

Sussman Middle School Community School Implementation Plan, 2024-2025

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School Overview and Description

Sussman is a middle school serving 1,122 students (2022-23) grades 6-8. Located in southern Downey, Sussman serves a largely low-income (79% of households eligible for Free and Reduced Meals) community that is majority Hispanic/Latino (90%), but has concentrations of African Americans (4%), Asian Americans and Pacific Islanders (3%), and White (3%) students. Approximately 17% of students are Multilingual Learners (MLs) and 14% are in Special Education. In the recent past, Sussman served over 10 foster youth and 10 McKinney-Vento (housing insecure-housing does not meet the physical, emotional, and physiological need) students annually. However, since January 2024 Sussman has identified 42 McKinney- Vento Students.

Strategy 1: Shared Understanding and Commitment

Historically the lowest achieving middle school in Downey USD, and the middle school with the highest concentration of poverty, Sussman is focused on a) ensuring a safe, welcoming, and academically rigorous learning environment; b) expanding programs, services, and supports that advance equity and are culturally relevant and responsive; and c) changing its relationship with families and community. Through the Community Schools Framework, Sussman has developed an action plan to provide holistic services and targeted support to student and their families that builds on existing assets and initiatives. Specifically, Sussman 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

Sussman 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 a rejuvenated spirit of collaboration with, and internalized accountability to, the students and families we serve.

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

Sussman served as the host for 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 in Sussman'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, Sussman hosted multiple 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 in South Downey.

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, Sussman 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 (618 student respondents)
- Surveys of families (106 households responding)
- Surveys of school staff (71 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 strong focus on school safety
- Relatively high student enrollment in after-school programming through the Downey Foundation for Educational Opportunities (DFEO)
- Student access to extracurricular and interest-based clubs at lunchtime and after-school
- Establishment of an on-site Wellness Center with good referral partners for students with the highest acuity (i.e., Tier 3 of MTSS)
- Some good and positive relationships with community partners
- 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.

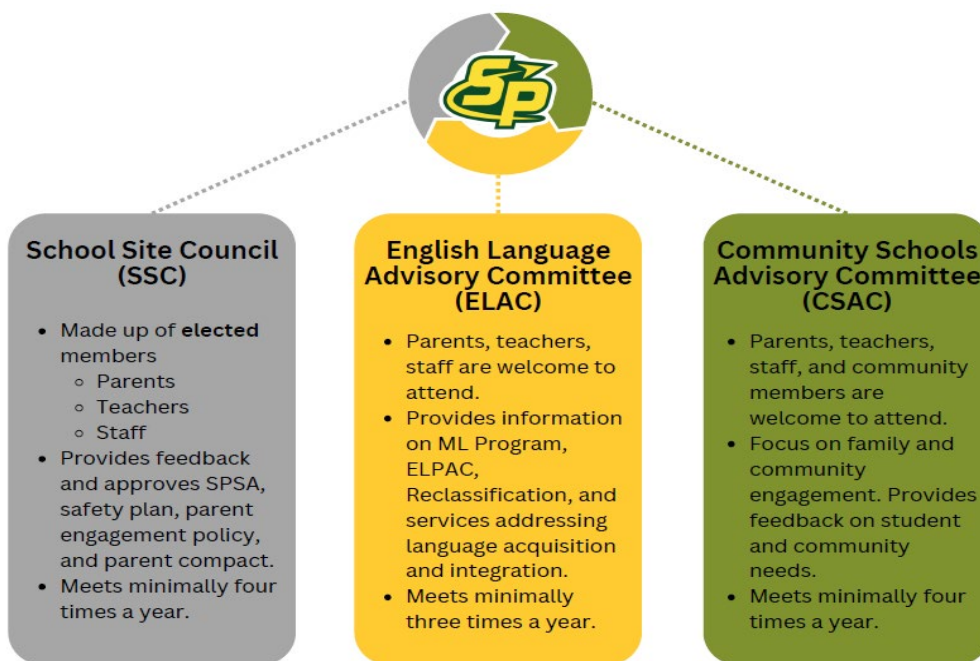
Core staffing for Community Schools

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 (Alameda and Ward) 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 (see also Pillar 4 below)



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, Sussman 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, Sussman stakeholders placed the highest priorities on integrating and expanding student and family access to SEL, Wellness, and Mental Health services and supports. Put simply, we need to build more of a *system* of support that extends certain components to complement the programmatic pieces that already exist. In addition, there is a clear desire for Sussman 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	
On-site Wellness Center located in the center of campus that has been embraced by the community.	Expand access to Tier 2 of MTSS focused on mild-to-moderate needs; focus has been on Tier 3 (students with acute needs).	Expand access to Tier 2 services for students and families with more mild-to-moderate MH needs. <ul style="list-style-type: none">- Shift more of Wellness Center staff time toward Tier 2 programming.- Expand grief support programming	On-site Wellness Center staffed by 2 FTEs, including a licensed clinical therapist and a clerk, as well as 3 contracted therapists and 1 intern.	

<p>Successful MH de-stigmatization campaigns</p> <p>Strong partnerships and history of referrals involving external MH and SUD providers; virtually no waitlist for Tier 3 MTSS services.</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>Existing community project focused on social skills and coping strategies as part of Dual Immersion program</p>	<p>Address student discipline and large number of suspensions that disproportionately affect some student populations; decrease campus behavior and discipline issues by providing students with skills and supports in the areas of coping, relationships, and social interactions.</p> <p>Develop a shared understanding of MTSS and supporting structures and best practices. Enable and empower families to understand, support, and reinforce SEL, Wellness, and MH outside of school.</p> <p>Continue to decrease chronic absenteeism among a core group of students exhibiting reluctance or refusal to attend school consistently.</p> <p>Pilot a Diversion program and employ a restorative practice for discipline</p>	<p>Develop restorative justice options and circles and promote more positive social interactions on campus.</p> <ul style="list-style-type: none"> - Provide alternatives to suspension and ensure proactive progressive discipline is uniformly implemented by school staff. <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. <p>Work with existing and new partners who have the interest and capacity to work with students who are chronically absent.</p> <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>External MH providers – Community Family Guidance (CFG) and Jewish Family and Children's Services (JFCS)</p> <p>External Substance Use Disorder (SUD) referral partner - 1020 Club.</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> <p>Decrease student suspension rate by 15% annually</p> <p>Decrease chronic absenteeism by 5% annually</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 need better access to healthy food and nutrition	Establish a set-aside space on campus for students and families to access basic needs: <ul style="list-style-type: none"> Food delivery coordination School supplies Technology charging stations 	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	Some families need assistance with school supplies, clothing, laundry services, etc.	Provide vouchers to local laundromats for students and families in need, especially	Walmart and Amazon for free or reduced-price supplies	

<p>supplementary resources and support.</p> <p>Additional district basic need support via Operation School Bell and PTA Helps</p> <p>Daily student access to free and reduced-price meals (breakfast and lunch)</p> <p>Informal partnerships with local retail and commercial vendors for in kind support</p>	<p>Lack of basic needs stigmatizes and exacerbates student reluctance to attend school or participate fully in the opportunities for learning effectively</p>	<p>homeless (McKinney-Vento) and foster care youth.</p>	<p>Downey Clergy Council to facilitate distribution of food donations</p> <p>School counselors as key point of contact for students and families</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>Strategy 4: Coherence – Policy and Initiative Alignment</p>	<p>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> <ul style="list-style-type: none"> Basic needs support contributes to SEL and sense of belonging and school connectivity <p>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"> Basic needs support removes barriers to learning for foster care youth and other vulnerable students and families <p>SPSA Goal 4: Positive Behavior Support and Whole Child Development</p> <ul style="list-style-type: none"> By June of 2024, Sussman Middle School will show a 5% increase in students agreeing/strongly agreeing with the statement “I fit in at my school” based on the LCAP survey. By June of 2024, Sussman Middle School will show a 5% decrease in chronic absenteeism. By June of 2024, Sussman Middle School will show a 3% decrease in school suspensions. 		
<p>Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability</p>	<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% Increase restorative practices and alternatives to suspension 		

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, Sussman is at the **Engaging** 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. Indeed, Sussman stakeholders placed the highest priorities on improving school-home communication and providing families with targeted workshops that are most responsive to need and interest, as well as training that reflects the school's strategic priorities. We also see a need for adapting our services to accommodate the growing number of non-traditional family structures with more specialized and tailored programs and support. In sum, we are viewing Community Schools as a vehicle to rejuvenate and deepen school-home connectivity, collaboration, and partnership. 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	
School hosts regular (approximately every 6 weeks) Family nights on topics linked to parental needs based upon the LCAP survey.	Reach a wider and more representative percentage of families effectively with communication and outreach	Balance different platforms and modes of school-home communication including: <ul style="list-style-type: none"> - Regular electronic materials and correspondence via email and text - Scheduled routines for paper distribution of fliers, newsletters, etc. - Selective hosting of online (Zoom) sessions on key school priorities and issues 	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
LCAP surveys indicate that families are satisfied with past efforts to prioritize school climate, safety and PBIS.	Offer educational workshops and trainings in line with family needs and interests Engage non-traditional families by designing support and programs more aligned with their unique needs.		FACE Liaison for family and community outreach, partner coordination, and ongoing communication.	
Recent surveys indicate that family priorities for		Organize and expand family access to educational workshops and training that prioritizes:	CS Specialist for convening and coordinating collective commitments and documenting accountability.	

<p>Community Schools align closely with those of school staff.</p> <p>Relatively large PTSA membership.</p> <p>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</p>		<ul style="list-style-type: none"> - Student access to academic support services including tutoring and homework help - School-based mental health, especially early identification and strategies for dealing with depression and anxiety - Parental use and monitoring of student technology (phones, social media, etc.) and school-based platforms - How to understand and support middle school Math in home settings - Career readiness for middle schoolers such as exposure to different career fields, professions, and the educational requirements for key careers - Secondary grading practices and preparation necessary for HS graduation (i.e., A-G completion) <p>Develop programming and support structures tailored to the needs of non-traditional families such as:</p> <ul style="list-style-type: none"> - Single parents - Households headed by grandparents - Families with deceased parents 	
<p>Strategy 4: Coherence – Policy and Initiative Alignment</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"> • Emphasis on transparent communication and training of families on school resources, services, and programming, <p>Linkage to key aspects of SPSA Strategy/Activity 5: Parent Involvement in Increasing Student Achievement</p>		

	<ul style="list-style-type: none"> • Parents will be informed of student progress through individual student progress reports sent home every quarter. Parents will also receive semester report cards twice a year, newsletters, and the school website will be kept up to date with important information. In addition, parents have access to real time student achievement data through two applications: Canvas for parents and Q Parent Connect. • Parent education classes based on Parents' Needs Assessment will be provided 2-4 times a year align with resources and materials to support their student. • Parent will be invited to all IEP meetings and SSTs in order to discuss targeted goals set by the teams.
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	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

Pillar 3: Extended Learning Time

Within the Extended Learning Time Pillar, Sussman is at the **Engaging** level. Sussman works closely with the Downey Foundation for Educational Opportunities (DFEO), the district's after-school provider, to provide extended day services to approximately 125 students. In addition, Sussman has provided Saturday School, staffed after-school tutoring, and launched extracurricular lunchtime student clubs to extend learning. As part of the Community Schools planning process, Sussman stakeholders placed the highest priorities on increasing student access to academic support services. There was also a clear interest in providing more access to before-school program and enhancing extracurricular program offerings. As such, Sussman is committed to further developing key aspects of Extended Learning Time in response to need and to solidify linkages to the regular school day program. 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
Second highest enrollment of 125 students in after-school programming compared to other district middle schools, and with 63 students in the waitlist.	Reinforcement of English Language Development (ELD) support for ML students	Add one teacher available after-school to provide language acquisition services to MLs and students learning a second language (Spanish) three times per week.	Two teachers available daily during lunch and three teachers available daily after-school to provide tutoring to interested and needy students.

<p>Student access to a host of clubs and extracurricular activities during lunch and after-school.</p> <p>Survey data suggest strong student and family interest in expanding extended day programming options in key categories.</p>	<p>Expanded student access to academic tutoring and other extended day programming</p> <p>Increased opportunities for school counselors to interact with families</p> <p>Address cost barriers to before-school participation in response to family needs for early drop-off</p> <p>Respond to expressed desires for increased after-school program offerings</p>	<p>Expand Saturday School to twice a month based on increased student and family interest</p> <ul style="list-style-type: none"> • Add school counselor available to students and families during Saturday School sessions <p>Fund two school paraprofessionals to supervise students daily before school (6:30am-7:30am) in response to the requests of many working parents who need an early drop off.</p> <p>Work with DFEO and its partners to expand clubs and extracurricular activities that correspond to student and family interest especially:</p> <ul style="list-style-type: none"> - Organized sports and recreation - Career readiness (i.e., career exploration and exposure) - Visual arts - Community Gardening <p><i>Note: DFEO will have new opening classes with the intent to reduce the waitlist to 28 students and explore more options to serve all.</i></p>	<p>DFEO staffs extended day programs and contracts outside vendors to provide extended day program offerings.</p> <p>School teachers and counselors involved in academic tutoring and Saturday School.</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>
<p>Strategy 4: Coherence – Policy and Initiative Alignment</p>	<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. <p>SPSA Strategy/Activity 3: Extended Learning Time /Reduce Adult/Student Ratio</p> <ul style="list-style-type: none"> • Intervention will be funded to provide designated and integrated intervention support for students who are not meeting grade level proficiency expectations. 		

Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability	<ul style="list-style-type: none"> Increased number of students participating in tutoring and other academic support by 10% Increased extended day enrollments by at least 5% .
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, Sussman 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, Sussman 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. Sussman 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	Increase opportunities for student and family voice and learning aligned with cultural proficiency projects and Community School goals.	ILT and SSC members	ELAC and PTSA members
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	<ul style="list-style-type: none"> Quarterly Coffee with Principal and ELAC meetings. Quarterly "Pizza with the Principal," for students to connect with school leadership during the school day in shaping school culture, climate, and activities. 	School site administrators	School Categorical Advisor and ELD Coordinator (oversee ELAC)
Long standing English Learner Advisory Committee (ELAC)			School guidance counselors (3 – one per grade level) who serve as	

<p>and Parent Teacher Student Association (PTSA)</p> <p>Parents are important members of our SSC, ELAC and PTA.</p> <p>A Cultural Proficiency Project by Sussman teachers (3) aimed to empower student voices through the media "Pioneer to Pioneer."</p> <p>Some Sussman teachers are participating in the district Leadership Academy</p>	<p>Expanded opportunities for development of leadership skills among students coupled with increased joint interactions involving school staff and students</p> <p>Greater transparency and sharing of information across different school governance forums</p>	<p>Establish a Community Schools Advisory Council that is at least 60% family members and students</p> <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 <p>Provide Professional Learning:</p> <ul style="list-style-type: none"> - Provide leadership development training for interested family members and students on Community Schools governance <p>Publish Community School highlights and other relevant school decisions in monthly newsletter</p>	<p>the primary communication link between parents and teachers</p> <p>FACE Liaison for family and community outreach and training tied to school governance.</p> <p>CS Specialist for convening stakeholders, coordinating collective commitments, and documenting accountability.</p>
<p>Strategy 4: Coherence – Policy and Initiative Alignment</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"> • The action steps 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"> • Sussman is actively involved in helping develop school staff leaders who can participate in school governance and work effectively with the larger school community as representatives and liaisons for shared decision-making <p>SPSA Strategy/Activity 5: Parent Involvement</p> <ul style="list-style-type: none"> • All parents will be provided with the opportunity to participate in the School Site Council as a member and/or attend the meetings. • Opportunities for parents to participate in ELAC, PTA, SSC meetings • Translators will be available during Parent/Teacher conferences, Title I and ELAC meeting, and for parents of ELL students. 		
<p>Progress Monitoring and Possibility Thinking - Progress Monitoring and Possibility</p>	<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>		

Thinking - Measurable Outcomes and Accountability	<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>