources.
5.1 The school is a venue for exploring assets and addressing challenges affecting the school and the community.
5.2 The school building is open and accessible beyond the school day, including evenings and weekends.
5.3 Families and community members recognize the school as a hub of learning, support to address needs, barriers to learning, and community engagement.

Table 6: Community Schools Standards - Active Family & Community Engagement

*Adapted from the Coalition of Community Schools, Community Schools Standards

Pillars in Action

Active Family and Community Engagement at Azusa High School

In an effort to support the diverse needs of families of Azusa High School, the Community Schools coordinator set out to develop a unifying vision focused on increasing family engagement, identifying resources and linking families to those resources, resulting in empowered students and families.

They began this transformational process by first providing weekly caregiver informational meetings, that they referred to as "Café Azteca" where they brought in guest speakers from different community agencies. They also convened the Azusa Advisory Council with parent representation from both Spanish and English speaking parents. This Advisory Council assisted in assessing family and community needs and supported the coordination of resource fairs to raise awareness on available resources. As further data on family needs was collected, the team coordinated parent workshops and trainings on mental health and nutrition.

As a result of their efforts, Azusa High School dramatically increased their community partner participation. Over 12 new partners were added within the first 3 months. Their first resource fair had over 400 parents participate. During the first few months of the stay at home order resulting from the COVID 19 pandemic, over 1,200 families were contacted through personalized phone calls to assess, invite them to parent engagement events and link them to services. Parent participation in meetings, averaged 5-10 parents and now over 70 parents are attending Café Azteca.

Parent and Community Engagement

Authentic family engagement is driven by equity of voice and power. Families are given the tools and knowledge necessary to support student learning at home. They are provided with leadership opportunities and inform decisions regarding barriers to learning. Community Schools are a hub of learning, support, and engagement. They are also central to developing families' capacity to generate solutions and act as educational advocates.

Events
Planning, organizing and providing events to parents and community members is one of the most effective ways to keep them engaged in a Community School. Parent and community events can be categorized as outreach, capacity-building or resource events. [Appendix P](#) Event Planning tool can support with the planning and organizing of an event at your school.

Outreach Events
Outreach events are all events utilized for the purpose of disseminating information around a particular topic or activity. Outreach events differ from outreach activities in that outreach events involve direct engagement with parents and community members, while outreach activities can be completed through phone calls or electronic media. Outreach events can take the form of presentations where participants are invited and information is disseminated in person (e.g. Coffee with the Principal, Open House). They can also take the form of tabling where Community School staff set up a table at the site during high traffic hours or during another event and distributes information.

Capacity-Building Events
Capacity-building events refer to all trainings and workshops aimed at building capacity for participants. They could be as stand-alone events or as a series. The presenters are usually experts in a particular field and can be either school staff or staff from outside partners. Capacity-building events are instrumental in developing parent and

community engagement as well as to the overall success of the Community School. It is imperative that topics provided through these events are relevant, accessible and based on need. Community School staff should utilize the data from needs assessments and climate surveys, in order to properly assess and identify areas and topics of need. Furthermore, Community School staff should clearly identify expected outcomes for these events and develop processes to assess these outcomes, such as through the use of pre and post evaluation surveys.

Resource Events
Resource events are usually larger scale events that may include multiple partner providers with the purpose of providing needed resources to families and community members. Examples of such events include health and resource fairs and food or clothing distribution events.

A key to a successful event, especially capacity-building and resource events is planning and preparation. There are many things to consider when putting on an event, whether it is a parent training or a community health fair. Community school staff need to identify everything that will be needed prior, during and after the event.

Some Considerations Prior to the Event
- Do you have administrator approval and support?
- Will you be providing refreshments?
- Have you secured presenters or community partners?
- Have you reviewed accommodations and logistics?
- What type of outreach will you engage in?

Some Considerations During the Event
- Are handouts available, if applicable?
- Have refreshments been made available?
- Do presenters/partner providers have any specific needs?
- Have sign-ins and evaluations been made available?

Outreach/Marketing and Communication

Ongoing communication with students, families, staff and community members requires a plan that includes various mediums that are accessible to the targeted group. For example, if you are trying to engage parents but most do not have a social media account, publicizing on Facebook will not be sufficient means of informing families about information they need to know.

Mediums

There are many opportunities to be able to communicate with various stakeholders. Below is a list of example of various mediums that can be used to inform your school community about an upcoming event or resource that will support them or their child.

Flyer	Personalized Phone Calls	Connect Ed-Text and/or Phone message
Instagram	Facebook	Twitter
School Website	Community Partners	Remind App
Email	Informational Presentations	

Table 7: Mediums for Family Outreach

Outreach/Marketing Plan

Appendix Q Outreach and Marketing Plan template be used to support your efforts to increase communication to families.

Below are some questions that can help with the development of your outreach/marketing plan:
- How many participants have attended this event in the past?
- What is the average number of the targeted group (e.g. parents) that attend school events?
- What mediums have been effective in engaging the targeted group?

Develop a Goal

Identifying the number of past participation can support with the development of a goal to increase participation for your event. For example, if last year the same event resulted in 25 parents, identify a goal in which you would like to achieve for this school year.

1. Identify a Targeted Group

Often school events are open and accessible to everyone, however there is usually a targeted group that can benefit from the additional resources and require an individualized invitation. For example, if there is an upcoming food distribution event, making individualized phone calls to families experiencing homelessness can ensure that they have received the information. Targeted groups can include families of specific grade levels, families experiencing homelessness, students that have struggling academically or are not attending regularly.

2. *Select at least three mediums to conduct tiered outreach.* This includes:
- Universal-All stakeholders and conducted using mass communication mediums (e.g. automated phone calls, social media, newsletters, resource tables)
- Targeted: Some stakeholders and conducted in a group setting. (e.g. informational presentations during other meetings)
- Individual-Specific stakeholders and conducted on an individual level (e.g. personalized email or phone calls

3. *Develop a preparation and distribution plan of the medium*
- Identify tasks that need to be completed in order create or prepare the medium you will use such designing a flyer or social media post. In addition, identify and assign who will be responsible for distributing or disseminating the medium. (I.e. flyers, posting of social media, updating website)

Online Family Resource Centers
Providing families with relevant resources to support their child's academic success and/or address family needs in an ongoing and consistent effort. It is a building block to developing mutual trust and transition into the hub of the community. Creating electronic newsletters, family resource websites and family resource social media account can provide these opportunities. Information collected during the resource inventory should be included as well as any resources shared by the advisory council.

Family Resource Newsletter
The following are some steps that should be taken in the development of the family newsletter.
1. Identify the electronic platform that you will use to distribute the newsletter. Some examples include: Constant Contact, S'more, Canva, Mail Chimp
2. Identify how often it will be distributed. Will it be weekly, bi-weekly, monthly?
3. Identify information that will be included (e.g. school information, academic resources, community resources)

Family Resource Website
Creating an online space where families can access resources in one centralized location, will serve as another opportunity to support families. A family resource website can be organized by specific needs so families can easily access information.
This includes:
- Food Access
- Housing and Utilities
- Academic and Tech Support
- Health Insurance
- Physical Health
- Mental Health
- Parenting Support
- Other Resources

EXAMPLES OF NEWSLETTERS
Duarte High School
Azusa High School

The following steps support the development of the family resource website.

1. Identify the platform you will use to create your website. (e.g. Google)
2. Identify what will be included on the website.
3. How often will be it be updated? Who will be responsible for updating the website?
4. It should be linked to the school website. Where will be it be placed? (e.g. Landing page)

EXAMPLES OF FAMILY RESOURCE WEBSITES

Montebello High School

Ganesha High School

Bellflower Middle/High School BUC

Family Center

### Family Resource Social Media Accounts

Social Media can be an easy way of communicating information immediately to families. However, families must be aware of the social media account and become followers. The U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. developed an excellent guide on considerations in engaging families utilizing social media[16].

Community Schools can use social media to inform families of resources either by sharing them through the school social media account or create a family resource social media account that is dedicated to providing information on resources and services relevant to supporting families. It is also important that school's promote their social media handle on all communication with stakeholders to increase the number families that follow the account and can access the information.

EXAMPLES OF FAMILY RESOURCE SOCIAL MEDIA ACCOUNTS

Lynwood High School

John Glenn High School/Southeast Academy
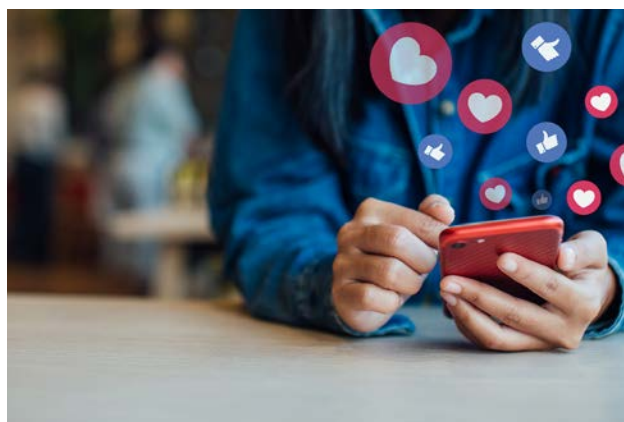
Soliciting Donations

Community organizations and businesses provide a variety of resources. Community Schools engage local businesses through in-kind donations like gift cards, virtual classes, and intern/mentoring opportunities. Sports teams often have community programs that provide support to schools and are a great resource to support with positive behavioral support programs or family events. In addition, local businesses may also be willing to donate their time and services such as providing cooking classes, dance classes and art classes to school to increase family and community engagement. In addition to soliciting donations, the Community School team must also plan on where they will store donated items in a secure location. It is important to review the school district's policy to request and accept donations.

Pillar Four: Collaborative Leadership and Practices

Collaboration is the heart of Community Schools. Collaborative tasks include planning, goal-setting, data monitoring, continuous improvement, and sustainability. In order for collaboration to be successful within a Community School it is vital that the voices of all stakeholders be heard. With this in mind, Community School staff need to take great care in identifying and recruiting the members of the Advisory Council, since, as mentioned before, this is the primary collaborative body that will push the work forward. This should include students, families, teachers, other school staff, principals, community partners and local leaders. Student voices are for positive program outcomes.

Collaborative Leadership & Practices

One promising practice in the in engaging youth is through the creation of student advisory councils (SAC). Through SACs, youth build their leadership capacity by contributing to Community School planning. They also learn how to engage in collaborative learning and problem solving. Student-led councils provide a safe space within which youth can give voice to their perspectives. In mixed age councils with adults, students often hesitate to contribute; they are younger and there is a status and power imbalance. In student-led sessions, schools find out about things they can only learn in a student-led environment. SACs should also maintain a diverse membership. It is an opportunity to give power and voice to students of varying races and identities.

Another important consideration in developing collaborative leadership is to ensure that partnerships with community organizations and membership in the Community School Advisory Council reflect the diversity of the community. Community Schools that actively engage diverse stakeholders, facilitate stakeholder interaction, and are purposeful in maintaining collaborative school cultures are better able to address the diverse needs of the community and garner local community support and thus helping to promote the sustainability of the initiative.

Engaging in collaborative leadership and practices also requires that Community Schools support capacity-building of all stakeholders. This includes opportunities for professional development especially for members of the Advisory Council in order to build their capacity for practicing shared leadership.

Pillars in Action

Collaborative Leadership and Practices at Glenn High School and Southeast Academy

Glenn High School/Southeast Academy is located in Southeast Los Angeles County, in the city of Norwalk. The Community School coordinator started in January 2020 and while the COVID-19 pandemic closed school campuses, , she did not let it slow down the work. Realizing that the needs were great, especially those exacerbated by the pandemic, she worked with administration to develop the John Glenn/Southeast Academy Coordinating Council. She was able to bring together school staff, city, district and local college representatives, law enforcement and local community partner provider staff as part of the council. The first meeting was held in person but all subsequent monthly meetings were convened remotely. During the first two meetings, the Council was able to develop a unifying vision and work quickly to assess and prioritize needs, particularly those resulting from the pandemic. She also developed workgroups that targeted the more specific needs.

Among the priorities identified was the need to outreach to students and families to assess their individual level of need. The remote environment created challenges, so they utilized various innovative strategies to accomplish this. They developed public virtual forums where parents were able join electronically and provide feedback. They also used social media to reach families and even made individual phone calls and sent out texts. They created an electronic referral form to easily refer families in need and developed virtual parent workshops based on the needs identified through the outreach efforts.

As summer approached and the pandemic raged on, Community School staff worked with the Council to develop a plan to continue supporting families during the break. Utilizing the Council's input, they developed a plan to utilize community partners, many of which were members of the Council, to continue providing support, including linkages to food distribution sites, mental health referrals and online student enrichment resources for students.

Pillar Four: Collaborative Leadership and Practices

6. Collaborative Leadership: An Advisory Council is convened that is inclusive of various stakeholders

6.1 The Community School's Advisory Council is developed and includes families, students, community partners, neighboring community residents, the principal, Community School coordinator, teachers, and other school personnel; this integrates them into the life and work of the school.
The advisory council is representative of the school and its diversity and guides collaborative planning, implementation, and oversight of the Community School framework.

6.2 Ensure that the Committee meetings are ongoing and transparent by scheduling meetings regularly, developing and making available meeting agendas, and meeting notes.

Pillar Four: Collaborative Leadership and Practices

7. Planning: Identify the assets and needs of school, family, and community

7.1 Data is disaggregated by race, gender, disability, income and special populations including English Learners, students experiencing homelessness, students in foster care, and other relevant factors and informs decision making.

7.2 Collect information on the needs of the school and community on a regular basis, including: Student engagement; Family engagement; Academic development; Physical health; Social and emotional health; School climate and Community stability and safety.

7.3 Ensure the process includes information from a cross-section of school and community, including input from teachers/staff, external service partners, students, family/community members, as well as from a variety of sources, such as school/neighborhood statistical data, surveys, focus groups, interviews and neighborhood observation data.

7.4 The academic and non-academic results (i.e. school climate survey, California Healthy Kids Survey, discipline, attendance, college access and enrollment) and related indicators are specified in the Community Schools Plan.

7.5 Collect information on existing and potential: school resources (e.g. personnel, existing partnerships, space and facilities), community resources (e.g. individuals, institutions/organizations, physical spaces), and financial resources (e.g. grants, non-profits, foundations).

Pillar Four: Collaborative Leadership and Practices

8. GOAL SETTING AND PROGRESS MONITORING: Develop goals, outcomes and indicators in Community School Plan

8.1 Create goals that support student learning, both youth and adults, goals that address key student transitions, service delivery, participation, as well as non-academic goals and goals that identify gaps between the needs of students, families and the community and existing resources.

8.2 The Community School Advisory Council contributes to the decision making and development of a Community School Plan that outlines activities and strategies to address needs, identifies and utilizes evidence based programs and practices to achieve desired results, leverages resources and outlines roles of the coordinator, faculty/staff, and community members.

8.3 Identify Community School outcomes and measures, ensuring they are aligned with shared goals, collect data on services provided and participation in Community School services, and monitor progress on meeting outcomes.

Table 8: Community Schools Standards - Collaborative Leadership and Practices

Pillar Four: Collaborative Leadership and Practices

9. Student-centered data systems: Guides opportunities and support to individual students through the development and implementation of systems.

9.1 Data systems and protocols are in place to assure access to relevant individual and aggregate information and to assure transparency of decision-making.

9.2 Policies and procedures are in place to safeguard family confidentiality (FERPA, release of information procedures, and immigration status).

9.3 Multi-disciplinary teams utilize data to prioritize resources and prepare individualized plans to ensure every students has access to opportunities and support they need.

9.4 Agreements are in place to share student data, including services provided to individual students among select school personnel, Community School coordinator, and community partners.

Pillar Four: Collaborative Leadership and Practices

10. Continuous Improvement: Deepens the impact of the Community school.

10.1 Individual student data, participant feedback, subgroups, participation rates, and aggregate outcomes are analyzed regularly by the school.

10.2 Issues requiring procedural changes and resource needs are communicated to leaders and staff at the systems level and a plan of action is identified and implemented.

10.3 Strategic opportunities for joint professional development are identified through data analysis and continuous improvement efforts. Educators, community partners and families are empowered to develop the knowledge, skills and abilities to work effectively together, share best practices, and apply those practices in the work.

Pillar Four: Collaborative Leadership and Practices

11. Sustainability: Ensures ongoing operations of the Community School.

11.1 A strategy for continuously strengthening shared ownership for the Community School among school personnel, families, and community partners is in place.

11.2 School personnel, community partners, leaders, and families publicly celebrate successes, and advocate for Community Schools within their organization and across their community.

11.3 A plan and process to sustain funding for the Community School is in place, including the position of the Community School coordinator and specific programs.

11.4 Principals and community partners work with the Site-Based Leadership Team to prepare budgets to help sustain the Community School.

11.5 Community partners commit to a long-term relationship with the school, driven by student and school needs, and modify their organization and culture to support the Community School partnership.

11.6 Community partners help generate funding for programs that will be operated under the umbrella of the Community School.

Table 8: Community Schools Standards - Collaborative Leadership and Practices

*Adapted from the Coalition of Community Schools, Community Schools Standards

Conclusion

We hope this toolkit has provided you with principles, practices and resources to support you in the development of your Community School. As discussed in the beginning, every community school is guided by the needs and assets of their local context, therefore it may not look the same as others across the nation. The voice of the various stakeholders that represent your community should be evident in the strategies and supports implemented in your community schools. School stakeholders should serve as champions of the community school to demonstrate the commitment and the core belief that the school is hub of the community. Furthermore, the belief that it is a collective responsibility to ensure the success of students and families.
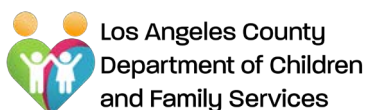
Acknowledgements

We would like to take this opportunity to thank the following friends and partners for their support and work in the development of this toolkit:

LACOE Community Schools Specialists and Educational Community Workers

- Littlerock High School – Antelope Valley Union High
- Baldwin Park High School – Baldwin Park Unified
- Bellflower High School – Bellflower Unified
- Duarte High School – Duarte Unified
- Lynwood High School – Lynwood Unified
- Paramount High School – Paramount Unified
- Pasadena High School – Pasadena Unified
- Santa Monica High School – Santa Monica-Malibu Unified

- Azusa High School – Azusa Unified
- Bassett High School – Bassett Unified
- Centennial High School – Compton Unified
- Morningside High School – Inglewood Unified
- Montebello High School – Montebello Unified
- Ganesha High School – Pomona Unified
- Glenn High School/Southeast Academy – Norwalk-La Mirada Unified

Appendix

Community School Coordinator

THE POSITION:

The Community School Coordinator is a dedicated staff member responsible for coordinating and supporting programs that address the learning barriers for students. In partnership with the site administrator, the Community School Coordinator will develop a system of support for students, families, and community members. Additionally, the Community School Coordinator is responsible for implementing systems, procedures, and policies; monitoring and implementing projects.

The position will require travel to various school sites served by this program.

EXAMPLES OF DUTIES:

Duties may include, but are not limited to, the following:

- Conduct a needs assessment by working with school administrators, teachers, partner agencies, parents and students to identify barriers to learning, available resources, and gaps in services
- Identify, engage, and recruit partners to offer programs and services for students and families based on the community's needs assessment. Develop administrative agreements/MOUs with partners to provide services
- Develop the continuum of services for the students, families and community members within the school neighborhood
- Assist directly with information sharing and referral services to maintain an effective referral process to community resources
- Develop, maintain, and publicize a schedule of programs and activities offered at the school
- Create, strengthen and maintain the bridge between the school and the community by creating opportunities for shared leadership and trust. This can be done through the stakeholder group/ School/Advisory
- Facilitate and provide leadership through collaboration in order to resolve related issues to service delivery, access and coordination
- Assess for improvement and shared accountability between partnerships
- Advocate for students, families and community members within the school neighborhood
- Facilitate an awareness of needs and trends within the community
- Establish and coordinate service teams to ensure needs are being met and servicesare being maximized to the extent possible and to make adjustments as needed
- Responsible for creating and implementing community schools plan
- Coordinate all services that are part of community school's initiative that take placeduring and beyond the school day. Services can include but are not limited to expanded learning opportunities, health services, mental health services, parent/family engagement, and direct material assistance

ADDITIONAL DUTIES:

- Ability to travel to other sites/locations.
- Ability to input and interpret data in a timely manner.
- Performs other duties as assigned.

Community School Coordinator

QUALIFICATIONS:

Knowledge, Skills, Abilities:

- Ability to apply the principles and techniques of problem solving, teaching, and counseling to school situations.
- Ability to create and strengthen partnerships with various school stakeholder groups.
- Sensitivity to and understanding of the needs of English Learners (EL) students and parents.
- Facilitate oral and written communication in English.
- Skill in using computer software such as Microsoft Office 365 applications.
- Understanding of the physical, intellectual, social, and emotional growth patterns of students.
- Conduct business in an appropriate manner including poise, tact, good judgment, and ability to work effectively with District personnel, community representatives, parents, and students.
- Spanish speaking preferred
- Excellent networking, training, communication, and interpersonal skills.
- Demonstrated ability in grassroots community outreach and organizing, and leadership training and experience working with diverse communities.
- Be knowledgeable on how a community school framework can support identified needs as indicated by the Local Control and Accountability Plan, California Dashboard, multi-tiered system of support and differentiated assistance.
- Demonstrated ability to work effectively as a member of a team.

EXPERIENCE AND EDUCATION:

Any combination of education and experience that would be likely to provide the required knowledge and abilities would be qualifying. A typical way to obtain the knowledge and abilities would be:

Experience:

Three years of employment in the field of teaching or school counseling working with school-age children.

Education:

A Master's degree in education, counseling, or related field from an institution of higher learning accredited by one of the six regional accreditation associations as recognized by the Council on Postsecondary Accreditation.

LICENSE OR CERTIFICATE:

- Must possess and maintain a valid Pupil Personnel Services Credential (PPS) school counseling or a valid teaching credential.
- Administrative Services Credential is preferred

Community Liaison

The Community Liaison works with the Community School Coordinator, to engage students, parents and community. They assist in outreaching to support their access to resources. They also refer families to local agencies, as well as community and school services and resources as appropriate. They should be knowledgeable with:

- Community resource organizations including various federal, state, county, and local agencies
- Applicable district policies, the State Education Code, and/or other laws, rules and regulations
- General office practices, procedures
- Outreaching strategies, including social media platforms

They should also be skillful at:

- Self-Management – Showing personal organization, self-discipline, and dependability
- Professional & Technical Expertise – Applying technical subject matter to the job
- Bilingual Communication – Speaking, reading, writing in a second language
- Oral Communication – Engaging effectively in dialogue
- Presentation Skill – Formally delivering information to groups
- Writing – Communicating effectively in writing
- Customer Focus – Attending to the needs and expectation of customers
- Relationship Building – Establishing rapport and maintaining mutually productive relationships
- Valuing Diversity – Appreciating the benefits of varied backgrounds and cultures in the workplace
- Cultural Proficiency – Modeling communications and interactions that respect and include all individuals and their languages, abilities, religions, and cultures

Community School Self-Assessment

EXPLORING	EMERGING	MATURING	EXCELLING
Initial or no discussions about standard have been conducted.	Partial implementation of standard and improvement cycle is evident.	Most or all phases of implementation of standard and improvement cycle have been executed.	Standard is fully implemented and fully integrated into the school and community. Improvement cycle is occurring on a continuous basis.

Pillar: Integrated Student Supports

1. Coordinating Infrastructure: Facilitates coordination of school and community resources.	Exploring	Emerging	Maturing	Excelling
1.1 A dedicated full time Community School Coordinator facilitates alignment of school, family and community resources.	1	2	3	4
1.2 The Community School Coordinator is a member of the school's leadership team and supports the Community School Advisory Council.	1	2	3	4
1.3 The Community School Coordinator facilitates ongoing communication among the administration, teachers, other school staff, and community partners, including data sharing and analysis.	1	2	3	4

2. Integrated Health and Social Support: Service Partnership Development and Support	Exploring	Emerging	Maturing	Excelling
2.1 Service partnerships are established ensuring there is an alignment between services and student, family and community needs and when necessary, develop and facilitate partner agreements that include processes to identify and refer individual students in need of services and to monitor individual student involvement in services.	1	2	3	4
2.2 School personnel and community partners are assessing the effectiveness of their relationships on a regular basis in order to continuously improve opportunities and supports.	1	2	3	4
2.3 Students, families and school staff are knowledgeable about the referral process and services available at or through school, including physical, mental, behavioral, and emotional health services.	1	2	3	4
2.4 Services and supports are culturally and linguistically relevant and responsive.	1	2	3	4
2.5 Tiered supports (prevention, intervention and intensive intervention) and services are implemented to address the identified needs of students and families.	1	2	3	4

*Adapted from the Coalition of Community Schools, Community Schools Standards

Community School Self-Assessment

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2.6	An interdisciplinary student support team (COST, MTSS), including specialized instructional support personnel, community partners, other school staff, and involving families where appropriate, develops and oversees a plan to respond to individuals student needs.	1	2	3	4

Pillar: Expanded and Enriched Learning Time and Opportunities

3. Powerful Learning: Engages students as independent learners.	Exploring	Emerging	Maturing	Excelling
3.1 Teachers and community partners collaborate to provide a well-rounded and enriching core curriculum during and outside of the school day.	1	2	3	4
3.2 Youth development principles, particularly an emphasis on student voice and choice, inform student learning and development strategies.	1	2	3	4
3.3 Partners and educators receive professional development on youth development practices, trauma and resilience informed practices, to support the inclusion of learning activities and opportunities for students to develop academic, social, emotional, health, and civic competencies.	1	2	3	4
3.4 Educators and community partners support transitions across grade levels through college and career.	1	2	3	4
3.5 Students have access to support (basic needs, enrichment programs, academic support) during summer and during school breaks.	1	2	3	4
3.6 Learning experiences incorporate a focus on current and real world issues and enable young people to be problem solvers in their own communities.	1	2	3	4
3.7 Learning experiences in community schools are aligned with evidenced based practices. (e.g., after school, summer learning, service learning, project-based learning, common core).	1	2	3	4

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Community School Self-Assessment

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Pillar: Active Family and Community Engagement				
4. Authentic Family Engagement: Embraces families and mobilizes family assets.	Exploring	Emerging	Maturing	Excelling
4.1　Educators, families, community partners, and school personnel and leadership demonstrate trusting relationships demonstrated by timely responses to concerns and needs, welcoming environments and inclusion.	1	2	3	4
4.2　Families have equity of voice and power in the community school's leadership and decision-making structures.	1	2	3	4
4.3　Consistent and responsive communication that is also culturally and linguistically relevant.	1	2	3	4
4.4　Families are given tools and gain knowledge on how to support their children's learning at home.	1	2	3	4
4.5　The community school recognizes that all adults-including families and community members-must develop the skills and habits necessary to work together effectively.	1	2	3	4
4.6　Leadership development opportunities are regularly available to families and community residents.	1	2	3	4

5. Authentic Community Engagement: Gathers and galvanizes community and neighborhoods resources.	Exploring	Emerging	Maturing	Excelling
5.1　The school is a venue for exploring assets and addressing challenges affecting the school and the community.	1	2	3	4
5.2　The school building is open and accessible beyond the school day, including evenings and weekends.	1	2	3	4
5.3　Families and community members recognize the school as a hub of learning, support to address needs, barriers to learning, and community engagement.	1	2	3	4

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Community School Self-Assessment

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Pillar: Collaborative Leadership and Practices

6. Collaborative Leadership: An Advisory Council is convened that is inclusive of various stakeholders.	Exploring	Emerging	Maturing	Excelling
6.1 The Community School Advisory Council is developed and includes families, students, community partners, neighboring community residents, the principal, Community School Coordinator, teachers, and other school personnel; this integrates them into the life and work of the school. The advisory council is representative of the school and its diversity and guides collaborative planning, implementation, and oversight of the Community School framework.	1	2	3	4
6.2 Ensure that the Committee meetings are ongoing and transparent by scheduling meetings regularly, developing and making available meeting agendas, and meeting notes.	1	2	3	4

7. Planning: Identify the assets and needs of school, family, and community.	Exploring	Emerging	Maturing	Excelling
7.1 Data is disaggregated by race, gender, disability, income and special populations including English Learners, students experiencing homelessness, students in foster care, and other relevant factors and informs decision making.	1	2	3	4
7.2 Collect information on the needs of the school and community on a regular basis, including: Student engagement; Family engagement; Academic development; Physical health; Social and emotional health; School climate and Community stability and safety.	1	2	3	4
7.3 Ensure the process includes information from a cross-section of school and community, including input from teachers/staff, external service partners, students, family/community members, as well as from a variety of sources, such as school/neighborhood statistical data, surveys, focus groups, interviews and neighborhood observation data.	1	2	3	4
7.4 The academic and non-academic results (i.e. school climate survey, California Healthy Kids Survey, discipline, attendance, college access and enrollment) and related indicators are specified in the Community School Plan.	1	2	3	4
7.5 Collect information on existing and potential: school resources (e.g. personnel, existing partnerships, space and facilities), community resources (e.g. individuals, institutions/organizations, physical spaces), and financial resources (e.g. grants, non-profits, foundations)	1	2	3	4

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Community School Self-Assessment

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8. GOAL SETTING AND PROGRESS MONITORING: Develop goals, outcomes and indicators in Community School Plan.	Exploring	Emerging	Maturing	Excelling
8.1 Create goals that support student learning, both youth and adults, goals that address key student transitions, service delivery, participation, as well as non-academic goals and goals that identify gaps between the needs of students, families and the community and existing resources	1	2	3	4
8.2 The Community School Advisory Council contributes to the decision making and development of a Community School Plan that outlines activities and strategies to address needs, identifies and utilizes evidence based programs and practices to achieve desired results, leverages resources and outlines roles of the Coordinator, faculty/staff, and community members.	1	2	3	4
8.3 Identify community school outcomes and measures, ensuring they are aligned with shared goals, collect data on services provided and participation in community school services, and monitor progress on meeting outcomes.	1	2	3	4

9. Student-centered data systems: Guides opportunities and support to individual students through the development and implementation of systems.	Exploring	Emerging	Maturing	Excelling
9.1 Data systems and protocols are in place to assure access to relevant individual and aggregate information and to assure transparency of decision-making.	1	2	3	4
9.2 Policies and procedures are in place to safeguard family confidentiality (FERPA, release of information procedures, and immigration status).	1	2	3	4
9.3 Multi-disciplinary teams utilize data to prioritize resources and prepare individualized plans to ensure every students has access to opportunities and support they need.	1	2	3	4
9.4 Agreements are in place to share student data, including services provided to individual students among select school personnel, Community School Coordinator, and community partners.	1	2	3	4

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Community School Self-Assessment

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10. Continuous Improvement: Deepens the impact of the community school.	Exploring	Emerging	Maturing	Excelling
10.1 Individual student data, participant feedback, subgroups, participation rates, and aggregate outcomes are analyzed regularly by the school	1	2	3	4
10.2 Issues requiring procedural changes and resource needs are communicated to leaders and staff at the systems level and a plan of action is identified and implemented.	1	2	3	4
10.3 Strategic opportunities for joint professional development are identified through data analysis and continuous improvement efforts. Educators, community partners and families are empowered to develop the knowledge, skills and abilities to work effectively together, share best practices, and apply those practices in the work.	1	2	3	4

11. Sustainability: Ensures ongoing operations of the community school.	Exploring	Emerging	Maturing	Excelling
11.1 A strategy for continuously strengthening shared ownership for the community school among school personnel, families, and community partners is in place.	1	2	3	4
11.2 School personnel, community partners, leaders, and families publicly celebrate successes, and advocate for community schools within their organization and across their community.	1	2	3	4
11.3 A plan and process to sustain funding for the community school is in place, including the position of the community school Coordinator and specific programs.	1	2	3	4
11.4 Principals and community partners work with the Site-Based Leadership Team to prepare budgets to help sustain the community school.	1	2	3	4
11.5 Community partners commit to a long-term relationship with the school, driven by student and school needs, and modify their organization and culture to support the community school partnership.	1	2	3	4
11.6 Community partners help generate funding for programs that will be operated under the umbrella of the community school.	1	2	3	4

*Adapted from the Coalition of Community Schools, Community Schools Standards

Selecting Potential Advisory Members

Potential Advisory Members	Is Knowledgeable of Community Needs	Is Knowledgeable of Community Assets	Is Knowledgeable and Influential in Policymaking	Other
Administrators				
Teachers				
Counselors				
Other School Staff				
Students				
District Staff				
Parents				
County Agencies				
Community Providers				
Local Law Enforcement				
Probation				
Local Government				
Faith Community				
Other: _____				
Other: _____				

Adapted from the Federation for Community Schools Advisory Boards Guide

Categorizing Potential Advisory Council Members

Familiar with Community Needs and Assets/Resources	Policy/Decision-makers	Will Support Vision/Mission of Community Schools

Adapted from the Federation for Community Schools Advisory Boards Guide

Sample Invitation Letter for Advisory Council Members

Dear _____,

We are excited to invite you to be a member of the SCHOOL NAME Community Schools Advisory Council. (School name) is in the process of transforming our school into a Community School. A community school is a school that partners with families and community organizations to organize community resources to provide programs and services at the school to support student and family development.

We need some community leaders who can serve as our thinking partners as we make this transformation. We believe that you could be a valuable member of this council because (see steps 1, 2 & 3 for reasons).

Our first meeting is scheduled for _____ from _____ at _____.
Please complete the following link to respond to our invitation to become a member of the SCHOOL NAME Community Schools Advisory Council.

Other possible questions that should be answered

What is the commitment?

Who are the other members that were invited?

Adapted from the Federation for Community Schools Advisory Boards Guide

Community Schools Advisory Council Members

FAQ'S

Question	Answer
What is the commitment? How much time will it take?	• Members commit to actively participate in all CSAC meetings and to promote the community school's programs and activities when possible Board members may be asked to: • Assist in the development and/or implementation of a Community Needs Assessment and Community Asset Map to identify programming goals and resources available to meet these goals • Review data, including program participation rates and outcomes, on an ongoing basis to consider whether changes need to be made to programs • Review survey results to prioritize programming goals • Assist staff in connecting with key community leaders and/or decision makers • Share information about all upcoming parent, student, and community events • Publicly advocate for the Community School
How long will the meetings last?	Meetings will generally be 90min long and occur monthly. However, council members may also be asked to participate in specific work groups and/or engage in activities in support of the Community School (e.g. needs assessments, data analysis, etc.)
Will I only need to go to meetings?	The commitment involves participating in all council and workgroup meetings, as well as supporting with specific tasks/activities
Will there be work in between meetings?	You may be asked to participate in work groups in between meetings.
How long is this commitment?	We ask that you make a year-long commitment. (approximately 9-10 meetings.)
Do I have to decide now?	We ask that you decide prior to the first Advisory Council meeting, which usually takes place in late August or early September

Advisory Council Tools

Preplanning

Task	Person Responsible	Status/Outcome
Invited members		
Location: Table set up: U-Shape or square		
Refreshments		
Sign In sheets		
Handouts		
Technology (Projector, computer)		
Meeting tools (poster paper, markers)		
Follow up to remind members of meetings		

During meeting

Task	Person Responsible
Set up of room	
Bring materials	
Note taker	
Assign timekeeper	

Adapted from the Federation for Community Schools Advisory Boards Guide

Planning First 6 Meetings

Agenda preparation

Month	Objectives	Activities	Data Needed	Resources/ Support Needed
September	Needs Assessment:			
October				
November				
December				

Adapted from the Federation for Community Schools Advisory Boards Guide

Activities

Shared purpose

Question	Activity
What is the current mission of our school? What might be the mission of our Community School?	
What will our school look like when a Community Schools Model is in place?	
What will students' and teachers' experiences in the school look like?	
What will our school look like when a Community Schools Model is in place?	
What will students' and teachers' experiences in the school look like?	
When we walk through our Community School what will it look like? Sound like?	

Other questions

Question	Activity
How will we develop a sense of shared purpose?	
What communications methods will we use to share our thoughts and work with the larger school community?	
How will we collect feedback about our work from students, families, community members, and partners?	
How will we make decisions about our school design process?	
Who will be responsible for what as we move through this work?	
How will we get the support of the school community for our final plan?	

Adapted from the Federation for Community Schools Advisory Boards Guide

Advisory Council Agenda Development

Agenda preparation

Task	Notes	Additional Support needed
Identify Objectives • What they need to know • What you want them to share; and • Goals for the meeting.		
Provide Information • What is a community school? (In) • What is the role of the advisory board? • What will board members get from their involvement? • What do they need to fully participate? (Review of Vision, purpose) (Ong)		
Identify activity to develop norms (In) (Review of norms)		
Identify Decision making process (In)		

Agenda items that provide opportunities for members to generate data (information) and make decisions (e.g. a. Update on attendance goals for parent programming
 	
  b. Update on attendance goals for student programming
 	
  c. Feedback from recent family event
 	
  d. Review mid-year program evaluations (is this program doing what we thought it would?)		

Sharing of upcoming events and identification support		
Develop Meeting schedules (In) (confirm next meeting) (Ong)		
Reflection/Evaluation Activity		

(In): Should be completed in the first initial meetings
(Ong): Should be completed at all follow up meetings

Adapted from the Federation for Community Schools Advisory Boards Guide

Advisory Council Tools

School Name
Community Schools Advisory Council
Date
Location
Time

Agenda

I.   Welcome

II.   Introductions

III.   Teambuilding activity

IV.   Overview of Community Schools

V.   Purpose of the Advisory Council

VI.   Development/Review of Norms

VII.   Development of Decision Making process

VIII.   Activity to generate data (shared purpose)

IX.   Identify meeting dates and times

X.   Program/Event Updates

XI.   Reflection/Evaluation

Resource Inventory

Domain	Provider	Services	Population Served
Wellness (physical, vision, dental, mental, substance use)			
Youth Development and Enrichment			
Family Support (housing, legal, immigration)			
College and Career Readiness			
Academic Support			

LHS Family Check-in

We are struggling with...Check all that apply./Est
todo lo que corresponda. *

☐ Technology/Technology

☐ Completing work from school/Completando el tr

☐ Communicating with teachers/Comunicasion co

☐ Communicating with school staff/Comunicasio

☐ Added responsibilities (i.e. taking care of young
adicionales (es decir, cuidar a los hermanos me

☐ Household necessities (i.e. food, paper produc
del hogar (es decir, alimentos, productos de pa

☐ We are not struggling with any major issues./N
problema importante.

I wish the school would.../Los gustaria que la

Your answer

Anything else you would like us to know or
cosa que le gustaria compartir?

Your answer

◯ Send me a copy of my responses.

Submit

Never submit passwords through Google Forms.

This form was created inside of Lynwo

LHS Family Check-in

LHS staff want to know how you are doing and the best way to support you and your family
during this time. Please take some time to fill out this quick survey. Your input will help us
connect you and your family to available resources. Thank you in advance.

El personal de la secundaria de Lynwood quiere saber cómo le está yendo y la mejor manera
de apoyarlo a usted y a su familia durante este tiempo. Tómese un tiempo para completar
esta brebe encuesta. Esta informacion nos ayudará a conectarlo a usted y su familia con los
recursos disponibles.

Your email address (**vcohen@mylusd.org**) will be recorded when you submit this form. Not
you? Switch account

* Required

Name of the person completing the survey/Nombre de la persona completando
la encuesta. *

Your answer

Name of the student/s who attend LHS/Nombre de los estudiantes que asisten a
LHS *

Your answer

Grade of the student/Grado del estudiante *

◯ 9th

◯ 10th

◯ 11th

◯ 12th

ag? Check all that apply./¿Cómo están tú y tu
esponda. *

t we are doing ok./Tenemos familiares enfermos,

cally or emotionally, and would love some help./No
a o emocionalmente, y nos encantaría recibir

k./Por favor llámanos. Nos gustaría hablar

u?/¿Cuándo es el mejor momento para

Download LHS Family Check in

Personalized Family Outreached Calls

	"U" **We haven't heard from you**	**"U+W"** **Likely has no internet**	**"W"** **I see you online but let's make sure**	**S** **Case manager checked in?**
Definition	Student is "unaccounted for" by teacher(s) and did not pick up a packet	Student not online but came in for a packet	Student came in to pick up a packet on Wed.	SPED

Intro: Good evening, I'm calling on behalf of Duarte High School and we're taking the time to check in with our families and offer assistance any way we can.

How is your family doing during these times?

Question 1: Is there any assistance we can offer your family at this moment? [Probe for particular needs, e.g. tutoring, socioemotional support, food. Log into "Notes" column]

Question 2: Do you have access to the internet? Is your student able to access our distance learning activities?

Question 3: Are you able to reach your teachers when you need help? [Probe: Which one(s)?]

Question 4: Do you have any questions or concerns regarding anything?

*** For students with U / U, W ***
At least one of your teachers has said they haven't heard from you? Do you have any teachers you haven't checked in with? Why?

Will you need to pick up a packet next week?

*** For students in SPED ***
Have you heard from your case manager?

Closing: Thank you for taking the time and sharing with us.

If your family encounters any needs in the future or if you need more resources feel free to reach out to us at (xxx-xxx-xxxx) "duarteusd.org/dhs"

Access tracker

Ganesha High School

Parent Focus Group – Dialogue

What has been difficult to navigate for you or your children during this pandemic?
- Lack of socialization (children and adults)
- Support children with homework/lessons due to the language barrier and lack of knowledge
- Food and job insecurity
- Some students have been working to support their families and they have disconnected from school
- Some students have had a difficult time focusing at home due to the many distractions
- Some families have lost loved ones during the pandemic
- Students and parents are stressed out and tired of being home all the time

What is a priority for you right now?
- Health
- Sanity
- Communication with others
- Mental and physical wellbeing
- Quality family time

What kind of support would you like to see from the Community Schools team?
- Support with the school communications and deadlines. Sometimes students don't communicate important information to their parents and they miss deadlines for school events/activities
- Support on how to motivate students to engage and attend classes. Especially when they go back to in-person instruction
- Classes for students on how to deal with the stress of the pandemic and school closure

What type of presentations/workshops would you like to see?
- Socialization opportunities for students and parents (cooking classes, yoga, Zumba, reading club)
- Technology classes for parents- How to use social media, Remind App and Parent Connect to access school/student information
- English classes for parents
- How do you prefer to receive communications from the school and CS team?
- Remind/Text messages
- Personalized calls

Ganesha HS Family Focus Group
(Sample PowerPoint Deck)

Slide 1

Grupo de Enfoque para Padres
Parent Focus Group

Ganesha High School

COMMUNITY SCHOOLS

February 24, 2021

Slide 2 – Agenda

Agenda

- Bienvenida e Introducciones
- Rompehielo
- Visión General de Escuelas Comunitarias
- 211 LA
- Diálogo

- Welcome and Introductions
- Icebreaker
- Overview of Community Schools
- 211 LA
- Dialogue

Slide 3 – Rompehielo/ Icebreaker

¿Hay algún pasatiempo o actividad nueva que haya empezado durante la pandemia?

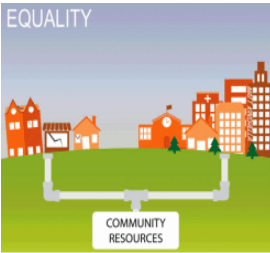Is there an activity or hobby that you have started during the pandemic?

Slide 4 – Propósito/Purpose

El propósito de la Iniciativa de Escuelas Comunitarias es construir equidad para los estudiantes resaltando las áreas de necesidad y aprovechando al máximo los recursos comunitarios para que los estudiantes estén saludables, preparados para la universidad y listos cívica y profesionalmente.

The purpose of the Community Schools Initiative is to build equity for students by highlighting areas of need and leveraging community resources so that students are healthy, prepared for college, and career and civic ready.

Slide 5

EQUALITY   EQUITY

COMMUNITY RESOURCES   COMMUNITY RESOURCES

Slide 6 – Iniciativa de Escuelas Comunitarias de LACOE

- Dirigida a estudiantes de la secundaria en los distritos escolares con mayor necesidad
- Tiene como objetivo reducir el estigma de salud mental y el aislamiento social
- Lleva recursos a la escuela
- Desarollo profesional
- Proporciona oportunidades para conectar a la comunidad

Slide 7 – LACOE Community Schools Initiative

- Targets secondary students in School Districts with highest needs
- Aims at reducing mental health stigma and social isolation
- Brings resources to the school
- Professional Development
- Provides community bridging opportunities

Slide 8 – Datos para Padres acerca del Trauma

- Uno de cada 4 niños que asisten a la escuela ha sido expuesto a un evento traumático que puede afectar su aprendizaje y comportamiento

- El Trauma puede:
  - Impactar el rendimiento escolar
  - Perjudicar el aprendizaje
  - Los niños pueden experimentar aflicción física y emocional

Source: The National Child Traumatic Stress Network https://www.nctsn.org/sites/default/files/resources//trauma_facts_for_educ...

Ganesha HS Family Focus Group
(Sample PowerPoint Deck)

Trauma Facts for Parents

- One out of every 4 children attending school has been exposed to a traumatic event that can affect learning and/or behavior

- Trauma can:
  - Impact school performance
  - Impair learning
  - Children may experience physical and emotional distress

Source: The National Child Traumatic Stress Network
https://www.nctsn.org/sites/default/files/resources//trauma_facts_for_educators.pdf

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Escuelas Comunitarias – ¿Cómo se ven?

Una Escuela Comunitaria:
- Escuela Pública
- El centro del becindario
- Une a familias, educadores y socios de la comunidad
- Provee a todos los estudiantes con educación de alta calidad, enriquecimiento, servicios sociales y de salud, y oportunidades para triunfar en la escuela y en la vida.

Source: Institute for Educational Leadership

Community Schools – What do they look like?

A Community School:
- public school
- the hub of its neighborhood
- Unites families, educators and community partners
- Provides all students with top-quality academics, enrichment, health and social services, and opportunities to succeed in school and in life.

Source: Institute for Educational Leadership

Especialista en Programas/ Program Specialist

▶ En conjunto con el equipo de administración y el consejo asesor, desarrollará y coordinará un sistema de apoyo para los estudiantes, familias y miembros de la comunidad

▶ In partnership with the site administrator, administration team and advisory council, will develop and coordinate a system of support for students, families, and community members

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Trabajadora Comunitaria de Educación/ Educational Community Worker

▶ Responsable por una significativa participación familiar y comunitaria. Responsable de mantener resultados positivos para los estudiantes e incrementar la confianza entre padres, estudiantes y el personal de la escuela

▶ Responsible for meaningful family and community engagement. Responsible for maintaining positive student outcomes and increased trust between parents, students and staff

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211 LA

Diálogo/ Dialogue

¿Qué ha sido difícil navegar para usted y sus hijo/hija durante esta pandemia?

What has been difficult to navigate for you or your children during this pandemic?

Qué tipo de apoyo le gustaría ver de parte del equipo de Escuelas Comunitarias?

What kind of support would you like to see from the Community Schools team?

¿Cuál es una prioridad para usted en este momento?

What is a priority for you right now?

¿Qué tipo de presentaciones/talleres le gustaría ver que se provean para estudiantes y padres?

What type of presentations/workshops would you like to see provided to students and parents?

¡Gracias!
Thank you!

"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents."
Jere B. Hull

"Al final del día, la clave más abrumadora para el éxito de un niño es la participación positiva de los padres"

SMART Goal Template

Initial Goal *(Write the goal you have in mind):*

_____

1. Specific *(What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?)*

_____

_____

_____

2. Measurable *(How can you measure progress and know if you've successfully met your goal?):*

_____

_____

_____

3. Achievable *(Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?):*

_____

_____

_____

4. Relevant *(Why am I setting this goal now? Is it aligned with overall objectives?):*

_____

_____

_____

5. Time-bound *(What's the deadline and is it realistic?):*

_____

_____

_____

S.M.A.R.T. Goal *(Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed):*

_____

_____

_____

Gap Analysis

Priority	Stakeholder	Need	Existing staff/provider that address need	What services do they provide to address need	Frequency of Services	Potential Strategies to address need	Potential Providers that can address need
	Students						
	School Staff						
	Administrative Staff						
	Parents and Families						
	Community Members						

Community Schools Plan

Performanced Based Criteria			
	SY _____	**SY _____**	**SY _____**
Graduation Rate			
Dropout Rate			
Chronic Absenteeism Rate			
Suspension Rate			
Family and Community Engagement			
Students Connected to School			

School Year _____

IDENTIFYING PRIORITIES: Based on assets and strengths discussed, what would be your priorities of services needed that have a direct impact on student's academic and emotional success.		
Priorities	**Rationale**	**Status**

School Year: _____

Priority #1:

Key Data Point(s) for Priority:

Smart Goal:

Projects	Rationale	Strategies, Actions, Tasks	Measurement of Effectiveness	Method of Evaluation	Personnel Responsible	Timeline

Priority #2:

Key Data Point(s) for Priority:

Smart Goal:

Projects	Rationale	Strategies, Actions, Tasks	Measurement of Effectiveness	Method of Evaluation	Personnel Responsible	Timeline

School Year:_____

Priority #3:

Key Data Point(s) for Priority:

Smart Goal:

Projects	Rationale	Strategies, Actions, Tasks	Measurement of Effectiveness	Method of Evaluation	Personnel Responsible	Timeline

Priority #4:

Key Data Point(s) for Priority:

Smart Goal:

Projects	Rationale	Strategies, Actions, Tasks	Measurement of Effectiveness	Method of Evaluation	Personnel Responsible	Timeline

School Year: _____

Priority #5:

Key Data Point(s) for Priority:

Smart Goal:

Projects	Rationale	Strategies, Actions, Tasks	Measurement of Effectiveness	Method of Evaluation	Personnel Responsible	Timeline

Priority #6:

Key Data Point(s) for Priority:

Smart Goal:

Projects	Rationale	Strategies, Actions, Tasks	Measurement of Effectiveness	Method of Evaluation	Personnel Responsible	Timeline

Service Delivery Analysis

Priority: _____Date: _____

Agency/Provider:_____MOU: Yes _____ Expiration date: _____No:_____

2019-2020 Provider data # of Referrals _____   Linkage to Services _____   Declined Services _____

Phase	Notes	Questions	Action Steps
Marketing: • How are students informed of services available? • How are parents informed of services available? • How are teachers informed of services available? • What information is provided to them at this phase? • Are only specific target populations eligible for services?			
Referral Process: • Who identifies the need? • Who can refer? Teachers? Parents? Students? • Where and who does the referral go to? • Is there a consent form? Who is responsible for completing consent form?			
Enrollment/Services: • What is the expected timeline between referral and start of services? • What is the timeline and process for families on wait list? • Who contacts the family? • How many times are they contacted? • Is medical insurance required? • What documents/ information will students/ families need to enroll? • Who and where is the intake completed? • If a sibling is in need of service how will they be served? • Where will services be provided? • Who receives priority?			

Service Delivery Analysis

Phase	Notes	Questions	Action Steps
Outcome of Referral: • Who communicates the outcome of the referral to the referring party? • Who else is informed?			
Follow up: • How and when will updates on services be communicated? • To who will they be communicated to?			
Data Collection: • Who keeps track of number of referrals? • What is considered a successful linkage? (completion of intake, attendance of specific number of appointments?) • Is this information collected? • Is the number who declined services collected? Where is this collected • What is reported to whom? When?			

Next Steps:

Task	Timeline	Notes

Community Schools
Event Checklist

Site _____ Event Title _____ Event Date_____

❏ Workshop/ Presentation	❏ Health/Resource Fair	❏ Health Enrollment Event	❏ Other Event
Anticipated # of Presenters _____		Actual # of Presenters _____	

Marketing Plan:

Goal _____

Mediums Used:

❏ Flyers; Amount _____ Date _____	❏ Outbound Calls Date_____	❏ Personalized Calls Date_____
❏ Social Media _____ Date(s)_____	❏ Community Schools _____ Date(s)_____	❏ Other _____ Date(s)_____

To Do Checklist:

3-4 Weeks Before Event	2 Weeks Before Event	1 Week Before Event
❏ Obtain School Admin Approval ❏ Secure Presenter(s) ❏ Identify Presenter Needs ❏ Create Flyer ❏ Identify Refreshments/ Incentives	❏ Review Accommodations/ Logistics ❏ Identify/Secure Equipment Needs ❏ Conduct Community Outreach ❏ Distribute Flyers ❏ Post on Social Media ❏ Secure Volunteers (if needed)	❏ Schedule Outbound Calls ❏ Confirm Presenters ❏ Conduct Personalized Calls ❏ Post on Social Media ❏ Identify Needed Handouts
Week of Event	**Day Before Event**	**Day of Event**
❏ Continue Personalized Calls ❏ Create Signage ❏ Post on Social Media ❏ Create Evaluation (if needed)	❏ Prepare Location of Event ❏ Post Signage ❏ Prepare Sign-in Sheets ❏ Prepare Equipment/ Materials ❏ Prepare Handouts ❏ Acquire Refreshments	❏ Set out refreshments ❏ Set out Sign-in Sheets ❏ Attend to Presenter Needs ❏ Conduct Evaluation ❏ Distribute Handouts

Marketing Plan

Event	Event Date
Goal	
Target Audience Goal	

Mediums	Flyer	Personalized Phone Calls	Connect Ed-Text and/ or Phone message
Mediums	Instagram	Facebook	Twitter
	School Website	Community Partners	Remind App
	Email		

Mediums	Social Media –Instagram/Twitter/Facebook		
Preparation Plan: *What needs to be done to prepare the medium?*	Task	Status	Notes
	Create the post		
Dissemination Plan: *How will you disseminate the medium?*		Status	Notes
	Post on date		

Mediums	Personalized Phone Calls		
Preparation Plan: *What needs to be done to prepare the medium?*	Task	Status	Notes
	Create the post		
Dissemination Plan: *How will you disseminate the medium?*	Task	Status	Notes
	Contact families		

Marketing Plan

Mediums			
Preparation Plan: *What needs to be done to prepare the medium?*	Task	Status	Notes
	Create script		
Dissemination Plan: *How will you disseminate the medium?*	Task	Status	Notes

Mediums			
Preparation Plan: *What needs to be done to prepare the medium?*	Task	Status	Notes
Dissemination Plan: *How will you disseminate the medium?*	Task	Status	Notes

Outcome	
Number of Attendees	
Dissemination Plan: *How will you disseminate the medium?*	School Website
	School Twitter
	School Instagram
	School Facebook
	Flyer (paper)
	Community Partner location
	Community Partner Social Media
	Personalized Phone call
	Connect Ed Call/Text

Outreach Plan

Community Partners

	Community Outreach Groups			
	Local Institutions	Businesses and CBOs	Local Clubs and Networks	Local Residents
Outreach Strategies				

End Notes

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Los Angeles County Office of Education

COMMUNITY SCHOOLS
Opportunity. Equity. Families.

Developing
Community Schools
in Los Angeles

A Toolkit for School & District Leaders

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