

California Partnership for the Future of Learning Community Schools Toolkit

PHASE 1: Shared Power and Decision-making

Laying the Foundation for Transformative Racially Just
and Relationship-Centered Community Schools



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About the California Partnership for the Future of Learning (CA PFL)

The California Partnership for the Future of Learning is a statewide alliance of community organizing and advocacy groups advancing a shared vision of a transformational, racially just education system built for us all. It is led by Advancement Project California, Californians for Justice, PICO California Education for Liberation, and Public Advocates, with the support of Community Coalition, InnerCity Struggle, and over a dozen grassroots, research and philanthropic partners. Our work together centers equity, elevates the voices of students and families of color in partnership with educators, focuses on long-term systemic change, and connects to a larger national effort to strengthen public education systems.

To get updates on our Community Schools Toolkit sign-up to our listserv [here](#).



Acknowledgements

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California Partnership for The Future of Learning Anchor and Support Organizations

[Advancement Project California](#)

[Californians for Justice](#)

[Community Coalition](#)

[Building Healthy Communities \(BHC\) Monterey County](#)

[Inner City Struggle](#)

[Inland Congregations United for Change/PICO California Education for Liberation](#)

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Allied Organizations and Networks

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ABOUT THIS COMMUNITY SCHOOLS TOOLKIT:

This is Phase 1. Phase 2 will be released in Fall 2022.

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The Roadmap to Building and Sustaining a Community School (continued)

- Nurture Racially Just, Relationship-centered, and Restorative School Cultures
- Build Authentic Relationships between Students, Families, Educators, and Community Partners
- Center Mental Health and Wellness for Students, Families, and Staff
- Provide Enriched, Culturally Rooted, and Expanded Teaching and Learning

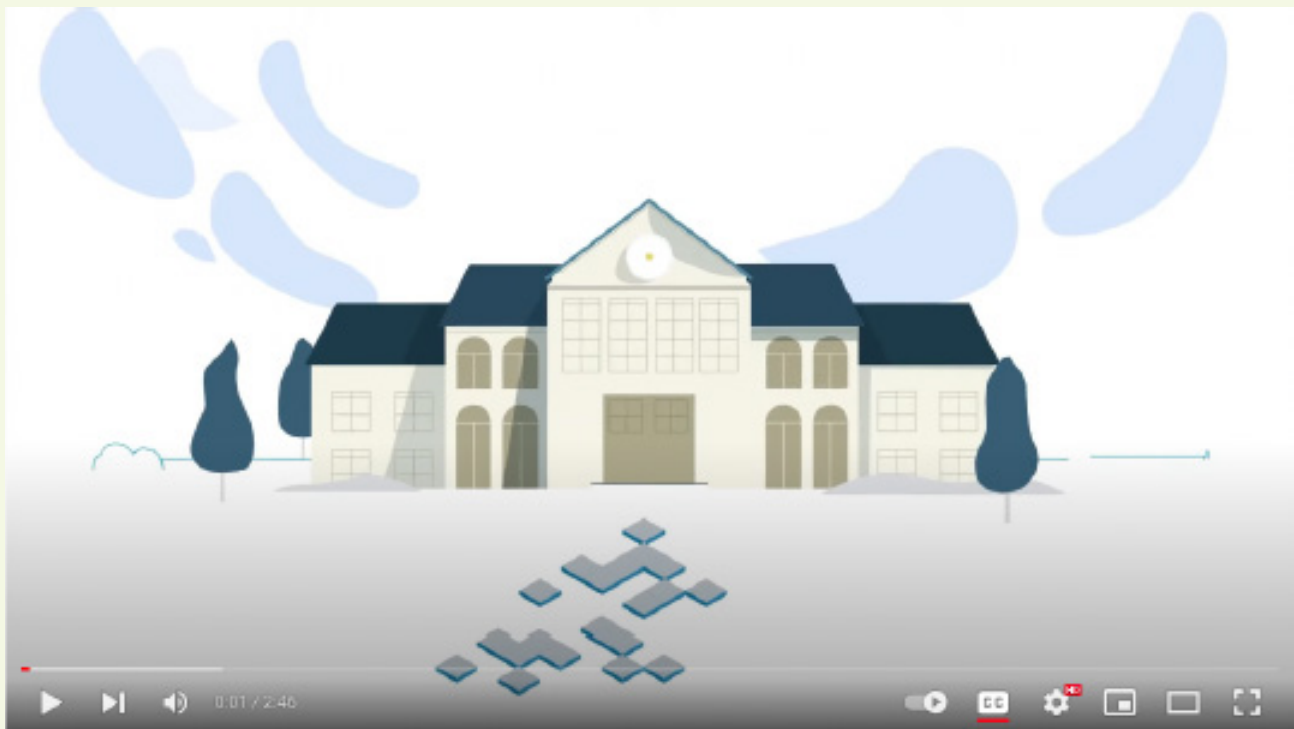
What is a Community School?

Community schools are schools designed from the ground up to support learning and prioritize the well-being of children, young people, and adults. The foundation for improving academic opportunities and outcomes can only be realized through centering relationships, valuing the expertise of students and families as partners, and creating racially just, relationship-centered school climates and cultures.

Black, Indigenous, Latinx, Brown, Asian American, Pacific Islander, low-income, LGBTQ+, English learners, immigrants, refugees, students who are in foster care, systems impacted, unhoused, or who have disabilities, and other directly impacted students and families, must be authentic partners in school design and decision-making, alongside educators and community partners. This will support student success and confront the legacy and generational impact of divestment and racialized inequities in education by prioritizing belonging, safety, inclusion, joy, care, and support over punishment and criminalization.

Community Schools are a place-based strategy for school transformation—from preschool to twelfth grade—rooted in a collective vision for student and school success. Community schools leverage the expertise and resources of the broader community to deliver services for mental and physical health care, nutrition, social services, and learning supports that meet student and family needs.

[Watch What is a Community School? by the Partnership for the Future of Learning](#)



To realize this vision students, families, organizers, and advocates from across California recommend further strengthening the four pillars of [California's Community Schools Framework](#) by applying a racial equity and inclusion lens to each pillar, and based on the understanding that authentically shared power and decision-making and racially just, relationship-centered school climate and culture must be at the foundation of transformational community schools.

4 Pillars of California Community Schools Framework Adopted in Jan 2022	Community Vision for Expanded Pillars for Transformative, Racially Just, Relationship-Centered Community Schools
Family and community engagement	Active Student , Family and Community Engagement
Collaborative leadership and practices for educators and administrators	Shared Power and Collaborative Leadership and Practices <i>for all</i>
Expanded and enriched learning time and opportunities	Enriched, Culturally Sustaining , and Expanded Learning Time and Opportunities
Integrated student supports	Integrated Student, Family, and Staff Supports



The California Partnership for the Future of Learning (CA PFL) Community Schools Toolkit

This purpose of this toolkit is to:

Provide background on how the \$4.1 billion investment in community schools was won through organizing led by students, families, and community in partnership with educators. Realizing the vision for community schools will depend on continuing to live into authentic partnership grounded in shared power and decision-making at the school, district, and state levels.

Share examples of how students, families, and communities organize to transform schools in their neighborhoods.

Support students, families, and community members as leaders and experts in co-creating and sustaining racially just, relationship-centered community schools in partnership with educators at the school and district levels.

“We know that transformation happens when students, families, community, and educators are authentic partners. It takes all of us to create community schools.”

- ROSARIO HERNANDEZ,
TRUE NORTH PARENT AND
COMMUNITY LEADER,
LOLETA SCHOOL DISTRICT



Photo Credit: Californians for Justice

Responding to Crisis with Hope: Students, Families & Community Organize for Racially Just Relationship-Centered Community Schools Across California

Acronym Cheat Sheet

- Alliance for Boys and Men of Color = ABMoC
- California Community Schools Partnership Program = CCSP
- California Department of Education = CDE
- California Partnership for the Future of Learning = CA PFL
- State Board of Education = SBE

In 2020, as the COVID-19 pandemic began, we saw a crisis emerge. Schools across California closed down in response to COVID-19 and students and families lost access to schools as critical hubs of connection, community resources, and learning. [This was experienced most acutely by low-income students and](#)

[families of color](#). Members of the 8 California Partnership for the Future of Learning responded by conducting a [listening campaign](#) with allies from across the state. This listening campaign included more than 20 grassroots education and racial-justice organizations who heard from over 600 students and families from low-income communities of color in more than 20 school districts.

The need for mental health support, accompanied by a sense of belonging and strong relationships, for access to equitable learning opportunities, and for engaging students and families as equal partners in decision-making emerged as key issues.

As a result of this listening campaign, the CA PFL began to shift focus to prioritize increased funding for **transformative, racially just and relationship-centered community schools**. Students, families, community, and educators developed a [policy platform](#), which aligned with the core pillars and approach of community schools. The pandemic exposed decades of long-standing racialized systemic inequities in education with resulting gaps in opportunity and academic outcomes. However, [where families, students, educators, and community built relationships and partnered](#), schools were better able to support students and adults alike through the crisis. Students, families, community, and educators [called on policy makers to expand racially just, relationship-centered schools](#)—which center shared power and decision-making with students, families, educators, and community to heal from the pandemic and transform the future of California.

As one Oakland student shared “*We can’t go back to normal. Normal wasn’t working for a lot of people, especially students of color. We must work together with decision-makers to create a school where we are comfortable and can succeed. I don’t want to go back to a classroom, I want to go back to a community.*”

Students, families, and community organizers across California leveraged decades of organizing, advocacy, and [research](#) to turn the crisis of the pandemic into an opportunity to address the impacts of intergenerational divestment and structural racism in education and move towards their transformative vision of an educational system built for us all. They spoke at legislative hearings and met with policy makers to advocate for equitable investments in transformational, relationship-centered community schools.

For example, student and family leaders, organizers and advocates honored Memorial Day 2020 by testifying at the Senate Education Budget Committee. Judith Mendez, a Spanish speaking mother of two and PICO CA Education for Liberation leader from Oakland, called on legislators *“to ensure that equity is a reality, not just in words, but in action.”* Jamila Rice, a youth organizer with Californians for Justice in Long Beach lifted the importance of investing in community schools *“that provide health care to families, have smaller class sizes, that help parents learn new skills—schools that prioritize relationships with students, schools that nurture relationships with students who are arriving in this country for the first time.”*

On June 29, 2020, the Governor and legislature responded by investing \$45 million in grants for sustaining or expanding community schools.

Memorial Day 2020 was also the day of George Floyd’s murder. Communities in California, across the US, and around the world expressed their pain and outrage through taking public action. The racial uprisings following the murder of George Floyd and the ongoing trauma associated with racialized killings, continued to expose the impacts of the



Photo credit: Community Coalition

systemic racism permeating our society. This further highlighted the critical role community schools can play in healing children and young people and transforming schools and communities. Students, families, organizers, educators, and advocates responded by elevating the urgent need for schools in every community in California to become **racially just and relationship-centered community schools**.

Fueled by the impacts of the dual pandemics of COVID-19 and systemic racism, families, students, community organizers and advocates across California were spurred to organize and advocate for much greater transformative investments in Black and Brown children and youth. They shifted from advocating for millions to advocating for BILLIONS of dollars in increased funding for community schools.

In June 2021, this advocacy/organizing effort contributed to an historic investment, as Governor Newsom and the California Legislature approved \$3 billion in one-time community schools grant funding over 7 years.

Following the approval of the budget in June 2021, students, families, organizers and advocates shifted the focus to organizing and advocating to [support strong and equitable implementation of the California Community Schools Partnership Program \(CCSPP\)](#). While securing the budget allocation was an historic milestone, it was just the first step. **Low-income students and families, community partners, and educators knew from experience the importance of impacting the development of the CCSPP at every level—from the school site, to the district, to the state** to ensure that their vision for transformative racially just and relationship-centered community schools becomes a reality for students in thousands of schools across California.

The goal was for students, families, and communities to inform **and impact** the new statewide California Framework, Planning and Implementation, and Lead and Regional Technical Assistance Center grants for the CCSPP. In August 2021, the CA PFL joined with the Alliance for Boys and Men of Color (ABMOC), and allied organizers, advocates, and community partners from across the state to exchange ideas about how to ensure strong implementation of the CCSPP. This included impacting the development of the new California Community Schools Framework, and the Requests for Applications for Planning and Implementation grants, and the Lead and Regional Technical Assistance Centers.

In November and December of 2021, the CA PFL and ABMoC supported six California Department of Education-hosted regional community schools forums to ensure they were an effective vehicle for students, families, community members, and educators to impact the development of the California Community Schools Framework.

More than 600 students, families, educators, advocates, and community members took part in six virtual multilingual community schools forums organized by geographic region. Participants heard presentations and shared their experiences, hopes and dreams, and program recommendations in Arabic, English, Purepecha, and Spanish.

Forum participants heard an overview of the CCSPP, followed by presentations from student, family, and educator leaders about opportunities and challenges in their regions. Participants then came together in small groups for facilitated conversations to share their hopes, concerns, priorities, and wisdom about what makes an excellent community school, and what is standing in the way of realizing that vision. Following the forums, the CA PFL and ABMoC consolidated the community recommendations into a [report and advocacy letter](#) with broad support from 57 allied organizing and advocacy groups from across California.

Students families, and community identified six essential priorities or components for successful, racially just community schools:

1. Power-sharing with students, families, educators, and community partners:

- Nothing About Us Without Us: Students and families must have an equal and respected voice in decision making at the school site and district levels. Multi-stakeholder teams must reflect the diversity of the community and include directly impacted students and their families, especially those that are under-resourced and under-represented—along with educators, support staff, administrators, and community partners.
- Solutions that are collaboratively developed and broadly held are more sustainable over time.

2. Trusting relationships and communication form the foundation:

- Create and support a culture and practice of authentic relationships, centered on supporting students and grounded in cultural humility, mutual respect, and a commitment to engage as informed and equal partners; this includes capacity building for educators and staff.

3. Learning must be effective, inspiring, and culturally rooted:

- Support culturally rooted programs and curricula that foster racially just schools. Provide capacity building and support for staff, particularly aimed at anti-racist pedagogy and practice.
- Recruit, hire, and retain diverse, multilingual, multi-racial, staff who reflect the diversity of the communities they serve.
- Inspire students through experiential and project-based learning, the arts, music, and outdoor learning connected to the community.

4. Inclusive, safe, and police-free schools:

- Move from criminalization to connections: Prohibit the use of funds for school police, criminalization and exclusionary practices, and school hardening.
- Commit to implementing restorative and transformative justice practices and culturally rooted programs that promote racial equity and healing.

5. Schools need more resources and diversity to reflect the communities they serve:

- Partner with diverse community organizations that have expertise in student, family and community engagement; racial equity; school climate; culturally rooted teaching and learning; and school transformation to provide Technical Assistance (TA) and coaching. Multi-stakeholder school teams should be able to choose coaches and TA providers who are best equipped to support their specific needs.

6. The urgent need to integrate mental health and wellness:

- Provide integrated mental health, wellness, and healing-centered supports that are culturally rooted and destigmatized.

Below are the statewide and regional handouts outlining the shared priorities for community schools identified by students, families, educators, advocates, and community members in the forums:

- > [Statewide](#)
- > [Central Coast](#)
- > [Central Valley](#)
- > [Inland Empire](#)
- > [Los Angeles/Southern California](#)
- > [True North](#)
- > [Orange County/Southern California](#)
- > [Sacramento](#)
- > [San Francisco Bay Area](#)

Students, families, organizers, and advocates continued to write [letters](#), participate in State Board of Education meetings, legislative and budget hearings, and meet with policymakers, including representatives of the Department of Finance and Governor’s office, the Legislative Analyst’s Office, Legislative Budget Committee chairs, members and staff, the State Board of Education, the California Department of Education, and members and staff of the Senate and Assembly. As a result, many of the [community’s recommendations](#) have been incorporated into the [CA Community Schools Framework](#), adopted in January 2022, the [Planning, Implementation](#), and [Lead Technical Assistance Center](#) Grant RFAs released in February and March 2022, and the [Regional Technical Assistance Center](#) released in July 2022.

On May 18, 2022, the State Board of Education (SBE) approved over \$649 million in grants to establish new and expand existing community schools.

Meanwhile, students, families, and communities continued to organize and advocate to expand the investment in community schools and secure changes to the State of California’s Education Code to support strong implementation of their vision for racially just, relationship-centered community schools.

In June 2022, the legislature and Governor approved an additional \$1.1 billion investment in community schools. This investment will be critical to ensuring that CCSPP resources are made available to more communities, especially those who have been most deeply under-resourced over decades.



They also approved changes to the CCSPP in [California’s Education Code](#) to better align with the community’s values and vision for transformative community schools by:

- Prohibiting using community school funds for law enforcement and punitive practices;
- Prioritizing community schools grants for districts that share decision making with students, families, educators and community partners; and
- Supporting schools and districts to co-create and continuously improve community schools by requiring their shared decision-making teams—inclusive of students, families, community partners and educators—to provide annual public reports and presentations of their learnings and plans.

Community Priority

Power-sharing with students, families, educators, and community partners

- Nothing About Us Without Us: Students and families must have an equal and respected voice in decision making at the school site and district levels. Multi-stakeholder teams must reflect the diversity of the community and include directly impacted students and their families, especially those that are under-resourced and under-represented—along with educators, support staff, administrators, and community partners.
- Solutions that are collaboratively developed and broadly held are more sustainable over time.

Trusting relationships and communication form the foundation

- Create and support a culture and practice of authentic relationships, centered on supporting students and grounded in cultural humility, mutual respect, and a commitment to engage as informed and equal partners; this includes capacity building for educators and staff.

What We We've Won in the CCSP Framework & Ed Code in 2022

- Grants are prioritized for schools and districts that:
 - “Involve pupils, parents, certificated and classified school staff, and cooperating agency personnel in the process of identifying the needs of pupils and families, and in the planning of support services to be offered.” (Ed. Code Sec. 8902(f)(3)).
 - “Identify...a mechanism for sharing governance, which may include a plan to use existing or create shared decision making teams that include pupils, families, educators, and community-based organizations...” (Ed. Code Sec. 8902(f)(6)).
- Implementation grantees “shall annually report and publicly present their community school plans, including data and outcomes from the prior year, at the schoolsite and at a meeting of the governing board of the school district, county board of education, or the governing body of the charter school. Implementation grant recipients shall publicly post their community school grant application and community schools plan on the local educational agency’s internet website.” (Ed. Code Sec. 8902(h)(6)).
- Engagement with students, family, schoolsite staff, and community is a pillar of community schools. This may include home visits, home-school collaboration, culturally responsive community partnerships to strengthen family well-being and stability, and school climate surveys. (Ed. Code Sec. 8901(b)(2)).
- Implementation grant funds may be used for “Designing and executing educator, family, pupil, and community engagement strategies.” (Ed. Code Sec. 8902(h)(1)D)).

Community Priority

What We We've Won in the CCSPP Framework & Ed Code in 2022

Inclusive, safe and police-free schools

- Move from criminalization to connections: Prohibit the use of funds for school police, criminalization and exclusionary practices, and school hardening.
- Commit to implementing restorative and transformative justice practices and culturally rooted programs that promote racial equity and healing.

- Funds are prohibited from being used for punitive disciplinary practices or engaging campus law enforcement. (Ed. Code Sec. 8902(b)(2)).
- The CCSPP Framework includes a Commitment to Racially Just and Restorative School Climates among the four cornerstone commitments that are “essential components to all California community schools.” ... “The commitment explicitly expects the presence of restorative practice rather than punitive, exclusionary discipline that detaches students from school and from needed supports, too often activating a school to prison pipeline. Such punitive disciplinary practices are inconsistent with this commitment and run counter to the spirit and intent of the CCSPP Framework.” (CCSPP Framework, Page 6)

Schools need more resources and diversity to reflect the communities they serve

- Partner with diverse community organizations that have expertise in student, family, and community engagement; racial equity; school climate; culturally rooted teaching and learning; and school transformation to provide Technical Assistance (TA) and coaching. Multi-stakeholder school teams should be able to choose coaches and TA providers who are best equipped to support their specific needs.

- Grants are prioritized for schools and districts that: “Plan to support a network of site-based community schools at schoolsites that have the capacity to ensure that services, professional development, and engagement can occur on schoolsite, or at an adjacent location, with the support of community-based organizations and other relevant providers, for all relevant stakeholders. (Ed. Code Sec. 8902(f)(7)).

Transforming Vision into Reality: Bringing the Win Home

Implementing the California Community Schools Partnership Program (CCSPP)

In response to organizing and advocacy efforts, and with support and leadership from the governor, legislature, State Board of Education (SBE) and California Department of Education (CDE), the State is investing **\$4.1 billion** in community schools to support school transformation in partnership with students, families, community, and educators.



The <i>Community's</i> Expanded 4 Pillars for Transformative, Racially Just, Relationship-Centered Community Schools:	California's <i>NEWLY ADOPTED</i> Community Schools Framework includes 4 Cornerstone Commitments to:
Active Student ,* Family and Community Engagement	Assets-driven and strength-based practice
Shared Power and Collaborative Leadership and Practices	Racially just and restorative school climates
Enriched, Culturally Sustaining , and Expanded Learning Time and Opportunities	Powerful, culturally proficient and relevant instruction
Integrated Student, Family, and Staff Supports	Shared decision making and participatory practices

*Pupil added in statute in 2022 (Ed. Code Sec. 8902(f)(3))

Bolded language - Community continues to advocate for this language be added to the CA Framework's 4 pillars

Community engagement is key! To be prioritized to receive grants, school districts **MUST** involve students, parents/caregivers, school staff, and community partners in the planning process and commit to shared decision-making.

What kinds of grants are available?

The **first** round of CA Community Schools Partnership Program (CCSPP) grants to schools and districts was approved in May 2022. Two types of grants were awarded: planning and implementation. You can find out whether or not your school or district 16 received a first-round grant and how much money they expect to receive: [planning grants](#) or [implementation grants](#).

Additional Requests for Applications for the next round of planning and implementation grants will be made available in the 2022-23 school year. This creates opportunities for current and future grantees to apply for CCSPP grants. You can sign up to receive updates about future CCSPP grant opportunities from the CA PFL [here](#).

The CCSPP is structured to offer implementation grants to planning grantees who have successfully developed and implemented their vision and plan in partnership with their shared decision-making teams, inclusive of students, families, community partners, and educators. Starting in the 2025-26 fiscal year, extension grants will also be made available for local education agency implementation grantees. This funding will extend implementation grants from five years to seven years for ongoing coordination costs of up to one hundred thousand dollars (\$100,000) annually per site of an existing community school. This funding will be available through the 2030-31 fiscal year.

Planning Grants	Implementation Grants
<p>Up to \$200,000 per district for up to 2 years for districts with no existing community schools to plan for establishing new community schools. Use for:</p> <ul style="list-style-type: none"> ➢ Community School Coordinators ➢ Needs and Assets Assessments ➢ Training and Support ➢ Student, Family and Community Engagement ➢ Preparing Implementation Plans ➢ Partnership Development and Collaboration 	<p>\$100,000-\$500,000/year per school for 5 years for districts that already have community schools to create new or strengthen existing community schools. Use for:</p> <ul style="list-style-type: none"> ➢ Staffing, including Community School Coordinators ➢ Support Services ➢ Training/Support, including School Culture Efforts ➢ Student, Family, and Community Engagement ➢ Needs and Assets Assessments ➢ Capacity Building ➢ Program and Funding Sustainability Planning ➢ Data Collection and Program Evaluations

Funding for Implementation Grants

Annual grant amounts vary by size of school:

For grants approved in 2022, the amounts ranged from \$150,000-\$500,000 per school for 5 years, depending on school size (year 5 will be 25% less). Local Educational Agency (LEA) must provide 1/3 match in funding or in-kind services.

Enrollment Category	Annual Grant Amount <i>Years One through Four</i>	Annual Grant Amount <i>Year Five</i>	Total Grant Amount <i>over Five Years</i>
Very Small: 25-150 students	\$150,000	\$112,500	\$712,500
Small: 151-400 students	\$250,000	\$187,500	\$1,187,500
Medium: 401-1,000 students	\$300,000	\$225,000	\$1,425,000
Medium/Large: 1,001-2,000 students	\$400,000	\$300,000	\$1,900,000
Large: 2,001 or more students	\$500,000	\$375,000	\$2,375,000

**Note: These amounts could vary for grants approved in future years of the CCSPP.

Who is eligible to apply?

School districts and other local educational agencies are eligible if they have either:

- **50% or more** low-income, English learner and/or foster youth students (“unduplicated students”), **or**
- **Higher than state average** dropout rates, suspension and expulsion rates, or rates of child homelessness, foster youth, or justice-involved youth.

Who will be prioritized for grants?

School districts or other local educational agencies that:

- Serve pupils in schools with at least 80% low-income, English learner, and/or foster youth populations
- Demonstrate need for expanded access to integrated student support services, including disproportionate COVID-19 impact
- Involve pupils, parents, staff, and cooperating agency personnel in the process of identifying needs and in planning support services
- Commit to providing Multi-Tiered System of Supports, trauma-informed health, mental health, and social services for pupils, and partner with other schools, LEAs, or Community Based Organizations
- For qualifying entities that serve elementary school pupils, or for schools where there is a demonstrated need for childcare, commit to providing early care and educational services for birth to five through an LEA or Community-Based Organization
- Identify a cooperating agency collaboration process for sharing governance with shared decision-making teams that include pupils, families, educators, and community-based organizations, and integrating and redirecting resources and school support services
- Plan to support a network of community schools to ensure that services, professional development, and engagement can occur on school site, or adjacent location, with the support of Community-Based Organizations and other relevant providers
- Identify a plan to sustain community school services after grant expiration
- Serve small and rural schools

How can your district or school apply?

Refer to this Quickstart Guide to Community Schools Grants created by [Public Advocates](#).

Community Schools Plans

Initial Proposals

All community school grantees had to submit an initial proposal when they applied for grants. The proposal explains:

- How they will engage students, families, school staff, and community partners
- What programs and services will be available and where
- What resources will be used
- Which partners will be involved

Creating a Community Schools Plan

Each school's path to becoming a community school is different, so each community school grantee needs to develop their own community school plan. All members of a school community should be involved in creating that plan, which may include:

Building structures	Coordinating and providing support services	Training and support for school staff and community partners	Implementing new or expanded practices
<ul style="list-style-type: none"> • Hiring a community school coordinator • Collaborating with a network of community schools • Creating shared decision-making teams that include students, families, school staff, and community partners • Creating spaces for those shared decision-making teams to integrate existing resources and services 	<ul style="list-style-type: none"> • Partnering with nonprofits and government agencies to provide staffing and services • Providing trauma-informed health, mental health, and social services • Creating a Coordination of Services Team • Providing childcare and education for children under 5 	<ul style="list-style-type: none"> • Leadership coaching for school leaders, teachers, families, students, and community partners • Training to integrate resources to support students • Training on social-emotional well-being • Training on trauma-informed practices 	<ul style="list-style-type: none"> • Student-family-teacher conferences and home visits • Intensive tutoring • Restorative justice practices • Before-school, after-school, and summer school programs and activities

Make sure that your school or district includes students, families, school staff, and community members on any school and district community schools leadership and decision-making teams to shape a plan and vision for community schools.

Grant Requirements

Deliverables

Planning Grants	Implementation
<p>All planning grantees must:</p> <ul style="list-style-type: none">• Conduct a needs assessment and asset map• Engage with students, families, educators, and community partners and make a plan for collaborative leadership and shared decision-making• Identify and name which schools will be part of the community schools program• Create a plan to sustainably implement community schools• Track and report disaggregated student and school data• Track outcomes and develop processes to update plans based on those outcomes	<p>All implementation grantees must:</p> <ul style="list-style-type: none">• Post their grant application and community school plan on district websites• Conduct a needs assessment and asset map• Engage with students, families, educators, and community partners• Create structures for collaborative leadership and shared decision-making• Give students opportunities to make decisions about what they learn and how they learn it• Strengthen and support inclusive school climates through:<ul style="list-style-type: none">◦ Building trust between all members of a school community, including students, families, school staff, and community partners◦ Providing mental health and wellness support◦ Implementing supportive practices to resolve conflict and promote healing• Respond to student and family needs• Track disaggregated student and school data• Annually report on their community school plans, including data, outcomes, and progress toward long-term financial stability• Publicly present annual reports at school site meetings AND at district board meetings.

What Role Can Community-Based Organizations (CBOs) Play?

Beyond the vital role that CBOs can play in supporting students and families to engage in shared decision-making processes and to hold schools and districts accountable for their commitments, **CBOs can also contract with schools or districts to provide services.**

For example, CBOs can partner with schools or districts to lead family engagement and parent workshops, consult on developing collaborative leadership and community engagement structures, and provide training for school and district staff. CBOs can also provide mental health services, childcare programs, before/after/summer school programs, or other services.

Red Flags

You should raise concerns with the school or district if any of the following happens:

✗ The school or district does not post its community schools grant application and plan on its website.	This is a basic first step for transparency and community engagement, and is explicitly required for implementation grantees.
✗ Grant money is being used for punishment-based discipline or law enforcement.	This is explicitly prohibited. Community school funds cannot be used to fund police for any purpose.
✗ Grant money is being used to fund existing programs and services without expanding or changing them.	Community school grants cannot be used to replace existing funding. This money needs to be used to create concrete changes.
✗ Decision-making teams do not include students and families.	Grantees are required to convene community school leadership teams that must include families, students, and community partners.
✗ Communication is not provided in languages used by students and families	Authentic engagement must include all members of a community, especially those who are traditionally left out of decision-making processes.
✗ Annual reports are not being presented at school site meetings and district board meetings.	This is another basic component of transparency and accountability, and is explicitly required for implementation grantees.
✗ Annual reports do not include data and outcomes from the prior year.	Without data and outcomes, it is impossible to see if the school or district is making progress on its goals.

Timelines

Planning Grants	Implementation Grants
<p>July 2022 Full disbursement of grant funds (can be used for up to two years)</p>	<p>July 2022 Initial disbursement of grant funds (funds will be disbursed annually over 5 years and can be rolled over from year to year)</p>
<p>June 30, 2023 Mid-Project Progress Report and Mid-Project Expenditure Report</p> <p>Grantees that have completed planning requirements can apply for the next cohort of implementation grants. If they choose to do so, they must submit the End-of-Project Report and Expenditure Report instead.</p>	<p>June 30, 2023 Public presentation and submission of Annual Progress Report, Implementation Plan Update, and Expenditure Report</p>
<p>June 30, 2024 End-of-Project Report and Expenditure Report due (all planning grant funds must be expended)</p> <p>Ask your school or district to post all planning grant reports online and present them at public meetings.</p>	<p>June 30, 2024 Public presentation and submission of Annual Progress Report, Implementation Plan Update, initial Sustainability Plan, and Expenditure Report</p> <p>June 30, 2025 Public presentation and submission of Annual Progress Report, Implementation Plan Update, Sustainability Plan Update, and Expenditure Report</p> <p>June 30, 2026 Public presentation and submission of Annual Progress Report, Implementation Plan Update, Sustainability Plan Update, and Expenditure Report</p> <p>June 30, 2027 Public presentation and submission of End-of-Project Report (including Sustainability Plan) and Expenditure Report (all implementation grant funds must be expended).</p> <p>Grantees can apply for extension grants to receive two more years of funding.</p> <p>Implementation grantees are required to publicly present their annual reports at school site meetings AND at district board meetings. Make sure that your school or district also posts these reports online.</p>

CA PFL Resources

- [Basic Overview: Community School Grants Slides](#)
- [Advocacy Letters, 2021-2022](#)

CDE Resources

- [CCSPP Overview](#)
- [CA Community Schools Framework, Adopted Jan. 2022](#)
- [CCSPP Planning Grant](#)
- [CCSPP Implementation Grant](#)
- [CCSPP Lead Technical Assistance Center](#)
- [CCSPP Regional Technical Assistance Center](#)
- To receive updates from CDE, you can subscribe to the CCSPP-Info listserv by sending a “blank” message to join-CCSPP-Info@mlist.cde.ca.gov.

Building and Sustaining a Community School

Start with Diverse Shared Decision-Making Teams

Students, Families, and Community are Essential to Transforming Schools & Neighborhoods

Students, families and communities of color have always been at the forefront of transforming California schools. For decades, many of the wins we've had, including the passage of California's historic Local Control Funding Formula in 2013, can be credited to community organizing led by students, families, and community, in partnership with educators.

Community partners frequently build the capacity of administrators, educators, and school staff to fill in gaps to serve the community.

A powerful example of this is the story of Felicitas & Gonzalo Mendez High School found in this [brief](#) published by the Learning Policy Institute.



Photo credit: LCFF Defend and Mend Coalition

From Felicitas & Gonzalo Mendez High School: A Community School That Honors Its Neighborhood's Legacy of Educational Justice

LEARNING POLICY INSTITUTE, August 26, 2021

Felicitas & Gonzalo Mendez High School (Mendez) is a community school located in East Los Angeles. Named for the plaintiffs in the 1946 landmark desegregation case, Mendez has deep ties to the Boyle Heights neighborhood in which it is located, including a robust network of partnerships that

engage and support its students and their families. Staff, families, and partners share leadership opportunities at this 12-year-old community school and provide students with rigorous and engaging academics in a nurturing and inclusive environment.

Mendez at a Glance

Mendez High School is a community school in the Eastside of Los Angeles. Mendez opened in 2009 to relieve overcrowding at neighboring Roosevelt High School. The byproduct of a grassroots campaign for new schools, it was the first high school to open in Boyle Heights in 85 years. Today, Mendez serves

1,013 students: 97% identify as Hispanic or Latino, 94% are socioeconomically disadvantaged, 13% are currently classified as English learners, and 17% are students with disabilities.

Community organizing laid the foundation for Mendez, beginning with a campaign to establish the first new high school in its neighborhood in 85 years. To reflect the social justice values and cultural heritage of the community, this campaign advocated for the school to be named after the Mendez family. School staff and leadership are quick to connect their mission and vision as a community school to the Mendez legacy. Principal Mauro Bautista gives first-time visitors to the school a brief history lesson that draws a through line from the Mendez family's fight for desegregation to the school's commitment to providing its students (who are predominantly Latino/a and from low-income families) with equitable education opportunities.

The school carries on this legacy with its two signature equity initiatives—AP for All and Computer Science for All—and its school safety strategy that is rooted in relationships and restorative practices, rather than punitive measures. In 2019, as part of the school community's commitment to restorative practices, students and staff led a movement to end the district's policy of randomly searching students for weapons as they arrive on campus.

Mendez High School's community-based and equity-focused practices have made possible an impressive shift in the academic outcomes of students in Boyle Heights. By 2020, just 11 years after the school's establishment, the graduation rate had reached almost 90%, and the school had a 90% college-going rate. The school has had zero expulsions since 2011, and in 2021 over 75% of students reported feeling safe and happy at Mendez. They are also engaged as leaders in their school and in their community.

"Mendez is a place where students can be themselves ... where students can master anything they want," noted senior Eduardo Ruiz. Eduardo gained admission to several University of California and California State University campuses, including University of California Los Angeles, and chose to attend California State University in Los Angeles.

[Watch Principal Bautista on the History of Democracy at Mendez High School](#)



“Trust the community to know what’s right for the community... Each community is going to need something different, but the community members—the parents, the community organizations and especially the students—know what they need.”

- INLAND EMPIRE PARENT AND ADVOCATE

What is Real Authentic Community Engagement?

For the California Partnership for the Future of Learning, **real community engagement is simply “nothing about us without us.”** Students and families must have an equal and respected voice in decision making at the school site and district levels.

Shared decision making means having shared power and actual authority to impact decisions: It is not enough to merely seek the input of students, families, and school-involved community groups. Rather, their priorities must impact decisions and be reflected in how dollars are invested to support all aspects of community schooling—from climate and culture to teaching and learning.

“It takes all of us to create racially just, relationship-centered community schools. I hope this brings those closest to the pain into the decision making. School-site and district multi-stakeholder community school teams must have decision-making power and include directly impacted students and families that reflect the diversity of the school community; community schools must be developed with students and families who share power and decision making with educators and community-based organizations to create schools that meet the needs of their unique community.”

- **LUCERO SOTO, PARENT AND COMMUNITY ORGANIZER, SACRAMENTO AREA CONGREGATIONS TOGETHER / PICO CA EDUCATION FOR LIBERATION**

We know it’s hard to change the mindsets of decision-makers to believe in this type of shared-power and governance. They also might not have the knowledge or skill to govern in partnership with students, families, community partners, and school-based educators.

The [Spectrum of Family-Community Engagement for Educational Equity](#) by [Facilitating Power](#) and [BHC Comite de Padres Unidos, BHC Monterey County](#), and the [Spectrum of Community Engagement adapted for Students](#) by [Californians for Justice](#) are helpful tools to guide your school site or district to be in shared power with students, families and communities.

The Spectrum of Family-Community Engagement for Educational Equity
BHC COMITÉ DE PADRES UNIDOS, BHC MONTEREY COUNTY, AND FACILITATING POWER

The Spectrum of Family Engagement for Educational Equity is based on the Community Engagement to Ownership Spectrum, which was created by Facilitating Power & [Movement Strategy Center](#) to chart a pathway towards racial equity and environmental justice through the shift from community engagement to community ownership, referencing Arnstein’s Ladder of Citizen Participation,

the International Association of Public Participation’s Spectrum of Public Participation, and the work of grassroots organizing & advocacy groups working to hold local systems accountable communities impacted by racial and environmental injustices.

Padres Unidos-Salinas, a parent organizing group that was founded in 2016 to ensure 31 parents on the Eastside of Salinas, CA (as well as across other school districts), have a voice in their students’ educational success, collaborated with Rosa González of Facilitating Power, to adapt the tool for use with school districts. This toolset is grounded in research on best practices in family/ community involvement.

SPECTRUM OF COMMUNITY ENGAGEMENT TO OWNERSHIP

Community groups & public agencies can use this tool to assess and increase effectiveness over time of community engagement efforts to close equity gaps

Stance towards community	0 IGNORE	1 INFORM	2 CONSULT	3 INVOLVE	4 COLLABORATE	5 DEFER TO
Impact	<i>Marginalization</i>	<i>Placation</i>	<i>Tokenization</i>	<i>Voice</i>	<i>Delegated Power</i>	<i>Community Ownership</i>
Community Engagement Goals	Deny access to decision-making processes	Provide the community with relevant information	Gather input from the community	Ensure community needs and assets are integrated into process & inform planning	Ensure community capacity to play a leadership role in implementation of decisions	Foster democratic participation and equity by placing full decision-making in the hands of the community; Bridge divide between community & governance
Message to community	<i>"Your voice, needs & interests do not matter"</i>	<i>"We will keep you informed"</i>	<i>"We care what you think"</i>	<i>"We can't do this well without you"</i>	<i>"Your leadership and expertise are critical"</i>	<i>"It's time to unlock collective power and capacity for transformative solutions"</i>
Examples of tools	Closed door meetings	Fact sheets Open Houses Presentations Billboards Videos	Public comment Focus Groups Community Forums Surveys	Community organizing & advocacy House Meetings Interactive Workshops Polling Community forums	MOU's with Community-Based Organizations Community Organizing Citizen Advisory Committees Open Planning Forums with Citizen Polling	Community-Driven Planning Consensus building Participatory Action Research Participatory Budgeting Cooperatives
Resource allocation ratios	100% systems admin	70-90% to systems admin 10-30% to promotions and publicity	60-80% to systems admin 20-40% to consultation activities	50-60% to systems admin 40-50% to community involvement	20-50% to systems admin 50-70% to community partners	80-100% to community partners and community-driven processes that ideally generate new value and resources that can be invested in solutions

* This tool was developed by Rosa González of Facilitating Power, in collaboration with Movement Strategy Center and the Building Healthy Communities Initiative, is part drawing on content from a number of public participation tools, including Arnstein’s Ladder of Citizen Participation, and the Public Participation Spectrum created by the International Association for Public Participation



Student Voice Continuum

CALIFORNIANS FOR JUSTICE

This tool was adapted from the [Spectrum of Community Engagement](#) [Facilitating Power and Padres Unidos-Salinas, BHC-Monterey County], [Motivation, Engagement, and Student Voice: The Students at the Center Series](#) [Toshalis, Eric & Michael Nakkula. 2012. Boston, MA: Jobs for the Future] to illustrate what shared power looks like for students in the education system.

Californians for Justice is a statewide youth-powered organization fighting for racial justice. They believe that young people are the leaders we need to create the healthy, just, and vibrant schools all of our communities deserve.

Student Voice Continuum

STUDENT POWER

	STUDENTS AS BYSTANDERS		STUDENT GOVERNANCE		
Stance Towards Youth	Inform	Consult	Involve	Collaborate	Lead Together
Impact	Reproduce Inequities	Tokenization	Voice	Delegated Power	(Shared) Ownership
Goal	Provide youth with relevant information.	Gather input from youth.	Ensure youth needs and priorities are part of the process & solution.	Ensure youth capacity to play a leadership role in design and implementation of decisions.	Democratic participation and equity through shared leadership, & decision-making.
Message	"We will keep you informed."	"We care what you think."	"You are making us think (and therefore act) differently about the issue."	"Youth leadership and expertise are critical to how we address the issue."	"We cannot unlock transformative solutions without you."
Racial Equity BIYOC = Black, indigenous, youth of color Underrepresented, intersectional = youth of color that also identify as immigrant, multi-lingual, Queer and Transgender, foster care, systems-impacted, unhoused, or as youth with disabilities	Communication materials are distributed widespread without targeted outreach to BIYOC.	Multiple rounds of widespread BIYOC engagement events and activities are conducted through a variety of methods (such as surveys, focus groups, and town halls).	Targeted engagement of BIYOC and underrepresented, intersectional youth engage in events to share their unique needs and priorities.	BIYOC and underrepresented, intersectional youth co-lead with adults to engage other BIYOC and stakeholders in the decision-making process and have some decision-making power. Training and support is provided for youth to participate meaningfully.	BIYOC and underrepresented, intersectional youth have significant or full leadership and decision-making power. They collaborate with adults as equals. Training, supports and financial resources are provided for youth to lead meaningfully.
Activities	Online information postings, fact sheets, presentations, open houses	Focus Groups/Surveys, Community Forums, Public Comment	Youth Advisory Committees, Students on Hiring Committees	Youth on school wide decision making committees or as members on boards or school site councils, youth task force, partnering with a community organization to engage and support youth	Participatory Budgeting, youth-led funding decisions, youth-led initiatives or campaigns, partnering with a community organization to have youth lead

Adapted from:
Youth Voice adaptation of "Spectrum of Community Engagement" by Rosa González of Facilitating Power, in collaboration with Movement Strategy Center and the Building Healthy Communities Initiative.
Toshalis, Eric & Michael Nakkula. 2012. Motivation, Engagement, and Student Voice: The Students at the Center Series.
Boston, MA: Jobs for the Future. <http://www.studentsatthecenterhub.org/resource/motivation-engagement-and-student-voice>



Reflection Exercise

Before you start to take action on your community engagement efforts, we encourage you to use both of the tools to reflect on where your district or school site is currently. It's important to have honest reflection with your team. This process creates shared understanding and builds trust, which is critical to creating the foundation for a strong team and process of continuous improvement.

Use the following questions adapted from *Californians for Justice Student Voice Continuum Training*:

- Where is your district and/or school site on the spectrum when it comes to student, family, and community engagement?
- Are there any examples of shared-power with students, family, and community at your district/school?
- What are the challenges/barriers for students, family, and community to have shared power at your school site?
- What support does your school site need in order to address those challenges/barriers?

Designing & Planning: Needs and Assets Assessments

Listening Campaigns: An Approach to Needs and Assets Assessment

Listening Campaigns can be a powerful approach to conducting needs and assets mapping, deepening relationships across race, culture, language, class, and roles, and establishing strong diverse shared decision-making teams. Listening campaigns can directly address issues of power differences across school communities. When school community members engage in deep listening with one another, they have an opportunity to build the mutual understanding, respect, and trust necessary for shifts in culture and practice. Additionally, structured listening campaigns incorporate leadership engagement, development, and team building. These are critical building blocks to establishing shared decision-making teams grounded in the values and practice of active and ongoing listening, engaging all members of the community, and reflection, assessment and planning based on data analysis and findings.



Photo credit: Inland Congregations United for Change / PICO CA Ed4Lib

Garfield Elementary Listening Campaign

[Garfield Elementary School, Oakland, CA](#) and [East Bay Asian Youth Center \(EBAYC\)](#)

Background

Garfield Elementary is a community school in the Oakland Unified School District that conducted a listening campaign during the 2011-12 school year. The listening campaign was co-led by a partner agency, the East Bay Asian Youth Center (EBAYC), who provided a part-time community organizer dedicated to supporting the campaign. A Core Team consisting of Garfield and EBAYC staff and parent leaders met on a weekly basis for the entire 2011-12 school year to plan and conduct the listening campaign, and to propose and implement changes based on the findings.

Structure

In October of 2011, a Core Team of 15 people was formed to conduct a listening campaign with Garfield families, under the leadership of Principal Nima Tahai and EBAYC Director Jamie Lopez. The Core Team consisted of parents, EBAYC staff, classified staff, the principal, and Liz Sullivan, a community organizer contracted by EBAYC through a LISC grant. Some of the Core Team members also served on the School Site Council and English Language Advisory Committees, although the Core Team was an ad hoc group working

independently of traditional school structures. It was decided to integrate the Listening Campaign process with the OUSD School Quality Review (SQR) self-study as much as possible, in order to avoid duplicative, parallel efforts. The Goal of the Listening Campaign was to create a unifying vision and values statement to guide dramatic improvement in achievement for Garfield students.



Listening Process

In October and November, 277 Garfield parents and 182 4th and 5th grade students completed written surveys. In January, the Core Team conducted 134 face-to-face meetings with parents. The parents who participated in the survey and in the “one to one” visits represented the diversity of Garfield school: Latino, Vietnamese, African American, Chinese, Khmer, Filipino, Pacific Islander, Portuguese, Mien, Native American, and others. In addition, Liz Sullivan conducted 1-1 visits with 23 teachers and classified staff.

Findings

From the surveys and one to one meetings, the Core Team learned that families think highly of teachers and the principal. They like the after-school programs run by EBAYC and Oakland Parks and Recreation. Parents appreciate the programs and services that are offered through the parent center and the preschool programs such as Lotus Bloom. They also like the programs and services available for disabled children. When parents were asked to “dream big” for their children, they consistently expressed that they want their children to be caring people who graduate from college and get good jobs.

Families expressed concerns about the academic level of the school. Many would like to see more challenging curriculum and homework. Parents would like to see stronger relationships and better communication between the school and the home. They also mentioned the need for more supervision on the yard, especially before school. Most teachers felt the school was starting to move in the right direction, but they expressed concern about the uneven level of instruction from classroom to classroom, and dissatisfaction with the quality of collaboration among teachers.

Achievement Data Analysis by Subgroup

In February, the Core Team looked at achievement data for the entire school, and for racial subgroups, and discovered that there is a 200 point gap between Asian students and African American students, and a 100 point gap between Asian students and Latino students. This brought up



difficult feelings and the Core Team took the month of February to create a values framework that would help guide conversations with parents about unequal outcomes between subgroups. The Core Team felt a sense of urgency to accelerate learning for African American students and English Language Learners, and agreed that the rapid 2-3 year achievement gains associated with a “turn-around” strategy were preferable to the slower incremental approach of “school improvement,” which yields gains in a 5-7 year timeframe.

Vision and Values Statement

In order to undertake school turnaround, the school needed a powerful, unifying vision, and a common set of values to guide the work. After studying the themes that emerged in the parent surveys and the one to one visits, the Core Team distilled a vision, and four values. The Core Team then collaborated with teachers to refine the statement. The final version follows:

ALL Garfield students will grow into caring and creative adults prepared to graduate from college and succeed in life.

Garfield School Values:

- **Hard work, perseverance and education**
- **Teachers, Students, and Families as Partners**
- **Healthy Families, School, and Community**
- **Diversity as our strength**

Grade Level Meetings

In March, the Core Team organized grade level meetings for parents to discuss Garfield’s achievement data, including the performance level of racial subgroups, and to get feedback on the proposed vision and values statement from families. A total of 180 parents participated in the grade level meetings in March. Families expressed overwhelming support for the values and the vision, and signed commitment cards to get involved to improve achievement at Garfield.

The Garfield Listening Campaign included the following steps:

Steps to Conducting a School Listening Campaign

1. Identify the purpose of the campaign.

- Who do you want to listen to and why?
- Is the listening campaign about building relationships as well as gathering information?
- What happens to the information once you have listened?
- Is there an invitation or next step for the people you listen to?

2. Identify who will do the listening.

- Will the team consist solely of staff, solely of parents or will it be a cross-stakeholder group?

3. Train your team.

- Develop a written outline for 1-1 to visits or small group meetings, with just a few questions—try to keep it simple. See below for a sample outline.
- Have all team members role play with each other in order to get comfortable.
- Encourage team members to jot down notes after conversations so they don't forget.

4. Set goals.

- How many people do you need to listen to in order to get the pulse of the school community?
- What sub-groups do you need to include whose experience may be different?
- Ask individuals to set their own personal goals, as well as establish an overall goal.

5. Set a time frame.

- Usually one to two months.
- Time can be adjusted as necessary, depending on your progress toward the overall goal.

6. Let the community know in advance about the listening campaign.

- Letter from the principal
- Announcements in meetings
- Posters in the hall

7. Check-in with each other regularly to provide support and encouragement.

- Decide how frequently the team will meet to share what they are hearing (more frequent meetings are better to build momentum and keep people accountable to each other—once a week is best).
- Decide if you want to add members to the team and train new people as you go, or keep the group closed.

8. Consider conducting a survey in addition to face-to-face conversations in order to reach more people.

- The survey should complement, but not replace face-to-face conversations.

9. Report your findings back to the community in written format, and also in a community meeting.

- Be clear about how the information will guide decisions and actions moving forward.
- Recognize and celebrate the work of the team.
- Thank everyone who participated.

The following pages are tools adapted from Garfield Elementary’s Listening Campaign coordinated by Liz Sullivan:

Listening Campaign One-on-One Training Agenda

Outcomes:

1. Each participant will practice their one-on-ones for the listening campaign.
2. Each participant will set their goal for the number of people they will reach during the listening campaign.

Total Time: 2 hours

Agenda

3. Welcome and Introductions (20 minutes)

- a. Facilitators introduce themselves: name, pronouns, role in school community, and role in listening campaign.
- b. All participants introduce themselves: name, pronouns, role in school community, and why they joined the listening campaign.

4. Outcomes for the Meeting (5 minute)

- a. At this meeting:
 - i. Everyone to practice their one-on-ones for the listening campaign.
 - ii. Everyone will set their goal for the number of people they will reach during the listening campaign.
- b. Overview the agenda for today.

5. Overview the Purpose of the One-on-One (10 minutes)

- a. What is a One-on-One? (1 minute)
 - i. One-on-ones are about building relationships. There is an organizing principle that states: *“Power is a product of relationships.”* If the relationships among staff and parents at our school are strong and there is trust, then we will have power to improve the school.
- b. Pair Reflection (4 minutes)
 - i. Turn to the person next to you and talk about a powerful relationship with another person that has helped you in your life.
- c. Large Group Share Out (5 minutes)
 - i. Pairs report back to the whole group.

6. Overview the Script for One-on-Ones (20 minutes)

script is the tool on the next page*

- a. Silent Reading (10 minutes)
 - i. Everyone take a few minutes to read over the script to yourself and make note of the following are you’re reading:

1. Anything we need to edit, such as if something doesn't sound natural.
 2. Anything that's missing that we should add in the script.
- b. Group Share Out (10 minutes)
- i. Does anyone want to share what we should edit or add in the script?

7. Practicing One-on-Ones (30 minutes)

- a. Role Play (5 minutes)
- i. So right now 2 of us will volunteer to role-play the one-on-one in front of the whole group. One of us will be the interviewer, and the other person will be a parent being interviewed.
- b. Role Play Debrief (5 minutes)
- i. What did folks notice about our role play?
- c. Pair Practice of One-on-Ones (10 minutes)
- i. Now let's break out into pairs and practice our one-on-one's using the script.
 - ii. You will have 2 rounds of 5 minutes.
 - iii. Assign each other the role of interviewer and then interviewee.
 - iv. Make sure to switch so that each person gets to try on both roles.
- d. Practice Debrief (10 min)
- i. Okay now I want you to debrief with each other:
 1. How did that go for you?
 2. What went well?
 3. What do you still need to work on?

8. One-on-Ones Goal Setting (15 minutes)

- a. Collective Goal (5 minutes)
- i. So now that we understand how to do the one-on-one's, we're going to finish today's training by setting our own individual one-on-one goals and hype each other up!
 - ii. Remember our collective goal is [insert total number and what population demographics your teams wants to meet].
- b. Individual Goal Setting (5 minutes)
- i. Now I want everyone to take out a piece of paper and write down your personal number goal.
- c. Share Out (5 minutes)
- i. Okay, so now we're going to have everyone go around and say their number goal. After each person says their number we're going to cheer to hype them up!

9. Closing and Next Steps (20 minutes)

- a. That is the end of our training! Any questions before we close?
- b. Our next meeting to check in on our listening campaign progress is [insert date].
- c. Now let's go around and have everyone describe how they're feeling with one word to close out.

Listening Campaign One-on-One Script

Introduce yourself and state the purpose of the meeting:

Hello my name is _____, and I am a _____ at _____ School. Thank you for making time to talk with me.

I am working with [Staff Name] on the [School Name] Listening Campaign. The goal of the [School Name] Listening Campaign is to provide everyone an opportunity to “**dream big**” and help envision the excellent school that we want [School Name] to become. By the end of the listening campaign, [School Name] will have a clear mandate from our community about the school that families need, students deserve, and staff will strive to create.

Our school will have an inspiring vision and clearly defined values by which we will operate. We will have described the school that we will work together to create in the next [insert number] years.

1. Please tell me a little about yourself:

- How many children do you have at [School Name] and what are their grades and ages?
- How long have you been a [School Name] family?
- Why did you choose this school?

2. What are your hopes and dreams for your children?

3. Do you see college in their future? (Why or why not?)

4. What do you like about [School Name] school? (What works well?)

5. What do you think needs to change so that **every** student succeeds?

6. There will be a parent meeting at (give the date and time) to help create a unifying vision for [School Name]. Can we count on you to participate?

7. Is there anything you would like to ask me?

8. Do you know any other people that I should talk to?

Thank you again for your time! If you have any questions later, you can give me a call [share your contact information].

Scripts for Other Stakeholders

Students & School Staff - [Empathy Interview](#) from [Californians for Justice](#)

Listening Campaign Check-in Agenda

Outcomes:

- The team will check in on progress of one-on-ones
- The team will reflect on common themes we heard in our one-on-ones
- The team will determine the goal of stakeholder participation in the large school community report back meeting

Total Time:

1. Introductions and Overview of Meeting (20 minutes)

a. Introductions (15 min)

- i. Facilitators introduce themselves: name, pronouns, role in school community
- ii. All participants introduce themselves: name, pronouns, role in school community and answer check-in question of your choice

b. Overview of Meeting (5 min)

- i. At this meeting we will:
 1. Check in on progress of one-on-ones
 2. Reflect on common themes we heard in our one-on-ones
 3. Determine the goal of stakeholder participation in the large school community report back meeting

2. Listening Campaign Progress Report Back (30 minutes)

a. Large Group One-on-One Report Back (15 minutes)

- i. Each person come up and fill out a post-it to answer the following questions on the chart paper:

CHART PAPER

How many one-on-one's have you done?	
What were the demographics (race/ethnicity, language, role, etc.) of the person(s) you met?	
What did you hear for each of these questions: The most commonly shared BIG DREAM was... What did they like about the school... What did they think needs to be changed...	

b. Themes We Heard: Whole Group Discussion (15 minutes)

- i. Do these themes reflect the most common dreams, likes, and concerns that we have heard so far from students, families, staff, and community?
- ii. Are there any surprises?

3. Preparing for the Large School Community Meeting: Sharing our Data (20 minutes)

- a. Large Group One-on-One Report Back (15 minutes)
- b. How many parents/caregivers, students, classified staff, teachers, and community partners do we want to attend?
- c. What will all attendees know, feel and do when they leave the meeting?

4. Appreciations and Close (20 minutes)

- a. Our next meeting is [insert date].
- b. To close us out, let's go around and have everyone say an appreciation to the person next to them.

Listening Campaign Check-in Agenda

[School Name] Core Team
 Summary of One-To-One Reports
 [Date]

Who did you talk with?

Conversations were had with [insert number] parents/caregivers, students, classified staff, teachers, and community partners:

Demographics				Number of Conversations
Race/Ethnicity	If a student or parent/caregiver		Role (parents/caregivers, students, classified staff, teachers, and community partners)	
	Student or Parent of Student with Disabilities	Foster Youth or Caregiver of Foster Youth		

What did you hear?

Prompt	Theme	Who did you hear this from? (Demographics)
The most commonly shared BIG DREAM was...		
What did they like about the school...		
What did they think needs to be changed...		

National Center for Community Schools (NCCS)

The [National Center for Community Schools \(NCCS\)](#) also uses needs and assets assessments “to understand and create a profile of a community school’s needs [and assets].” When executed well, these needs and asset assessments can provide the opportunity for a diverse group of stakeholders to engage in the data collection and analysis, and foster shared responsibility and accountability, as they develop a shared understanding of the needs and assets of the community, and how to best address and leverage them.

NCCS has developed a Needs [Assessment Toolkit](#) that describes eight comprehensive steps of the assessment process. These include:

1. Getting Started/Convening a Team

2. Archival Data Review

3. Initial Analysis

4. Surveys

5. Key Informant Interviews

6. Focus Groups

7. Final Analysis

8. Reporting

Each school is different and the exact process for conducting a needs and assets assessment may look different and will be context specific. This is also true of the type of existing or new data that a school community collects and analyzes as part of its assessment process. Data sources can include surveys, resource mapping, focus groups, in-depth interviews, listening sessions, as well as academic, school climate, and economic data collection.

Based on interviews with community school experts, common best practices that thriving community schools have used as part of an effective needs and asset assessment process include:

- Building a diverse team to conduct the needs/asset assessment that includes students, families, educators, and community partners as co-owners of the process.
- Creating the appropriate environment for the needs/asset assessment to be successful, including understanding a school’s history and building trusting relationships among stakeholders.
- Facilitating a culture of continuous improvement, supported by the investment of human and financial resources.
- Using ongoing data to support transformative vision and goal setting and to advance positive change in such areas as school culture and climate, student mental health and well-being, and academic opportunities and outcomes.

Establishing your Multi-Stakeholder Shared Decision-Making Teams

Multi-stakeholder teams must reflect the diversity of the community and include directly impacted students and their families, especially those that are under-resourced and under-represented—along with educators, support staff, administrators, and community partners. [Solutions that are collaboratively developed with families and broadly held are more successful and sustainable over time.](#)

Leadership: “We Are in It Together”

From [Felicitas & Gonzalo Mendez High School: A Community School That Honors Its Neighborhood’s Legacy of Educational Justice](#)

To honor the legacy of Felicitas and Gonzalo Mendez, and as part of the school’s commitment to the community school design, school leaders practice a model of shared power and distributed leadership. For students, this translates into opportunities to make real change on campus. Such was the case when students from InnerCity Struggle’s United Students club successfully campaigned to extend lunchtime to ensure fewer students go hungry and less food is wasted—a move that required changes to the master schedule. For staff, it means exploring, developing, and leading initiatives. The school’s signature equity initiatives and its restorative justice program, for example, were all proposed by staff during Local School Leadership Committee and department meetings. For families and community partners, it includes grassroots organizing training through InnerCity Struggle, the Partnership for Los Angeles Schools, and Promesa Boyle Heights. Claudia Martinez-Fritzges, of the Partnership for Los Angeles Schools, noted, “At Mendez, there is this ‘We are in it together, we have to solve it together’ [attitude].”

Student leadership development is central to the school’s mission, and Mendez staff encourage students to flex their leadership muscles, even when they challenge existing practices. For example, staff proudly shared an example of the Gender Sexuality Alliance club members pushing for more

diverse representation in the school’s curriculum during humanities department team meetings. Since Mendez’s founding, students have had access to InnerCity Struggle’s United Students club, which develops their leadership and organizing skills. Another local nonprofit organization, Las Fotos Project, teaches young women photography and leadership skills, as well as how the medium can be used for social change. Las Fotos Project also provides opportunities for Mendez students to showcase their work.

The leadership skills that students develop at Mendez can support continued advocacy work and engaged citizenship after high school. Romero is currently a sophomore at UC Irvine and is majoring in political science. She recalled that in her sophomore year at Mendez, she “*really learned how to bring [her] activism work into school,*” by writing on issues that she cared about for her English class, like gentrification and the Dakota Access Pipeline. Romero has already seen her many Mendez experiences—including her leadership work with United Students and Las Fotos Project—serve her in higher education. She said, “*I don’t think I would be here without Mendez teaching me and showing me ... what I can do. I don’t really know what I’m going to end up doing after graduation, but I know that I want to be an advocate for my community.*”

Administrators also cultivate staff leadership and encourage new ideas. Grijalva began her career at Mendez teaching English but developed an interest in restorative justice and proposed a pilot project at Mendez. She recalled that Bautista said he was “*still*

iffy about restorative justice,” but that he invited her “*to challenge [him].*” According to Grijalva, after she had worked for a couple of years on a restorative justice program that had started as a “side project,” Bautista recognized that the initiative bolstered a positive school climate. He created the restorative justice coordinator position so that staff could continue growing this work at Mendez. The role contributes to both Grijalva’s professional growth and the strong, positive community among students and staff. Families also have opportunities to engage in leadership roles. Mendez has multiple governing bodies with opportunities for shared leadership. In addition to a school site council, which is standard at schools across the state, Mendez has a Local School Leadership Committee, a School Culture Committee, a Family Action Team, and a House of Student Representatives. Bautista participates in the various decisions that these governing bodies weigh in on, ensuring that they

can collaboratively make decisions for the school on important issues like budgeting, scheduling, or professional development. By creating space for leadership at multiple levels of the school community, administrators strengthen decisions and ensure that they reflect the needs and interests of the broad school community.

Building the leadership capacity of families and the community has also benefited Mendez. This has been especially visible with the 10-year campaign to bring a wellness center, funded by the district, to the Mendez campus. Promesa Boyle Heights staff, InnerCity Struggle organizers, and Mendez families led the campaign, which included surveying members of the community and identifying a high need for the neighborhood’s young men to be provided with health services. The school broke ground on the 6,500-square-foot building in December 2019.

Expanding Capacity for School Transformation

The Role of the Community School Coordinator

This backgrounder was informed by community schools research from the [Learning Policy Institute](#), the [National Center for Community Schools](#), the [National Education Association](#), the [Coalition for Community Schools](#), the [Community School Coordinators Network](#), as well as key learnings from the 4/27/22 California Partnership for the Future of Learning Shared Learning Session.

Each community school relies on both a network of partnerships and the blending and braiding of resources to ensure student success. The Community School Coordinator (also called the Community School Manager or Community School Director) manages these resources and partnerships and plays a vital role in supporting the systems, structures, and practices needed for students and adults to thrive. In one study, it was estimated that for every \$1 invested in the Community School Coordinator, the school community [experienced \\$7.11 in benefit](#).

Typical responsibilities of the Community School Coordinator include:

- Leading and supporting efforts to create a safe, inclusive, supportive, and welcoming school community, which includes listening to and communicating regularly with key stakeholders (especially students, families, and community partners);
- Setting a vision and direction for the school in partnership with the principal, other school staff, and the school community by participating in and coordinating shared leadership opportunities;
- Nurturing and maintaining productive, reciprocal relationships with school staff, students, families, local businesses, community organizations, and government agencies;
- Managing the schools' assets/needs assessments, including collecting and analyzing data from a broad range of school and community voices; and
- Adapting the school's programming, partnerships, and resources to meet emerging needs.

Community School Coordinators are typically employed by the school district or by a partner organization, such as a local community-based organization. Employees may be certificated or non-certificated staff. In some districts, Community School Coordinators are administrative staff.

The Many Responsibilities of a Community School Coordinator

Needs/Asset Assessments and Goal Setting

The Community School Coordinator works with school staff and leadership to strategically cultivate partnerships and leverage relationships, services, opportunities, and funding sources (local, state, federal, and private dollars) to meet the needs and interests of students and families. A critical first step in understanding needs and opportunities is the implementation of a thoughtful and inclusive needs and assets assessment. Through this process, school communities are able to identify key priorities (such as students experiencing

psychological and physical safety on campus or increasing community voice in decision-making) and develop an action plan for achieving desired results, including how to best use available resources and personnel and identifying new partnerships needed to meet goals.

An important part of the Community School Coordinator's role is to work with other school leaders to engage students, families, and staff in co-creating a vision for the school. They also provide critical leadership in supporting a culture of continuous improvement. This includes understanding families' and students' emerging and evolving needs and interests and supporting both through relationships, resources, and programming, such as additional services or learning opportunities for students and families.

Managing Relationships with Staff, Students, Families, and External Partners

The Community School Coordinator plays an important role in managing all aspects of partnerships at the school site, including maintaining relationships, developing contracts, and helping to manage the physical use of space. Community School Coordinators can also be key liaisons between partners, staff, students, and families. Community School Coordinators must consistently communicate with and bring together collaborative teams to support students (such as a [Coordination of Services Team](#)). To be effective, they should also develop a structure and process for connecting regularly with school staff to discuss partnerships and the changing needs of students and their families; and to match resources to need. Effective Community School Coordinators are also supported by their districts, such as through participation in learning communities in which they share knowledge, grow best practices, and engage in a community of support.

The Community School Coordinator plays an integral role in supporting authentic engagement and partnerships with families. Successful community schools model family engagement that goes far beyond typical outreach practices, such as parent conferences and meetings. For example, Community School Coordinators often support the implementation of [Parent Teacher Home Visits](#). They can bring relevant family learning opportunities to campus and create opportunities for family members to share their skills and expertise with others in the school community. Some schools have a staff person who serves as the parent or family liaison and works closely with the Community School Coordinator to engage students and families. Community School Coordinators can also support youth leadership, including by providing opportunities for engagement in local community issues.

Setting Community School Coordinators Up for Success

There is no single profile of an effective Community School Coordinator. They possess a variety of work and life experiences and backgrounds. The following represent some key considerations when staffing for this position.

Factors to Consider

Parents, teachers, after school program coordinators, family engagement specialists, and staff from partner organizations all serve as Community School Coordinators in schools across the country. What is most important is that the Community School Coordinator is connected to or a member of the school community. Community School Coordinators who are employed by a partner organization (rather than the district) will need to establish effective data-sharing agreements, which can be vital to developing and monitoring systems to support students effectively. At the same time, coordinators who are employees of partner organizations may be able to leverage funding and other resources more effectively by virtue of their independence and community connections. While there is no single path to becoming a Community School Coordinator, key

traits include being able to: manage trusting and authentic relationships with students, families, partners, and staff; analyze the assets and needs of the community; coordinate schedules and services; and balance short-term improvements with transformational change.

Providing a Foundation of Authentic, Shared Leadership

Community schools rest on a foundation of shared power and collaborative leadership. Because of the many relationships they manage, and their extensive knowledge of the needs, goals, and assets of their school community, Community School Coordinators play an essential role in cultivating a culture and practice of shared leadership. Effective Community School Coordinators understand that distributed leadership is more sustainable and productive than top-down leadership. They therefore build structures to support broad participation, develop leadership capacity among all members of the community, and shift power to actively invite students, families, and staff into decision-making.

Watch José Muñoz from the Coalition for Community Schools talk about The Importance of the Community School Coordinator

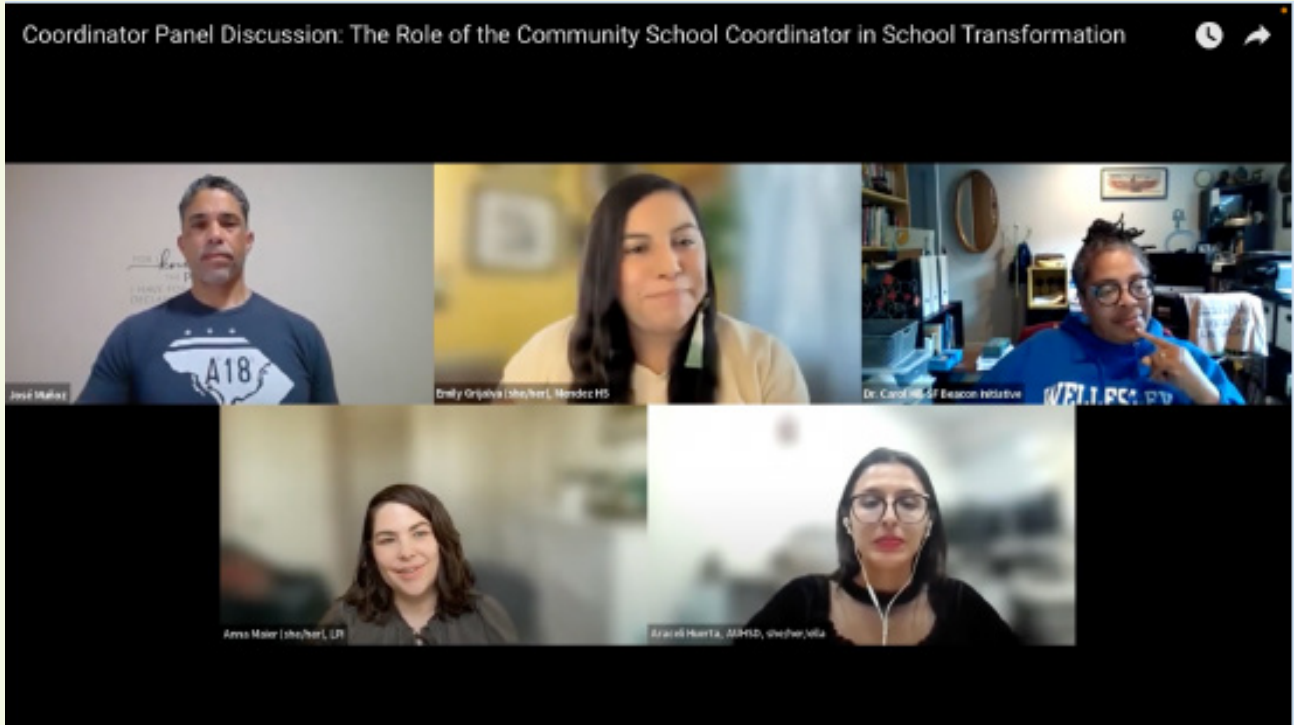


The video player shows a presentation slide with the following content:

- The Importance of the Community School Coordinator:**
- José Muñoz**
Director, Coalition for Community Schools at the Institute for Educational Leadership
- A circular logo divided into four quadrants (blue, dark blue, yellow, orange) with a white star in the top-left quadrant.
- PARTNERSHIP FOR THE FUTURE of LEARNING CALIFORNIA**

A small video thumbnail in the top right corner shows José Muñoz speaking. A timestamp in the bottom right corner reads "2022-04-27 17:10:51".

Watch an experienced panel of current and former community school coordinators discuss the role of the community school coordinator in school transformation



Resource Database

Additional Resources and Tools to Support Building and Strengthening your Community School Organizing Efforts.

Topic	Resource	Organization/Institution
Authentic Family and Community Engagement	Dual Capacity-Building Framework	Karen Mapp and Eyal Bergman
Authentic Family and Community Engagement	Transformative Family Engagement Standards	Bay Area Coalition for Education Justice
Authentic Family and Community Engagement	Beyond the Bake Sale	Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson, Don Davies
Authentic Community Engagement	How Well Is Your School Sharing Power & Practicing Democracy? Checklist	San Francisco Unified School District
Establishing your Multi-Stakeholder Shared Decision-Making Teams	Site Design Team Overview	Californians for Justice
Establishing your Multi-Stakeholder Shared Decision-Making Teams	Strategies For Reengaging Students During And Beyond The COVID-19 Pandemic	National Governors Association
Establishing your Multi-Stakeholder Shared Decision-Making Teams	Home-School Partnerships Key to Supporting Students With Disabilities	Learning Policy Institute
Establishing your Multi-Stakeholder Shared Decision-Making Teams	Students' Perspectives Of and Experiences With the SSCE	UCLA
The Role of the Community School Coordinator	Leading with Purpose and Passion: A Guide for Community School Directors	National Center for Community Schools
Listening Campaigns: Needs & Assets Assessments	Learning Walk Tool	Californians for Justice

Topic	Resource	Organization/Institution
Listening Campaigns: Needs & Assets Assessments	Empathy Interviews	Learning Forward
Listening Campaigns: Needs & Assets Assessments	A Practitioner's Perspective: Conducting an Inclusive and Thorough Needs/Asset Assessment	California Partnership for the Future of Learning
Listening Campaigns: Needs & Assets Assessments	Road Map Family Engagement Survey: Data Inquiry for Equitable Collaboration	The Equitable Parent-School Collaboration Research Project at the University of Washington
Listening Campaigns: Needs & Assets Assessments	Is My School a Community School? A Checklist for Teachers and School Staff	American Federation of Teachers
Listening Campaigns: Needs & Assets Assessments	The NYCDOE Assets and Needs Assessment A Tool for Supporting the Whole Child in New York City Schools	New York City Department of Education
Listening Campaigns: Needs & Assets Assessments	Community School Standards Self Assessment	Institute for Educational Leadership and Coalition for Community Schools
Listening Campaigns: Needs & Assets Assessments	Identifying Community Assets and Resources	Community Tool Box
Listening Campaigns: Needs & Assets Assessments	Community Needs Assessment	The Federation for Community Schools

Other Useful Community School Toolkits

- > [Community Schools Playbook](#) - Partnership for the Future of Learning
- > [The Six Pillars Of Community Schools Toolkit](#) - National Education Association
- > [Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships](#) - The School District of Philadelphia, Abt Associates, Philadelphia Youth Network