

Stauffer Middle School Community School Implementation Plan, 2024-2025

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School Overview and Description

Stauffer is a middle school serving 1,332 students (2022-23) grades 6-8. Located in southern Downey, Stauffer serves a largely low-income (75% of households eligible for Free and Reduced Meals) community that is majority Hispanic/Latino (91%), but has concentrations of African Americans (2%), Asian Americans and Pacific Islanders (2%), and White (4%) students. Approximately 13% of students are Multilingual Learners (MLs) and 14% are in Special Education. In the recent past, Stauffer served about 10 foster youth and 6-11 McKinney-Vento (housing insecure-housing does not meet the physical, emotional, and physiological need) students annually. However, since January 2024 Stauffer has identified 63 McKinney- Vento Students.

Strategy 1: Shared Understanding and Commitment

Our vision at Stauffer Middle School is that all children are valuable and can achieve academic success. As a team of parents, staff, and students, we work hard to ensure that our students become college and career ready, globally competitive, and citizens of strong character. Therefore, the staff at Stauffer Middle School strives to constantly improve in the areas of teacher training, parent involvement, instruction, safety, attendance, discipline, character education, and positive culture. The staff is dedicated to work as a partner with parents, students, and the community to ensure that all students master grade-level standards to become critical readers, community members with positive character traits, independent life-long learners, and engaged communicators. We encourage our students to Read, Lead, and Succeed!

Stauffer Middle School is dedicated to fostering an environment where every student feels safe, welcomed, and empowered to excel academically. Our foundation built upon the belief that every student, regardless of their background or circumstances, deserves an equal opportunity to succeed. Academic rigor is at the forefront. We understand that a challenging curriculum is the cornerstone of a successful educational journey. Our teachers are committed to providing engaging and rigorous lessons, preparing students for a future filled with opportunities.

At Stauffer Middle School, safety is a priority and a promise. We are creating a safe haven where students can express themselves. Our dedicated staff is trained to identify and address any issues, ensuring that our students feel secure and supported.

We believe in the power of diversity, and our commitment to promoting programs and services that advance equity and embrace cultural relevance is at the core of our mission. This means embracing students of all backgrounds, cultures, and identities. We celebrate our differences and foster an environment where every voice is heard, valued, and respected. To advance equity, we actively seek out and eliminate barriers to success. We provide additional resources and support for those who need it most, ensuring that every student can reach their full potential. Equity isn't just a goal; it's a daily commitment. Our journey extends beyond the classroom.

We need to actively involve our community, parents, and guardians in shaping our school's future. Together, we work to create an environment where shared values and commitments drive our actions.

Through the Community Schools Framework, Stauffer Middle School has developed an action plan to provide holistic services and targeted support to students and their families that builds on existing assets and initiatives. Specifically, Stauffer Middle School is committed to leveraging Community School status and funding to:

- Expand student access academic support services
- Solidify and systematize the Multi-Tiered System of Support (MTSS) for Mental Health and Wellness
- Embed Social Emotional Learning (SEL) into school culture and climate
- Augment basic needs services available to the most vulnerable families
- Reimagine how family and community members are engaged as true partners in school transformation and decision-making

Stauffer is at the **Visioning** stage of this process, articulating a common vision and commitment to change – both in practice and mindset – to transform our school-wide community. We believe that the priorities embedded into our Community Schools vision will help us move forward collectively with purpose in a spirit of collaboration.

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

Stauffer participated in a 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, Stauffer hosted multiple focus groups where more than 50 South Downey 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.

We heard a clear consensus on the primacy of 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, Stauffer has conducted additional asset mapping and needs assessment to clarify needs, priorities, and direction for Community Schools including:

- Surveys of students in grades 6 and 8 (947 student respondents)
- Surveys of families (81 households responding)
- Surveys of school staff (36 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 dedicated staff committed to expanding access and opportunity
- A new block schedule of 85 minutes each period designed to better meet students' needs, enhance teacher and student connections, and provide opportunities for academic intervention.
- A school culture where staff and teachers volunteer their time and provide extra-curricular opportunities for students.
- A close connection with Old River (an elementary school serving grade 4-5 students contiguous to Stauffer) to provide a seamless 4th-8th grade educational experience
- A strong connection to True Lasting Connections (TLC), a district division coordinating both basic needs support (food, clothing, school supplies, and emergency housing referrals) and external mental health partnerships.

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 (0.4 FTE). This classified position will be responsible for advancing and reinforcing the implementation of Community Schools within a feeder pattern of two elementary and one (Sussman) middle school. They will be responsible for ensuring that Core Commitments, Goals and Actions in Sussman's Community School Plan are implemented in an inclusive and coordinative fashion across the multiple stakeholder groups and partners working with Sussman. Working closely with school community leaders, the CS Specialist will also serve as the liaison for Sussman 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 Sussman 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.

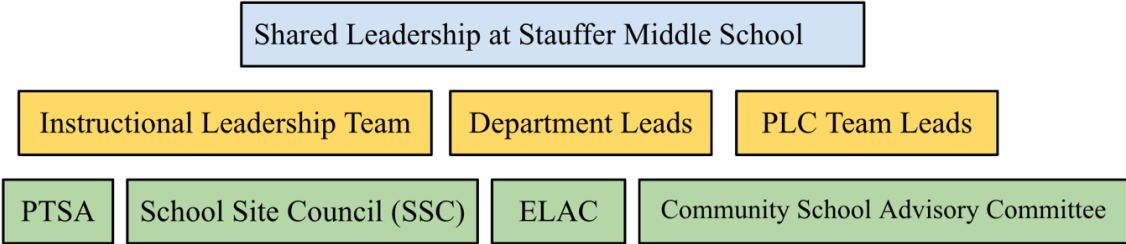
These two staff positions will work closely with school administrators and other teacher and family leaders in the school community to coordinate the implementation of our Community Schools action plan detailed for each of the four Community Schools pillars below.

Strategy 3: Collaborative Leadership

Stauffer Middle School continues to sustain an extensive and collaborative effort to gather and incorporate educational partner feedback. This process is an opportunity to have an expansive and inclusive conversation about the District's vision and plan for student achievement. DUSD's vision that "All students graduate with a 21st Century education that ensures they are college and career ready, globally competitive, and citizens of strong character" continues to be at the forefront of our work. The LCAP clearly delineates the strategies and investments necessary to advance and realize this vision.

Our educational partner engagement process involves all of the district's schools and community partners at key intervals throughout the school year. The process involves structured opportunities for direct feedback from Instructional Cabinet, Principals, Co-administrators, Bargaining Units, teachers, staff, parents, students, School Site Councils, the Parent Advisory Committee (PAC), the District English Language Learner Advisory Committee (DELAC), and the DUSD Board of Education.

At the school level, families and staff actively participate in providing feedback on the SPSA revisions and through the formal School Site Council process. School Site Council (SSC) meetings are held throughout the school year. Staff and parents vote for their representatives to SSC. Meetings are open to ALL. Meetings are posted on the school marquee, SSC invitations are sent home via bilingual email and dialers; Agendas and minutes, and all information is provided in Spanish and English; information regarding SSC is indicated on the website.



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, Stauffer is at the **Engaging** level. We have infrastructure and several external partners to support Mental Health and Wellness, as well as a high degree of consensus across stakeholders in our school community to deepen and strengthen our efforts. As part of our asset mapping and needs assessment process, Stauffer stakeholders placed the highest priorities on integrating and expanding student and family access to SEL, Wellness, and Mental Health services and supports (in that order). Our vision for a true system of SEL/Wellness/Mental Health involves creating a supportive and inclusive environment that prioritizes the well-being of students. This may include implementing comprehensive SEL programs, providing access to mental health resources and support services (both on campus and in the community), fostering positive relationships among students and staff, while also promoting a culture of empathy, understanding, and emotional resilience. It is important for us to develop this plan by including students, parents, educators, and mental health professionals to develop a vision that addresses the unique needs of our community. In addition, there is a clear desire for Stauffer to provide targeted basic needs support to individuals and families experiencing the most poverty-related barriers to success. The table below provides a structure for summarizing our intended approach to implementation of Integrated Supports:

Goal 1: Develop a MTSS inclusive of both mental health (MH) 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	

<p>On-site Wellness Center that has been embraced by the community.</p> <p>Strong partnerships and history of referrals involving external MH providers.</p> <p>Regular monthly meeting of counselors, school psychologists, Program Admin, and Wellness Center staff to discuss data trends and coordinate efforts.</p> <p>Strong PBIS program based on Capturing Kids' Hearts, a district adopted SEL program</p>	<p>Expand access to Tier 2 of MTSS focused on mild-to-moderate needs; focus has been on Tier 3 (students with acute needs).</p> <p>Develop a shared understanding of MTSS and supporting structures for equitable implementation of MTSS across all tiers.</p> <p>Raise school community awareness about mental health, reducing stigma, and promoting open conversations about mental well-being; Help parents reinforce wellness and SEL.</p> <p>Equip students with effective stress management techniques and coping strategies to navigate academic pressures and personal challenges.</p>	<p>Expand access to Tier 2 services for students and families with more mild-to-moderate MH needs.</p> <ul style="list-style-type: none"> - Shift more of Wellness Center staff time toward Tier 2 programming. <p>Provide Professional Learning:</p> <ul style="list-style-type: none"> - Provide professional development for faculty and staff on MTSS best practices and implementation steps. - Provide training and workshops to families on SEL, MH, and Wellness services and supports available through the campus Wellness Center. - Educate parents on creating a safe and inclusive school environment free of bullying by monitoring their child's devices and online presence. <p>Set baseline for student Mental Health as captured in the 2024 California Healthy Kids Survey (CHKS)</p> <ul style="list-style-type: none"> - Identify most critical needs and then show annual improvements in these areas and/or specific survey items <p>Implement comprehensive SEL programs that teach students essential skills like self-awareness, self-management, social awareness, relationship building, and responsible decision-making.</p>	<p>On-site Wellness Center staffed by 2 FTEs, including a licensed clinical therapist and a clerk.</p> <p>External MH providers – Community Family Guidance (CFG) and Jewish Family and Children's Services (JFCS)</p> <p>FACE Liaison for family and community outreach, coordination, and ongoing communication.</p> <p>CS Specialist for convening and coordinating collective commitments and documenting accountability.</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> <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"> • Training and knowledge building of families to better understand MTSS, SEL and MH will help reinforce this district goal. 		

	<p>Linkage to SPSA Strategy/Activity 5: Parent Involvement</p> <ul style="list-style-type: none"> Parents will be invited to all IEP meetings and SSTs to discuss targeted goals set by teams. <p>Clear linkage to LCAP Goal 3 (Foster Youth): Increase positive outcomes for foster youth and close equity gaps in academic achievement, chronic absenteeism, and suspensions.</p> <ul style="list-style-type: none"> Focus on chronic absenteeism will benefit foster youth and other vulnerable individuals with high needs 		
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>Increase number of students/families participating in Tier 2 Wellness Center services by 10%</p> <p>Decrease behavioral/disciplinary recidivism among students referred to support services by 20%</p>		
Plan for Sustainability	<p>Investigating 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 		

Goal 2: Provide targeted Basic Needs support to students and families with demonstrated need			
Existing Assets	Critical Needs	Collective Commitments and Strategies	Key Staffing and Partnerships
Recent history during COVID pandemic as hub for delivery of services and supplies	Some families lack access to healthy food and nutrition	Collaborate with community-based organizations to offer food assistance programs for non-school days.	TLC for ongoing basic needs supports, supplies, and community outreach
Partnership with district True Lasting Connections (TLC) which partners with 50+ community-based and faith-based partners for supplementary resources and support.	Some families are very housing insecure. Lack of basic needs stigmatizes and exacerbates student reluctance to attend school or participate fully in the opportunities for learning effectively	Explore possibility of operating a food pantry to serve the needs of families at both Stauffer and Old River. Identify and collaborate with local agencies to provide resources and support for families experiencing homelessness or housing instability.	Downey Clergy Council to facilitate distribution of food donations School counselors as key point of contact for students and families FACE liaison for family and community outreach, partner

Additional district basic need support via Operation School Bell and PTA Helps	Address the digital divide as a basic need for 21 st century education	Explore how best to provide access to mobile health care services, particularly oral and vision health. Develop plans to increase family access to technology devices, internet connectivity, and digital resources to support their student's learning and engagement	coordination, and ongoing communication. CS Specialist for convening and coordinating collective commitments and documenting accountability.
Daily student access to free and reduced-price meals (breakfast and lunch)			
Strategy 4: Coherence – Policy and Initiative Alignment	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. <ul style="list-style-type: none"> Basic needs support contributes to SEL and sense of belonging and school connectivity 		
Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability	Linkage to LCAP Goal 3 (Foster Youth): Increase positive outcomes for foster youth and close equity gaps in academic achievement, chronic absenteeism, and suspensions. <ul style="list-style-type: none"> Basic needs support removes barriers to learning for foster care youth and other vulnerable students and families <p>Increase student/family referrals to basic needs support providers by 10%</p> <p>Among students participating in targeted basic need support</p> <ul style="list-style-type: none"> Increase student attendance by 10% Decrease D/F rate by 10% 		
Plan for Sustainability	Investigate longer-term financial support and coordination of basic needs support through strengthened partnerships and in-kind donations through Downey Chamber of Commerce, Kiwanis and Rotary Clubs, and other interested private and nonprofit organizations		

Pillar 2: Family and Community Engagement

Within the Family and Community Engagement Pillar, Stauffer is at the **Visioning** level. While we have an infrastructure and routines for communicating and engaging families, we know that many families remain distant from and unconnected to the school' efforts to transform school culture and expand opportunities for campus involvement. Despite our effort to provide regular communication, our families are telling us that they want more community outreach and workshops responsive to need and interest. Establishing strong partnerships with families and providing resources, workshops, and support services to help parents/guardians actively participate in their child's education and well-being is a core part of our vision for Community Schools. We have a new principal at Stauffer and view this as an ideal time to deepen school-home

connectivity, collaboration, and partnership. Making positive phone calls home is an approach that assists in restorative practices at the school site. Making positive phone calls home fosters parental involvement in their child's education. It sends a clear message that the school values and appreciates the student's efforts and achievements. When students know that their successes are acknowledged and celebrated, they are more likely to strive for excellence. All in all, positive phone calls create a foundation for collaboration between families and the school, ensuring that parents and educators work together to support the student's academic and personal growth. The table below provides a structure for summarizing our intended approach to implementation of Family and Community Engagement:

Goal 3: Deepen and strengthen family/community engagement with enhanced school-to-home communication and adult educational opportunities.			
Existing Assets	Critical Needs	Collective Commitments and Strategies	Key Staffing and Partnerships
Parents participate in Coffee with the Principal; English Language Learner Advisory Committee (ELAC); and Parent Education workshops. Recent surveys indicate that family priorities for Community Schools align closely with those of school staff.	Reach a wider and more representative percentage of families effectively with communication and outreach that showcases our desire to hear and act upon family input	<ul style="list-style-type: none"> Organize in-person and virtual town halls with families to hear how best to: <ul style="list-style-type: none"> Balance different platforms and modes of school-home communication Provide meaningful forums for family members to express themselves and share dreams and desires for our school 	ILT members who often play important roles in delivering workshops and training to families School counselors as the primary and first point of contact for families FACE Liaison for family and community outreach, partner coordination, and ongoing communication.
School Instructional Leadership Team (ILT) meets regularly to review and discuss priorities for family and community engagement, especially parent education opportunities and school-home communication.	Offer educational workshops and trainings in line with family interests and areas that serve as schoolwide or district priorities	Organize and expand family access to educational workshops and training that prioritizes: <ul style="list-style-type: none"> Student access to academic support services including tutoring and homework help • Parental use and monitoring of student technology (phones, social media, etc.) Career readiness for middle schoolers such as exposure to different career fields, professions, and the educational requirements for key careers 	CS Specialist for convening and coordinating collective commitments and documenting accountability.
Restorative practices and making positive phone calls home to families can have a significant positive impact on a school site.			

<p>Below are some current Restorative Practices:</p> <p>-Conflict Resolution: Restorative practices emphasize resolving conflicts and addressing behavioral issues through dialogue, empathy, and understanding rather than punitive measures. This approach helps reduce tension and promotes a more peaceful and respectful school environment.</p> <p>-Stronger Relationships: These practices encourage students and staff to build positive relationships by engaging in open and honest communication. As a result, trust between students, teachers, and administrators is strengthened, which can lead to better collaboration and cooperation.</p> <p>-Improved Behavior: Restorative practices can lead to a reduction in disruptive behaviors and disciplinary incidents. When students feel heard and respected, they are more likely to take responsibility</p>		<p>- Secondary grading practices and preparation necessary for HS graduation (i.e., A-G completion)</p>	
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for their actions and work towards positive solutions.			
<p>-Enhanced Social and Emotional Skills: Restorative practices provide students with opportunities to develop essential social and emotional skills, such as empathy, active listening, and conflict resolution. These skills are valuable for personal growth and future success.</p> <p>-Positive School Climate: Restorative practices contribute to a more positive and inclusive school climate where students feel valued and connected to their peers and educators. This can lead to higher levels of student engagement and academic achievement.</p>			
Strategy 4: Coherence – Policy and Initiative Alignment	<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. 		
Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability	<ul style="list-style-type: none"> Development of a revised school Communication and Outreach plan Increase by 10% the number of family participants in workshops and programming Increase by 10% positive perceptions of families to annual school climate and LCAP surveys 		
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, Stauffer is at the **Engaging** level. Stauffer works closely with the Downey Foundation for Educational Opportunities (DFEO), the district's after-school provider, to provide extended day services to approximately 110 students. As part of the Community Schools planning process, Stauffer stakeholders placed the highest priorities on increasing student access to career readiness, academic support, and homework help services. We want to offer a range of extracurricular activities, after-school programs, and enrichment opportunities to support students' academic, social, and emotional development. The table below provides a structure for summarizing our intended approach to implementation of Extended Learning Time:

Goal 4: Increase alignment between regular school day and extended day programming while also providing additional opportunities for adolescents to explore interests and develop talents.			
Existing Assets	Critical Needs	Collective Commitments and Strategies	Key Staffing and Partnerships
<p>Partnership with the Presbyterian Intercommunity Hospital (PIH) and robotics teacher.</p> <p>Strong partnership with DFEO, as well as the City Sports Program</p> <p>The Stauffer Foundation currently grants funding for teacher projects, such as the 15 Augmented Reality and Virtual Reality kits.</p>	<p>Expanded student access to academic tutoring and homework help during extended day programming</p> <p>Provide students with experiential learning opportunities that help spark career exploration and interest.</p> <p>Provide targeted support to 8th grade boys who think their life is predetermined and need motivational support.</p>	<p>Increasing academic tutoring and support for middle school students is crucial for their success. Here are several ways to enhance these services:</p> <p>-Peer tutoring programs:</p> <ul style="list-style-type: none"> Encourage older students (e.g., high school students) who excel academically to serve as peer tutors for middle school students. This can create a positive mentorship dynamic and make tutoring more relatable. <p>-Tutoring partnerships:</p> <ul style="list-style-type: none"> Collaborate with local colleges, universities, or community organizations to bring in volunteer tutors or create partnerships for tutoring programs. <p>-Homework clubs:</p> <ul style="list-style-type: none"> Create after-school homework clubs where students can receive assistance with assignments and projects from teachers or peers. <p>-Data-driven interventions:</p>	<p>DFEO staffs extended day programs and contracts outside vendors to provide extended day program offerings.</p> <p>FACE Liaison for family and community outreach and communication on extended day opportunities.</p> <p>CS Specialist for convening and coordinating collective commitments and documenting accountability.</p>

		<ul style="list-style-type: none">• Regularly assess student progress through standardized testing, formative assessments, and teacher observations. Use this data to identify struggling students and provide targeted support. <p>Collaborate with local businesses, community organizations, and higher education institutions to create opportunities for students to engage in career-related activities, such as job shadowing, internships, or mentorship programs.</p> <p>Supporting 8th-grade boys in academic success and career readiness is essential for their development and future success. Here are several ways schools can provide this support:</p> <p>-Mentorship programs:</p> <ul style="list-style-type: none">• Establish mentorship programs that pair 8th-grade boys with male role models, such as teachers, coaches, or community members. These mentors can provide guidance on academic goals and career aspirations. <p>-Career exploration:</p> <ul style="list-style-type: none">• Introduce career exploration programs that expose students to a variety of professions and industries. Invite professionals to speak at the school or organize field trips to local businesses. <p>-Skill-building workshops:</p> <ul style="list-style-type: none">• Provide workshops on essential life skills, including time management, study skills, communication, and conflict resolution, to help 8th-grade boys develop the skills needed for academic success and future careers. <p>-Academic support programs:</p>	
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		<ul style="list-style-type: none"> • Offer academic support programs tailored to the specific needs of 8th-grade boys, including tutoring, study groups, and homework assistance. These programs can help improve academic performance. -Internship opportunities: <ul style="list-style-type: none"> • Establish partnerships with local businesses or organizations to offer internship opportunities for 8th-grade boys, allowing them to gain real-world experience in their areas of interest. 	
Strategy 4: Coherence – Policy and Initiative Alignment	<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. 		
Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability	<ul style="list-style-type: none"> • Increase number of students participating in tutoring and other academic support by 10%. • Initiate an extended day program strand tied to career readiness activities; involve at least 30 students in Year 1. 		
Plan for Sustainability	<p>Work with DFEO and its access to Extended Learning Opportunity Program (ELO-P) funds as way to ensure longer-term funding for modified and expanded programming before and after-school.</p> <p>Leverage Title I and LCFF for Saturday School and before school staffing.</p>		

Pillar 4: Collaborative Leadership

Within the Collaborative and Shared Decision-Making Pillar, Stauffer 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 the infrastructure for school decision making, enhancing the integration and transparency of different forums and meetings. Simultaneously, Stauffer would like to make a clear demonstration of its commitment to Equity by elevating the voices of students, families, and community partners (i.e., non-school staff) in shaping school priorities and decision-making. Stauffer 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 5: Provide a multi-stakeholder forum 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
Effective school leadership through a strong Instructional leadership team (ILT)	Increased opportunities for family-school staff interaction, as well as opportunities to ask questions, provide input, and voice concerns	Establish a Community Schools Advisory Council that is at least 60% family members and students <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 	ILT and SSC members ELAC and PTSA members School site administrators
Well established School Site Council (SSC) that is balanced 50-50 with school staff and non-school employees	Cultivation of a larger cadre of parent leaders trained and empowered to participate consistently and meaningfully in school decisions	Provide Professional Learning: <ul style="list-style-type: none"> - Provide leadership development training for interested family members and students on Community Schools governance 	School Categorial Advisor and ELD Coordinator (oversee ELAC)
Long standing English Learner Advisory Committee (ELAC) and Parent Teacher Student Association (PTSA)	Greater transparency and sharing of information across different school governance forums	-Budget Oversight: SSCs often have input and oversight of the school's budget. They review and approve plans for spending state and federal funds to ensure they align with the school's goals and priorities.	FACE Liaison for family and community outreach and training tied to school governance.
Parents are important members of our SSC, ELAC and PTSA.			CS Specialist for convening stakeholders, coordinating collective commitments, and documenting accountability.
-Parent Involvement: PTAs are dedicated to fostering			

<p>parental involvement in the school. They encourage parents to participate in school activities, attend meetings, and volunteer in classrooms and events.</p> <p>-Advocacy: PTAs advocate for the needs and interests of students and families at the school, as well as at the district and state levels. They work to influence education policies and funding to benefit students.</p> <p>-Fundraising: PTAs often raise funds to support various school programs, including extracurricular activities, field trips, classroom supplies, and other resources that enhance the learning experience.</p> <p>-Community Building: PTAs organize social events and activities that build a sense of community among parents, teachers, and students. These events can foster positive relationships and support networks.</p> <p>-Communication: PTAs serve as a communication bridge between parents and the school administration. They convey information about</p>		<p>-School Improvement Planning: SSCs participate in the development and review of the school's Single Plan for Student Achievement (SPSA). This plan outlines goals, strategies, and actions to improve student performance, and SSCs ensure its alignment with the school's needs.</p> <p>-Parent and Community Engagement: SSCs promote parent and community involvement in school decision-making processes. They gather input from stakeholders and communicate the school's goals and progress to the community.</p> <p>-Accountability: SSCs are responsible for monitoring the progress of the school in achieving its academic and improvement goals. They may recommend changes or adjustments to the school's plan if needed.</p> <p>-Review and Approval: In some cases, SSCs may have input or approval authority over specific school policies, programs, or initiatives.</p>	
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school policies, events, and activities to parents and vice versa. -Educational Support: PTAs may offer educational workshops, resources, or initiatives to help parents support their children's learning at home.			
Strategy 4: Coherence – Policy and Initiative Alignment	<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 action steps we have outlined above are intended to do precisely this. 		
Progress Monitoring and Possibility Thinking - Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability	<p>Train at least 25 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>Train at least 25 students 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 30 parents in regular ELAC participation</p> <p>Provide evidence of Community Schools implementation through:</p> <ul style="list-style-type: none"> Placement of Community Schools as standing agenda item at SSC meetings. Monthly newsletter with Community School highlights and sharing of key decisions from various school governance bodies 		
Plan for Sustainability	<p>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.</p>		