

**Gauldin Elementary School Community School Implementation Plan,
2024-2025**

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School Overview and Description

Gauldin is an elementary school serving 577 students (2022-23) grades K-5. Located in southern Downey, Gauldin serves a largely low-income (81% of households eligible for Free and Reduced Meals) community that is majority Hispanic/Latino (87%), but has concentrations of African American (5%), White (5%), and Asian American and Pacific Islander (2%) students. Gauldin has relatively large proportions of both Multi-lingual Learners (23%) and Students with Disabilities (21%). In the recent past, Gauldin served 4-5 foster youth and 10-11 homeless students annually. Recently, Gauldin experienced an increase of 37 students classified as housing-insecure youth, as defined by the McKinney-Vento Act (housing insecure- housing does not meet the physical, emotional, and physiological need).

Strategy 1: Shared Understanding and Commitment

Gauldin's mission is to develop a community where "we believe that every student can learn. We are committed to teaching a challenging standards-based curriculum, as well as skills to develop a strong character. We provide the tools necessary for students to reach their highest potential and become responsible citizens in the 21st century." We also have a statement of purpose on our commitment to providing "a safe, positive, and engaging environment where students grow academically, build relationships with others, and become citizens of strong character."

In the past year, Gauldin has learned and explored the Community Schools Framework. We are drawn to its grounding in Equity, and integration of supplemental services and supports to help schools become more embedded in and connected to their families and communities. At Gauldin, we serve students who disproportionately live in immigrant households affected by trauma and poverty. Our students and families need concrete assistance, resources, and connections to a range of health and human services to overcome barriers preventing them from learning to their potential. We maintain a responsibility to reduce and remove these opportunity barriers and empower children and families to leverage public education for success in school, work, and community. By focusing on the Four Pillars of Community Schools, Gauldin's school community can and will fulfill this promise.

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

Staff from Gauldin 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 in nearby Sussman Middle School's campus Library 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, Gauldin sent staff and parents to focus groups 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, Gauldin has conducted additional asset mapping and needs assessment to clarify needs, priorities, and direction for Community Schools including:

- Surveys of students in grade 4 (79 student respondents)
- Surveys of families (54 households responding)
- Surveys of school staff (31 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:

- School leaders who are bilingual and bicultural (English-Spanish)
- A sense that Gauldin is a true “hub” and anchor institution in the community
- Close and respectful relationship with families in the larger community
- A welcoming school environment and positive school culture
- A dedicated staff willing to “go the extra mile” to respond to family needs for navigating local health and human services support systems and agencies
- A commitment to cultural relevancy and equity
- Some prior staff training in Community Schools

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 Columbus HS feeder pattern (Columbus HS and both Gauldin and Ward as elementary schools). They will be responsible for ensuring that Core Commitments, Goals and Actions in Gauldin’s Community School Plan are implemented in an inclusive and coordinative fashion across the multiple stakeholder groups and partners working with Gauldin. Working closely with school community

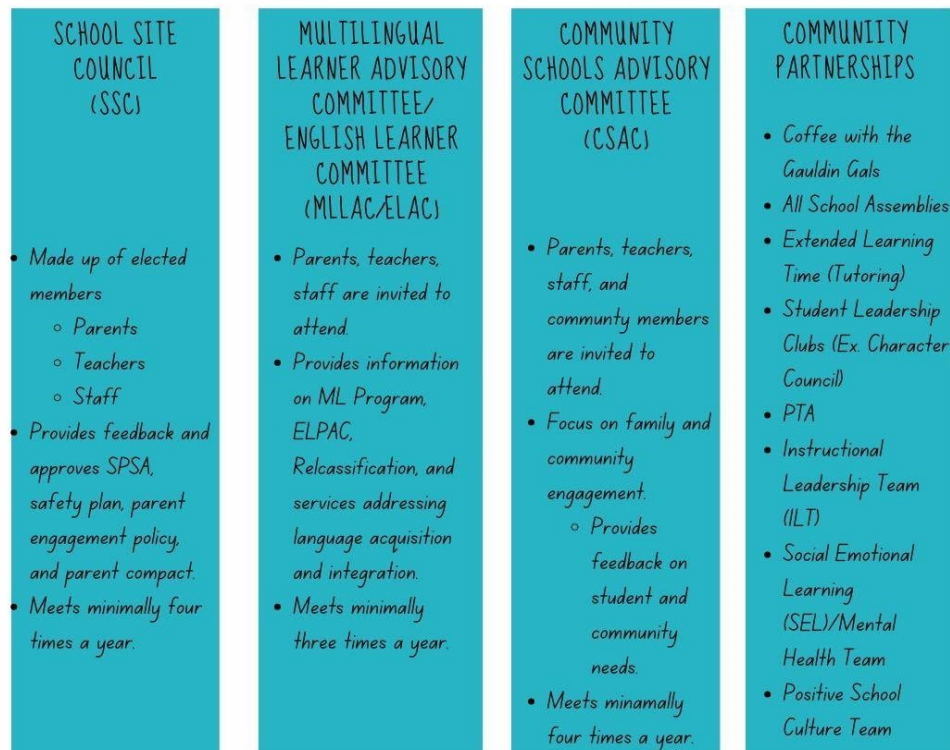
leaders, the CS Specialist will also serve as the liaison for Gauldin to district-wide Community School governance and coordination.

- 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 Gauldin 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

The graphic below illustrates Gauldin's commitment to collaborative leadership. We will integrate a new Community Schools Advisory Committee to provide a clear forum focused on implementing the Community Schools Framework. This new committee will be on parity with ELAC and other advisory forums in shaping decision-making within the School Site Council (SSC). A more detailed discussion of Collaborative Leadership is described under Pillar 4 later on in our Implementation Plan.



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, Gauldin is at the **Visioning** level. A campus Wellness Center was recently established (Fall 2023) and has been well received across the school community. While there are district middle schools that have been working at this for some time, we are in the process of developing elementary models for MTSS encompassing Mental Health, SEL, and Wellness. We understand that we have a lot to learn about, and staff and families are eager to receive more training and resources. We are engaged in laying the foundation for a systemic approach that is responsive to community needs across the different MTSS tiers of Universal Prevention (all students), Mild-to-Moderate services (some students), and Acute or Crisis (few students) needs. 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 also see that we need a shared understanding and vocabulary for talking about prevention and proactive SEL and Wellness. We need to explore how to offer these services beyond 3:45pm with more flexible working schedule and expanded access hours. The table below provides two goals and a structure for summarizing our intended approach to implementation of Integrated Supports:

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.

Existing Assets	Critical Needs	Collective Commitments and Strategies	Key Staffing and Partnerships
Clear consensus for deepening school efforts focused on improved access and use of Mental Health, SEL, and Wellness services.	Create a shared understanding of what is included in MTSS Tier 1 services for families and students.	Focus on expansion and scaling of universal preventative and early identification services (MTSS Tier 1) for students and families.	On-site Wellness Center staffed by Clinical School Therapist (CST).
Enthusiastic embrace of SEL by school faculty; Push-in SEL classroom interventions have begun.	Ensure that there is consistency in the implementation of classroom SEL strategies.	Continue the push in groups and lessons in entire class for SEL- builds language for students to use and develop a growth mindset - for example decision making	External Tier 3 Mental Health providers Jewish Family Children's Services and Care Solace coordinated through TLC .
Strong referral partnership with TLC for parents and family members with mental health and social emotional needs.	Provide access to Wellness Center services in the late afternoon hours.	Continue with restorative circles, and students club (prevention)	Access to District SEL Teacher on Special Assignment (TOSA)
SEL Rethink Curriculum aligned with Community School (District-Wide implementation for elementary)	Expand trauma-informed counseling supports for students and families.	Professional Learning <ul style="list-style-type: none"> - Provide additional training for faculty and staff on SEL best practices and Tier 1 components of MTSS. - Educate and empower families on pervasive mental health and wellness issues, as well as relevant service offerings available on campus. 	FACE Liaison for family and community outreach, partner coordination, and ongoing communication.
		Increase availability of Wellness Center services after-school; investigate flexible staff scheduling so there is additional capacity to serve students and families later in the day (3:00-6:00 pm).	CS Specialist for convening and coordinating collective commitments and documenting accountability.

		Investigate possibility for additional CST to address community-based trauma and other growing family needs with Tier 2 counseling and support on site.	
Strategy 4: Coherence - Alignment to LCAP and SPSA	<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> <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>Linkage to SPSA Goal #3 Whole Child</p> <ul style="list-style-type: none">• Gaudin Staff will provide opportunities for all students, staff, and families to participate in an environment that promotes behavioral, cognitive, physical, and emotional development. Gaudin staff, in partnership with parents, will strive to help each child develop as a person of good character. By the end of 2023-24, Gaudin parents' positive opinion on the LCAP survey will increase by 4%.• By the end of the 2023-24 school year, Gaudin will have an overall attendance rate of 96%. This is an increase of 6% from the previous year.		
Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability	<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>		
Plan for Sustainability	<p>Training all staff in MTSS and Trauma-informed approaches will help to sustain Gaudin's capacity to provide Tier 1 using existing faculty and staff; we should be better equipped to focus our campus Wellness Center on Tier 2 and 3</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 <p>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</p>		

Pillar 2: Family and Community Engagement

Within the Family and Community Engagement Pillar, Gaudin is at the **Engaging** level. We are communicating with families regularly, using multiple methods and across multiple platforms. For example, Gaudin staff provide “shout outs” via newsletter, email, and on social media to highlight great news tied to improvements in school culture. Our efforts to engage parents around SEL are bearing fruit. Families are increasingly interested in learning how to support and reinforce school-based SEL strategies in home settings. 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. Family participation in workshops during Saturday School has increased. However, we have heard clearly that families prefer shorter, 20–25-minute, parent educational opportunities that involve both parent and child together. Surveys of our stakeholders for Community Schools planning revealed the most interest for focusing on parent education, followed by greater community outreach and connections to agencies and organizations that provide wraparound supports. We can do more to assist families with connections to key health services, especially immunizations, oral health, and vision health. We also view family volunteerism as a key area for growth. We would like to see many more family members on campus, assisting in classrooms, supervision, and other venues. Post-pandemic, we have an opportunity to extend a welcoming message that reiterates our desire for greater parental presence on campus. 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 volunteerism, leadership development, and targeted adult educational opportunities.			
Existing Assets	Critical Needs	Collective Commitments and Strategies	Key Staffing and Partnerships
School hosts regular (every third Friday) “Coffee with the Gaudin Gals,” as a forum for parent education, school-home communication, and school priority feedback.	A group of trained parent volunteers Intentionally designed and curated series of education workshops for parents	Develop a robust Parent Volunteer program that: •Effectively communicates Gaudin’s welcoming attitude and desire for more family members on campus •Inventories parent interests and assets for volunteering •Trains and equips volunteers with information and resources •Organizes leadership development training and support	Parent representatives for each classroom (Homeroom Parent), help with communication between the parents and staff. FACE Liaison for family and community outreach, partner coordination, and ongoing communication. CS Specialist for convening and coordinating collective
Gaudin ensures translation and/or interpretation in Spanish and ASL.	Opportunities for parents and students to engage with school staff in fun, interactive ways.		

<p>High degree of two-way communication between school and families across multiple platforms and methods.</p> <p>Enthusiasm among families for information and resources on SEL, Mental Health, and Wellness topics.</p> <p>Student attendance has significantly improved (from 12th to 5th place among district elementary schools). We view this as a proxy for family engagement.</p> <p>Regular monthly family engagement events such as: V.I.P. Picnic with families, PBIS family nights, Craft Night, Dine Ins, Movie Night, visiting classrooms for specific instruction (technology, showcases, math, writing, and reading), Robotic showcase, and monthly All School Assemblies where all families are welcome to attend.</p> <p>Recent surveys indicate that family priorities for the school align very closely with those of school staff.</p>	<p>Family access to physical health services to address medical requirements for school and routine health checkups.</p>	<p>Augment family educational workshops and training 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 what Gaudin is focused on •School-based mental health, especially early identification and strategies for dealing with depression and anxiety •Ideas for interactive homework that strengthens the parent-child relationship in completion of selected assignments •Guest speakers explaining the different support and wraparound services available in the community (e.g., law enforcement, housing/tenants' rights, immigration law, ESL instruction, etc.) <p>Continue to provide opportunities for family voice and learning during monthly Coffee with the Gaudin Girls forum.</p> <p>Explore how best to improve access to physical health services for families including:</p> <ul style="list-style-type: none"> • Easier access to immunizations required for student enrollment, as well as coaching and support with scheduling doctor visits, completing paperwork, etc. • Mobile health (vision and oral) health services 	<p>commitments and documenting accountability.</p>
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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, ● Gaudin, Parent meetings once a month with Principal and staff to learn about the whole child, curriculum, and items happening on our campus. The meetings are led by students, teachers, District TOSAs, and District staff to bring in families to have strategies in meeting the whole child and in academics. ● Gaudin Parent meetings to have a voice and advice on how budget is spent at Gaudin, this includes our School Site Council, Multilingual Learner Parent Committee, Positive School Culture Parent Committee, and our P.T.A. ● P.T.A. meetings once a month to plan community events centered around the whole child and bringing in the community. ● All School Assemblies once a month led by our Character Council Student Squad to promote positive attendance and student leaders. All families are welcome to attend and be a part of our school culture. ● Positive Attendance rewards and recognition with our students and families. <ul style="list-style-type: none"> ○ Minutes Matter: Classroom recognition and a prize after all students in the classroom have attended 8 days with no one missing class. ○ Monthly assemblies recognizing the class within each grade level that has the highest attendance percentage for the month with a prize of an additional short recess with site administration. ○ Monthly classroom recognition for each student with positive attendance.
Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability	<p>Increase by 10% the number of family participants in workshops, monthly coffees, and other school programs.</p> <p>Increase by 10% positive perceptions of families to annual school climate and LCAP surveys</p>
Plan for Sustainability	<p>Gradually shift funding for FACE liaison from Community Schools funding to Title I, Title III, and LCF sources so this staff position can be sustained longer-term</p>

Pillar 3: Extended Learning Time

Within the Extended Learning Time Pillar, Gaudin is at the **Engaging** level. Our school cooperates closely with the Downey Foundation for Educational Opportunities (DFEO), the district's after-school provider, to provide extended day services to approximately 100 students. However, there are about 100 students on the waiting list. As part of the Community Schools planning process, Gaudin stakeholders placed the highest priorities on increasing student access to academic support services. Gaudin currently provides academic intervention in 6-8 week rotations which can serve 50-70 students in tutoring 2-3 times per week. We know that families would like to see tutoring available daily and throughout the school year. Surveys also revealed strong interest in increasing access to organized sports and recreation, as well as consistently high interest in extracurricular enrichment such as Visual and Performing 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: Strengthen local capacity for meeting demand for opportunities for more students to receive academic support, explore interests, and develop talents.

Existing Assets	Critical Needs	Collective Commitments and Strategies	Key Staffing and Partnerships
Good working relationship with DFEO and high enrollment in after-school programs with pent up demand for more capacity.	Expand academic tutoring and homework help offerings during after school hours, as well as hire staff to accommodate extended hours of service.	Expand capacity to provide academic support beyond the regular school day ●Add one teacher available after-school to provide language acquisition services to Multilingual Learners (MLs) ●Increase staffing so there is academic tutoring available after-school 4x/week (Mon-Thurs)	DFEO, our district's provider of Extended Day learning. They contract with vendors to provide recreation and extracurricular offerings.
Survey data suggests interest in expanding extended day programming options in key categories.	Provide extracurricular activities that are more aligned with requests from students and the community.	Work with DFEO to expand student access to extracurricular activities that correspond to student and family interest especially: ●Organized sports and recreation ●Visual and performing arts	Teaching and interventionist staff involved in after-school tutoring (six total staff members)
Six staff members provide academic tutoring 2-3x/week in 6-8-week rotations that serve approximately 60 students at any given time.			School teachers involved in academic tutoring and Saturday School.

		Work with DFEO to explore the establishment of a STEM club, an area not currently provided by DFEO, but one in which there appears to be student and family interest.	FACE Liaison for family and community outreach and communication on extended day opportunities.
Strategy 4: Coherence - Alignment to LCAP and SPSA	<p>Linkage to LCAP Goal 1 (Student Success): All students graduate college and career ready, equipped with 21st Century learning skills of creativity, communication, collaboration, critical thinking, and civic responsibility.</p> <ul style="list-style-type: none"> Extended day programming develops and reinforces these components of student success <p>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.</p> <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. 		CS Specialist for convening and coordinating collective commitments and documenting accountability.
Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability	<p>Increased number of students participating in tutoring and other academic support by 10%.</p> <p>Increased extended day enrollments by 10%; reduce the number of families on waitlist for DFEO services.</p>		
Plan for Sustainability	<p>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.</p> <p>Leverage Title I and LCFF for staffing of academic tutoring after-school.</p>		

Pillar 4: Collaborative and Shared Decision-Making

Within the Collaborative and Shared Decision-Making Pillar, Gaudin 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. Gaudin 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. We see this as an opportunity to re-energize our school community and bring together staff (certified and classified) with parents and community members to achieve our school's mission. Providing leadership development training and committing to long-term relationship building will be keys to our success. 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.			
Existing Assets	Critical Needs	Collective Commitments and Strategies	Key Staffing and Partnerships
Positive culture at Gaudin where families collaborate and contribute to our campus decisions.	Learning more about different models of Community Schools in practice, including how they align initiatives and make collaborative decisions with a inclusive, equity lens	Organize visits to Community Schools to learn more about effective models; involve a staff person and at least one parent representative from each grade level.	SSC, ELAC, and PTSA members School site administrators School Categorical Advisor and ELD Coordinator (oversee ELAC)
Parent involvement in school instruction, campus decisions, activities, and budget items.	A cadre of trained family members to participate regularly in school governance and collaborative decision-making.	Establish a Community Schools Advisory Council that is at least 60% family and community <ul style="list-style-type: none"> - Coordinate a kickoff celebration and build a community leadership piece for parents and staff. - 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 	FACE Liaison for family and community outreach and training tied to school governance.
Parents are important members of our SSC, ELAC and PT A.	Increase parent involvement and presence on campus, either through designating roles within classrooms/campus or developing training and site visits.	Provide Professional Learning: <ul style="list-style-type: none"> - Provide leadership development training for interested school staff and family members on Community Schools governance 	CS Specialist for convening stakeholders, coordinating collective commitments, and documenting accountability.
	Increase parent and school staff interactions where important		

	subjects can be discussed openly and agreements can be reached.	- Train parents in the promotores model of outreach and advocacy	
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"> The strategies we have outlined above are intended to do precisely this. <p>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.</p> <ul style="list-style-type: none"> Gauldin 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	<p>Train at least 20 parents in a leadership development cadre.</p> <ul style="list-style-type: none"> Recruit and involve at least 5 of these for the new Community Schools Advisory Committee <p>Recruit at least one community (external) partner to participate in the new Community Schools Advisory Committee</p> <p>Involve at least 20 parents in regular ELAC participation</p>		

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.
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