

Imperial Elementary School Community School Implementation Plan, 2024-2025

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School Overview and Description

Imperial is an elementary school serving 585 students (2022-23) grades K-3. Our students feed directly into the Old River Elementary (grades 4-5) and Stauffer Middle School (grades 6-8) complex. Located in southern Downey, Imperial serves a largely low-income (70% of households eligible for Free and Reduced Meals) community that is majority Hispanic/Latino (89%), but has concentrations of African American (2%), White (6%), and Asian American and Pacific Islander (2%) students. Imperial has relatively large proportions of both Multi-lingual Learners (20%) and Students with Disabilities (14%). In the recent past, Imperial served about 10 foster youth and 5-7 McKinney-Vento (housing insecure-housing does not meet the physical, emotional, and physiological need) students annually. However, since January 2024 Imperial has identified 36 McKinney- Vento Students.

Strategy 1: Shared Understanding and Commitment

Our Mission Statement showcases that we are “... committed to developing all students to be self-motivated learners and productive, responsible and compassionate members of an ever-changing global society. Our highly qualified staff foster meaningful relationships with students, parents, and the community while providing a relevant and rigorous curriculum in facilities that advance teaching and learning.” Given our proximity and close relationship with Stauffer Middle School, Imperial is focused on ensuring that our students have a seamless and successful K-8 experience.

Much of our mission and vision aligns closely with the Community Schools Framework:

- We are promoting and maintaining a supportive and nurturing environment
- We are implementing a Social Emotional Learning (SEL) curriculum - Character Counts!
- We welcome and encourage involvement of families and actively enlist their input
- We start from an asset-based approach that recognizes strengths and achievements
- We accept and appreciate diversity throughout our school community

However, we recognize that Imperial is at the **Visioning** stage of becoming a Community School. We are articulating a common vision and commitment to change – both in practice and mindset – to transform our school-wide community in line with the mutually reinforcing pillars, commitments, and core principles of the Community Schools Framework. We believe that the prioritized systems, services, and supports envisioned under Community Schools vision will help us enable students and families to become more resilient, accelerate equity and dismantle barriers to learning, and empower our school community to participate in collaborative leadership.

Strategy 2: Setting Goals and Taking Action (Asset Mapping and Needs Assessment)

Staff from Imperial participated in the series of five Community Schools planning meetings for all the schools in South Downey (Fall 2022 and Winter 2023). Bringing together a core group of approximately 40 people comprised of parents, community-based organizations, teachers, counselors, site administrators, and district leaders, these meetings provided a forum for active listening to school

community needs. We learned together about the Community Schools Framework and discussed how best to prioritize school community needs in each of the four Community Schools Pillars. In addition, Imperial sent staff and parents to regional focus groups (including events at next door Stauffer Middle School) where more than 50 family and community members, as well as rank-and-file school employees, were able to elaborate on their interests, desires, and vision for Community Schools.

Across South Downey there was a clear consensus for focusing on two of the four Community Schools Pillars: Integrated Supports and Family/Community Engagement. With district investment in campus Wellness Centers, stakeholders were especially interested in strengthening the systems and integration of Mental Health, Wellness, and SEL available to students and their families. At the same time, there was an acknowledgement that school in South Downey needed to do much more to involve a larger, and more representative cross-section of students and families into school programs and services, as well as a need for cultivating leadership among students and family members to allow for authentic and renewed participation in ongoing planning and decisions to set and implement school priorities.

These findings were articulated into a Community Schools planning grant for South Downey schools, successfully obtained in Spring 2023. Since then, Imperial has conducted additional asset mapping and needs assessment to clarify needs, priorities, and direction for Community Schools including:

- Surveys of families (70 households responding)
- Surveys of school staff (24 staff respondents)
- Site visits to hear directly from teachers, family members, and school leaders on the vision and needs for Community Schools.
- Interviews with district support staff, particularly those involved in Mental Health services and MTSS, basic needs support, and family engagement.
- Interviews with community-based organizations, both nonprofits providing services and community forums of faith-based and business leaders in Downey.

Overall, the school community assets most frequently mentioned included:

- A consistent asset-based orientation and outlook
- Regular use of data to drive school discussions and decisions
- Commitment to DEI principles and deepening cultural proficiency
- Active listening and responsiveness to family voices
- Interest in developing student and family leadership

We have documented additional key assets and described the most critical needs below for each of the Four Community School Pillars with our description of the **Plan for each of the 4 Pillars of Community Schools** below.

Core staffing for Community Schools

As detailed in our budget for Community Schools, core staffing in support of Community Schools implementation will be centered on two additional staff positions:

- A Community Schools Specialist (0.3 FTE). This classified position will be responsible for advancing and reinforcing the implementation of Community Schools within the Stauffer feeder

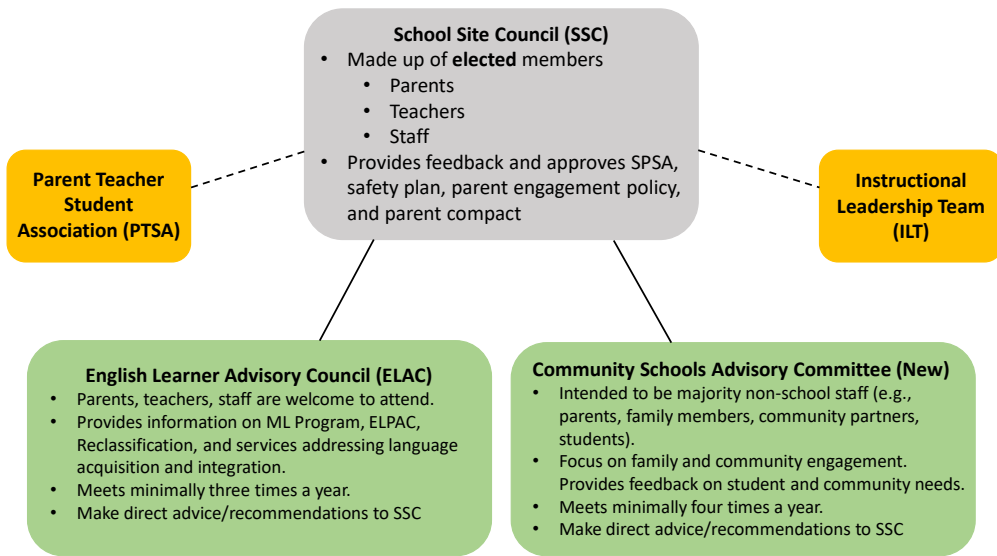
pattern (Stauffer (grades 6-8) and both Imperial (grades 4-5) and Williams (grades TK-3)). They will be responsible for ensuring that Core Commitments, Goals and Actions in Imperial's Community School Plan are implemented in an inclusive and coordinative fashion across the multiple stakeholder groups and partners working with Imperial and our larger feeder pattern. Working closely with school community leaders, the CS Specialist will also serve as the liaison for Imperial to district-wide Community Schools governance and coordination.

- A Family and Community Engagement (FACE) liaison (1 FTE). This classified position will be responsible for leading family and community outreach and engagement in the Imperial school community. Efforts will focus on enhancing school-home communication, expanding opportunities for families to provide ongoing input and feedback, and providing educational opportunities and training workshops in key areas of community interest and in alignment with school-wide priorities.

These two staff positions will work closely with school administrators and other teacher and family leaders in the school community to coordinate the implementation of our Community Schools action plan detailed for each of the four Community Schools pillars below.

Strategy 3: Collaborative Leadership

School administrators work closely with the Instructional Leadership Team (ILT) to then present to our school's governing board which is our School Site Council (SSC). Our SSC chairperson helps us develop the agenda for the meetings. We always include our English Learner Advisory Council (ELAC), which bring back information from the district (DELAC) to share. We enlist feedback from PTSA as well to help support the entire school. Adding a Community Schools Advisory Committee (CSAC) comprised of a majority of family and community members will help empower voices from our school community to advise and recommend actions tied to implementation of our Community Schools implementation Plan. They will hold us accountable, and help Imperial adjust staffing, resource allocation, etc. in line with the Community Schools Framework.



Plan for each of the 4 Pillars of Community Schools

Below we have provided a plan for implementing Community Schools in each of the 4 Pillars. For each pillar, we provide context and priorities that arose from our Needs Assessment and Asset Mapping process (WHY), a set of goals with concrete activities and strategies (WHAT), and a description of staffing, alignment, measurable outcomes, and plans for sustainability (HOW). In this way, we have embedded key components of the Community Schools Implementation Plan for each pillar including:

- Strategy 4: Coherence: Policy and Initiative Alignment
- Strategy 5: Staffing and Sustainability
- Strategy 6: Strategic Community Partnerships
- Strategy 7: Professional Learning
- Strategy 8: Centering Community-Based Curriculum and Pedagogy
- Strategy 9: Progress Monitoring and Possibility Thinking

Pillar 1: Integrated Supports

Within the Integrated Supports Pillar, Imperial is at the **Visioning** level. A campus Wellness Center was recently established (Fall 2023) and has been well received across the school community. Although our neighboring middle school has had a Wellness Center for some time, we are in the process of developing a model that articulates with them and provides a grade K-8 continuum of care tied to MTSS and encompassing Mental Health, SEL, and Wellness. We continue to learn and inform ourselves about these issues, and staff and families are eager to receive more training and resources. We know, for example, that family members are also in need of counseling services and that some are still stigmatized by the mention of Mental Health. We see that students are challenged by interpersonal relationships on campus and often bring challenging situations from home into school. We also see that we need a shared understanding and vocabulary for talking about prevention and proactive SEL and Wellness. We have responded to family interest in Mental Health and SEL by bringing in the district SEL TOSA, our Clinical School Therapist, and our psychologist to meet with families and offer training. We need to explore how to expand access to services creatively, given the need and the constraints of staffing. We also see a need for expanding access and referrals to health services for our families. Partnering with a clinic will be a great resource for our Imperial Community. The table below provides two goals and a structure for summarizing our intended approach to implementation of Integrated Supports:

| <p>Goal 1: Develop a Multi-Tiered System of Support (MTSS) inclusive of both mental health and social emotional learning (SEL). Address key barriers to learning with systems that ensure a safe, welcoming, supportive learning environment for all.</p> | | | |
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| Existing Assets | Critical Needs | Collective Commitments and Strategies | Key Staffing and Partnerships |
| <p>Clear consensus for deepening school efforts focused on improved access and use of Mental Health, SEL, and Wellness services.</p> <p>Strong interest in trauma-informed, MH, and SEL resources by school faculty to support the parent and student community.</p> <p>Currently using Re-Think program as a SEL curriculum</p> | <p>Address growing levels of student anxiety, stress, grief, and other Mental Health issues that serve as barriers to learning</p> <p>Support families in completing and submitting enrollment packets.</p> <p>Educate families on pervasive mental health and wellness issues, as well as provide relevant service offerings on campus during after-school hours.</p> <p>Offer IEP translation and interpretation for students and parents in Spanish and Arabic.</p> <p>Address basic needs (detergent, gas cards) among families to save trips across town to TLC.</p> | <p>Augment school capacity to provide Mental Health related MTSS:</p> <ul style="list-style-type: none"> - Expand and scale universal preventative and early identification services (MTSS Tier 1) for students and families. - Add clerical staff to campus Wellness Center to ensure greater coordination of services. - Explore how best to provide Wellness Center services before- and after-school. <p>Revise staff training and family workshops to include:</p> <ul style="list-style-type: none"> - Emphasis on SEL, especially strategies for parents to use in home and out-of-school settings to reinforce school efforts (e.g., positive social interaction and interpersonal relationships) - School-based mental health, especially early identification and strategies for dealing with depression and anxiety <p>Expand community partnerships to offer services and supports such as vaccination clinics, mobile vision vans, traveling dental support, etc.</p> | <p>On-site Wellness Center staffed by Clinical School Therapist (CST).</p> <p>External MH partnerships with Whole Child, Pacific Clinics, Jewish Family and Children's Services.</p> <p>Access to district SEL TOSA (Teacher on Special Assignment)</p> <p>FACE Liaison for family and community outreach, partner coordination, and ongoing communication.</p> <p>CS Specialist for convening and coordinating collective commitments and documenting accountability.</p> <p>Partners providing basic needs support include TLC, Operation School Bell, and the Exchange Club</p> |
| <p>Strategy 4: Coherence - Alignment to LCAP and SPSA</p> | | | |
| <p>Clear linkage to LCAP Goal 2 (Safety and Wellness): All students have a sense of safety, school connectedness, and have their social and emotional needs met.</p> | | | |

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| | <p>Linkage to LCAP Goal 5 (Family/Community Engagement): Involve parents and community in school and district decision-making; provide tools, build connections, and enhance meaningful and transparent communication.</p> <ul style="list-style-type: none"> • Training and knowledge building of families to better understand MTSS, SEL and MH will help reinforce this district goal. <p>SPSA Linkage to Strategy 2/Activity 2- Professional Development and Collaboration</p> <ul style="list-style-type: none"> • 1 on 1 Meetings, weekly PLC meetings, etc.) • Staff members will be provided opportunities to enhance their knowledge in instructional curricular areas and data analysis in Professional Learning Communities through professional reading, peer observations, school visitations, team collaboration, participating in leadership teams and Conferences. • Promote Social-Emotional Learning and a positive work environment. |
| <p>Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability</p> | <p>Develop a MTSS plan that spells out systems and services at each Tier</p> <p>Increase awareness of school-based MTSS services among families by 10%</p> <p>Decrease perceptions of MH stigma among families by 20%</p> <p>Increase number of students/families participating in Tier 1 Wellness Center services by 10%</p> |
| <p>Plan for Sustainability</p> | <p>Training all staff in MTSS and Trauma-informed approaches will help to sustain Imperial's capacity to provide Tier 1 using existing faculty and staff; we should be better equipped to leverage our campus Wellness Center</p> <p>Longer term, we aim to work with our district to investigate sustainable funding for school-based and school-linked Behavioral Health (BH) services available through California's Child and Youth Behavioral Health Initiative (CYBHI) including:</p> <ul style="list-style-type: none"> • Possible hiring of Wellness Coach to provide Tier 1 and Tier 2 MTSS services • District participation in the Multi-Payer Fee Schedule to allow for reimbursed BH services (provided by Wellness Coaches and existing PPS credentialed staff) when this opens to all LEAs in January 2025 |

Pillar 2: Family and Community Engagement

Within the Family and Community Engagement Pillar, Imperial is at the **Engaging** level. We are communicating with families regularly, using multiple methods and across multiple platforms. Parents are expressing their needs, and we are actively trying to adapt. For example, families have been clear with us about the need for more interactivity with staff, more events that involve and recognize their children, and more flexibility on scheduling of school events and activities. There are also a host of topics and issues that families have requested for workshops and training that align with their interests and/or our school's priorities. Surveys of our stakeholders for Community Schools planning revealed the

most interest for focusing on communication and parent education. As mentioned above, we have increased parent education on Mental Health and SEL. Similarly, we have responded to family interest on English Learner reclassification by having our Categorical Resource teacher present on reclassification processes. This focus on responsiveness to our families has been well-received and there is a need to continue and expand our capacity to provide culturally relevant workshops, events, and interactivity with our school community. To do this, we need a school-base liaison to help us build this community and make it a safe place for parents to express their aspirations and frustrations. Parents work hard and they have limited time during the regular school day to participate. Therefore, we need to offer spaces and forums outside of the regular school day. We would like to strengthen partnerships with our surrounding community to help the learning and developmental needs of our students. For example, we have had a huge influx of immigrants that need help learning English. Having ESL classes on campus will help parents. It will give them the language to help them navigate jobs, schools, doctors, etc. We know how important it is for schools and families to come together to support our student's learning and well-being. Everyone will benefit from having these resources and support in place. The table below provides a structure for summarizing our intended approach to implementation of Family and Community Engagement:

| Goal 2: Deepen and strengthen family engagement with enhanced staff-family interactions and culturally relevant parent educational opportunities. | | | |
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| Existing Assets | Critical Needs | Collective Commitments and Strategies | Key Staffing and Partnerships |
| Regular school-home communication across multiple methods (email, social media, website, newsletter) and platforms (Dojo, Blackboard, etc.) | Provide opportunities for more interaction between school staff and families. Reduce barriers to family participation in educational workshops and school activities. | Increase parental engagement, address chronic absenteeism, and improve understanding the Q system, parent portal, and other school communication apps. Host parent engagement events in the late afternoon and early evening to accommodate work schedules. <ul style="list-style-type: none"> - Provide food and childcare to encourage greater participation Revise family educational workshops and training to include: <ul style="list-style-type: none"> - Parental role in setting boundaries and monitoring safe use of technology by children | Categorical Resource Teacher and Administrators FACE Liaison for family and community outreach, partner coordination, and ongoing communication. CS Specialist for convening and coordinating collective commitments and documenting accountability. |
| Saturday school is very popular; During Saturday Attendance Recovery parents come to school to help with the garden and offer support in the TK rooms. | Build a community of families that support one another. Involve families in efforts to reduce chronic absenteeism | | |
| We have family events with the partnership of PTA to come together as a family and promote family engagement. | | | |

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| We offer school events that bring families together (book fairs, mariachi and folklórico, etc.) | | <ul style="list-style-type: none">- How to support Mathematics in the home; homework monitoring and interactive conversations about Math- SEL and Wellness strategies to use in home settings- Explore how to provide and/or refer family members to ESL <p>Enlist family support to improve attendance/reduce chronic absenteeism.</p> <ul style="list-style-type: none">- Explore use of a <i>promotores</i> model- Create a parental “community of practice” to design outreach- Create a space for remote working parents like a parent cafe as a source of parent involvement. | |
| Strategy 4: Coherence - Alignment to LCAP and SPSA | <p>Clear linkage to LCAP Goal 5 (Family/Community Engagement): Involve parents and community in school and district decision-making; provide tools, build connections, and enhance meaningful and transparent communication.</p> <ul style="list-style-type: none">• Emphasis on transparent communication and training of families on school resources, services, and programming, <p>Clear linkage to SPSA Strategy/Activity 4- Parent Support and Involvement in Increasing Student Achievement</p> <ol style="list-style-type: none">1. Parents will be encouraged to participate in activities at school during the school year. Activities may include, but are not limited to: Family Forums (Coffee with the Principal), Back to School Night, Open House, Parent Conferences, Parent Education Nights, PTA, DELAC, ELAC, SSC, ELD Progress Reports, SST, Family Nights and during Distance Learning - Teacher Office Hours2. All parents will be provided the opportunity to participate in the School Site Council as a member and/or attend the meetings. (No additional cost.)3. Parents will be invited to all IEP meeting and SST meetings in order to discuss student concerns and establish targeted student goals. (No additional cost.)4. Imperial will advise parents regarding the importance of attendance and establish parent contacts when there are problems. (No additional cost.)5. Imperial staff and parents will develop a Title I Parent Involvement Policy. Available on our website and in print if requested. (No additional cost.)6. Teachers and parents will establish a home-school compact that delineates how each will | | |

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| | <p>support students. (No additional cost.)</p> <p>7. Communication mailers, social media posts, and school-wide phone calls from school will be sent out in a bilingual (English/Spanish) format to ensure that all parents have equal access to information. (No additional cost.)</p> <p>8. Parent Education meetings will be held in English and Spanish to offer parents information and opportunities to provide input. Childcare will be provided in order to promote attendance. Interpretation will be offered at all meetings.</p> <p>9. Parents will be asked to participate in school/district surveys that will assist the school in providing better service and instruction for all students. (No additional cost.)</p> <p>10. Parent/Teacher conferences will be held to review student progress, assessments, remediation/intervention support and strategies for improvement. Interpretation will be available at all meetings. (No additional cost.)</p> <p>11. Instructional Media Tech (IMT) is an added position to support families. (District Funded)</p> |
| Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability | <p>Increase by 10% the number of family participants in workshops and programming</p> <p>Increase by 10% positive perceptions of families to annual school climate and LCAP surveys</p> <p>Reduce chronic absenteeism by 5% annually</p> |
| Plan for Sustainability | <p>Gradually shift funding for FACE liaison from Community Schools funding to Title I, Title III, and LCFF sources so this staff position can be sustained longer-term</p> <p>Training parent volunteers and <i>promotores</i> will help ensure we have local capacity to be actively engaged with our school community</p> |

Pillar 3: Extended Learning Time

Within the Extended Learning Time Pillar, Imperial is at the **Engaging** level. We are working closely with the Downey Foundation for Educational Opportunities (DFEO), the district's after-school provider, to provide extended day services to students. However, there are many students on the waiting list. As part of the Community Schools planning process, Imperial stakeholders placed the highest priorities on increasing student access to academic support services. Imperial currently provides academic intervention within the school day and before- and after- school. During the day, three interventionists (funded by Title I) provide a pull out and push in model for ELA and Math in 8-week sessions. Our intervention is very fluid, based on need, with movement possible in and out at all times based on academic criteria and skills competencies. In this manner, we are serving 75 students in tutoring 5 days a week. In addition, we have before and after school of intervention to provide additional support. We serve 108 students during this time. This is very popular among our families. We know that families view academic support as a top priority, so we would like to expand capacity and staffing for academic tutoring. Surveys also revealed strong interest in

increasing extended day learning access to Visual Arts and STEM. All this data indicates that we need more capacity to meet student and family demand. The table below provides a structure for summarizing our intended approach to implementation of Extended Learning Time:

| Goal 3: Increase alignment between regular school day and extended day programming with academic support, while also providing additional opportunities for fun extracurricular opportunities. | | | | |
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| Existing Assets | Critical Needs | Collective Commitments and Strategies | Key Staffing and Partnerships | |
| Survey data suggests interest in expanding extended day programming options in key categories. | Expand academic tutoring and homework help offerings during before and after school hours. | Expand capacity to provide academic support beyond the regular school day. | DFEO, our district's provider of Extended Day learning. They contract with vendors to provide recreation and extracurricular offerings. | |
| Existing success with Saturday School. | Provide more extracurricular activities that are aligned with requests from students and the community. | Expand student access to extracurricular activities, particularly Visual Arts and STEM. | FACE Liaison for family and community outreach and communication on extended day opportunities. | |
| Success as a dual immersion primary school and promoting this sociocultural aspect. | <ul style="list-style-type: none">Increase service offerings for tutoring, homework help, licensed childcare, and sports and arts programs. | Explore expansion of Saturday School including academic intervention, enrichment activities, and a strand for families across our entire school feeder pattern (Williams, Imperial, and Stauffer) | CS Specialist for convening and coordinating collective commitments and documenting accountability. | |
| Imperial provides 11 credential teachers serving more than 100 students with after-school tutoring, typically organized as 8 week rotations | Address after-school care cost-barriers when DFEO is not an option | Work with DFEO to expand student access to Visual Arts and Music. | Explore possibilities for subsidizing student participation in YMCA after-school programming for families that have been "stuck" on DFEO waitlists for more than 90 days | |
| Strategy 4: Coherence - Alignment to LCAP and SPSA | | | | |
| Linkage to LCAP Goal 1 (Student Success): All students graduate college and career ready, equipped with 21 st Century learning skills of creativity, communication, collaboration, critical thinking, and civic responsibility. <ul style="list-style-type: none">Extended day programming develops and reinforces these components of student success Connection to LCAP Goal 2 (Safety and Wellness): All students have a sense of safety, school connectedness, and have their social and emotional needs met. <ul style="list-style-type: none">Extended day programming helps reinforce SEL and other aspects of school connectivity by providing extracurricular and enrichment options to students. | | | | |

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| Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability | Increased number of students participating in tutoring and other academic support by 10%. Increased extended day enrollments by 10%; reduce the number of families on waitlist for DFEO services. |
| Plan for Sustainability | Work with DFEO and its access to Extended Learning Opportunity Program (ELO-P) funds as longer-term funding for modified and expanded programming before and after-school. Leverage Title I and LCFF for staffing of academic tutoring after-school. |

Pillar 4: Collaborative and Shared Decision-Making

Within the Collaborative and Shared Decision-Making Pillar, Imperial is at the **Visioning** level. While there are a host of traditional school governance forums, we would like to use the Community Schools grant to reimagine school decision making, integrating greater family and community voice and opportunities for input. We also need to show our school community how the different governance bodies and forums work cohesively together to advance an agenda supportive of our vision for increase academic achievement, greater equity and cultural relevance, and a welcoming, safe learning environment where barriers to access have been dismantled. Imperial will embed Community Schools into existing governance bodies, as well as provide a new forum focused on oversight and continuous improvement monitoring of Community Schools implementation. The table below provides a structure for summarizing our intended approach to implementation of Collaborative and Shared Decision-Making:

| Goal 4: Provide multi-stakeholder forums for planning, coordination, and shared decisions responsive to Community Schools issues and needs; increase opportunities for gathering input from all school community stakeholders and meaningful engagement in school governance. | | | |
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| Existing Assets | Critical Needs | Collective Commitments and Strategies | Key Staffing and Partnerships |
| Parents are important members of our SSC and ELAC, PTA; parents are involved in campus decisions, school activities, and budget items. Administration has a clear and inclusive process for bringing | Strengthen parent interest and involvement in school governance and parent organizations; make opportunities for family input more plentiful and obvious. | Increase opportunities for family voice and learning aligned with cultural proficiency projects and Community School goals. - Monthly Coffee with Principal and ELAC meetings. Establish a Community Schools Advisory Council that is at least 60% family and community | SSC, ELAC, and PTSA members School site administrators School Categorical Advisor and ELD Coordinator (oversee ELAC) FACE Liaison for family and community outreach and training tied to school governance. |

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| input to the SSC from other bodies (ILT, ELAC, and PTSA) for consideration and advice in shaping school decisions. | Clarify desired family roles and presence on campus | <ul style="list-style-type: none"> - Focus on planning and monitoring of the Community Schools Implementation Plan - Operate in parity with ELAC and PTSA as advisory governance bodies that report to the SSC | CS Specialist for convening stakeholders, coordinating collective commitments, and documenting accountability. |
| | Increase parent and school staff interactions tied to planning and decision-making, ideally on school boards and councils. | Provide Professional Learning: <ul style="list-style-type: none"> - Provide leadership development training for interested school staff and family members on Community Schools governance - Train parents in the <i>promotores</i> model of outreach and advocacy | |
| Strategy 4: Coherence - Alignment to LCAP and SPSA | Clear linkage to LCAP Goal 5 (Family/Community Engagement): Involve parents and community in school and district decision-making; provide tools, build connections, and enhance meaningful and transparent communication. <ul style="list-style-type: none"> • The strategies we have outlined above are intended to do precisely this. Additional linkage to LCAP Goal 4 (Staff Development): Hire the best teachers and ensure a highly effective staff; promote opportunities for shared and distributed leadership. <ul style="list-style-type: none"> • Ward is developing school staff leaders who can participate in school governance and work effectively with families and the larger school community as representatives and liaisons for shared decision-making | | |
| Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability | Train at least 20 parents in a leadership development cadre. <ul style="list-style-type: none"> • Recruit and involve at least 5 of these for the new Community Schools Advisory Committee Recruit at least one community (external) partner to participate in the new Community Schools Advisory Committee | Involve at least 20 parents in regular ELAC participation | |
| Plan for Sustainability | The collective commitments above are not dependent on funding. Rather, these require a change in mindset and renewed energy in service of multi-stakeholder collaboration that is equitable and meaningful. | | |