



<b>Agenda Item:</b>	III A: Information/Discussion Item
<b>Date:</b>	September 12, 2024
<b>To:</b>	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead(s):</b>	Dr. Brenda D. Olivares, Chief External Officer Maite Montalvo, Director of Community Schools Catrina Weston, Assistant Director of Community Schools Site-Based Community School Coordinators
<b>RE:</b>	Strategic Vision for Community Schools

**Action Proposed:**

No action is needed. This item is solely information but may spark interest and further conversation.

**Purpose:**

The purpose of today’s presentation is to inform and update Board members as well as the public about our annual updates of the Community Schools (CS) and key partnerships developed across the Magnolia network of schools, and rather than have you hear it from home office staff, we are providing space and place for you to hear directly from our Community School Coordinators leading the work daily in their individual learning communities with educational partners.

**Background:**

In the Spring of 2023, Dr. Olivares (CXO) on behalf of eight Magnolia Science Academy Schools, applied for the California Community School Partnership Program (CCSPP) Implementation Grant; all eight schools received the five year grant. In Spring 2024 Magnolia Science 4 became the ninth school community to be awarded the five year grant. This would sustain the continued planning work previously started under the planning grant. All schools have anchored their work in the four pillars of the community schools framework.

- Integrated Student Supports
- Expanded and Enriched Learning Time and Opportunities
- Active Family and Community Engagement
- Collaborative Leadership and Practices

In 2023, Magnolia Science Academy San Diego became the 10th school site in our network to be



awarded the CCSPP Planning Grant.

At the end of April 2024, Magnolia Science Academy 4 (MSA 4) was awarded the CCSPP Implementation Grant.

**Analysis:**

Community school work is an ongoing process that entails many moving parts. It especially encompasses the commitment once heard at a Multi-Systems of Support (MTSS) Conference *Nothing about us without us*. The meaning of this phrase represents that before decisions are finalized regarding resources, allocating funds, and investing in partnerships we need to authentically engage our Educational Partners (students, staff, families, and community members) throughout the school year.

**Impact:**

Continued growth over the next five years and beyond!

**Exhibits:**

Slide Deck: Strategic Vision for Community Schools

CCSPP Implementation Plan MSA 1

CCSPP Implementation Plan MSA 2

CCSPP Implementation Plan MSA 3

CCSPP Implementation Plan MSA 4

CCSPP Implementation Plan MSA 5

CCSPP Implementation Plan MSA 6

CCSPP Implementation Plan MSA 7

CCSPP Implementation Plan MSA Bell

CCSPP Implementation Plan MSA Santa Ana

# Strategic Vision for Community Schools

Maite Montalvo, Director of Community Schools  
Catrina Weston, Assistant Director of Community Schools  
Site-Based Community School Coordinators

CCSPP - Implementation Grant 2024-2025



# Our Story

In 2021, the State of California made a significant \$3 billion dollar investment to convert several thousand schools in historically under-invested neighborhoods into centers of community life and providers of vital services for families as well as students.

In Spring 2022, nine school sites in our network were awarded the CCSPP Planning Grant.

In Spring 2023, Magnolia Public Schools applied for the CCSPP Implementation Grant for eight Magnolia's, all eight schools were awarded the 5 year grant, totaling over almost 10 million dollars across eight schools for the next five years. The opportunity will create more incentives to build support systems anchored in the four pillars of the community schools framework.



In Spring 2023, Magnolia Science Academy San Diego became the tenth school site in our network to be awarded the CCSPP Planning Grant for the 2023-2024 school year.

In Spring 2024 Magnolia Science Academy 4 was awarded the CCSPP Implementation grant beginning 2024-2025 school year.



# MPS-CCSPP

## Implementation Timeline



# Network Wide Impact



What community school pillars have our educational partners engaged in?

What does our continued community school strategy look like?



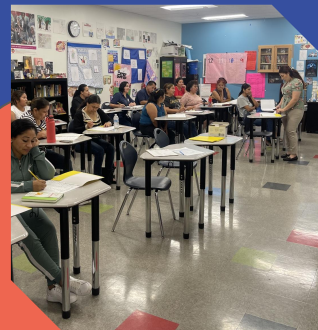
### Collaborative Leadership and Practices

- Parent Advisory Council (PAC)
- Parent Task Force (PTF)
- Assets & Needs Assessments
- Data Walks
- Focus Groups
- Councilmember CD3, Sen. Caroline Menjivar, Congr. Tony Cardenas, Reseda Neighborhood Council collabs



### Expanded and Enriched Learning Time and Opportunities

- Saturday School
- Before/After school tutoring
- Summer School
- College Field Trips
- Community garden



### Integrated Student Supports

- Mobile Clinics (SCMC)
- LADPH TDAP Campaign
- School supply donations
- Student/baby essential donations (LACOE)



### Active Family and Community Engagement

- Parent Task Force (PTF)
- Parent Advisory Council (PAC)
- Coffee with Admin
- Community Resource Fairs
- 10 week Parent English Language Course and Google Technology Class for Adults
- PEBSAF/Tarzana Treatment, LADPH

## ELEVATE

For the 24-25 school year, we will elevate the work that was done during our first year of implementation. We will focus on elevating the Warriors' academic success by partnering with more Literacy and STEAM programs, enhancing community impact via parent advisory opportunities, and increase engagement by providing more targeted mental health sessions to continue *elevating* our community school. With this focus we will create a whole child environment where all students can reach their full potential.







## Expanded & Enriched Learning Time & Opportunities

- Sages and Seekers Program for Community Hours with OneGeneration
- Before and After School Tutoring
- Saturday School
- University and College Tours



## Active Family and Community Engagement

- Strengthening Family Engagement
- Community Advisory Committee (CAC)
- Community Resource Fair
- Parent Task Force (PTF)
- Coffee with Administration
- Community Volunteer Opportunities



## Collaborative Leadership and Practices

- Conducted Surveys (Assets and Needs Assessment & Annual Ed-Partner)
- Facilitated Focus Groups
- Data Walks
- MET Team Collaboration
- Community Advisory Committee



## Integrated Student Support

- Community Food Drive
- Essential needs donated by Baby2Baby
- Mobile Clinic
- School Supply Donations
- Community Closet



## Impact In Action

# Collective Impact

### Collaborative Leadership and Practices



### Expanded and Enriched Learning Time and Opportunities



At MSA-2 our collaborative model fosters a holistic environment that not only addresses academic achievement but also strengthens community ties, ultimately leading to sustainable improvements in student well-being and success.

### Active Family and Community Engagement



### Integrated Student Supports



## Expanded and Enriched Learning Time and Opportunities

- Dual Enrollment with LA Harbor Community College (15 courses)
- Partnership with Nexlore for Capoeira Martial Arts Class for all grade levels
- Saturday School
- After school tutoring
- Summer School
- College Field Trips
- STEAM Field Trip



## Collaborative Leadership and Practices

- Dean of Students participated in The Los Angeles Institute for Restorative Practice
- Parent Advisory Council (PAC)
- Assets & Needs Assessments
- Data Walks
- Focus Groups
- Mayor Lula Davis-Holmes



## Integrated Student Support s

- Leadership and Positive Self-esteem Workshop for girls
- Boys Mentorship with Concerned Black Men of Los Angeles
- Mobile Clinics
- School/Hygiene Donations (LACOE & Baby2Baby)
- School Wide Assemblies (College and Career, Safety, Healthy Relationships)



## Active Family and Community Engagement

- FAFSA Workshops
- Community Hub
- English as Second Language - 10 week course
- Coffee with Admin
- Community Resource Fairs
- Parent Workshops (DMH, PEBSAF)
- Volunteer Opportunities - Feeding the unhoused community
- Cultural Celebrations



# Impact In Action

## EVOLUTION

1

Our recent Asset and Needs Assessment revealed some bright spots!

- **Strong Family Engagement:** 93% of families feel heard!
- **Supportive Learning:** 95% of students feel welcome!

Areas for Growth:

- **Teacher-Parent Communication**
- **Improved Food Quality**



2

CCSPP Year 2: Thriving Together

- **Strong Partnerships:** Building meaningful connections with community organizations.
- **Enriched Programs:** Expanding Music & Arts, Exploring a Boxing Program.
- **Empowered Staff:** Professional Development for Social-Emotional Learning.



3

MSA 3: Building a Brighter Future Together

- **Empowering Families:** Free essentials & classroom supplies through Community Giveaways & Rainbow Carts, reducing barriers and fostering a comfortable learning environment.
- **Well-rounded Student Support:** Addressing academic, social, and emotional needs to ensure well-being and success.



### Partners



# Community School Journey

**August '23 - September '23** - Introduced the Community School Model to our students, families and community as well hold our 1st Parent Advisory Meeting in September

**November '23- January '24** - Conducted our Assets and Needs Survey school wide with students, staff & families participating. We also conducted Focus Groups with our students, families and staff to get a better idea on how to service our community.

**January '24- February '24** - Discussing our findings from our Assets and Needs Survey with our team, students and parents. Then outlining a plan of action to address the survey.

**August '23- June '24** - Researching and securing beneficial partnerships for our students, staff and families



**School Beautification/  
Adding more green to  
our campus**



**Baby2Baby  
Dropping off  
School Supplies**



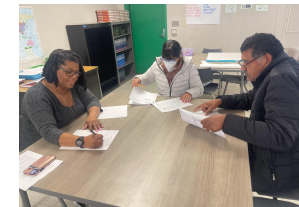
**1st Parent Advisory  
Committee on  
September 2, 2024.**



**Partnering with our local  
community resource center in  
West Los Angeles.**



**Community  
Resource Fair/Fall  
Festival**



**Reviewing Assets and  
Needs Assessment with  
families.**

# Nourishing Partnerships



1

We are excited to share that MSA 4 was awarded the California Community School Partnership Program (CCSPP) Implementation Grant on April 26th, 2024.

2

MSA 4 is using the momentum of moving from planning to implementation involving our 3 educational partners. We are working on increasing staff, student and family engagement in order to build our community school here at Magnolia Science Academy 4.

3

MSA 4 continues to foster our school culture and community school model by securing meaningful and beneficial partnerships and resources for our students, families and community. An upcoming partnership with Plus ME Project will encompass speaking with students about the importance of storytelling to increase confidence in youth as they pursue college, career, and life goals.

## Community School Journey

### Expanded & Enriched Learning Time & Opportunities:

- Coding Courses in partnership with CodeNinjas
- Emerald Bay Outdoor Academy
- College Field Trips
- Saturday School

### Integrated Student Support:

- 71 (41%) home visits completed
- Essential Needs donated by Baby2Baby
- School Wide Assembly with motivational speakers
- Community Food Drive



## LOS LOBOS' Display of Community

### Collaborative Leadership & Practices:

- Parent Advisory Committee (PAC)
- Restorative Practice Workshops in partnership with Loyola Marymount University
- Meetings with Elected Officials (Senator Menjivar)
- Assets And Needs Assessments Conducted

### Active Family & Community Engagement:

- Coffee with the Senator
- Community resource fair
- Community volunteering
- Neighborhood council meetings
- Parent meetings
- Student focused workshops
- Parent focused workshops

## LOS LOBOS' Display of Community



## Impact In Action

# Empowerment

In the 2023-24 school year, 94% of parents felt heard and supported by school staff—up from 88% last year.

Students and parents connected with elected officials like Senator Menjivar during events like "Coffee with the Senator," Town Halls, and Neighborhood Council meetings. Students also toured universities, exploring higher education options and expanding their horizons.

For 2024-25, empowerment of parents continues by workshops scheduled to address their needs based on survey results during the summer and offering hybrid meetings, which has already increased participation with 10 more parents attending virtually.



## Integrated Student Supports

**GLOW:** 15 of our 8th grade students were supported through small group tutoring to meet academic requirements for graduation.

**GROW:** Identify students at risk sooner. Include all grade levels.



## Expanded & Enriched Learning Time & Opportunities

**GLOW:** Introduced a martial arts class established with local community partner, California Grappling Foundation, per ANA assessment.

**GROW:** Only 20 student were serviced.



## Active Family and Community Engagement

**GLOW:** Increase Family involvement through Parent Advisory Committee (PAC)

Three parents lead a portion of 1 PTF meeting for MCFF.

**GROW:** Provide leadership trainings/workshops.

## Collaborative Leadership & Practices

**GLOW:** PE teacher spearheading the social emotional learning of all students with the Leader in Me program.

**GROW:** More teachers engaging with the program.



## Excellence



At the end of last year, small group tutoring was a key focus, leading to significant academic success. This school year, small group tutoring will continue to support students throughout both semesters.

We aim to strengthen leadership within our Parent Advisory Committee (PAC). Parents have already shown initiative by nominating themselves for PAC officer positions and expressing interest in additional training.

Our partnerships are deliberately focused on transitioning from quantity to quality, ensuring they effectively support the transformation of MSA6.

**Collaborative Leadership & Practices**

**Highlights:**

ANA Completion Rates-  
Staff 100%  
Students 94%  
Families 91%

**Areas for Growth:**

Only 75% of Families:

- Feel like their ideas and voices are heard
- See their culture be represented at school events/activities.



**Expanded & Enriched Learning Time &**

**Highlights:**

Introduction of 5 New Afterschool Clubs with community partners.

Family Trip to SB for 20 Families.

**Areas for Growth:**

Only 60 Students were serviced with these clubs



**Active Family and Community Engagement**

**Highlights:**

41 Active Family Volunteers

8 Community Events

Adult ESL Classes

**Areas for Growth:**

Provide more parent workshops focusing on areas like financial literacy, the educational system, and computer skills.

Would like to see more participation at these events



**Integrated Student Support**

**Highlights:**

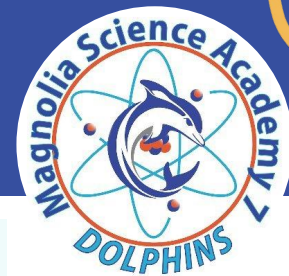
Established a school wide community closet (hosted semi monthly hygiene item giveaway)

29% of students received a home visit

**Areas for Growth:**

Provide more on campus support for students such as mobile clinics.

# Impact In Action



## Survey Findings:

### \*Asset and Needs Assessment

98%

of Families feel comfortable talking to staff when they need support to help their child succeed in school.

86%

of Students agree that the school staff want the best for them, and support them to excel



The strength of Magnolia School could be its dedicated teaching staff and a supportive, engaged parent-teacher community.

-Parent of MSA 7 Student

MAGNOLIA SCIENCE ACADEMY 7 -NORTHRIDGE-

## Cultivate

1  
2  
3

MSA-7 continues to make a conscious effort of creating and fostering partnerships with community members that is meaningful to those we serve, and is sustainable as the years go by.

MSA-7 continues to **cultivate** the work of becoming a community hub of resources, ensuring services and supports to health, social services, academics, social development, etc. are accessible to all families/students/community members.

98% of families feel comfortable talking to staff when in need of support. MSA-7 is proud of this and continues to foster a school culture where families, students, staff, and communities feel welcomed, supported, and cared for.

# Community School Journey

## Collaborative Leadership & Practices

- Conducted Data Walks
- Performed the Asset & Needs Assessment
- Facilitated Focus Groups
- MET Team
- Parent Advisory Council (PAC) & Coffee with Admin

## Expanded & Enriched Learning Time & Opportunities

- Parent Bilingual Library
- USC MESA Program
- Families In Schools
- Wesley Medical Mobile Clinic

## Active Family and Community Engagement

- Parent Advisory Council (PAC)
- Community Resource Fair
- Parent College
- Parent Meetings
- Financial Literacy workshops
- Enhancing Family Engagement
- Math Festival

## Integrated Student Support

- Restorative Justice Practices and Assemblies
- Mobile Vaccination Clinic
- Project Rise
- Community Center/Hub
- Student Leadership Day: Field Trip Opportunities





1  
2  
3

With 93% of our families finding it beneficial to connect with our community partners at our resource fair, we aim to **enhance accessibility** and opportunities for our families to access the resources they need. (*Findings from our Assets and Needs Survey*)

We aim to increase the capacity of our Parent Advisory Council (PAC) and parental **engagement**. With ongoing support from the SELA community and collaborators, our goal is to establish a safe space where the voices of our families and communities can be heard.

MSA 8 will persist in its efforts to evolve into a community hub, providing a wide range of **resources that encompass student well-being**, including health, social services, academics, development, and beyond.

# Community School Journey



## Integrated Student Supports

### GLOW

Established new partnerships with Serve the People, Cal-Optima and Families Together. Offering medical services to our families and local community.

## Expanded & Enriched Learning Time & Opportunities

### GLOW

25% of our student body attends Saturday school and benefit from before and after school activities. We tested a beta program offering activities into the late evening.

## Active Family and Community Engagement

### GLOW

We strengthen our parent engagement by adding special classes like robotics and leadership development. We also held our first annual health fair with over 18 service providers present.

## Collaborative Leadership & Practices

### GLOW

This year our school shared power by holding our first CAC elections and adopting the CSC bylaws. The committee oversee the community schools work, budget and CEI grant.

### GROW

We would like to increase our support services for underrepresented students such as those with IEP, EL, or 504

### GROW

We are working towards expand our internship opportunities for secondary students.



### GROW

This year we will target student engagement. An 80% of our students feel connected yet per 1 on 1 conversations students feel unheard.

### GROW

We must strengthen the voice our our students in the CAC and across the elementary and secondary.



## Connection

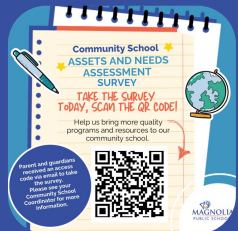
Strong teacher student connections are essential for strong academic achievement. This year we launched our Eat, Learn, Play strategy with its sole objective of strengthening such connections across our campus. In the same way we will continue to foster connections with our community and partners.





# Community School Journey

## Planning Grant -



**November - December '23:**

Collected data through ANA survey, and focus groups. Formed partnerships and hosted our first resource fair



**March - April '24**

Used ANA data to identify, and implement programs to serve parents and students including parent ed. classes.



**October - November '23:**

Began educating staff, students, and families on the CS Model. Formulated PAC and held our first meeting.



**January - February '24:**

Communicated ANA results to educational partners. Implemented and attended trainings for staff to conduct community school work.



**May - June '24:**

Completed our Community Hub for regular community engagement, and continued implementing programs for students and parents.

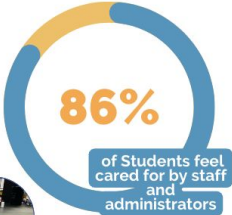
# Impact In Action

## Survey Findings:

97% of Staff believe MSA San Diego provide high quality programs outside of the regular school day.



89% of Families state that MSA San Diego staff, students, and families work together for student well-being



The robust academics and after school activities make my child love the school & welcoming atmosphere for the students (it feels like you all enjoy them, it's not just for them)  
-Parent of MSA SD Student

# Thrive

Implementing the Community Schools Model is a marathon, not a sprint. We still continue to engage our students, parents, and staff as we embark in a new opportunity to foster our community school strategy through the Community Engagement Initiative (CEI) grant.

As results of the effort and development of the first year of the California Community Schools Partnership Program (CCSPP) Planning grant, we will continue to engage in fostering academic support, programs, partnerships and staff professional development opportunities to thrive as a community school.





# Thank You

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# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP) IMPLEMENTATION PLAN**

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Magnolia Science Academy 1 (818) 609-0507

18220 Sherman Way Reseda CA 91335

Brad Plonka, Principal

Email: [bplonka@magnoliapublicschools.org](mailto:bplonka@magnoliapublicschools.org)

John Terzi, Assistant Principal

Email: [jterzi@magnoliapublicschools.org](mailto:jterzi@magnoliapublicschools.org)

Azniv Fotolyan, Assistant Principal

Email: [afotolyan@magnoliapublicschools.org](mailto:afotolyan@magnoliapublicschools.org)

## Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

### Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Magnolia Science Academy 1 (MSA 1) is part of the Magnolia Public Schools (MPS) *network of ten LEAs that will ensure community school activities occur in their respective learning communities with the support of community-based partners* (competitive priority 7, online questionnaire 1).

Of MSA 1 enrollment of 742 students, *84.9% are unduplicated pupils (competitive priority 1)*, 86% are considered socioeconomically disadvantaged, 15% have a disability, 22% are classified as

English Learners and our school includes 97% students of color (CDE 2021-22). MSA1's overall chronic absenteeism rate is very high at 24.7% (CDE 2021-22). The majority of students are below grade level standard in English Language Arts (64%, compared to 53% of CA students below standard) and math (86%, compared to 67% of CA students below standard) (CAASPP 2021-22). And of great concern, 98% of MSA1 English Learners are below standard in ELA, and 99% are below standard in math. MSA1 is proud of our 96% graduation rate and 73% A-G passing rate in 2021-22, but despite these, too few MSA1 students enroll in college (52% of graduates, compared to 63% of graduates across CA) (CDE 2019-20). Of MSA1 graduates in college, only 59% attend UC or CSU campuses, which we will target to increase. *MSA1 has a demonstrated need for expanded access to integrated services to address our academic, social emotional, and health needs* (competitive priority 2).

To address the needs of our community school, MSA1 undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents* (competitive priority 3, online questionnaire 3). Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff, and community-based partners) are informed of the community school framework, model, and asset and needs data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the planning year and included focus groups inclusive of students, parents, teachers, and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess areas that were in the stages of development for a community school. This allowed the team to develop a baseline metric for each of the three capacities they self-assessed under (Collaboration, Coherence, and Commitment). Falling under the categories of exploring and emerging, the leadership team initiated their work towards improving systems and partnerships to move them in the direction of maturing and excelling.

All these assessment activities examine needs and gaps in services, but also identify school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities, data findings were shared with students, parents, teachers, partners and staff for continuous feedback and guidance for the implementation plan.

**Priority topics from assets and needs assessment activities:**

- 1: Increase mental health supports
- 2: Implement substance abuse awareness workshops
- 3: Increase English Language Development workshops for parents

MSA1 has solidified its partnership with Parent Education Bridge for Student Achievement Foundation (PEBSAF) and will be hosting a 10-week course for English classes for our parents and community. Based on our assets and needs assessment surveys, learning English for our parents was something that quickly rose to the top of workshops that parents wanted access to on campus. MSA1 plans to implement a year-long course of English classes for parents and community members.

MSA1 has a partnership with Southern California Medical Center (SCMC), which, aside from its office location, has a mobile unit that comes to our school campus and offers services such as student vaccinations, physicals, Medi-Cal/CalFresh enrollment, and dental screenings to our underserved and undocumented community (questionnaire #10). SCMC has hosted 4 mobile clinics on our site for this school year conducting preventative services such as student physicals, dental screenings, and student physicals. SCMC will return to our campus next month to administer more student vaccines, specifically TDAP for our 6th graders.

Mental health support was the most important topic that came from our assets and needs assessment surveys. The need for students and parents to have support in their mental health was prominent. MSA1 has expanded our partnership with Insight Treatment to have workshops on mental health. Insight has had presentations at our school site and we will continue to educate our community and school on the importance of mental health and substance abuse. Our school currently leverages the federal Early and Periodic Screening, Diagnosis and Treatment program and will continue this after grant expiration to sustain services (questionnaire #11).

The Community School Coordinator will continue to identify, establish and foster school-community partnerships that share a holistic focus on students, staff, families, and community. Align resources and strategies to address the needs of students, staff, parents, and community members in alignment with the *four pillars of community schools: Integrated Student Supports (online questionnaire #6); Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators, and; Extended Learning Time and Opportunities* as described below (questionnaire #3).

MSA1 administers an educational partners survey to families and a mental health and wellness survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA1 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts, both during planning (e.g., making sure all educational partners are engaged) and implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process, along with the Dean of Students for social-emotional learning activities, the Assistant Principal for instruction, and the Parent and Community Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA cycles for the overall community school framework, with monthly data reviews, sharing out with the staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly, and the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process, which includes; focus groups with students, parents, teachers, and staff; school site resource inventory;

school site self-assessment; and surveys where all partners will have the opportunity to participate in providing a voice to assets and need in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners pertaining to their specific experience and areas of grows and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities yielded from the annual school experience survey; focus groups; Assets & Needs assessment survey (held annually during the first and second semester); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and through non-verbal communication with our school-wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families via traditional school events like Back to School Night and Parent or Student-led conferences, establishing an effective cadence of communication with updates. We will leverage community-wide engagement opportunities to communicate our community school strategies informed by data analysis, including our community school grant application and this implementation plan. We will link opportunities like home visits to learning and community town halls. We will report and publicly present this plan annually at MPS Board meetings (online questionnaire 5). We commit to sharing with the elected officials at public forums like public comment sessions during City Council meetings. We will leverage existing partnerships with community-based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers serve as a bridge to warmly hand families off to other community supporters that can serve the family based on their specific needs.*

## Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

### Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.



3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Our desire is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services and community engagement for all students, as well as families and the community.

MSA1 is committed to using an **assets-driven and strength-based** approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we ensure that students and parents take part in key committees, like the Parent Advisory Committee and Student Leadership, to guide school staff around their personal experiences, history, culture, and language. The CSC will create systems to ensure all of this occurs regularly, and the school team participates in the efforts.

MSA1 already uses multi-tiered systems of support (MTSS), and this will form the basis for a **racially just and restorative school climate**. *We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services* (competitive priority 4). MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. All MSA1 staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyzes fall SEL surveys to identify and provide targeted support to individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a *social-emotional learning* curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized, and culturally fluent. As part of our **commitment to racially just and restorative school climates**, we plan to further enhance PBIS during implementation with professional development covering PBIS, positive classroom, and school climates, and restorative justice/community circles.

MSA1 believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning, including *multi-tiered systems of support* and *social emotional learning* as described above. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for

students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student's voice, and providing student ownership opportunities (online questionnaire 7). MSA1 is a proud Kindness Certified School and with systems like PBIS, students are encouraged to try their best and earn enough points to be able to redeem prizes such as pancake breakfasts and enjoying a nice hot cup of hot chocolate.

MSA1 also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students. Our vision is to become a **community hub for our families and the community** by increasing student and family engagement through relationship and community building (online questionnaire 2). The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is one of the keys to successful teaching and learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids. MSA1 is also devoted to **expanding and enriching learning times** for all of our students by taking the data we received and bringing in resources to fit their needs and wants.

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA1 offers students **powerful, culturally proficient, and relevant instruction**.

The Parent Advisory Committee (PAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The PAC is responsible for oversight of MSA1's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The PAC has **shared decision-making and participatory practices** (online questionnaire 4), including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners. MSA1 is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events **to further promote collaborative leadership**. The PAC roster includes parents, community members, students, teachers, the CSC, and the school Principal. During implementation, the PAC will oversee the collaborating agency process to bring on new partners, involve them in the PAC's shared governance structure, and help them integrate their services and resources into the community school. *During implementation, the PAC will oversee the collaborating agency process to bring on new partners, involve them in the PAC's shared governance structure, and help them integrate their services and resources into the community school* (competitive priority 6 and online questionnaire #4).

### Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level,

schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

### Site Level Goals and Measures of Progress

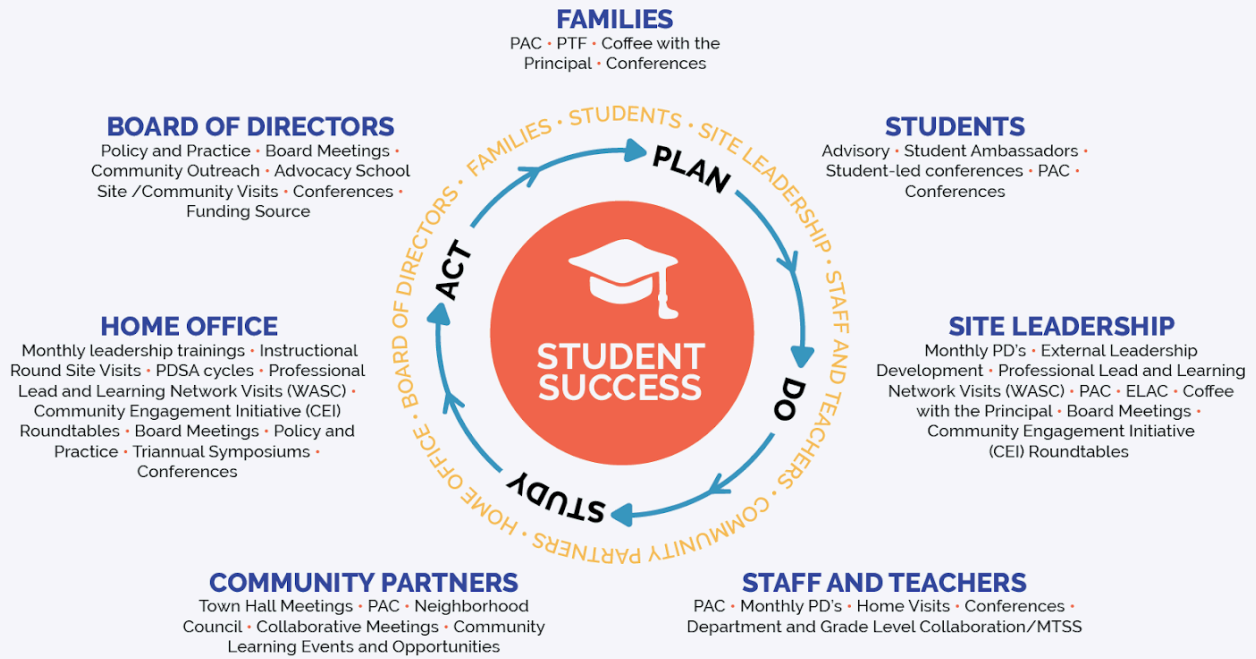
Goals	Action Steps	Outcome/Indicators
<p>Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers</p>	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:               <ul style="list-style-type: none"> <li>● Data Review</li> <li>● Introduce exploration activities</li> <li>● Implementation management guidance:                   <ul style="list-style-type: none"> <li>● Map and assess current shared governance structures – if needed launch or revise site-level shared leadership structure(s)</li> <li>● Program goals and outcomes</li> <li>● Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> </ul> </li> <li>● Develop and manage Shared Outcomes</li> </ul> </li> </ul>	<p>Quarterly meetings with school-level implementers</p>
<p>Facilitate 8 Parent Advisory Committee (PAC) meetings per year</p>	<ul style="list-style-type: none"> <li>● Establish a collaborative group made of diverse stakeholders</li> <li>● Facilitate democratic participation and decision-making at all meetings - including voting to approve documents like the School Safety Plan, LCAP, and new partners</li> <li>● Conduct meetings with key agenda topics to review:               <ul style="list-style-type: none"> <li>● Academic Achievement Plan</li> <li>● Community school programs and activities</li> <li>● School and Organizational policies</li> <li>● Annual Budget</li> </ul> </li> </ul>	<p>Number of participants attending PAC Meetings Intentionally welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events.</p>
<p>Magnolia Public Schools Home Office support services</p>	<p>Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and the legal council. Other systems and programs were used accordingly.</p> <p>Creation of an organization-wide steering committee with all Magnolia schools selecting an Education Partner Representative to join this. This Representative will be selected from those currently assisting each specific school on their Parent Advisory Committee (PAC) (their site level steering committee). This Committee will be developed in collaboration with the Director of</p>	<p>Weekly Leadership Meeting</p> <p>Monthly leadership meetings with home office</p> <p>quarterly instructional rounds with home office staff (observation, feedback and coaching)</p> <p>support with WASC, Authorizer Visits</p>

	Community Schools, the Chief External Officer, and the individual school site leadership working with their school PAC.	Weekly Office Hours hours provided by all home office staff.  Unified growth and alignment of common goals and collaboration  Problem solving and solution oriented discussions through a critical lens by relevant stakeholders
Opportunities for staff leadership and professional growth	Provide Coordinator roles held by staff member as additional duties  Mentoring programs (induction programs)  Work with Relay Graduate School of Education to provide capacity building to all leadership through the Inclusive Schools Leadership Institute	Educate and Empower our staff  Newfound sense of ownership for one's work
Increase percentage of students who have been home-visited by the teachers per year	Teachers identify students. Make phone calls to parents. Schedule home visits.	reach or exceed goal of 25% of students received a home visit

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Each of our Educational Partners (Students, Staff, Families and Community Partners) are part of the collaborative leadership model. All partners have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice many opportunities overlap in the audience because the value of collaboration is ultimately deciding how the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

# Magnolia's Collaborative Leadership Model



## Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).	The Community School Coordinator reviews, studies, and builds a better understanding of <ul style="list-style-type: none"> <li>School and Organizational policies</li> <li>Current school-level initiatives</li> <li>Committee structures</li> </ul>	The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA.  The implementation plan and school improvement plan become one cohesive plan.

	<ul style="list-style-type: none"> <li>• School-wide- strategic plans</li> </ul>	
Increase awareness and understanding of the CA Community School Framework and alignment to MSA1 Implementation Plan.	<p>The Community School Coordinator will introduce and foster the CA Community School Framework and MSA1 Implementation Plan by</p> <ul style="list-style-type: none"> <li>• Hosting/facilitating overview of the CA Framework and Implementation Plan with students, staff, parents, and community members.</li> <li>• Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> <li>• Develop and manage Shared Outcomes</li> </ul>	The community school implementation plan and school improvement plan become one cohesive plan.

## Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Recruit and hire diverse, multilingual, staff to support community school strategy and goals, with special emphasis on hires that are from the community being served.	Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.	Hire culturally competent staff to drive community school strategy and goals
Build a strong Community School Centered team, by providing comprehensive training that will incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact & Results Based Accountability Framework, and cultural competency.	Work with existing Community School Trainer and Implementer to provide monthly training to CSC, paired with a co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to building team capacity and skill set.	CS Team will be trained on a monthly basis. CS Team will have the tools and support necessary to fully implement the CS Model.
Retain high-quality staff through the duration of the grant and create a pool of future hires.	Provide staff with quality training and support. Incorporate CS Coordinator in decision-making meetings and provide a competitive salary.	Staff retention rate will remain steady during the duration of the grant

## Key Staff/Personnel

Staff Name & Title	Main role/function
Principal-Brad Plonka	The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision-making at the organizational, school site, and community levels. Supports budget planning, strategic partnership alignment, program implementation, and compliance
Community School Coordinator-Nancy Lopez	The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships, and strategies at the school site. Will lead key efforts for an annual Assets & Needs Assessment process. Coordinate and align partnerships to address student, staff, families, and community needs. Serve as an integral part of the school's leadership team.
Assistant Principals Azniv Fotolyan John Terzi	The Assistant Principals work on all logistical support with the school site's day-to-day functions. Additionally, they work closely with the academic team to develop and refine systems and structures focused on student outcomes specific to the community. They support budget planning and accountability with measurable benchmarks.
Dean of Students Jason Mertell Amy Palian	The Dean of Students is focused on the variety of elements that inform keeping students, staff, and families safe on campus both physically and emotionally. They are trained in trauma-informed practices and support PBIS and MTSS alignment. They have routine meetings with staff and students to inform ongoing progress through individual or collective goals for safety at the site.
School Counselor-Kaylee Smith	The school counselor is available to meet the needs of the child and often the families of the school. They support partner management related to mental health implementation. They build trust and rapport with individual students/families. They also serve as direct referral staff to connect students through warm handoffs to community partners.
Parent and Community Engagement Coordinator (PACE) Jennifer Orozco Mariajose Olandes	The PACE Coordinator will work with parents and families to increase their involvement in student learning. Provides organization and continuity to the school's parent involvement initiatives, responding to the needs and concerns of parents and families and creating ongoing mechanisms for parents to play significant roles at school and home.
Community School Director	The Community School Director is responsible for the oversight, management, and grant outcomes. Will lead key efforts to support alignment across the Magnolia Public Schools network of community schools. Serves as an integral part of the organization's leadership team.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong and accountable track record of leveraging public/private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding opportunities from both

public and private support, enabling MSA1 to align and leverage multiple funding streams for our community school programs as described below (online questionnaire 12). For example, we host the Magnolia Annual Big Give Campaign, which raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to put individual interests aside and come together as one Magnolia community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. We aim to continue to strengthen and grow our development efforts so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are tied to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools initiatives across the full organization.

Additionally, MSA1 plans to sustain community school services after grant exploration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

Magnolia schools will leverage multiple funding streams to sustain the community schools work. These include state and federal funding focused on supporting evidence-based factors related to the success of community schools. For example, the Extended Learning Opportunity (ELOP) funds, such as the After School Education and Safety (ASES) grant and 21st Century Community Learning Centers (CCLC) program. This program provides funding for after-school and summer learning programs, which is an important part of community school initiatives.

As discussed during strategic planning meetings, the Director of Advancement will focus on private foundation grants as another potential source of funding for community schools. Many foundations support education and community development initiatives and may be interested in funding community schools. The California Endowment, for example, has provided funding to support community schools in California, as has the Bill and Melinda Gates Foundation. Corporate sponsorship is another option for sustaining community schools funding. Some corporations may be interested in sponsoring community schools as part of their corporate social responsibility efforts.

Community partnerships can also provide funding and other resources for community schools. Partnerships with local businesses and community organizations can provide funding, as well as in-kind support such as volunteer hours or space for activities. For example, a local business may provide funding for a specific program or activity, or a community organization may offer resources and support to help community schools achieve their goals.



Ongoing efforts to build and maintain partnerships with education partners across sectors can help ensure that Magnolia community schools have the resources to provide high-quality education and support to all students, families and the surrounding communities (questionnaire #10 and #11).

## Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Develop and manage a comprehensive map and partner database	<ul style="list-style-type: none"> <li>Facilitate asset mapping activities with students, staff, families and community members</li> <li>Align resources and strategies to address student, staff, families and community member needs</li> <li>Shared and reviewed with Steering Committee</li> </ul>	<p>Partner map &amp; database reviewed and updated monthly.</p> <p>Review and revise bi-annually with school PAC (site level steering committee) and report to the Magnolia Public Schools (MPS) overall steering committee annually</p>
Identify, establish, and foster school-community partnerships that share a holistic focus on students, staff, families, and the community.	<ul style="list-style-type: none"> <li>Coordinate Individual community partnership meetings</li> <li>Identify partners who share a holistic focus on students, staff, families and community members.</li> <li>Formalize and Align resources and strategies via service agreement(s)</li> </ul>	<p>Number of services/strategies offered for students, staff, families, and community members.</p>
Facilitate and manage Bi-monthly community partnership meetings	<ul style="list-style-type: none"> <li>Yearly Kick-off community partnership meeting</li> <li>Share Assets &amp; Needs Assessment findings</li> <li>Conduct meetings with key agenda topics:                             <ul style="list-style-type: none"> <li>Data Review</li> <li>Introduce exploration activities</li> <li>Program goals and outcomes</li> <li>Partnership Alignment</li> <li>Align policies and procedures to improve</li> </ul> </li> </ul>	<p>Partner services/strategies are in alignment with MSA1's Community School strategy and goals</p> <p>Yearly partner service review and development of shared outcomes</p>

	<p>resource/program coordination</p> <ul style="list-style-type: none"> <li>Review goals and targets for Shared Outcomes</li> </ul>	
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Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

After administering assets and needs assessments for all of our educational partners, Magnolia Science Academy 1 found that the top three needs and priorities were English classes for our parents, mental health support for students, and substance abuse and awareness (questionnaire 8). One of our partners, **Insight Treatment**, came to our campus and presented on different types of substances, how to talk to your teen, and warning signs. Insight also brought paraphernalia to show our parents what the different items looked like. Insight Treatment is another established partner offering substance abuse awareness/treatment and Mental Health support. MSA1 has toured the Insight Treatment facility and plans to bring our students to the treatment center as a field trip to remove the stigma that treatment facilities have. They have a game area and a school area where students can get their homework done and receive tutoring. The open shared space for meetings and groups is also very modern and does not look like a traditional doctor's office.

At MSA1 we have an onsite psychologist and school counselor to help our students and guide them when they are having a rough day. Our school psychologist and school counselor are on campus every day and are available to meet with students whenever students come wanting to speak to them.

For early education and child development, MSA1 works with **Care Solace**, and our mental health team will refer our students as they see fit for more support. **Baby2Baby** is also one of our current partners that provides our families with younger children the opportunity to obtain essentials as well as help bridge education opportunities (competitive priority 5, online questionnaire 9).

MSA1 has partnered with **Northridge Hospital-Dignity Health** this year and they bring to our school site an array of different workshops for our students and for our families, from teen dating violence to COVID-19 awareness and prevention. At the top of our assets and needs assessment was a great need for mental health support. Northridge hospital is a 7-minute drive from our campus which makes them very accessible to us. They also offer workshops exclusively for parents and in Spanish. Workshops take place at their location or on our school campus. MSA1 is working with **PEBSAF (Parent Education Bridge for Student Achievement Success)** to bring forward ELD classes for our parents. PEBSAF is on our campus offering a 10-week course in English classes. MSA1 is exploring options to expand this and have it not only be for 10 weeks, but we want English classes to be operating throughout the whole school year. MSA1 plans on having PEBSAF not only teach English classes for our parents but to also bring forth other workshops on topics such as Social Emotional Learning (SEL) and bullying.

When our student-athletes were preparing to play sports, we found that a lot of our students did not

have access to health care and therefore were unable to have routine tests administered in order to play. MSA1 also found that students were missing important vaccinations. **Southern California Medical Center** has become an established partner of MSA1, bringing forward 7 mobile clinics in the month of November offering student physicals, and student vaccinations. Vaccinations were offered to our students as well as our community. SCMC also offered CalFresh enrollment, MediCal enrollment, and dental and vision screenings. MSA1 is going to continue working with SCMC, they will be coming to our campus again in April to administer more student vaccines, specifically TDAP for our 6th graders. This will be done every year. **The American Red Cross** has also come to our campus and has hosted blood drives.

MSA1 has begun working with the **Reseda Neighborhood Council**. They offer an array of opportunities for our students including a youth board member and campus clean-ups. **Bob Blumenfield** is Council District 3 Councilmember, and his office is close to our campus. Their Deputy District Director, Jenny Portillo serves on our PAC as our community member. They have made appearances at our community events and also offer internship opportunities for our students. The **Child Development Institute** also has volunteer opportunities for our high school students, and they also host community events in which our communities and students can take part. MSA1 also tables at their events and we share information from the event with our parents.

## Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Build school leadership capacity involving collective decision making and leveraging leadership through reflective data analysis checking in quarterly regarding growth (online questionnaire 13)	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work
School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	Increased implementation plan refinement
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom	Professional Development will include: <ul style="list-style-type: none"> <li>LA County Office of Education's PBIS training for building a positive school culture and climate</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students

that build staff capacity to support students'	<ul style="list-style-type: none"> <li>MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	powerful, culturally proficient, and relevant instruction.
Develop additional SEL and restorative justice curricula covering restorative practices and community circles.	SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS efforts, including SEL.	Increase restorative practices and community circles to improve school climate and culture

## Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth	Coordinate site visits with local community schools, stretch goal is to visit community schools across the country	100% participation from the leadership team, recent finds at the quarterly learn and lead sessions with steering committee
Actively participate in three conference and training opportunities including the National Community Schools & Family Engagement Conference	Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights	Taking the learning and putting it into action to inform implementation plan Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: <ul style="list-style-type: none"> <li>LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

	in inequitable learning opportunities and outcomes.	
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## Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Increase SBAC results of met or exceeded based on Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	As part of the PDSA cycle, during the summer in-service professional development time, review benchmark and School Dashboard data, as a school site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets (online questionnaire 13). Create a plan of action to address growth targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff meetings to review progress. Administer formative and summative assessments and analyze data in comparison to growth targets. Administer annual SBAC, and once results are released, hold meetings with Academic teams repeating the PDSA cycle.	Increase the number of students moving from standard not met, and/ or standard nearly met to standard met or standard exceeded.
The data baseline will be set and defined by July 1st, 2023 in order to kick off a successful school year.	Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.	The community school implementation plan and school improvement plan become one cohesive plan.
The leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.	Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.	Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee
The Community School evaluation Plan will be informed by LCAP and SPSA Goals.	Community School evaluation Plan will incorporate 5-7 key metrics from the school	LCAP, SPSA and Community School Implementation Plan will be aligned towards results.

	improvement plan(s) and align within the Community Schools framework	
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**CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP  
PROGRAM (CCSPP):  
IMPLEMENTATION PLAN**

**CCSPP: IMPLEMENTATION PLAN**  
**School Site Contact Information**



Magnolia Science Academy 2

Principal: David Garner

Email [dgarner@magnoliapublicschools.org](mailto:dgarner@magnoliapublicschools.org)

Phone: 310-923-4502

School Address: 17125 Victory Blvd CA 91406

School Phone Number: 818-758-0300

## Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

### **Priority 1: Needs and Assets Assessment: Collective Priorities**

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Magnolia Science Academy 2 (MSA 2) is part of the Magnolia Public Schools (MPS) *network of ten LEAs that will ensure community school activities occur in their respective learning communities with the support of community-based partners* (competitive priority 7, online questionnaire 1).

Of MSA2 enrollment of 504 students, *80.6% are unduplicated pupils* (competitive priority 1), 83% are considered socioeconomically disadvantaged, 17% have a disability, 15% are classified as English Learners, and our school includes 96% students of color (CDE 2021-22). While MSA2's overall

chronic absenteeism rate is very high at 26.1%, it more than doubles for African American students at 63.6% (CDE 2021-22). The majority of students are below grade level standard in English Language Arts (64%, compared to 53% of CA students below standard) and math (78%, compared to 67% of CA students below standard) (CAASPP 2021-22). And of great concern, 94% of MSA2 English Learners are below standard in both ELA and math. *MSA2 has a demonstrated need for expanded access to integrated services to address our academic, social emotional, and health needs* (competitive priority 2).

MSA2 is proud of our 100% graduation rate and 97% A-G passing rate in 2021-22, but despite these, too few MSA2 students enroll in college and this percentage has been decreasing over the past 3 years (71% of graduates in 2020, 60% in 2021, and 54% in 2022) (National Student Clearinghouse). Of MSA2 graduates in college, only 39% attend UC or CSU campuses, which we will target to increase.

To address the needs of our community school, MSA2 undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents* (competitive priority 3, online questionnaire 3). Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff and community-based partners) are informed of the community school framework, model, and asset and needs data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the planning year and included focus groups inclusive of students, parents, teachers and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess areas they were under the stages of development for a community school. This allowed the team to develop a baseline metric for each of the three capacities they self-assessed under (Collaboration, Coherence and Commitment). Falling under the categories of exploring and emerging, the leadership team initiated their work towards improving systems and partnerships to move them in the direction of maturing and excelling.

All these assessment activities examine needs and gaps in services, but also identified school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities, data findings were shared with students, parents, teachers, partners and staff for continuous feedback and guidance for the implementation plan.

**Priority topics from assets and needs assessment activities:**

- 1: Provide additional mental health supports for students, staff, and families
- 2: Improving efforts around diversity, equity, and inclusion including supports for English Learners
- 3: Provide financial literacy workshops and resources for students, staff and families

Magnolia Science Academy 2 launched a new partnership with Insight Treatment Center during the fall of 2022 semester to support the priority area 1 listed above. Specifically, Insight Treatment Center presented information to our families during our Friday Coffee with the Principal time to

educate families about the different ways to support children in overcoming adversity and trauma which oftentimes are the causes of children turning to illicit substances as a manner of coping. This partnership with Insight Treatment Center has continued during the spring 2023 semester.

Additionally we have begun establishing partnerships with numerous agencies and organizations that align with the above top priorities, amongst which includes the Justice Equity Diversity and Inclusion (JEDI) professional development training program led by Harvest 4 Success which supports priority area 2 above. In particular, MSA2 kicked off the school's JEDI training in the Fall 2022 semester and is continuing with the program during the spring 2023.

We have planned collaboration projects coming this school semester with First Gen Mentor to help our students and families better understand financial literacy. Our goal is to create a community of students and families who feel empowered to make a difference and take control of their future goals while also exploring entrepreneurship opportunities. The Community School Coordinator will continue to identify, establish and foster school-community partnerships that share a holistic focus on students, staff, families, and community. Align resources and strategies to address the needs of students, staff, parents, and community members in alignment with the *four pillars of community schools: Integrated Student Supports* (online questionnaire 6); *Family and Community Engagement*; *Collaborative Leadership and Practices for Educators and Administrators*, and; *Extended Learning Time and Opportunities*

MSA2 also administers an educational partners survey to families and a mental health and wellness survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA2 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts, both during planning (e.g., making sure all educational partners are engaged) and implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process, along with the Dean of Students for social-emotional learning activities, Assistant Principal for instruction, and Parent and Community Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA cycles for the overall community school framework, with monthly data reviews, sharing out with staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process which includes; focus groups with students, parents, teachers and staff; school site resource inventory; school site self assessment; and surveys where all partners will have the opportunity to participate in providing voice to assets and needs in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners

pertaining to their specific experience and areas of grows and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities yield from the annual school experience survey; focus groups; Assets & Needs assessment survey (held annually first and second semester); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and through written communication with our school wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families via traditional school events like Back to School Night and Parent or Student-led conferences, establishing an effective cadence of communication with updates. We will leverage community wide engagement opportunities to communicate our community school strategies informed by data analysis, including our community school grant application and this implementation plan. We will annually report and publicly present this plan each year at MPS Board meetings (online questionnaire 5). We will link opportunities like home visits to learning and community town halls. We commit to sharing with the elected officials at public forums like public comment sessions during City Council meetings. We will leverage existing partnerships with community based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers serve as a bridge to warmly hand families off to other community supporters that can serve the family based on their specific needs.*

## Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

### Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.

2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.

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3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.

4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

At Magnolia Science Academy 2 our desire is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

#### **Cornerstone Commitments of Community Schools:**

MSA2 is committed to using an **assets-driven and strength-based** approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we assure that students and parents take part in key committees, like the Parent Advisory Committee and Student Leadership, to guide school staff around their personal experiences, history and culture and language. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

MSA2 already uses multi-tiered systems of support (MTSS), and this will form the basis for a **racially just and restorative school climate**. We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services (competitive priority 4). MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. All MSA2 staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyze fall SEL surveys to identify and provide targeted support to individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a *social-emotional learning* curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent. MSA2 is proud of the work staff and students have put in to create a positive school culture and

climate. As part of our **commitment to racially just and restorative school climates**, we plan to further enhance PBIS during implementation with professional development covering PBIS, positive classroom and school climates, and restorative justice/community circles.

MSA2 believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student voice, and providing student ownership opportunities (online questionnaire 7).

MSA2 also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students. Our vision is to become a **community hub for our families and the community** by increasing student and family engagement through relationship and community building (online questionnaire 2). The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is one of the keys to successful teaching and learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids. MSA2 is also devoted to **expanding and enriching learning times** for all of our students by taking the data we received and bringing in resources to fit their needs and wants.

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA2 offers students **powerful, culturally proficient, and relevant instruction**.

The Parent Advisory Committee (PAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The PAC is responsible for oversight of MSA2's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The PAC has **shared decision-making and participatory practices**, including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners (online questionnaire 4). MSA2 is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events **to further promote collaborative leadership**. The PAC roster includes parents, community members, students, teachers, the CSC, and the school Principal. *During implementation, the PAC will oversee the collaborating agency process to bring on*

*new partners, involve them in the PAC’s shared governance structure, and help them integrate their services and resources into the community school (competitive priority 6).*

### Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

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made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers</p>	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:               <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Implementation management guidance:                   <ul style="list-style-type: none"> <li>■ Map and assess current shared governance structures – if needed launch or revise site-level shared leadership structure(s)</li> <li>■ Program goals and outcomes</li> <li>■ Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> <li>■ Develop and manage Shared Outcomes</li> </ul> </li> </ul> </li> </ul>	<p>Quarterly meetings with school-level implementers</p>

Facilitate 8 Parent Advisory Committee (PAC) meetings per year

- Establish a collaborative group of diverse stakeholders
- Facilitate democratic participation and decision-making at all meetings - including voting to approve documents

like the School Safety Plan, LCAP, and new partners

- Conduct meetings with key agenda topics to review:
  - Academic Achievement Plan

residents of the surrounding community, and partners to actively engage in these meetings and all school events.

- Community school programs and activities
- School and Organizational policies
- Annual Budget

Number of participants attending PAC Meetings

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Intentionally welcoming other family members,

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<p>Magnolia Public Schools Home Office support services</p>	<p>Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and legal council. Other systems and programs were used accordingly.</p> <p>Creation of an organization-wide steering committee with all Magnolia schools selecting an Education Partner Representative to join this. This Representative will be selected from those currently assisting each specific school on their Parent Advisory Committee (PAC) (their site level steering committee). This Committee will be developed in collaboration with the Director of Community Schools, the Chief External Officer, and the individual school site leadership working with their school PAC.</p>	<p>Weekly Leadership Meeting</p> <p>Monthly leadership meetings with home office</p> <p>quarterly instructional rounds with home office staff (observation, feedback and coaching)</p> <p>support with WASC, Authorizer Visits</p> <p>Weekly Office Hours hours provided by all home office staff.</p> <p>Unified growth and alignment of common goals and collaboration</p> <p>Problem solving and solution oriented discussions through a critical lens by relevant stakeholders</p>
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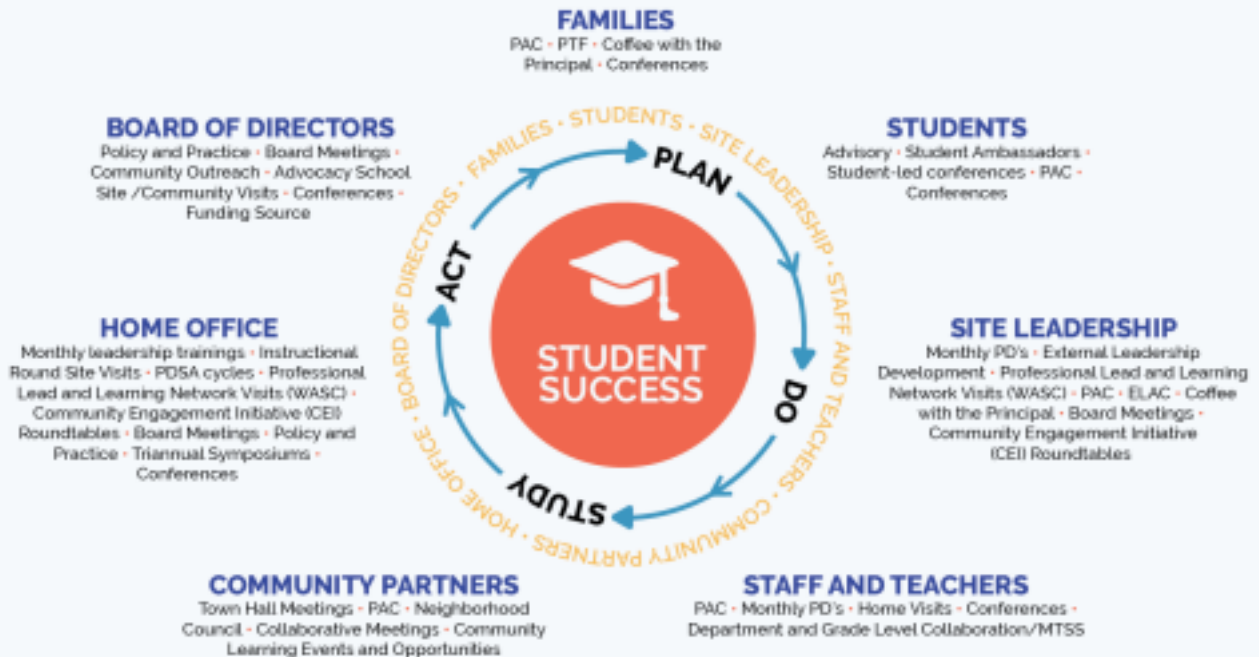
<p>Opportunities for staff leadership and professional growth</p>	<p>Provide Coordinator roles held by staff member as an additional duties</p> <p>Mentoring programs (induction programs)</p> <p>Work with Relay Graduate School of Education to provide capacity building to all leadership through the Inclusive Schools Leadership Institute</p>	<p>Educate and Empower our staff</p> <p>Newfound sense of ownership for one's work</p>
<p>Increase percentage of students who have been home-visited by the teachers per year</p>	<p>Teachers identify students. Make phone calls to parents. Schedule home visits.</p>	<p>Reach or exceed goal of 25% of students received a home visit</p>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Each of our Educational Partners (Students, Staff, Families and Community Partners) are part of the collaborative leadership model. All partners have the opportunity to participate and authentically

engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice many opportunities overlap in audience because the value of collaboration is ultimately deciding how the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site-level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

# Magnolia's Collaborative Leadership Model



## Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

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### Site Level Goals and Measures of Progress

Goals	Action Steps Outcome/Indicators
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<p>The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).</p>	<p>The Community School Coordinator reviews, studies and builds a better understanding of:</p> <ul style="list-style-type: none"> <li>○ School and Organizational policies</li> <li>○ Current school level initiatives</li> <li>○ Committee structures</li> <li>○ School wide- strategic plans</li> </ul>	<p>The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA.</p> <p>Implementation plan and school improvement plan become one cohesive plan.</p>
<p>Increase awareness and understanding of the CA Community School Framework and alignment to MSA2 Implementation Plan.</p>	<p>The Community School Coordinator will introduce and foster the CA Community School Framework and MSA2 Implementation Plan by:</p> <ul style="list-style-type: none"> <li>○ Hosting/facilitating overview of CA Framework and Implementation Plan with students, staff, parents and community members.</li> <li>○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> <li>○ Develop and manage Shared Outcomes</li> </ul>	<p>The community school implementation plan and school improvement plan become one cohesive plan.</p>

## Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

### Site Level Goals and Measures of Progress

	Goals Action Steps	Outcome/Indicators
<p>Recruit and hire diverse, multilingual, staff to support community school strategy and goals, special emphasis on hire's that are from the community being served.</p>	<p>Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.</p>	<p>Hire culturally competent staff to drive community school strategy and goals</p>

<p>Build a strong Community School Centered team, by providing comprehensive training that will incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact &amp;</p>	<p>Work with existing Community School Trainer and Implementer to provide monthly training to CSC, paired with a co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to build team capacity and skill set.</p>	<p>CS Team will be trained on a monthly basis. CS Team will have the tools and support necessary to fully implement the CS Model.</p>
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<p>Results Based Accountability Framework, and cultural competency.</p>	
<p>Retain high quality staff through the duration of the grant and create a pool of future hires.</p>	<p>Provide staff with quality training and support. Incorporate CS Coordinator in decision making meetings and provide competitive salary.</p> <p>Staff retention rate will remain steady during the duration of the grant</p>

**Key Staff/Personnel**

<p><b>Staff Name &amp; Title</b></p>	<p><b>Main role/function</b></p>
<p>Mr. David Garner, Principal</p>	<p>The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision making at the organizational level, school site, and community level. Supports budget planning, strategic partnership alignment, program implementation, compliance</p>
<p>Ms. Maite Montalvo, Community School Coordinator</p>	<p>The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. Will lead key efforts for an annual Assets &amp; Needs Assessment process. Coordinate and align partnerships to address student, staff, families and community needs. Serve as an integral part of the school's leadership team.</p>



College and Career Counselor years of their secondary education careers (middle/high schools). They would also identify and support student groups that may not be open to following the traditional path for higher education and connect them

with resources and warm hand off to departments at the college or university level that may serve as a resource for students such as the unhoused populations.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong, and accountable, track record of leveraging public/ private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding opportunities from both public and private support, enabling MSA2 to align and leverage multiple funding streams for our community school programs as described below (online questionnaire 12). For example we host the Magnolia Annual Big Give Campaign, that raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to put individual interests aside and come together as one Magnolia community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. Our aim is to continue to strengthen and grow our development efforts, so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are ties to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools initiatives across the full organization.

Additionally, MSA2 plans to sustain community school services after grant exploration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

Magnolia schools will leverage multiple funding streams to sustain the community schools work. These include state and federal funding focused on supporting evidence-based factors related to the success of community schools. For example, the Extended Learning Opportunity (ELOP) funds, such as the After School Education and Safety (ASES) grant and 21st Century Community Learning Centers (CCLC) program. This program provides funding for after-school and summer learning

programs, which is an important part of community school initiatives.

As discussed during strategic planning meetings, the Director of Advancement will focus on private foundation grants as another potential source of funding for community schools. Many foundations support education and community development initiatives and may be interested in funding community schools. The California Endowment, for example, has provided funding to support community schools in California, as has the Bill and Melinda Gates Foundation. Corporate sponsorship is another option for sustaining community schools funding. Some corporations may be interested in sponsoring community schools as part of their corporate social responsibility efforts.

Community partnerships can also provide funding and other resources for community schools. Partnerships with local businesses and community organizations can provide funding, as well as in-kind support such as volunteer hours or space for activities. For example, a local business may provide funding for a specific program or activity, or a community organization may offer resources and support to help community schools achieve their goals.

Ongoing efforts to build and maintain partnerships with education partners across sectors can help ensure that Magnolia community schools have the resources to provide high-quality education and support to all students, families and the surrounding communities (questionnaire #10 and #11).

## Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
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<p>Develop and manage a comprehensive map and partner database</p>	<ul style="list-style-type: none"> <li>● Facilitate asset mapping activities with students, staff, families and community members</li> <li>● Align resources and strategies to address student, staff, families and community member needs</li> <li>● Shared and reviewed with Steering Committee</li> </ul>	<p>Partner map &amp; database reviewed and updated monthly.</p> <p>Review and revise bi-annually with school PAC (site level steering committee) and report to the Magnolia Public Schools (MPS) overall steering committee annually</p>
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<p>Identify, establish and foster school-community partnerships who share a holistic focus on students, staff, families and community.</p>	<ul style="list-style-type: none"> <li>● Coordinate Individual community partnership meetings</li> <li>● Identify partners who share a holistic focus on students, staff, families and community members.</li> <li>● Formalize and Align resources and strategies via service agreement(s)</li> </ul>	<p>Number of services/strategies offered for students, staff, families, and community members.</p>
<p>Facilitate and manage Bi-monthly community partnership meetings</p>	<ul style="list-style-type: none"> <li>● Yearly Kick-off community partnership meeting</li> <li>● Share Assets &amp; Needs Assessment findings</li> <li>● Conduct meetings with key agenda topics: <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Program goals and outcomes</li> <li>○ Partnership Alignment</li> <li>○ Align policies and procedures to improve resource/program coordination</li> <li>○ Review goals and targets for Shared Outcomes</li> </ul> </li> </ul>	<p>Partner services/strategies are in alignment with MSA2's Community School strategy and goals Yearly partner service review and development of shared outcomes</p>

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Using our assets and needs assessment data and our focus group feedback, we were able to identify the type of resources and programs our school needs, many of which are extended/expanded learning time opportunities (questionnaire #8) . We began the school year by partnering up with **Insight Treatment Center**. Our families received workshops on mental health, drug awareness and substance abuse. Students participated in classroom workshops to learn about dealing with anxiety, stress and depression.

Additionally, we collaborated with 10 local organizations as part of our community resource fairs. Our families, students, staff and community members were able to learn about organizations that provide free food, free clothing, support with mental health, immigration services, environmental and sustainable farming, community clinics, and LGBTQ+ centers.

Partnership with **Los Angeles Institute of Restorative Practices** (LAIRP) provided one on one support to our students by learning about implicit bias, social emotional learning, culture building and restorative practices. High school students were able to have a deeper understanding of ways to find



positive solutions to negative situations they and their peers experience in school and at home.

Currently, forty middle school students are participating in **Kaiser's Permanente Hippocrates Circle Program** as part of a mentorship program with local Kaiser Permanente doctors. This program allows students to explore the field of medicine and help bring representations among students of color. Both students and parents learn about the dynamics in applying to medical school as well as the financial assistance.

Our partnership with **Southern California Medical Clinic** has allowed us to bring mobile clinics to our school and community. They provide vision, and dental screening as well as flu shots and vaccines. Parents and families receive one on one support in applying to Medical, Calfresh and/or Calworks.

**Shifting Our Ways** conducts workshops about compost and sustainable ways of living. Our students and community are learning about farming and utilizing natural resources. We are currently working with students as they develop their own community garden. Our goal is to have a garden on our campus that has fruits and vegetables free to our students, families and community.

**Harvest 4 Success** is currently evaluating student and staff classroom engagement and behavior as we develop programs and systems to help support students and staff social emotional needs. This collaboration will allow us to find focus points to improve the school environment and build equity, diversity and inclusion.

Our partnership with **ONEgeneration** allows us to find ways to connect with our community and give back. Our students have volunteer opportunities and participate in the Farmer's Market. ONEgeneration is less than one mile from our campus and has a community pantry open to our community of students and families.

**Parent Educational Bridge for Students Achievement Foundation**, provides classes to our English Learners students and families. They provide a 10 session course to help students and our families develop basic skills to better understand the English language. As well as a college readiness course for parents and caregivers.

We saw a large need in financial literacy for our students, families and staff, which is why we are currently in the process of collaborating with **First Gen Mentor**. This partnership will allow us to build equity among our community by learning about the banking systems, investing, student loans and ways to build generational wealth.

We will work during implementation to develop partnerships to implement and expand early childhood programs to support our families (competitive priority 5, online questionnaire 9).

It takes a village to build a community school and we have every intention of activating the resources around us to help build a lasting community school that motivates all students, families, and community to form a positive impact as active citizens of our society.

## Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

### Site Level Goals and Measures of Progress

Goals	Action Steps Outcome Indicator
Build school leadership capacity involving collective decision making and leveraging leadership through reflective data analysis checking in quarterly regarding growth (questionnaire #13)	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts  All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work
School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts  Increased implementation plan refinement

<p>Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'</p>	<p>Professional Development will include:</p> <ul style="list-style-type: none"> <li>• Dr. Anita Turner's Justice, Equity, Diversity, and Inclusion training to help teachers communicate and connect authentically with diverse student body</li> <li>• Dr. Turner's Climate within the Classroom training that supports connecting home visits with learning</li> <li>• LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>• LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> <li>• MPS' Director of Special Education facilitates training on topics like Universal Design for</li> </ul> <p>Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.</p>
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	<p>Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</p>
<p>Develop additional SEL and restorative justice curricula covering restorative practices and community circles.</p>	<p>SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS efforts, including SEL.</p> <p>Increase restorative practices and community circlers to improve school climate and culture</p>

## Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

### Site Level Goals and Measures of Progress

Goals	Action Steps Outcome Indicator
<p>Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth</p>	<p>Coordinate site visits with local community schools, stretch goal is to visit community schools across the country</p> <p>100% participation from the leadership team, recent finds at the quarterly learn and lead sessions with steering committee</p>
<p>Actively participate in three conference and training opportunities including the National Community Schools &amp; Family Engagement Conference</p>	<p>Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights</p> <p>Taking the learning and putting it into action to inform implementation plan</p> <p>Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals</p>
<p>Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'</p>	<p>Professional Development will include:</p> <ul style="list-style-type: none"> <li>• Dr. Anita Turner's Justice, Equity, Diversity, and Inclusion training to help teachers communicate and connect authentically with diverse student body</li> <li>• Dr. Turner's Climate within the Classroom training that supports connecting home visits with learning</li> <li>• LA County Office of Education's PBIS training for building a</li> </ul> <p>Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.</p>

	<p>positive school culture and climate</p> <ul style="list-style-type: none"> <li>• LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> <li>• MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>
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## Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

### Site Level Goals and Measures of Progress

Goals	Action Steps Outcome Indicator
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<p>Increase SBAC results of met or exceeded based on Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) As part of the PDSA cycle, during the summer in-service professional development time, review benchmark and School Dashboard data, as a school site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets (online questionnaire 13). Create a plan of action to address growth</p>	<p>targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff meetings to review progress. Administer formative and summative assessments and analyze data in comparison to growth targets. Administer annual SBAC, once results are released, hold meetings with Academic teams repeating the PDSA cycle.</p> <p>Increase the number of students moving from standard not met, and/ or standard nearly met to standard met or standard exceeded.</p>
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<p>Data baseline will be set and defined by July 1st 2023 in order to kickoff a successful school year.</p>	<p>Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.</p> <p>The community school implementation plan and school improvement plan become one cohesive plan.</p>
<p>Leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.</p>	<p>Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.</p> <p>Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee</p>
<p>Community School evaluation Plan will be informed by LCAP and SPSA Goals.</p>	<p>Community School evaluation Plan will incorporate 5-7 key metrics from the school improvement plan(s) and align within the Community Schools framework</p> <p>LCAP, SPSA and Community School Implementation Plan will be aligned towards results.</p>

**CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP  
PROGRAM (CCSPP):  
IMPLEMENTATION PLAN**

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Magnolia Science Academy 3  
Zekeriya Ocel, Principal  
Email: zocel@magnoliapublicschools.org  
1254 E. Helmick St. Carson CA, 90746  
Office: (310) 637-3806

## Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

### Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Magnolia Science Academy 3 (MSA 3) is part of the Magnolia Public Schools (MPS) *network of ten LEAs that will ensure community school activities occur in their respective learning communities with the support of community-based partners.* (competitive priority 7, online questionnaire 1).

Of our enrollment of 417 students, 79% are socioeconomically disadvantaged, 9% have a disability, 6% are English Learners, and our school includes 98% students of color (CDE 2021-22). MSA3's overall chronic absenteeism rate is extremely high at 40.1%, which is significantly worse than LA County (28%) or California (30%) (CDE 2021-22). The majority of students are below grade level standard in English Language Arts (67%, compared to 53% of CA students below standard) and math (82%, compared to 67% of CA students below standard) (CAASPP 2021-22). And of great concern, 100% of MSA3 English Learners are below standard in ELA and 92% are below standard in



math. *MSA3 has a demonstrated need for expanded access to integrated services to address our academic, social-emotional, and health needs* (competitive priority 2).

To address the needs of our community school, MSA-3 undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents* (competitive priority 3, online questionnaire 3). Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff and community-based partners) are informed of the community school framework, model, and asset and needs data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the planning year and included focus groups inclusive of students, parents, teachers and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess areas they were under the stages of development for a community school. This allowed the team to develop a baseline metric for each of the three capacities they self-assessed under (Collaboration, Coherence and Commitment). Falling under the categories of exploring and emerging, the leadership team initiated their work towards improving systems and partnerships to move them in the direction of maturing and excelling.

All these assessment activities examine needs and gaps in services, but also identified school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities, data findings were shared with students, parents, teachers, partners and staff for continuous feedback and guidance for the implementation plan.

**Priority topics from assets and needs assessment activities:**

- 1: Decrease negative behavior interactions on campus
- 2: Increase Mental health support for students (i.e. coping with challenging feelings)
- 3: Improve school site campus cleanliness

MSA-3 exhibits significant need in the *Demonstrated Need* elements and through additional data collected during planning. In conducting the asset and needs assessment, MSA-3's Community School Coordinator (CSC) found that across students, staff, and parents, the top identified areas of need relate to the classroom and school environment such as negative behavioral interactions and conflicts that include bullying, racially charged language, demonstrating gaps in social emotional learning (SEL), conflict resolution competencies, and a need for improvement around campus cleanliness.

Student surveys surfaced the following as top needs: academic assistance, programs that help them make good choices, and programs that build healthy habits. After a thorough analysis of the data with the MSA-3 administrative team, we identified a community based organization, Concerned Black Men of Los Angeles (CMBLA). They provide mentorship that assists with at-risk Black/Colored youth to provide academic support, career enrichment, and positive role models in the Los Angeles County area. They provide services through workshops on self-mastery, goal setting, and responsible decision-making through one-on-one mentoring and group mentoring. The Los Angeles

Restorative Practice provided training to our Dean of Students on violence prevention services to address existing and potential issues of student conflict which may result in violence and other negative behavior on and around the school campus. Additionally, mental health support and more specifically coping with challenging feelings, was a top area identified by our students and families.

Our partnership with the County of Public Health and Department of Mental Health is helping support the physical and socio-emotional health of our students and families. The County of Public Health is participating in our campus vaccine clinics to provide childhood vaccines. Department of Mental Health, an established partnership for MSA-3, is now facilitating mental health education workshops with our educational partners that include topics of Understanding Childhood Behaviors and Disorders, Suicide Awareness, Prevention, and Resilience, among several other important topics. They also provide behavioral health support at their clinic and these services are offered to all of our students. We have also engaged our mental health partner Care Solace that provides free 24/7/365 mental health support for all of our MSA-3 staff, students, and families. MSA-3 will continue to expand the types of services and mental health engagement activities for our school site.

The third priority area for our campus highlighted a stronger focus on campus cleanliness. This item was documented and escalated to our campus janitorial personnel as an urgent matter that required immediate action. Additionally, this month MSA-3 will be hosting Community Campus Clean-Up and we have invited our staff, students, families and community members to join us in this collaborative event that will help promote the importance of campus cleanliness and personal trash disposal habits. This engagement opportunity will help build strong teamwork and allow our MSA-3 community to be proactive in these efforts.

The Community School Coordinator will continue to Identify, establish and foster school-community partnerships that share a holistic focus on students, staff, families, and community. Align resources and strategies to address the needs of students, staff, parents, and community members in alignment with *the four pillars of community schools: Integrated Student Supports* (online questionnaire 6); *Family and Community Engagement*; *Collaborative Leadership and Practices for Educators and Administrators*, and; *Extended Learning Time and Opportunities*

MSA3 also administers an educational partners survey to families and a mental health and wellness survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA3 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts, both during planning (e.g., making sure all educational partners are engaged) and implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process, along with the Dean of Students for social-emotional learning activities, Assistant Principal for instruction, and Parent and Community Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA

cycles for the overall community school framework, with monthly data reviews, sharing out with staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process which includes; focus groups with students, parents, teachers and staff; school site resource inventory; school site self assessment; and surveys where all partners will have the opportunity to participate in providing voice to assets and needs in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners pertaining to their specific experience and areas of grows and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities yield from the annual school experience survey; focus groups; Assets & Needs assessment survey (held annually first and second semester); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and through written communication with our school wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families via traditional school events like Back to School Night and Parent or Student-led conferences, establishing an effective cadence of communication with updates. We will leverage community wide engagement opportunities to communicate our community school strategies informed by data analysis, including our community school grant application and this implementation plan. We will annually report and publicly present this plan each year at MPS Board meetings (online questionnaire 5). We will link opportunities like home visits to learning and community town halls. We commit to sharing with the elected officials at public forums like public comment sessions during City Council meetings. We will leverage existing partnerships with community based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers serve as a bridge to warmly hand families off to other community supporters that can serve the family based on their specific needs.*

## Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

### Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Our desire is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

MSA3 is committed to using an **assets-driven and strength-based** approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we assure that students and parents take part in key committees, like the Parent Advisory Committee and Student Leadership, to guide school staff around their personal experiences, history and culture and language. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

MSA3 already uses multi-tiered systems of support (MTSS), and this will form the basis for a **racially just and restorative school climate**. *We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services* (competitive priority 4). MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. All MSA3 staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyze fall SEL surveys to identify and provide targeted support to individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a *social-emotional learning* curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.

MSA3 is proud of the work staff and students have put in to create a positive school culture and climate. As part of our **commitment to racially just and restorative school climates**, we plan to

further enhance PBIS during implementation with professional development covering PBIS, positive classroom and school climates, and restorative justice/community circles.

MSA3 believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning, including *multi-tiered systems of support* and *social emotional learning* as described above. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student voice, and providing student ownership opportunities (online questionnaire 7).

MSA3 also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students. vision is to become a **community hub for our families and the greater community** by increasing student and family engagement through relationship and community building (online questionnaire 2). The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is one of the keys to successful teaching and learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids. MSA3 is also devoted to **expanding and enriching learning times** for all of our students by taking the data we received and bringing in resources to fit their needs and wants.

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA3 offers students **powerful, culturally proficient, and relevant instruction**.

The Parent Advisory Committee (PAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The PAC is responsible for oversight of MSA3's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The PAC has **shared decision-making and participatory practices** (online questionnaire 4), including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners. MSA3 is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events **to further promote collaborative leadership**. The PAC roster includes parents, community members, students, teachers, the CSC, and the school Principal. *During implementation, the PAC will oversee the collaborating agency process to bring on new partners, involve them in the PAC's shared governance structure, and help them integrate their services and resources into the community school* (competitive priority 6).

### **Priority 3: Collaborative Leadership**

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers</p>	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:               <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Implementation management guidance:                   <ul style="list-style-type: none"> <li>■ Map and assess current shared governance structures – if needed launch or revise site-level shared leadership structure(s)</li> <li>■ Program goals and outcomes</li> <li>■ Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> <li>■ Develop and manage Shared Outcomes</li> </ul> </li> </ul> </li> </ul>	<p>Quarterly meetings with school-level implementers</p>
<p>Facilitate 8 Parent Advisory Committee (PAC) meetings per year</p>	<ul style="list-style-type: none"> <li>● Establish a collaborative group made of diverse stakeholders</li> <li>● Facilitate democratic participation and decision-making at all meetings - including voting to approve documents like the School Safety Plan, LCAP, and new partners</li> <li>● Conduct meetings with key agenda topics to review:               <ul style="list-style-type: none"> <li>○ Academic Achievement Plan</li> <li>○ Community school programs and activities</li> <li>○ School and Organizational policies</li> <li>○ Annual Budget</li> </ul> </li> </ul>	<p>Number of participants attending PAC Meetings</p> <p>Intentionally welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events.</p>

<p>Magnolia Public Schools Home Office support services</p>	<p>Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and legal council. Other systems and programs were used accordingly.</p> <p>Creation of an organization-wide steering committee with all Magnolia schools selecting an Education Partner Representative to join this. This Representative will be selected from those currently assisting each specific school on their Parent Advisory Committee (PAC) (their site level steering committee). This Committee will be developed in collaboration with the Director of Community Schools, the Chief External Officer, and the individual school site leadership working with their school PAC.</p>	<p>Weekly Leadership Meeting</p> <p>Monthly leadership meetings with home office</p> <p>quarterly instructional rounds with home office staff (observation, feedback and coaching)</p> <p>support with WASC, Authorizer Visits</p> <p>Weekly Office Hours hours provided by all home office staff.</p> <p>Unified growth and alignment of common goals and collaboration</p> <p>Problem solving and solution oriented discussions through a critical lens by relevant stakeholders</p>
<p>Opportunities for staff leadership and professional growth</p>	<p>Provide Coordinator roles held by staff member as an additional duties</p> <p>Mentoring programs (induction programs)</p> <p>Work with Relay Graduate School of Education to provide capacity building to all leadership through the Inclusive Schools Leadership Institute</p>	<p>Educate and Empower our staff</p> <p>Newfound sense of ownership for one's work</p>
<p>Increase percentage of students who have been home-visited by the teachers per year</p>	<p>Teachers identify students. Make phone calls to parents. Schedule home visits.</p>	<p>Reach or exceed goal of 25% of students received a home visit</p>

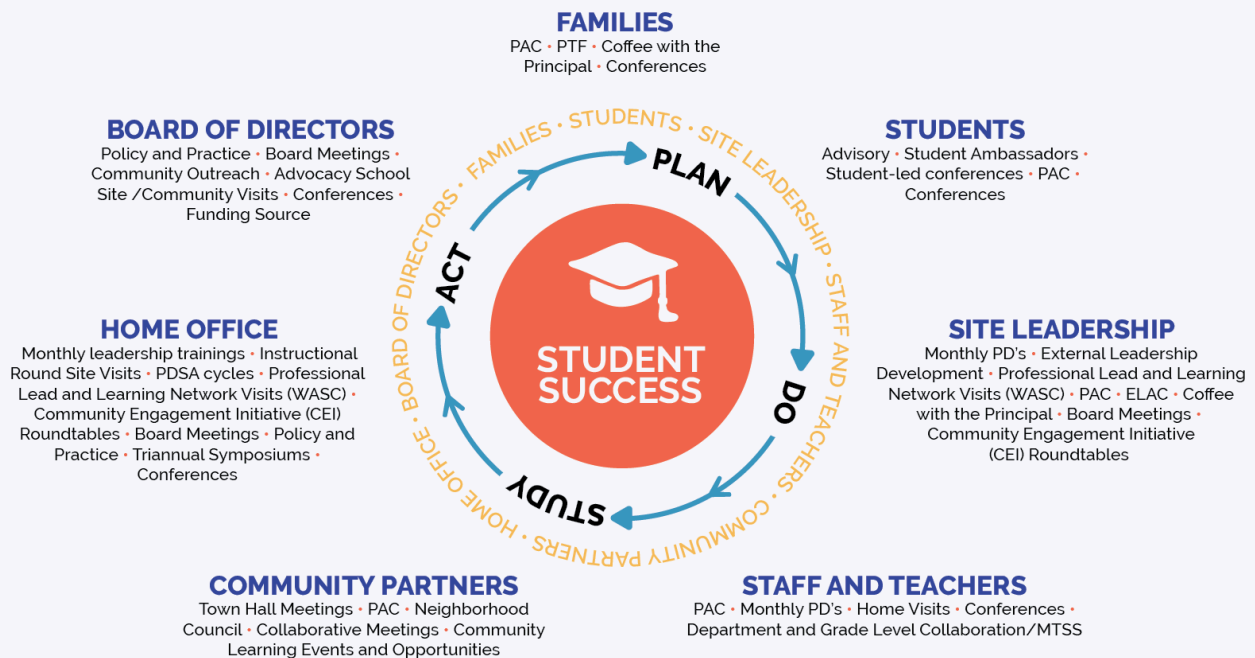
Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Each of our Educational Partners (Students, Staff, Families and Community Partners) are part of the collaborative leadership model. All partners have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice many opportunities overlap in audience because the value of collaboration is ultimately deciding how



the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site-level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

## Magnolia's Collaborative Leadership Model



### Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).	The Community School Coordinator reviews, studies and builds a better understanding of: <ul style="list-style-type: none"> <li>○ School and Organizational policies</li> <li>○ Current school level initiatives</li> <li>○ Committee structures</li> <li>○ School wide- strategic plans</li> </ul>	The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA.  Implementation plan and school improvement plan become one cohesive plan.
Increase awareness and understanding of the CA Community School Framework and alignment to MSA3 Implementation Plan.	The Community School Coordinator will introduce and foster the CA Community School Framework and MSA3 Implementation Plan by: <ul style="list-style-type: none"> <li>○ Hosting/facilitating overview of CA Framework and Implementation Plan with students, staff, parents and community members.</li> <li>○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> <li>○ Develop and manage Shared Outcomes</li> </ul>	The community school implementation plan and school improvement plan become one cohesive plan.

### Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Recruit and hire diverse, multilingual, staff to support community school strategy and goals, special emphasis on hire’s that are from the community being served.	Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.	Hire culturally competent staff to drive community school strategy and goals
Build a strong Community School Centered team, by providing comprehensive training that will incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact &	Work with existing Community School Trainer and Implementer to provide monthly training to CSC, paired with a co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to build team capacity and skill set.	CS Team will be trained on a monthly basis. CS Team will have the tools and support necessary to fully implement the CS Model.

Results Based Accountability Framework, and cultural competency.		
Retain high quality staff through the duration of the grant and create a pool of future hires.	Provide staff with quality training and support. Incorporate CS Coordinator in decision making meetings and provide competitive salary.	Staff retention rate will remain steady during the duration of the grant

## Key Staff/Personnel

Staff Name & Title	Main role/function
Principal	The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision making at the organizational level, school site, and community level. Supports budget planning, strategic partnership alignment, program implementation, compliance
Assistant Principal	The Assistant Principal works on all logistical support with the school site day to day functions. Additionally, they work closely with the academic team to develop and refine systems and structures focused on students outcomes, specific to community School work they support budget planning and accountability with measurable benchmarks.
Parent and Community Engagement (PACE) Coordinator	The PACE Coordinator will work with parents and families to increase their involvement in student learning. Provides organization and continuity to the school's parent involvement initiatives, responding to the needs and concerns of parents and families and creating ongoing mechanisms for parents to play significant roles at school and home.
Dean of Students	The Dean of Students is focused on the variety of elements that inform keeping students, staff and families safe on a campus both physically and emotionally. They are trained in trauma informed practices and support PBIS and MTSS alignment. They have routine meetings with staff and students to inform ongoing progress through individual or collective goals for safety at the site.
Dean of Academics High School	The Dean of Academics promotes the educational development of all students and the professional development of all staff.
Office Manager	As the vital frontline staff the office manager is often the first to know when a child or family is in need of additional support or needs. They act as the lifeline to families and resources not just at the school site but in the community. They also support purchasing and contract implementation.
School Psychologist	The school psychologist is available to meet the needs of the child and often the families of the school. They support partner management related to mental health implementation. They build trust and rapport with individual students/ families. They also serve

	as the direct referral staff member to connect students through warm handoffs to community partners.
Community School Director	The Community School Director is responsible for the oversight, management and grant outcomes. Will lead key efforts to support alignment across the Magnolia Public Schools network of community schools. Serves as an integral part of the organization's leadership team.
Community School Coordinator	The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. Will lead key efforts for an annual Assets & Needs Assessment process. Coordinate and align partnerships to address student, staff, families and community needs. Serve as an integral part of the school's leadership team.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong, and accountable, track record of leveraging public/ private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding opportunities from both public and private support, enabling MSA3 to align and leverage multiple funding streams for our community school programs as described below (online questionnaire 12). For example, we host the Magnolia Annual Big Give Campaign, which raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to put individual interests aside and come together as one Magnolia community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. Our aim is to continue to strengthen and grow our development efforts, so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are ties to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools initiatives across the full organization.

Additionally, MSA3 plans to sustain community school services after grant exploration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

Magnolia schools will leverage multiple funding streams to sustain the community schools work. These include state and federal funding focused on supporting evidence-based factors related to the

success of community schools. For example, the Extended Learning Opportunity (ELOP) funds, such as the After School Education and Safety (ASES) grant and 21st Century Community Learning Centers (CCLC) program. This program provides funding for after-school and summer learning programs, which is an important part of community school initiatives.

As discussed during strategic planning meetings, the Director of Advancement will focus on private foundation grants as another potential source of funding for community schools. Many foundations support education and community development initiatives and may be interested in funding community schools. The California Endowment, for example, has provided funding to support community schools in California, as has the Bill and Melinda Gates Foundation. Corporate sponsorship is another option for sustaining community schools funding. Some corporations may be interested in sponsoring community schools as part of their corporate social responsibility efforts.

Community partnerships can also provide funding and other resources for community schools. Partnerships with local businesses and community organizations can provide funding, as well as in-kind support such as volunteer hours or space for activities. For example, a local business may provide funding for a specific program or activity, or a community organization may offer resources and support to help community schools achieve their goals.

Ongoing efforts to build and maintain partnerships with education partners across sectors can help ensure that Magnolia community schools have the resources to provide high-quality education and support to all students, families and the surrounding communities (questionnaire #10 and #11).

## Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Develop and manage a comprehensive map and partner database	<ul style="list-style-type: none"> <li>• Facilitate asset mapping activities with students, staff, families and community members</li> <li>• Align resources and strategies to address student, staff, families and community member needs</li> <li>• Shared and reviewed with Steering Committee</li> </ul>	<p>Partner map &amp; database reviewed and updated monthly.</p> <p>Review and revise bi-annually with school PAC (site level steering committee) and report to the Magnolia Public Schools (MPS) overall steering committee annually</p>

<p>Identify, establish and foster school-community partnerships who share a holistic focus on students, staff, families and community.</p>	<ul style="list-style-type: none"> <li>● Coordinate Individual community partnership meetings</li> <li>● Identify partners who share a holistic focus on students, staff, families and community members.</li> <li>● Formalize and Align resources and strategies via service agreement(s)</li> </ul>	<p>Number of services/strategies offered for students, staff, families, and community members.</p>
<p>Facilitate and manage Bi-monthly community partnership meetings</p>	<ul style="list-style-type: none"> <li>● Yearly Kick-off community partnership meeting</li> <li>● Share Assets &amp; Needs Assessment findings</li> <li>● Conduct meetings with key agenda topics:             <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Program goals and outcomes</li> <li>○ Partnership Alignment</li> <li>○ Align policies and procedures to improve resource/program coordination</li> <li>○ Review goals and targets for Shared Outcomes</li> </ul> </li> </ul>	<p>Partner services/strategies are in alignment with MSA3's Community School strategy and goals Yearly partner service review and development of shared outcomes</p>

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

The asset and needs assessment survey along with the 3 focus groups that were administered to our students, parents and staff allowed MSA-3 to receive the feedback required to implement changes that align to the vision of the community school model.

We solidified the partnership with **Concerned Black Men of Los Angeles** to enact proactive measures and solutions for our students that focused on teaching them healthy ways to handle conflict and promote positive behavior interactions. This partnership will help build students self confidence and teach them healthy ways to socialize among their peers.

**Think Together** is our after school service provider that supports our students' care during after school hours. The Think Together team delivers nationally-recognized after school programs that include sports, enrichment workshops, academic and homework support among several other services. This extended learning support is a valuable asset to all of our students (online questionnaire 8).

Our partnership with **The Women's Shelter of Long Beach (WSLB)**, a community group that supports families who are experiencing issues of domestic violence and homelessness. WSLB is working with MSA-3 in our parent college workshops to engage families in the conversation of

healthy relationships which is an area that will help support our conflict resolution priorities on our site.

For early education and child development, MSA3 will work with early childhood partners to expand early childhood programs to better serve families (competitive priority 5, online questionnaire 9).

Our newly established partnership with **the County of Public Health** and **Department of Mental Health** is helping support the physical and socio-emotional health of our students and families. **The Department of Mental Health** is participating in our campus vaccine clinics to provide childhood vaccines, While **the County of Public Health** is supporting with referrals and in-classroom workshops that are facilitated to our students and families. These partnerships provide a wholesome approach in addressing the health and wellness of our students and their families.

**826LA** is a non-profit organization dedicated to supporting students ages 6 to 18 with their creative and expository writing skills, and to helping teachers inspire their students to write. This new partnership will support our students academically and allow their creativity to grow through their writing abilities. MSA-3 will also participate in a field trip to their Echo Park campus to learn more about their organization and participate in creative and engaging sessions regarding storytelling and writing. **826LA** has sponsored MSA-3 with a transportation scholarship to ensure we have the appropriate resources to facilitate a school bus to their campus,

The asset and needs assessment survey results highlighted a critical need for workshops that focus on financial literacy for our parents. **Mi Gente Education & Financial Services** is a local business owned by a MSA-3 parent that provides financial literacy educational workshops, tax preparation, retirement planning, life insurance, credit repair, 401(k) Rollovers, mobile notary, funeral planning, among other important services. Mi Gente Education & Financial Services participated in our Fall Community Resource Festival as one of our vendors and more recently facilitated a workshop during our Saturday, Parent College workshops.

**Insights Treatment Center** is now working with our MSA-3 students on drug prevention and awareness. Students participated in a virtual workshop to learn about dealing with anxiety, stress and depression. Our families will be receiving workshops on mental health, drug awareness and substance abuse.

**The Asian-American Drug Abuse Program (AADAP)** is an additional community resource supporting our drug prevention and awareness with our students and families. In light of the spike of drug related deaths on school campuses MSA-3 is highly focused on educating our students on the risks of drug use, and AADAP will be holding on campus engagement activities to educate our community.

**Care Solace** provides wraparound support for every student, staff member, and family member in need. **Care Solace** uses the Warm Handoff Referral Process to easily submit referrals. They will navigate the mental health care system on your behalf and provide real-time updates on the progress of each referral.

## Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Build school leadership capacity involving collective decision making and leveraging leadership through reflective data analysis checking in quarterly regarding growth (online questionnaire 13)	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work
School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	Increased implementation plan refinement
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: <ul style="list-style-type: none"> <li>● Capturing Kids Hearts equips professionals in K-12 education to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness. (in-kind services)</li> <li>● Rigor PD with HMH the framework is a tool developed to examine and improve curriculum, instruction, and assessment, and is based on the two dimensions of higher standards and student achievement.</li> <li>● Kaiser PD on mental health to support well-being from classrooms to communities.</li> <li>● LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>● LA Institute for Restorative Practices' Right-Brain Institute training on positive</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.



	<p>communications and restorative practices for school and home.</p> <ul style="list-style-type: none"> <li>● MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	
Develop additional SEL and restorative justice curriculum covering restorative practices and community circles.	SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS efforts, including SEL.	Increase restorative practices and community circles to improve school climate and culture

## Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth	Coordinate site visits with local community schools, stretch goal is to visit community schools across the country	100% participation from the leadership team, recent finds at the quarterly learn and lead sessions with steering committee
Actively participate in three conference and training opportunities including the National Community Schools & Family Engagement Conference	Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights	Taking the learning and putting it into action to inform implementation plan  Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: <ul style="list-style-type: none"> <li>● Capturing Kids Hearts equips professionals in K-12 education to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

	<p>connectedness. (in-kind services)</p> <ul style="list-style-type: none"> <li>• Rigor PD with HMH the framework is a tool developed to examine and improve curriculum, instruction, and assessment, and is based on the two dimensions of higher standards and student achievement.</li> <li>• Kaiser PD on mental health to support well-being from classrooms to communities.</li> <li>• LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>• LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> <li>• MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	
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## Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Increase SBAC results of met or exceeded based on Distance from Standard (DFS)	As part of the PDSA cycle, during the summer in-service professional development time, review benchmark and School Dashboard data, as a school	Increase the number of students moving from standard not met, and/ or

<p>on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</p>	<p>site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets (online questionnaire 13).. Create a plan of action to address growth targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff meetings to review progress. Administer formative and summative assessments and analyze data in comparison to growth targets. Administer annual SBAC, once results are released, hold meetings with Academic teams repeating the PDSA cycle.</p>	<p>standard nearly met to standard met or standard exceeded.</p>
<p>Data baseline will be set and defined by July 1st 2023 in order to kickoff a successful school year.</p>	<p>Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.</p>	<p>The community school implementation plan and school improvement plan become one cohesive plan.</p>
<p>Leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.</p>	<p>Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.</p>	<p>Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee</p>
<p>Community School evaluation Plan will be informed by LCAP and SPSA Goals.</p>	<p>Community School evaluation Plan will incorporate 5-7 key metrics from the school improvement plan(s) and align within the Community Schools framework</p>	<p>LCAP, SPSA and Community School Implementation Plan will be aligned towards results.</p>

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

## Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

## CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

**Pillars of Community Schools:** Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

**Key Conditions for Learning in a Community School:** Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

**Cornerstone Commitments of Community Schools:** A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

**Proven Practices of Community Schools:** Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the Capacity-Building Strategies.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

## Capacity-Building Strategies Overview

The S-TAC has launched the Capacity-Building Strategies: A Developmental Rubric to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

The Developmental Rubric can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

## CCSPP: IMPLEMENTATION PLAN

### School Site Contact Information

Magnolia Science Academy 4

Principal: Musa Avsar

Email: mavsar@magnoliapublicschools.org

Phone: (310) 473-2464

School Address: 11330 Graham Pl Los Angeles California 90064

School Phone Number: (310)473-2464

### Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

#### Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

##### Shared Understanding and Commitment Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

Describe the developmental plans for ensuring these values are reflected in your community schools work:

At Magnolia Science Academy 4 our desire is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

##### Cornerstone Commitments of Community Schools:

MSA4 is committed to using an **assets-driven and strength-based** approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we assure that students and parents take part in key committees, like the Parent Advisory Committee(PAC) and Student Leadership, to guide school staff around their personal experiences, history and culture and language. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

MSA4 already uses multi-tiered systems of support (MTSS), and this will form the basis for a **racially just and restorative school climate**. We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services (competitive priority 4). MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. All MSA4 staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyze fall SEL surveys to identify and provide targeted support to individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a *social-emotional learning* curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent. MSA4 is proud of the work staff and students have put in to create a positive school culture and climate. As part of our **commitment to racially just and restorative school climates**, we plan to further enhance PBIS during implementation with professional development covering PBIS, positive classroom and school climates, and restorative justice/community circles.

MSA4 believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student voice, and providing student ownership opportunities (online questionnaire 7).

MSA4 also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students. Our vision is to become a **community bridge for our families and the community** by increasing student and family engagement through relationship and community building (online questionnaire 2). The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is one of the keys to successful teaching and

learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids. MSA4 is also devoted to **expanding and enriching learning times** for all of our students by taking the data we received and bringing in resources to fit their needs and wants.

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA4 offers students **powerful, culturally proficient, and relevant instruction.**

The Parent Advisory Committee (PAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The PAC is responsible for oversight of MSA4's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The PAC has **shared decision-making and participatory practices**, including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners (online questionnaire 4). MSA4 is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events **to further promote collaborative leadership.** The PAC roster includes parents, community members, students, teachers, the CSC, and the school Principal. *During implementation, the PAC will oversee the collaborating agency process to bring on new partners, involve them in the PAC's shared governance structure, and help them integrate their services and resources into the community school (competitive priority 6).*

## **Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)**

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

**Part A:** As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.



Magnolia Science Academy 4 (MSA 4) is part of the Magnolia Public Schools (MPS) *network of ten LEAs that will ensure community school activities occur in their respective learning communities with the support of community-based partners* (competitive priority 7, online questionnaire 1).

Of MSA4 enrollment of 125 students, *96% are unduplicated pupils* (competitive priority 1), 96.8% are considered socioeconomically disadvantaged, 21% have a disability, 24.1% are classified as English Learners. While MSA4's overall chronic absenteeism rate is very high at 26.2%. The majority of students are below grade level standard in English Language Arts (64%, compared to 53% of CA students below standard). MSA4 students are 94% English Learners are below standard in both ELA which shows that we as a community need to focus on supporting all of our students. *MSA4 has a demonstrated need for expanded access to integrated services to address our academic, social-emotional, and health needs* (competitive priority 2).

MSA4 is proud of our 95.8% graduation rate and 100% A-G passing rate in 2022-23, but despite these, too few MSA4 students enroll in college and this percentage has been decreasing over the past 3 years (47% of graduates in 2020, 52.2% in 2021, and 96.2% in 2022) (National Student Clearinghouse). Of MSA4 graduates in college, only 36% attend UC or CSU campuses, which we will target to increase.

To address the needs of our community school, MSA4 undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents* (competitive priority 3, online questionnaire 3). Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff and community-based partners) are informed of the community school framework, model, and asset and need data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the planning year and included focus groups inclusive of students, parents, teachers and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess areas they were under the stages of development for a community school. This allowed the team to develop a baseline metric for each of the three capacities they self-assessed under (Collaboration, Coherence and Commitment). Falling under the categories of exploring and emerging, the leadership team initiated their work towards improving systems and partnerships to move them in the direction of maturing and excelling.

All these assessment activities examine needs and gaps in services, but also identified school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities, data findings were shared with students, parents, teachers, partners and staff for continuous feedback and guidance for the implementation plan.

**Priority topics from assets and needs assessment activities:**

- 1: Provide additional mental health supports for students, staff, and families
- 2: Improving efforts around diversity, equity, and inclusion including support for English Learners.

### 3: Provide Empowerment and Resource Accessibility: Workshops and resources for students, staff and families

Magnolia Science Academy 4 launched a new partnership with National Alliance on Mental Illness (NAMI) during the fall of 2023 semester to support the priority area 1 listed above. Specifically, the community school coordinator presented information on mental health to our families during our Coffee con conchas with the Principal time to educate families about the different ways to support children in overcoming adversity and trauma which oftentimes are the causes of children turning to illicit substances as a manner of coping. This partnership with the National Alliance on Mental illness has continued during the spring 2023 semester.

We have planned collaboration projects coming this school semester with First Gen Mentor to help our students and families better understand financial literacy. Our goal is to create a community of students and families who feel empowered to make a difference and take control of their future goals while also exploring entrepreneurship opportunities. The Community School Coordinator will continue to identify, establish and foster school-community partnerships that share a holistic focus on students, staff, families, and community. Align resources and strategies to address the needs of students, staff, parents, and community members in alignment with the *four pillars of community schools: Integrated Student Supports* (online questionnaire 6); *Family and Community Engagement*; *Collaborative Leadership and Practices for Educators and Administrators*, and; *Extended Learning Time and Opportunities*

MSA4 also administers an educational partners survey to families and a mental health and wellness survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA4 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts, both during planning (e.g., making sure all educational partners are engaged) and implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process, along with the Dean of Students for social-emotional learning activities, Assistant Principal for instruction, and Parent and Community Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA cycles for the overall community school framework, with monthly data reviews, sharing out with staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process which includes; focus groups with students, parents, teachers and staff; school site resource inventory; school site self assessment; and surveys where all partners will have the opportunity to participate in providing voice to assets and needs in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners

pertaining to their specific experience and areas of grows and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities yield from the annual school experience survey; focus groups; Assets & Needs assessment survey (held annually first and second semester); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and through written communication with our school wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families via traditional school events like Back to School Night and Parent or Student-led conferences, establishing an effective cadence of communication with updates. We will leverage community wide engagement opportunities to communicate our community school strategies informed by data analysis, including our community school grant application and this implementation plan. We will annually report and publicly present this plan each year at MPS Board meetings (online questionnaire 5). We will link opportunities like home visits to learning and community town halls. We commit to sharing with the elected officials at public forums like public comment sessions during City Council meetings. We will leverage existing partnerships with community based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers serve as a bridge to warmly hand families off to other community supporters that can serve the family based on their specific needs.*

**Part B:** As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

**Draft Collective Priority**

**Outcome/Indicators you aim to improve**

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1. Enhance Mental Health Support for Students, Staff, and Families

For Magnolia Science Academy-4 to effectively enhance mental health support for students, staff, and families, the following measurable outcomes and indicators will be established:

1. Increased Workshop Attendance: Target a year-over-year increase in the number of parents and staff attending SEL and mental health workshops.
2. Expanded use of Counseling and Social Work Services: Elevate the number of students, staff, and families utilizing available counseling and social work services by a specific percentage annually. Gather and analyze feedback from service users to ensure satisfaction and perceived improvement in mental well-being.
3. Workshop Impact and Efficacy: Conduct a targeted number of mental health workshops and training sessions each year. Implement pre- and post-assessment tools to quantitatively measure knowledge acquisition and behavioral changes among workshop participants.
4. School-Wide Mental Health Awareness Initiatives: Increase the number and reach of school-wide initiatives or campaigns focused on promoting mental health awareness. Utilize survey data to measure changes in the school's culture and the stigma associated with seeking mental health support.

These measurable outcomes and indicators will serve as benchmarks for assessing the impact of Magnolia Science Academy-4's initiatives to enhance mental health support, thereby ensuring an environment where the well-being of students, staff, and families is prioritized and continuously improved.





<p>2. Strengthen Diversity, Equity, and Inclusion on Support for English Learners</p>	<p>To effectively measure the progress of strengthening diversity, equity, and inclusion efforts, with a focus on support for English Learners at Magnolia Science Academy-4, the following measurable outcomes and indicators will be established:</p> <ol style="list-style-type: none"><li>1. Increase in Culturally Relevant Events: Achieve a specific target for the number of culturally relevant campus-wide events each year, aiming for a minimum of four to celebrate and honor the diversity of the student body.</li><li>2. Inclusion of Culturally Relevant Projects: Implement and complete at least two culturally relevant projects per year, ensuring they are integrated into the curriculum or extracurricular activities, fostering an inclusive learning environment.</li><li>3. Cultural Assembly Participation and Feedback: Organize and conduct one cultural assembly per year, with metrics for student and staff participation rates. Collect and analyze feedback from participants to assess the impact and relevance of the cultural assembly.</li><li>4. English Learner Progress Monitoring: Monitor the academic progress of English Learners through standardized assessments and classroom performance, aiming for continuous improvement in language proficiency and academic achievement.</li><li>5. Staff Training and Development: Increase the number of training sessions focused on diversity, equity, and inclusion, and specifically tailored strategies to support English Learners. Evaluate the effectiveness of the training through staff feedback and the application of learned strategies in the classroom.</li></ol>
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6. Parent and Community Engagement: Track participation rates of parents and community members in school events and activities, aiming for increased involvement from diverse backgrounds. Conduct surveys to gauge parent and community satisfaction with the school's efforts in promoting diversity, equity, and inclusion.

### Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcomes/Indicators
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<p>Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers</p>	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:             <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Implementation management guidance:                 <ul style="list-style-type: none"> <li>■ Map and assess current shared governance structures – if needed launch or revise site-level shared leadership structure(s)</li> <li>■ Program goals and outcomes</li> <li>■ Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> <li>■ Develop and manage Shared Outcomes</li> </ul> </li> </ul> </li> </ul>	<p>Quarterly meetings with school-level implementers</p>
<p>Facilitate 8 Parent Advisory Committee (PAC) meetings per year</p>	<ul style="list-style-type: none"> <li>● Establish a collaborative group made of diverse stakeholders</li> <li>● Facilitate democratic participation and decision-making at all meetings - including voting to approve documents like the School Safety Plan, LCAP, and new partners</li> <li>● Conduct meetings with key agenda topics to review:             <ul style="list-style-type: none"> <li>○ Academic Achievement Plan</li> <li>○ Community school programs and activities</li> <li>○ School and Organizational policies</li> <li>○ Annual Budget</li> </ul> </li> </ul>	<p>Number of participants attending PAC Meetings</p> <p>Intentionally welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events.</p>

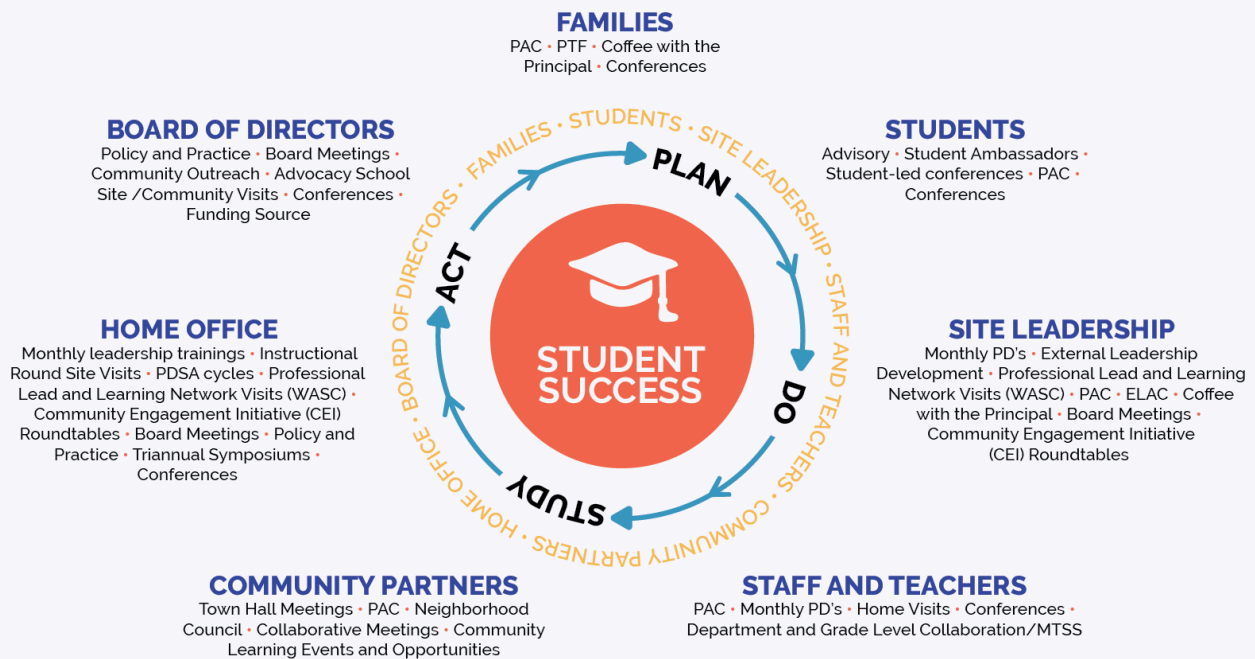
<p>Magnolia Public Schools Home Office support services</p>	<p>Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and legal council. Other systems and programs were used accordingly.</p> <p>Creation of an organization-wide steering committee with all Magnolia schools selecting an Education Partner Representative to join this. This Representative will be selected from those currently assisting each specific school on their Parent Advisory Committee (PAC) (their site level steering committee). This Committee will be developed in collaboration with the Director of Community Schools, the Chief External Officer, and the individual school site leadership working with their school PAC.</p>	<p>Weekly Leadership Meeting</p> <p>Monthly leadership meetings with home office</p> <p>quarterly instructional rounds with home office staff (observation, feedback and coaching)</p> <p>support with WASC, Authorizer Visits</p> <p>Weekly Office Hours hours provided by all home office staff.</p> <p>Unified growth and alignment of common goals and collaboration</p> <p>Problem solving and solution oriented discussions through a critical lens by relevant stakeholders</p>
<p>Opportunities for staff leadership and professional growth</p>	<p>Provide Coordinator roles held by staff member as an additional duties</p> <p>Mentoring programs (induction programs)</p> <p>Work with Relay Graduate School of Education to provide capacity building to all leadership through the Inclusive Schools Leadership Institute</p>	<p>Educate and Empower our staff</p> <p>Newfound sense of ownership for one's work</p>
<p>Increase percentage of students who have been home-visited by the teachers per year</p>	<p>Teachers identify students. Make phone calls to parents. Schedule home visits.</p>	<p>Reach or exceed goal of 25% of students received a home visit</p>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Each of our Educational Partners (Students, Staff, Families and Community Partners) are part of the collaborative leadership model. All partners have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice

many opportunities overlap in audience because the value of collaboration is ultimately deciding how the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site-level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

## Magnolia's Collaborative Leadership Model



### Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community

school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcomes/Indicators
<p>The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).</p>	<p>The Community School Coordinator reviews, studies and builds a better understanding of:</p> <ul style="list-style-type: none"> <li>○ School and Organizational policies</li> <li>○ Current school level initiatives</li> <li>○ Committee structures</li> <li>○ School wide- strategic plans</li> </ul>	<p>The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA.</p> <p>Implementation plan and school improvement plan become one cohesive plan.</p>
<p>Increase awareness and understanding of the CA Community School Framework and alignment to MSA4 Implementation Plan.</p>	<p>The Community School Coordinator will introduce and foster the CA Community School Framework and MSA4 Implementation Plan by:</p> <ul style="list-style-type: none"> <li>○ Hosting/facilitating overview of CA Framework and Implementation Plan with students, staff, parents and community members.</li> <li>○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> <li>○ Develop and manage Shared Outcomes</li> </ul>	<p>The community school implementation plan and school improvement plan become one cohesive plan.</p>

### Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Recruit and hire diverse, multilingual, staff to support community school strategy and goals, special emphasis on hire's that are from the community being served.	Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.	Hire culturally competent staff to drive community school strategy and goals
Build a strong Community School Centered team, by providing comprehensive training that will incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact & Results Based Accountability Framework, and cultural competency.	Work with existing Community School Trainer and Implementer to provide monthly training to CSC, paired with a co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to build team capacity and skill set.	CS Team will be trained on a monthly basis. CS Team will have the tools and support necessary to fully implement the CS Model.
Retain high quality staff through the duration of the grant and create a pool of future hires.	Provide staff with quality training and support. Incorporate CS Coordinator in decision making meetings and provide competitive salary.	Staff retention rate will remain steady during the duration of the grant

## Key Staff/Personnel

Staff Name & Title	Main role/function
Mr. Musa Avsar, Principal	The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision making at the organizational level, school site, and community level. Supports budget planning, strategic partnership alignment, program implementation, compliance
Ms. Nataly Birrueta, Community School Coordinator	The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. Will lead key efforts for an annual Assets & Needs Assessment process. Coordinate and align partnerships to address student, staff, families and community needs. Serve as an integral part of the school's leadership team.
Ms. Elizabeth Veloz, Assistant Principal and Dean of Academics	The Assistant Principal works on all logistical support with the school site day to day functions. Additionally, they work closely with the academic team to develop and refine systems and

	structures focused on students outcomes, specific to community School work they support budget planning and accountability with measurable benchmarks. The Dean of Students is focused on the variety of elements that inform keeping students, staff and families safe on a campus both physically and emotionally. They are trained in trauma informed practices and support PBIS and MTSS alignment. They have routine meetings with staff and students to inform ongoing progress through individual or collective goals for safety at the site.
Ms. Jasmine Gomez, School Psychologist	The school psychologist is available to meet the needs of the child and often the families of the school. They support partner management related to mental health implementation. They build trust and rapport with individual students/ families. They also serve as the direct referral staff member to connect students through warm handoffs to community partners.
Mrs. Laura Esquivel, Office Manager	As the vital frontline staff the office manager is often the first to know when a child or family is in need of additional support or needs. They act as the lifeline to families and resources not just at the school site but in the community. They also support purchasing and contract implementation.
Community School Director	The Community School Director is responsible for the oversight, management and grant outcomes. Will lead key efforts to support alignment across the Magnolia Public Schools network of community schools. Serves as an integral part of the organization's leadership team.
Mrs. Marilyn Lopez, College and Career Counselor	The college and career counselor has the role of supporting students' level of readiness for college and career. They work closely with each student and their family to plan out the next five to seven years of their secondary education careers (middle/ high schools). They would also identify and support student groups that may not be open to following the traditional path for higher education and connect them with resources and warm hand off to departments at the college or university level that may serve as a resource for students such as the unhoused populations.
Mrs. Kimana Davis, Social Worker	The social worker is available to meet the needs of the student and families. They support working closely with community partners with management related to mental health/Social Emotional Learning implementation. They build trust and rapport with individual students and families. They also serve as the direct referral staff member to connect students through warm handoffs to community partners.
Ms. Alquijay, Special Education Coordinator	The Special Education coordinator focuses working with students who have IEPs or 504's to best help support students inside the classroom. They build trust and rapport with students

	inside the classroom since we “push in” the classroom for support.
Ms. Perez and Mr.Marcelo, Paraprofessional	The paraprofessionals focus on providing They play a crucial role in helping these students access the curriculum, providing support tailored to their individual needs

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong, and accountable, track record of leveraging public/ private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding opportunities from both public and private support, enabling MSA4 to align and leverage multiple funding streams for our community school programs as described below (online questionnaire 12). For example we host the Magnolia Annual Big Give Campaign, that raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to put individual interests aside and come together as one Magnolia community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. Our aim is to continue to strengthen and grow our development efforts, so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are ties to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools initiatives across the full organization.

Additionally, MSA4 plans to sustain community school services after grant exploration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

Magnolia schools will leverage multiple funding streams to sustain the community schools work. These include state and federal funding focused on supporting evidence-based factors related to the success of community schools. For example, the Extended Learning Opportunity (ELOP) funds, such as the After School Education and Safety (ASES) grant and 21st Century Community Learning Centers (CCLC) program. This program provides funding for after-school and summer learning programs, which is an important part of community school initiatives.

As discussed during strategic planning meetings, the Director of Advancement will focus on private foundation grants as another potential source of funding for community schools. Many foundations



support education and community development initiatives and may be interested in funding community schools. The California Endowment, for example, has provided funding to support community schools in California, as has the Bill and Melinda Gates Foundation. Corporate sponsorship is another option for sustaining community schools funding. Some corporations may be interested in sponsoring community schools as part of their corporate social responsibility efforts.

Community partnerships can also provide funding and other resources for community schools. Partnerships with local businesses and community organizations can provide funding, as well as in-kind support such as volunteer hours or space for activities. For example, a local business may provide funding for a specific program or activity, or a community organization may offer resources and support to help community schools achieve their goals.

Ongoing efforts to build and maintain partnerships with education partners across sectors can help ensure that Magnolia community schools have the resources to provide high-quality education and support to all students, families and the surrounding communities (questionnaire #10 and #11).

## **Strategy 6: Strategic Community Partnerships**

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcomes/Indicators
Develop and manage a comprehensive map and partner database	<ul style="list-style-type: none"> <li>Facilitate asset mapping activities with students, staff, families and community members</li> <li>Align resources and strategies to address student, staff, families and community member needs</li> <li>Shared and reviewed with Steering Committee</li> </ul>	<p>Partner map &amp; database reviewed and updated monthly.</p> <p>Review and revise bi-annually with school PAC (site level steering committee) and report to the Magnolia Public Schools (MPS) overall steering committee annually</p>
Identify, establish and foster school-community partnerships who share a holistic focus on students, staff, families and community.	<ul style="list-style-type: none"> <li>Coordinate Individual community partnership meetings</li> <li>Identify partners who share a holistic focus on students, staff, families and community members.</li> <li>Formalize and Align resources and strategies via service agreement(s)</li> </ul>	<p>Number of services/strategies offered for students, staff, families, and community members.</p>
Facilitate and manage Bi-monthly community partnership meetings	<ul style="list-style-type: none"> <li>Yearly Kick-off community partnership meeting</li> <li>Share Assets &amp; Needs Assessment findings</li> <li>Conduct meetings with key agenda topics:                             <ul style="list-style-type: none"> <li>Data Review</li> <li>Introduce exploration activities</li> <li>Program goals and outcomes</li> <li>Partnership Alignment</li> <li>Align policies and procedures to improve resource/program coordination</li> <li>Review goals and targets for Shared Outcomes</li> </ul> </li> </ul>	<p>Partner services/strategies are in alignment with MSA4's Community School strategy and goals</p> <p>Yearly partner service review and development of shared outcomes</p>

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Using our assets and needs assessment data and our focus group feedback, we were able to identify the type of resources and programs our school needs, many of which are extended/expanded learning time opportunities. The data on the assets and needs assessment showed that students were struggling with mental health and worked closely with our social work Mrs. Davis. We began the school year by partnering up with **National Alliance On Mental Illness (NAMI)**. Our students received workshops on mental health, drug awareness and substance abuse.

Students participated in classroom workshops to learn about dealing with anxiety, stress and depression.

One of the needs we came across on the parent responses is providing families with resources to receive help with Medical/Calfresh. Our MSA4 community asked for these resources and we recently came in contact with the **Community Resource Center West Los Angeles (CRCWLA)** which has roughly 3 months opened. The center provides the following services: Health Care Enrollment, Calfresh Services, Wi-Fi and a device for a telemedicine consultation, Tutoring for K-8 Grade, Free CPR Classes, Free Health Education and Fitness Class, Navigators for LA Care and BlueShield Members. The data in the Assets and needs assessment also showed that students missed school due to illness. 44% of students answered missing more than 3 days of school due to health/illness. We want to ensure students are being provided all resources to maintain the overall well being of the students in order to perform at their best in class. When students miss school that pushes students to miss school work: lessons, homework, assignments, projects, quizzes, and exams.

MSA4 partnered with **PLUS ME Project** to provide workshops/lessons during the advisory period. PLUS ME provides students the opportunity to express themselves through storytelling. Students have the opportunity to share stories in a notebook that has engaging questions that provide students a flexible tool of self-reflection and connection with their peers. Last year 2023, students attended 5, one hour sessions that used the art of personal storytelling to build confidence in youth and adults. Last year PLUS ME Project served grade levels 9th - 12th which made students more willing to receive counseling sessions with our social emotional counselor and school psychologist. This (2023-2024 academic year our school started serving middle school making our school 6th through 12 with which we would want PLUS ME Project to serve. During middle school many of our students face many challenges and would like to provide a safe space for students to express themselves through storytelling.

Our partnership with **UCLA Project Health** serves our high school students with health education. We want to close the information gap that hinders students' abilities to make responsible decisions about health, and we hope to shrink this gap so that students are able to make knowledgeable decisions. UCLA Project Health provides six workshops covering Mental Health, Drugs, Alcohol, Sexual Decision-Making & STIs, Abusive Relationships, and Nutrition & Fitness meet the California Department of Education's Health Education Content Standards, while still presenting the information in a unique and interactive manner. We know that high school marks the beginning of independence, when teenagers begin to make their own decisions regarding their health and relationships and we want to close that gap as much as possible.

MSA4 partnered with **UCLA College Corps** that places College Corps Fellows to be placed in community-based organizations working in K-12 education, climate action, and food insecurity. UCLA College Corps sent volunteers that are placed in the classroom to help support students academically thrive in the classroom.

Last year MSA4 worked with **UCLA SLAM** to provide students after school the opportunity to express themselves through music. Students were able to learn about the different instruments and

learn how to play them as well. UCLA SLAM's mission is to provide all students with accessible, contemporary and tuition-free music instruction. Every day of the week, SLAM sends a group of volunteers to a middle or high school to teach music classes. Last year, UCLA SLAM only served our high schools, but we now have middle school that would be able to participate in UCLA SLAM. In our Assets and Needs Assessment our students were asked what activities do they feel were the most important to have outside of regular school day and 41% of students chose music. Music was the 2nd top activity students find the most important activity to have outside regular school hours.

We collaborate with the afterschool team **Think Together** to provide students with expanded learning and enrichment time and opportunities before and/or afterschool. The Think Together team works closely with the community school coordinator to provide students a positive school culture and school moral. Think together helps MSA4 with our yearly fall/spring festivals and resources fairs throughout the year. We collaborate to ensure that all cultures are represented at Magnolia Science Academy 4 as representation is extremely important for our students to feel seen and heard.

Magnolia Science Academy 4 wants to partner up with **Los Angeles Institute of Restorative Practices** (LAIRP) to provide one on one support to our students by learning about implicit bias, social emotional learning, culture building and restorative practices. We want our middle school and high school students to have a deeper understanding of ways to find positive solutions to negative situations they and their peers experience in school and at home.

We saw a need for parents learning English to feel more comfortable participating in school activities and communication with English speaking teachers. We want to help support our families by eliminating language barriers by providing ESL classes. Therefore that is why MSA4 wants to collaborate with the **Parent Educational Bridge for Students Achievement Foundation**, to provide classes to our English learners students and families. They provide a 10 session course to help students and our families develop basic skills to better understand the English language. P.E.B.S.A.F also provides a college readiness course for parents and caregivers.

Our students took the Assets and Needs assessment and expressed wanting to have more representation of culture within the classroom through books/art. The Community School Coordinator reached out to **The Book Foundation** to see if it was possible to help support our MSA4 family. The Book Foundation is a new partner that we are currently working closely together to provide students with new books and shelves to all 7 classrooms at MSA4. Magnolia Science Academy 4 is currently working on creating a survey to ask students what books they would like to see inside the classroom.

Additionally, we collaborated with 10 local organizations as part of our community resource fairs. Our families, students, staff and community members were able to learn about organizations that provide free food, free clothing, support with mental health, immigration services, environmental and sustainable farming, community clinics, and LGBTQ+ centers.

We will work during implementation to develop partnerships to implement and expand early childhood programs to support our families. It takes a village to build a community school and we have every intention of activating the resources around us to help build a lasting community school

that motivates all students, families, and community to form a positive impact as active citizens of our society.

## **Strategy 7: Professional Learning**

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Build school leadership capacity involving collective decision making and leveraging leadership through reflective data analysis checking in quarterly regarding growth (questionnaire #13)	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work
School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	Increased implementation plan refinement
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: <ul style="list-style-type: none"> <li>LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> <li>MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.
Develop additional SEL and restorative justice curriculum covering restorative practices and community circles.	SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS efforts, including SEL.	Increase restorative practices and community circles to improve school climate and culture

## Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicators
Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth	Coordinate site visits with local community schools, stretch goal is to visit community schools across the country	100% participation from the leadership team, recent finds at the quarterly learn and lead sessions with steering committee
Actively participate in three conference and training opportunities including the National Community Schools & Family Engagement Conference	Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights	Taking the learning and putting it into action to inform implementation plan  Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: <ul style="list-style-type: none"> <li>• LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>• LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> <li>• MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

## Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success

and to guide their work. Identify those potential outcomes/indicators.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase SBAC results of met or exceeded based on Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	As part of the PDSA cycle, during the summer in-service professional development time, review benchmark and School Dashboard data, as a school site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets (online questionnaire 13). Create a plan of action to address growth targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff meetings to review progress. Administer formative and summative assessments and analyze data in comparison to growth targets. Administer annual SBAC, once results are released, hold meetings with Academic teams repeating the PDSA cycle.	Increase the number of students moving from standard not met, and/ or standard nearly met to standard met or standard exceeded.
Data baseline will be set and defined by August 1st 2024 in order to kickoff a successful school year.	Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.	The community school implementation plan and school improvement plan become one cohesive plan.
Leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.	Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.	Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee
The Community School evaluation Plan will be informed by LCAP and SPSA Goals.	Community School evaluation Plan will incorporate 5-7 key metrics from the school improvement plan(s) and align within the Community Schools framework	LCAP, SPSA and Community School Implementation Plan will be aligned towards results.

**Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.**



**CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP  
PROGRAM (CCSPP):  
IMPLEMENTATION PLAN**

## **CCSPP: IMPLEMENTATION PLAN**

### **School Site Contact Information**

Magnolia Science Academy 5

Principal: Ali Kaplan

School Address: 18238 Sherman Way, Reseda, CA 91335

Phone Number: 818-705-5676

## Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

### Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Magnolia Science Academy 5 (MSA 5) is part of the Magnolia Public Schools (MPS) *network of ten LEAs that will ensure community school activities occur in their respective learning communities with the support of community-based partners* (competitive priority 7, online questionnaire 1).

Of our enrollment of 247 students, *92% of students are unduplicated* (competitive priority 1), 93% are considered socioeconomically disadvantaged, 16% have a disability, 32% are classified as English Learners, and our school includes 95% students of color (CDE 2021-22). MSA5 has an extremely high chronic absenteeism rate at 35.2% (CDE 2021-22). Our overall suspension rate is low, but last year the two suspensions at MSA5 were both violent incidents that resulted in an injury. The majority of MSA5 students are below grade level standard in English Language Arts (55%, compared to 53% of CA students below standard) and math (78%, compared to 67% of CA students below standard) (CAASPP 2021-22). And of great concern, 91% of MSA5 English Learners are below standard in

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CCSPP: Implementation Plan  
Magnolia Science Academy 5

ELA and 87% are below standard in math (CAASPP 2021-22). *MSA5 has a demonstrated need for expanded access to integrated services to address our academic, social emotional, and health needs* (competitive priority 2).

To address the needs of our community school, MSA5 undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a*

*heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents* (competitive priority 3, online questionnaire 3). Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff and community-based partners) are informed of the community school framework, model, and asset and needs data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the planning year and included focus groups inclusive of students, parents, teachers and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess areas as they were under the stages of development for a community school. This allowed the team to develop a baseline metric for each of the three capacities they self-assessed under (Collaboration, Coherence and Commitment). Falling under the categories of exploring and emerging, the leadership team initiated their work towards improving systems and partnerships to move them in the direction of maturing and excelling.

All these assessment activities examine needs and gaps in services, but also identified school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities, data findings were shared with students, parents, teachers, partners and staff for continuous feedback and guidance for the implementation plan.

**Priority topics from assets and needs assessment activities:**

- 1: Increase mental health support for students and families
- 2: Implement additional extended learning opportunities
- 3: Increase family and community engagement

We have established new and continuing collaborations with community partners, such as Tarzana Treatment Centers, Mitchell Family Counseling, Valley Presbyterian Hospital, New Economics for Women Family Source Center, Baby2Baby, First 5 LA, Southern California Medical Center, Goodwill, Insight Treatment Center, California State University, Northridge, Valley College, Pierce College, Zawadi Cultural Collective, Winnetka Neighborhood Council, Council Member Blummenfield's Office. These partnerships have and/or will continue to support our school community by addressing the priority topics listed above and beyond. We will increase academic assistance as school is below grade level standard, English Language Arts is at 53% and Math is at 67%.

The Community School Coordinator will continue to identify, establish and foster school-community partnerships who share a holistic focus on students, staff, families and community. They will align resources and strategies to address the needs of students, staff, parents and community members consistent with the four pillars of community schools: Integrated Student Supports; Family and

Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities.

MSA5 also administers an educational partners survey to families and a mental health and wellness

survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA5 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts, both during planning (e.g., making sure all educational partners are engaged) and implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process, along with the Dean of Students for social-emotional learning activities, Assistant Principal for instruction, and Parent and Community Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA cycles for the overall community school framework, with monthly data reviews, sharing out with staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process which includes; focus groups with students, parents, teachers and staff; school site resource inventory; school site self assessment; and surveys where all partners will have the opportunity to participate in providing voice to assets and needs in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners pertaining to their specific experience and areas of grows and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities identified from the annual school experience survey; focus groups; Assets & Needs assessment survey (held annually first and second semester); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and through written communication with our school wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families via traditional school events like Back to School Night and Parent or Student-led conferences, establishing an effective cadence of communication with updates. We will leverage community wide engagement opportunities to communicate our community school strategies informed by data analysis, including our community school grant application and this implementation plan (online questionnaire 5). We will link opportunities like home visits to learning and community town halls. We commit to sharing with the elected officials at public forums like public comment sessions during City Council and MPS board meetings. We will leverage existing partnerships with community based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers serve as a bridge to warmly hand families off to other community supporters that can serve the family based on their specific needs.*

## Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

## Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

At MSA5 our desire is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

MSA5 uses results based on asset-driven data to focus on school’s parents and students strength and partnering with community partners that will offer services to strengthen that data and also by listening to feedback provided by students and parents. Parents also are included in those decisions by agreeing to bring in those partners or also by suggesting to the school of a potential partnership that could be beneficial. MSA5 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we assure that students and parents take part in key committees, like the Parent Advisory Committee and Student Leadership, to guide school staff

around their personal experiences, history and culture and language. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

MSA5 already uses multi-tiered systems of support (MTSS), and this will form the basis for a racially just and restorative school climate. MSA5 uses “HOWL Bucks” to nourish and sustain positive behavior, students are awarded with HOWL BUCKS, which is the school's currency which they can use to buy snacks, drinks and school supplies from the HOWL store every Friday during lunch, all items are donated by parents. MSA5 also incorporated Positive Behavioral Intervention and Support (PBIS) field trips, students with positive behavioral change are included on a field trip for expanded learning (also part of enhancing our expanded learning opportunities pillar - online questionnaire 8) by being taken on intentional educational trip, such as In-N-Out tour and interacted with workers and part took in the preparation for the day, or Sea World to learn about aquatic ecosystem. This is part of the Integrated Student Supports Pillar (online questionnaire 6). We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services (competitive priority 4). MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. All MSA5 staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyze fall SEL surveys to identify and provide targeted support to individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a social-emotional learning curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent. We are proud of the work staff and students have put in to create a positive school culture and climate. As part of our **commitment to racially just and restorative school climates**, we plan to further enhance PBIS during implementation with professional development covering PBIS, positive classroom and school climates, and restorative justice/community circles.

MSA5 believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning, including *multi-tiered systems of support* and *social emotional learning* as described above. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student voice, and providing student ownership opportunities (online questionnaire 7).

MSA5 also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students. Our vision is to become a **community hub for our families and the community** by increasing student and family engagement through relationship and community building (online questionnaire 2). The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is one of the keys to successful teaching and learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids. MSA5 is also devoted to **expanding and enriching learning times** for all of our students by taking the data we received and bringing in resources to fit their needs and wants.

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA5 offers students **powerful, culturally proficient, and relevant instruction**. Throughout the year we celebrate cultural events, such as Hispanic Heritage and Black History Month. MSA5 hosted special dance guests that came to campus for a Danza Azteca dance in honor of Hispanic Heritage Month and had keynote speaker, Shania Accius, CEO of Zawadi Cultural Collective to celebrate Black History Month.

MSA5 has implemented **partnership and engagement activities** in collaboration with other network community schools (MSA 1, MSA 2 and MSA 7). Implementing the annual community fair has increased student and family engagement through relationship and community building (online questionnaire 2). We have exposed students and parents to colleges, most recently a trip to UCLA helped parents envision their children attending college to pursue a higher education. MSA5 has also ensured **meaningful involvement by partnering** with community partners and offering parents/students free resources, workshops, volunteering opportunities based on the results from the needs assessment and recommendations brought up by parents during monthly Coffee with the Principal and Parent Advisory Committee meetings.

The Parent Advisory Committee (PAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The PAC is responsible for oversight of MSA5's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The PAC has **shared decision-making and participatory practices** (online questionnaire 4), including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners. MSA5 is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events **to further promote collaborative leadership**. The PAC roster includes parents, community members, students, teachers, the CSC, and the school Principal. During implementation, the PAC will oversee the collaborating agency process to bring on new partners, involve them in the PAC's shared governance structure, and help them integrate their services and resources into the community school (competitive priority 6).



### Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams. Site Level Goals and Measures of Progress

Goals	Action Steps Outcome/Indicators
<p>Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers</p> <p>Facilitate 8 Parent Advisory Committee (PAC) meetings per year</p>	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:               <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Implementation management guidance:                   <ul style="list-style-type: none"> <li>■ Map and assess current shared governance structures</li> <li>– if needed launch or revise site-level shared leadership structure(s)</li> <li>■ Program goals and outcomes</li> <li>■ Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> <li>■ Develop and manage Shared Outcomes</li> </ul> </li> </ul> </li> </ul> <p>Quarterly meetings with school-level implementers</p> <ul style="list-style-type: none"> <li>● Establish a collaborative group made of diverse stakeholders</li> <li>● Facilitate democratic participation and decision-making at all meetings - including voting to approve documents like the School Safety Plan, LCAP, and new partners</li> </ul> <p>Number of participants attending PAC Meetings</p> <p>Intentionally welcoming other</p> <ul style="list-style-type: none"> <li>● Conduct meetings with key agenda topics to</li> </ul>

	<p>review:</p> <ul style="list-style-type: none"> <li>○ Academic Achievement Plan</li> <li>○ Community school programs and activities</li> <li>○ School and Organizational policies</li> <li>○ Annual Budget</li> </ul>	<p>family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events.</p>
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<p>Magnolia Public Schools Home Office support services</p>	<p>Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and legal council. Other systems and programs were used accordingly.</p> <p>Creation of an organization-wide steering committee with all Magnolia schools selecting an Education Partner Representative to join this. This Representative will be selected from those currently assisting each specific school on their Parent Advisory Committee (PAC) (their site level steering committee). This Committee will be developed in collaboration with the Director of Community Schools, the Chief External Officer, and the individual school site leadership working with their school PAC.</p>	<p>Weekly Leadership Meeting</p> <p>Monthly leadership meetings with home office</p> <p>quarterly instructional rounds with home office staff (observation, feedback and coaching)</p> <p>support with WASC, Authorizer Visits</p> <p>Weekly Office Hours hours provided by all home office staff.</p> <p>Unified growth and alignment of common goals and collaboration</p> <p>Problem solving and solution oriented discussions through a critical lens by relevant stakeholders</p>
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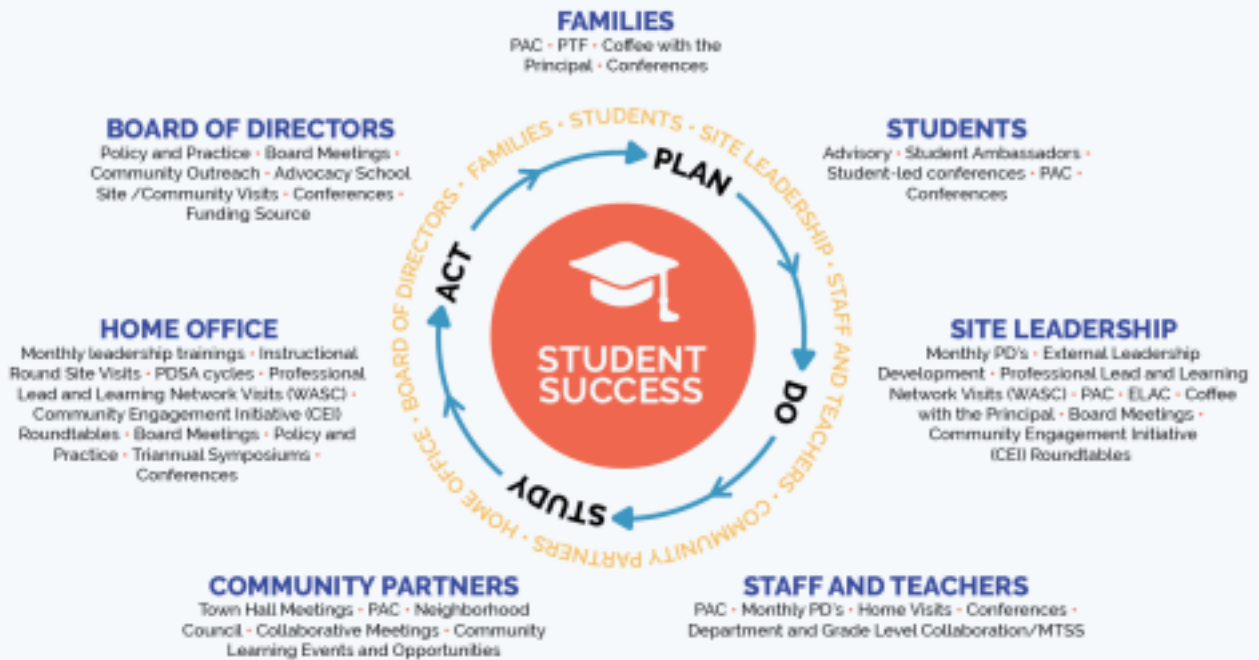
<p>Opportunities for staff leadership and professional growth</p>	<p>Provide Coordinator roles held by staff member as an additional duties</p> <p>Mentoring programs (induction programs)</p> <p>Work with Relay Graduate School of Education to provide capacity building to all leadership through the Inclusive Schools Leadership Institute</p>	<p>Educate and Empower our staff</p> <p>Newfound sense of ownership for one's work</p>
<p>Increase percentage of students who have been home-visited by the teachers per year</p>	<p>Teachers identify students. Make phone calls to parents. Schedule home visits.</p>	<p>reach or exceed goal of 25% of students received a home visit</p>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Each of our Educational Partners (Students, Staff, Families and Community Partners) are part of the collaborative leadership model. All partners have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice

many opportunities overlap in audience because the value of collaboration is ultimately deciding how the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site-level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

# Magnolia's Collaborative Leadership Model



## Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

### Site Level Goals and Measures of Progress

Goals	Action Steps Outcome/Indicators
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<p>The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).</p>	<p>The Community School Coordinator reviews, studies and builds a better understanding of:</p> <ul style="list-style-type: none"> <li>○ School and Organizational policies</li> <li>○ Current school level initiatives</li> <li>○ Committee structures</li> <li>○ School wide- strategic plans</li> </ul>	<p>The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA.</p> <p>Implementation plan and school improvement plan become one cohesive plan.</p>
<p>Increase awareness and understanding of the CA Community School Framework and alignment to MSA5 Implementation Plan.</p>	<p>The Community School Coordinator will introduce and foster the CA Community School Framework and MSA5 Implementation Plan by:</p> <ul style="list-style-type: none"> <li>○ Hosting/facilitating overview of CA Framework and Implementation Plan with students, staff, parents and community members.</li> <li>○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> <li>○ Develop and manage Shared Outcomes</li> </ul>	<p>The community school implementation plan and school improvement plan become one cohesive plan.</p>

## Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

### Site Level Goals and Measures of Progress

#### Goals Action Steps Outcome/Indicators

<p>Recruit and hire diverse, multilingual, staff to support community school strategy and goals, special emphasis on hire's that are from the community being served.</p>	<p>Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.</p>	<p>Hire culturally competent staff to drive community school strategy and goals</p>
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<p>Build a strong Community School Centered team, by providing comprehensive training that will incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact &amp; Results Based Accountability Framework, and cultural competency.</p>	<p>Work with existing Community School Trainer and Implementer to provide monthly training to CSC, paired with a co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to build team capacity and skill set.</p>	<p>CS Team will be trained on a monthly basis. CS Team will have the tools and support necessary to fully implement the CS Model.</p>
<p>Retain high quality staff through the duration of the grant and create a pool of future hires.</p>	<p>Provide staff with quality training and support. Incorporate CS Coordinator in decision making meetings and provide competitive salary.</p>	<p>Staff retention rate will remain steady during the duration of the grant</p>

### Key Staff/Personnel

Staff Name & Title	Main role/function
Ali Kaplan, Principal	The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision making at the organizational level, school site, and community level. Supports budget planning, strategic partnership alignment, program implementation, compliance
Giovanni Garcia, Community School Coordinator	The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. Will lead key efforts for an annual Assets & Needs Assessment process. Coordinate and align partnerships to address student, staff, families and community needs. Serve as an integral part of the school's leadership team.
Adrian Uribe, Dean of Students	The Dean of Students is focused on the variety of elements that inform keeping students, staff and families safe on a campus both physically and emotionally. They are trained in trauma informed practices and support PBIS and MTSS alignment. They have routine meetings with staff and students to inform ongoing progress through individual or collective goals for safety at the

	site.
<p>Edwin Chavez, Parent and Community Engagement Coordinator (PACE)</p> <p>Indira Hopovac, English Language Development Coordinator</p> <p>Melissa Burns, Teacher/Department Chair</p>	<p>The PACE Coordinator will work with parents and families to increase their involvement in student learning. Provides organization and continuity to the school's parent involvement initiatives, responding to the needs and concerns of parents and families and creating ongoing mechanisms for parents to play <u>significant roles at school and home.</u></p> <p>Supports English Learners, immigrant students and newcomers as <u>well as their parents.</u></p> <p>Acts as a liaison in implementation of MTSS.</p>
Community Schools Director (to be hired)	The Community School Director is responsible for the oversight, management and grant outcomes. Will lead key efforts to support alignment across the Magnolia Public Schools network of community schools. Serves as an integral part of the organization's leadership team.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong, and accountable, track record of leveraging public/ private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding opportunities from both public and private support, enabling MSA5 to align and leverage multiple funding streams for our community school programs as described below (online questionnaire 12). For example we host the Magnolia Annual Big Give Campaign, that raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to come together as one Magnolia

community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. Our aim is to continue to strengthen and grow our development efforts, so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are ties to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools initiatives across the full organization.

Additionally, MSA5 plans to sustain community school services after grant exploration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

Magnolia schools will leverage multiple funding streams to sustain the community schools work. These include state and federal funding focused on supporting evidence-based factors related to the success of community schools. For example, the Extended Learning Opportunity (ELOP) funds, such as the After School Education and Safety (ASES) grant and 21st Century Community Learning Centers (CCLC) program. This program provides funding for after-school and summer learning programs, which is an important part of community school initiatives.

As discussed during strategic planning meetings, the Director of Advancement will focus on private foundation grants as another potential source of funding for community schools. Many foundations support education and community development initiatives and may be interested in funding community schools. The California Endowment, for example, has provided funding to support community schools in California, as has the Bill and Melinda Gates Foundation. Corporate sponsorship is another option for sustaining community schools funding. Some corporations may be interested in sponsoring community schools as part of their corporate social responsibility efforts.

Community partnerships can also provide funding and other resources for community schools. Partnerships with local businesses and community organizations can provide funding, as well as in-kind support such as volunteer hours or space for activities. For example, a local business may provide funding for a specific program or activity, or a community organization may offer resources and support to help community schools achieve their goals.

Ongoing efforts to build and maintain partnerships with education partners across sectors can help ensure that Magnolia community schools have the resources to provide high-quality education and support to all students, families and the surrounding communities (questionnaire #10 and #11).

## Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
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<p>Develop and manage a comprehensive map and partner database</p>	<ul style="list-style-type: none"> <li>● Facilitate asset mapping activities with students, staff, families and community members</li> <li>● Align resources and strategies to address student, staff, families and community member needs</li> <li>● Shared and reviewed with Steering Committee</li> </ul>	<p>Partner map &amp; database reviewed and updated monthly.</p> <p>Review and revise bi-annually with school PAC (site level steering committee) and report to the Magnolia Public Schools (MPS) overall steering committee annually</p>
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Identify, establish and foster school-community partnerships who share a holistic focus on students, staff, families and community.

strategies via service agreement(s) ● Yearly Kick-off community partnership meeting

improve resource/program coordination  
 ○ Review goals and targets for Shared Outcomes

Number of services/strategies offered for students, staff, families, and community members.

Facilitate and manage Bi-monthly community partnership meetings  
 ● Coordinate Individual community partnership meetings

- Identify partners who share a holistic focus on students, staff, families and community members.
- Formalize and Align resources and

- Share Assets & Needs Assessment findings
- Conduct meetings with key agenda topics:
  - Data Review
  - Introduce exploration activities
  - Program goals and outcomes
  - Partnership Alignment
  - Align policies and procedures to

Partner services/strategies are in alignment with MSA5's Community School strategy and goals  
 Yearly partner service review and development of shared outcomes

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

MSA5 has established partnerships with the following community partners: **Tarzana Treatment Centers** (TTC), which offers substance abuse/alcohol treatment services to both students and parents on the school campus. TTC also offers mental health services and workshops for students

and parents to attend. **Mitchell Family Counseling** provides mental health services on campus. We are working with partners **First 5 LA** and **Baby2Baby** to expand early childhood programs

(competitive priority 5, online questionnaire 9). **Baby2Baby** also distributes basic necessities such as diapers, sanitary items, clothing etc. **Valley Presbyterian Hospital**, high school students are able to volunteer to complete their volunteer hours required to graduate, in the process of volunteering students gain experience in the medical field. The **American Red Cross**, once per semester the community is welcomed to participate and donate blood on school campus. **Southern California Medical Center**, a mobile clinic that visits campus and provides vaccination at no cost. **New Economics for Women**, a Family Source Center modeled as a one-stop community center assists low-income families by offering numerous resources such as Immigration Services, Food Pantry, Public Benefits, Homeless Prevention, College Corner and other supportive services on our school site. **Zawadi Cultural Collective** provides presentations on the civil rights movement and involves community volunteership. **Los Angeles Valley College** provides dual enrollment college classes to high school students at our school site. As well as supporting financial aid applications. **Council Member Blumenfield's office** attends our community events, keeps us informed about neighborhood projects such as the ice rink, CicLAvia. **LAPD Senior Lead Officer** Bocanegra with community events to attend/participate in. Additionally, establishing connection with **Pierce College**, **Winnetka Neighborhood Council**, as to further strengthen the connection with MSA5 and the community.

## Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

### Site Level Goals and Measures of Progress

Goals	Action Steps Outcome Indicator	
Build school leadership capacity involving collective decision making and leveraging leadership through reflective data analysis checking in quarterly regarding growth	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work
School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	Increased implementation plan refinement

Continue to invest in high-quality professional development on culturally and linguistically relevant

Professional Development will include: • Loyola Marymount University Retroactive Justice,

Equity, Diversity, and Inclusion Teachers have ongoing professional development opportunities to

<p>teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'</p>	<p>training to help teachers communicate and connect authentically with diverse student body</p> <ul style="list-style-type: none"> <li>• LA County Office of Department of Mental Health workshops for staff.</li> <li>• Classroom training that supports connecting home visits with learning</li> <li>• LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>• LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> <li>• MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	<p>history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally</p>
<p>Develop additional SEL and restorative justice curricula covering restorative practices and community circles.</p>	<p>SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS efforts, including SEL.</p>	<p>Increase restorative practices and community circles to improve school climate and culture</p>

## Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

### Site Level Goals and Measures of Progress

Goals	Action Steps Outcome Indicator
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<p>Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth</p>	<p>Coordinate site visits with local community schools, stretch goal is to visit community schools across the country</p>	<p>100% participation from the leadership team, recent finds at the quarterly learn and lead sessions with steering committee</p>
<p>Actively participate in three conference and training opportunities including the National Community Schools &amp; Family Engagement Conference</p>	<p>Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights</p>	<p>Taking the learning and putting it into action to inform implementation plan  Have each school site leadership team including CS partners</p>

	<p>co-facilitate a session at a future conference submit 2 proposals</p>
<p>Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'</p>	<p>Professional Development will include:</p> <ul style="list-style-type: none"> <li>● LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>● LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> <li>● MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul> <p>increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.</p>

# Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

## Site Level Goals and Measures of Progress

Goals	Action Steps Outcome Indicator
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<p>Increase SBAC results of met or exceeded based on Distance from Standard As part of the PDSA cycle, during the</p>	<p>summer in-service professional development time, review benchmark and School Dashboard data, as a Increase the number of students moving</p>	<p>from standard not met, and/  17</p>
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CCSPP: Implementation Plan  
Magnolia Science Academy 5

<p>(DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</p>	<p>school site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets (online questionnaire 13). Create a plan of action to address growth targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff meetings to review progress. Administer formative and summative assessments and analyze data in comparison to growth targets. Administer annual SBAC, once results are released, hold meetings with Academic teams repeating the PDSA cycle.</p>
<p>Data baseline will be set and defined by July 1st 2023 in order to kickoff a successful school year.</p>	<p>Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.</p> <p>The community school implementation plan and school improvement plan become one cohesive plan.</p>

<p>Leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.</p>	<p>Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.</p> <p>Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee</p>
<p>Community School evaluation Plan will be informed by LCAP and SPSA Goals.</p>	<p>Community School evaluation Plan will incorporate 5-7 key metrics from the school improvement plan(s) and align within the Community Schools framework</p> <p>LCAP, SPSA and Community School Implementation Plan will be aligned towards results.</p>

# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN**

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Magnolia Science Academy 6  
Principal: James Choe  
Community Schools Coordinator: Claudia Gardner  
Phone: 310-842-8555  
745 S. Wilton Pl. Los Angeles, CA 90005

## Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

### Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

MSA6 undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents*. Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff, and community-based partners) are informed of the community school framework, model, and asset and need data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the year and included focus groups with students,



parents, teachers, and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess where they were in the stages of development for a community school. This allowed the team to develop a baseline for each of the three capacities they self-assessed under (Collaboration, Coherence, and Commitment).

Falling under the categories of exploring and emerging, the leadership team has started working towards improving systems and partnerships to move them towards maturing and excelling.

All these assessment activities examine needs and gaps in services, but also school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities data findings were shared with students, parents, teachers, partners, and staff for continuous feedback and guidance for the implementation plan.

**Priority topics from assets and needs assessment activities:**

- 1: Increase mental health support
- 2: Increase academic support
- 3: Learn how to build healthier habits
4. Having Sports teams
5. Providing workshops, such as woodwork & immigration
6. Provide Financial Literacy Classes

Mental Health support was a top priority for all the educational partners of Magnolia Science Academy 6. Due to the need, MSA6 decided to strengthen and expand its current partnerships. One of our partnerships is with Leader in Me: Social Emotional Learning program which is based on the 7 Habits of successful kids/teens/adults with an emphasis on mental health and a few others of Stephen/Franklin Covey's book. We also inform and refer all of our educational partners to Care Solace, which navigates the mental health care system to find available providers matched to specific needs.

Additionally, we solidified a partnership with Baby2Baby, and will now be listed as a diaper pick-up location as part of their new program. Baby2Baby has provided our school community with various items to support the needs of our families, such as diapers, hygienic goods, car seats, and many more. In like manner, we were able to be part of its bundle programs such as the student2student program where every single one of our students received a backpack filled with school supplies and hygiene products during our Back to School Orientation Event as well as their family2family program where 12 of our students were able to receive gifts, clothing and hygiene products during the holiday season. Baby2Baby has been very generous with their donations and our families are extremely grateful.

We also established a partnership with the Los Angeles County Department of Public Health this year, which provides primary care, behavioral health, and dental care services that meet the needs of low-income individuals and families (as well as the underserved community, undocumented) in Los Angeles county and strengthen their capacity to thrive. The LACDPH not only provides these services in their multiple offices throughout California, but they are also able to provide these services at no cost to the MSA6 community through the use of their mobile clinics. LACDPH was able to host 2 mobile clinic events this school year. At these events, they

offer student vaccinations (as well as covid and flu shots), physicals, Medi-Cal/CalFresh enrollment, and dental screenings. Additionally, they conducted some preventive health care informative workshops for all of our students by having their public health nurse come and educate our parents about all their wellness opportunities and free resources available to all.

MSA6 also administers an educational partners survey to families and a mental health and wellness survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our multi-tiered systems of support MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA6 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do study, act) to monitor and continuously improve our efforts, both during planning (e.g., making sure all educational partners are engaged) and implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process along with the Assistant Principal for social-emotional learning activities, instruction, and Parent and Community Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA cycles for the overall community school framework, with monthly data reviews, sharing out with staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process which includes; focus groups with students, parents, teachers and staff; school site resource inventory; school site self-assessment; and surveys where all partners will have the opportunity to participate in providing voice to assets and needs in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners regarding their specific experience and areas of grows and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities yielded from the yearly school experience survey; focus groups; Assets & Needs assessment survey (held annually first and second semesters); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and in non-verbal communication through school-wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families in traditional school events like Back to School Night and Parent or Student-led conferences, establishing a cadence of communication with updates. We will leverage community-wide engagement opportunities to communicate our community school strategies informed by data analysis. We will link opportunities like home visits to learning and community town halls. We commit to sharing with the elected officials at public forums like public comment sessions during City Council and MPS board meetings. We will leverage existing partnerships with community-based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers serve as a bridge to warmly hand families off to other community supporters that can serve the family based on their specific needs.*

## Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially

just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

### Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families, and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing, and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient, and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision-Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Our desire at Magnolia Science Academy 6 is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

MSA6 is committed to using an **assets-driven and strength-based** approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we assure that students and parents take part in key committees, like the Parent Advisory Committee and Student Leadership, to guide school staff around their personal experiences, history and culture and language. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

MSA6 already uses multi-tiered systems of support (MTSS), and this will form the basis for a **racially just and restorative school climate**. We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services. MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. All MSA6

staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyze fall SEL surveys to identify and provide targeted support to individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a *social-emotional learning* curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.

MSA6 believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student voice, and providing student ownership opportunities.

MSA6 also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students. The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is one of the keys to successful teaching and learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids.

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA6 offers students **powerful, culturally proficient, and relevant instruction**.

The Parent Advisory Committee (PAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The PAC is responsible for oversight of MSA6's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The PAC has **shared decision-making and participatory practices**, including voting to approve documents like the

School Safety Plan, WASC accreditation report, budget spending (Title I), and new partners. MSA6 is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events. The PAC roster includes parents, community members, students, teacher(s), the CSC, and the school Principal. During implementation, the PAC will oversee the collaborating agency process to bring on new partners, involve them in the PAC’s shared governance structure, and help them integrate their services and resources into the community school.

### Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

#### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:               <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Implementation management guidance:                   <ul style="list-style-type: none"> <li>▪ Map and assess current shared governance structures – if needed launch or revise site-level shared leadership structure(s)</li> <li>▪ Program goals and outcomes</li> <li>▪ Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> <li>▪ Develop and manage Shared Outcomes</li> </ul> </li> </ul> </li> </ul>	Quarterly meetings with school-level implementers
Facilitate 8 Parent	<ul style="list-style-type: none"> <li>● Establish Core Participants,</li> </ul>	Number of participants

<p>Advisory Committee (PAC) meetings per year</p>	<p>roles &amp; responsibilities</p> <ul style="list-style-type: none"> <li>● Facilitate democratic participation and decision-making at all meetings</li> <li>● Conduct meetings with key agenda topics:             <ul style="list-style-type: none"> <li>o Academic Achievement Plan</li> <li>o Community school programs and activities</li> <li>o School and Organizational policies</li> <li>o Annual Budget</li> </ul> </li> </ul>	<p>attending PAC Meetings</p>
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Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Each of our Educational Partners (Students, Staff, Families and Community Partners) are part of the collaborative leadership model. All partners have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice many opportunities overlap in the audience because the value of collaboration is ultimately deciding how the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

**Magnolia's Collaborative Leadership Model**

The diagram illustrates the collaborative leadership model centered on **STUDENT SUCCESS**. It follows a cyclical process: **PLAN**, **DO**, **STUDY**, and **ACT**. The central focus is **STUDENT SUCCESS**, represented by a graduation cap icon. The cycle is supported by various stakeholder groups and their engagement activities:

- FAMILIES:** PAC • PTF • Coffee with the Principal • Conferences
- STUDENTS:** Advisory • Student Ambassadors • Student-led conferences • PAC • Conferences
- SITE LEADERSHIP:** Monthly PD's • External Leadership Development • Professional Lead and Learning Network Visits (WASCO) • PAC • ELAC • Coffee with the Principal • Board Meetings • Community Engagement Initiative • ICEO Roundtables
- STAFF AND TEACHERS:** PAC • Monthly PD's • Home Visits • Conferences • Department and Grade Level Collaboration/MTSS
- COMMUNITY PARTNERS:** Town Hall Meetings • PAC • Neighborhood Council • Collaborative Meetings • Community Learning Events and Opportunities
- HOME OFFICE:** Monthly leadership trainings • Instructional Round Site Visits • PDSA cycles • Professional Lead and Learning Network Visits (WASCO) • Community Engagement Initiative ICEO Roundtables • Board Meetings • Policy and Practice • Triannual Symposiums • Conferences
- BOARD OF DIRECTORS:** Policy and Practice • Board Meetings • Community Outreach • Advocacy School Site /Community Visits • Conferences • Funding Source

## Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).	The Community School Coordinator reviews, studies, and builds a better understanding of <ul style="list-style-type: none"> <li>○ School and Organizational policies</li> <li>○ Current school-level initiatives</li> <li>○ Committee structures</li> <li>○ School-wide- strategic plans</li> </ul>	The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. Implementation plan and school improvement plan become one cohesive plan.
Increase awareness and understanding of the CA Community School Framework and alignment to MSA6 Implementation Plan.	The Community School Coordinator will introduce and foster the CA Community School Framework and MSA6 Implementation Plan by <ul style="list-style-type: none"> <li>○ Hosting/facilitating an overview of the CA Framework and Implementation Plan with students, staff, parents, and community members.</li> <li>○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> <li>○ Develop and manage Shared Outcomes</li> </ul>	The community school implementation plan and school improvement plan become one cohesive plan.

## Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Recruit and hire diverse, multilingual, staff to support community school strategy and goals, with special emphasis on hires that are from the community being served.	Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.	Hire culturally competent staff to drive community school strategy and goals.
Build a strong Community School Centered team, by providing comprehensive training that will incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact & Results Based Accountability Framework, and cultural competency.	Work with existing Community School trainers and implementers to provide monthly training to CS coordinators, paired with a co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to build team capacity and skill set.	The CS Team will be trained on a monthly basis. The CS Team will have the tools and support necessary to fully implement the CS Model.
Retain high-quality staff through the duration of the grant and create a pool of future hires.	Provide staff with quality training and support. Incorporate CS Coordinator in decision-making meetings and provide a competitive salary.	Staff retention rate will remain steady during the duration of the grant.

### Key Staff/Personnel

Staff Name & Title	Main role/function
Principal	The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision-making at the organizational level, school site, and community level. Supports budget planning, strategic partnership alignment, program implementation, and compliance
Assistant Principal	The Assistant Principal works on all logistical support with the school site day-to-day functions. Additionally, they work closely with the academic team to develop and refine systems and structures focused on student outcomes, specific to community School work they support budget planning and accountability with measurable benchmarks.



<p>Community School Coordinator</p>	<p>The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships, and strategies at the school site. Will lead key efforts for an annual Assets &amp; Needs Assessment process. Coordinate and align partnerships to address student, staff, families, and community needs. Serve as an integral part of the school's leadership team.</p>
<p>Community and Family Outreach Coordinator</p>	<p>The Community and Family Outreach Coordinator uses collaborative practices to increase communication, transparency, and trust between governance teams and working teams to cultivate collective ownership around professional learning and program improvement initiatives.</p>
<p>Office Manager</p>	<p>As the vital frontline staff the office manager is often the first to know when a child or family is in need of additional support or needs. They act as the lifeline to families and resources not just at the school site but in the community. They also support purchasing and contract implementation.</p>
<p>School Psychologist</p>	<p>The school psychologist is available to meet the needs of the child and often the families of the school. They support partner management related to mental health implementation. They build trust and rapport with individual students/ families. They also serve as the direct referral staff member to connect students through warm handoffs to community partners.</p>
<p>English Language Coordinator</p>	<p>Supports ELL Programs and ELL students and families, oversees the EL-PAC, provides support for Newcomer students and their families, and connects them to CSC as needed.</p>
<p>Director of Community Schools</p>	<p>The Community School Coordinator is responsible for the oversight, management, and grant outcomes. Will lead key efforts to support alignment across the Magnolia Public Schools network of community schools. Serves as an integral part of the organization's leadership team.</p>

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong, and accountable, track record of leveraging public/ private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding

opportunities from both public and private support. For example, we host the Magnolia Annual Big Give Campaign, which raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to put individual interests aside and come together as one Magnolia community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. Our aim is to continue to strengthen and grow our development efforts so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are tied to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools' initiatives across the full organization.

Additionally, MSA6 plans to sustain community school services after grant expiration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

## Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Develop and manage a comprehensive map and partner database	<ul style="list-style-type: none"> <li>● Facilitate asset mapping activities with students, staff, families, and community members</li> <li>● Align resources and strategies to address student, staff, families and community member needs</li> <li>● Shared and reviewed with Parent Advisory Committee</li> </ul>	Partner map & database reviewed and updated monthly.

<p>Identify, establish, and foster school-community partnerships that share a holistic focus on students, staff, families, and the community</p>	<ul style="list-style-type: none"> <li>● Coordinate Individual community partnership meetings</li> <li>● Identify partners who share a holistic focus on students, staff, families, and community members.</li> <li>● Formalize and Align resources and strategies via service agreement(s)</li> </ul>	<p>Number of services/strategies offered for students, staff, families, and community members.</p>
<p>Facilitate and manage Bi-monthly community partnership meetings</p>	<ul style="list-style-type: none"> <li>● Yearly Kick-off community partnership meeting</li> <li>● Share Assets &amp; Needs Assessment findings</li> <li>● Conduct meetings with key agenda topics: <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Program goals and outcomes</li> <li>○ Partnership Alignment</li> <li>○ Align policies and procedures to improve resource/ program coordination</li> <li>○ Review goals and targets for Shared Outcomes</li> </ul> </li> </ul>	<p>Partner services/strategies are in alignment with MSA6's Community School strategy and goals. Yearly partner service review and development of shared outcomes.</p>

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Magnolia Science Academy 6 is looking to further assist our parent's request in their interest for Financial Literacy. MSA6 understands the importance of this to our families which is why we are actively looking to secure a partnership in our area to come and assist our students, families, and staff with much-needed information about how to understand and effectively use various financial skills, including personal financial management, budgeting, and investing.

In the same way, Parent College is also a top priority for our school and offers our parents the opportunity to learn new skills. Offering a networking environment for our families to help one another in different areas of expertise, by also inviting guest speakers from our community to

present and aid our families. Not to mention the ELAC meetings are another opportunity offered to our parents to learn more about the programs offered to their children. Allowing them a better understanding of the opportunities for English learners and how parents can better prepare their students and advocate for their students.

MSA6 has partnered with the Koreatown Branch Public Library to provide more academic resources. Their mission is to provide free and easy access to information, ideas, books, and technology that enrich, educate, and empower every individual in our city's diverse communities. Giving our families and students that extra academic support resource needed to better their education helps them take that one step further to their academic success.

In like manner this year MSA6 has also partnered with the Los Angeles County Department of Public Health. Providing our families, students, and the community with numerous health workshops and wellness activities. Not only that but hosting mobile vaccine clinics, provides an opportunity to open doors to the community.

To continue, one of our biggest successes was being able to work with our partner Baby2Baby and provide our students, families, and community with so many essential goods. Our goal is to provide our students, families, and community with essential items, especially during this very hard time with economical time.

This past year our biggest school event merged with another MPS event during the Fall where we hosted a Fall Festival in November and had over 150 students, families, staff, and community members attend. This was a first for our school and such a huge success with our students, families, and community members. This has opened our doors to the opportunity to host one in the Spring of 2023 which will be our Multicultural Food Festival and STEAM Expo.

Family engagement is a top priority for the success of our students and families as a whole. We launched a new program to encourage families to be more committed to our school community. This is the Magnolia Punch Card Program which it listed tasks (ie. attend a parent meeting, or follow us on social media) that families can do in order for their students to earn small prizes such as a free dress day or grander prizes such as a Family dinner of choice.

## **Priority 7: Professional Learning**

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
<p>Build school leadership capacity involving collective decision making and leveraging leadership through reflective data analysis checking in quarterly regarding growth</p>	<p>Partner with Relay</p>	<p>All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work.</p>
<p>School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond</p>	<ol style="list-style-type: none"> <li>1. Plan</li> <li>2. Study</li> <li>3. Do cycle of involving key leadership staff at the school site prior to hosting the meetings</li> </ol>	<p>Increased implementation plan refinement.</p>
<p>Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'</p>	<p>Professional Development will include:</p> <ul style="list-style-type: none"> <li>● Charter Opportunity Program 3 provides justice, equity, diversity, and inclusion training to help teachers communicate and connect authentically with diverse student body</li> <li>● COP3 helps create a climate within the classroom training that supports connecting home visits with learning</li> <li>● LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>● LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> </ul>	<p>Teachers have ongoing professional development opportunities to increase their understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.</p>

	<ul style="list-style-type: none"> <li>MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	
Develop additional SEL and restorative justice curriculum covering restorative practices and community circles.	SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS efforts, including SEL.	Increase restorative practices and community circles to improve school climate and culture

## Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action and discuss and explore the integration of CBL in their classrooms.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth	Coordinate site visits with local community schools, stretch goal is to visit community schools across the country	100% participation from the leadership team, recent finds at the quarterly learn and lead sessions with a steering committee
Actively participate in three conference and training opportunities including the National Community Schools & Family Engagement Conference	Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights	Taking the learning and putting it into action to inform implementation plan Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals

<p>Actively participate in three conference and training opportunities including the National Community Schools &amp; Family Engagement Conference</p>	<p>Professional Development will include:</p> <ul style="list-style-type: none"> <li>• LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>• MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> <li>• LAUSD COP3 trainings</li> </ul>	<p>Teachers have ongoing professional development opportunities to increase their understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.</p>
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## Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
<p>Increase SBAC results of met or exceeded based on Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</p>	<p>As part of the PDSA cycle, during the summer in-service professional development time, review benchmark and School Dashboard data, as a school site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets. Create a plan of action to address growth targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff</p>	<p>Increase the number of students moving from standard not met, and/ or standard nearly met to standard met or standard exceeded.</p>

	<p>meetings to review progress. Administer formative and summative assessments and analyze data in comparison to growth targets. Administer annual SBAC, and once results are released, hold meetings with Academic teams repeating the PDSA cycle.</p>	
<p>Data baseline will be set and defined by July 1st, 2023 in order to kickoff a successful school year.</p>	<p>Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.</p>	<p>The community school implementation plan and school improvement plan become one cohesive plan.</p>
<p>Leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.</p>	<p>Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.</p>	<p>Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee</p>
<p>The Community School evaluation Plan will be informed by LCAP and SPSA Goals.</p>	<p>Community School evaluation Plan will incorporate 5-7 key metrics from the school improvement plan(s) and align with the Community Schools framework</p>	<p>LCAP, SPSA and Community School Implementation Plan will be aligned towards results.</p>



**CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP  
PROGRAM (CCSPP):  
IMPLEMENTATION PLAN**

## CCSPP: IMPLEMENTATION PLAN

### School Site Contact Information

Magnolia Science Academy 7 19 64733 0117655  
18355 Roscoe Blvd  
Northridge, CA 91325-4104  
Primary Contact:  
Name: Meagan Wittek  
Title: Principal  
Phone: 818-886-0585  
Email: mwittek@magnoliapublicschools.org

### Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

### Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Magnolia Science Academy 7 (MSA 7) is part of the Magnolia Public Schools (MPS) *network of ten LEAs that will ensure community school activities occur in their respective learning communities with the support of community-based partners* (competitive priority 7, online questionnaire 1).

Of MSA7 enrollment of 280 students, *81.1% are unduplicated* (competitive priority 1), 77% are considered socioeconomically disadvantaged, 9% have a disability, 31% are classified as English Learners, and our school includes 86% students of color (CDE 2021-22). MSA7's overall chronic absenteeism rate is very high at 24.5% (CDE 2021-22). The majority of students are below grade level standard in English Language Arts (62%, compared to 53% of CA students below standard) and math (74%, compared to 67% of CA students below standard) (CAASPP 2021-22). And of great concern, 85% of MSA7 English Learners are below standard in ELA and 95% are below standard in math. Student health is an additional concern, as only 11.3% of our students are in the "Healthy Fitness Zone" according to physical fitness tests. *MSA7 has a demonstrated need for expanded access to integrated services to address our academic, social emotional, and health needs* (competitive priority 2).

To address the needs of our community school, MSA7 undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents* (competitive priority 3, online questionnaire 3). Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff and community-based partners) are informed of the community school framework, model, and asset and needs data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the planning year and included focus groups inclusive of students, parents, teachers and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess areas they were under the stages of development for a community school. This allowed the team to develop a baseline metric for each of the three capacities they self-assessed under (Collaboration, Coherence and Commitment). Falling under the categories of exploring and emerging, the leadership team initiated their work towards improving systems and partnerships to move them in the direction of maturing and excelling.

All these assessment activities examine needs and gaps in services, but also identified school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities, data findings were shared with students, parents, teachers, partners and staff for continuous feedback and guidance for the implementation plan.

**Priority topics from assets and needs assessment activities:**

- 1: Increase mental Health Supports & Social Emotional Learning Supports for students, staff and families
- 2: Increase Academic proficiency
- 3: Increase Financial Literacy/ Economic Independence

Mental Health support was a top priority for all the educational partners of MSA7. Not only was this topic the most requested for the staff and families on our asset and needs survey, but Mental Health Support was brought up at the parent focus group and our monthly Coffee with the Admin meetings. Because of the need, MSA7 decided to strengthen and expand its current partnerships

with The Chicago School of Professional Psychology (TCSPP) and StrengthUnited, (formerly known as The Mitchell Family Clinic). The number of students who received support from these counseling services more than doubled from 24 students in the 2021-2022 school year to 40 students this school year.

TCSPP has truly immersed themselves into our school community, one of their staff members has joined our Parent Advisory council, and is an active participant sharing tips and strategies for our families in each meeting. TCSPP was able to grow from one therapist to now having two therapists in our school. TCSPP also introduced family therapy sessions this school year as well as adding four new student support groups. In addition to the student support, TCSPP provides a Behavior Management and SPED Consultant who is on campus once a week and offers Trauma informed PDs, PBIS Workshops, and coaching for all school staff. StrengthUnited was able to double the amount of staff coming into the school from two to four staff members who support our students with therapy and mindfulness class sessions. StrengthUnited also offered Staff PDs and family workshops based on the data that we received from our assets and needs survey.

Additionally we solidified a partnership with Baby2Baby, and will now be listed as a diaper pick up location as part of their new program. Baby2Baby provides children living in poverty, ages 0-12 years, with diapers, clothing and all the basic necessities that every child deserves. Some of our families at MSA7 have faced financial hardship due to job losses that pushed them further into poverty. 77% of our students are considered socioeconomically disadvantaged and in an effort to support all of our students, MSA7 has leaned on Baby2Baby. Baby2Baby has provided our school community with various items, such as: diapers, hygienic goods, car seats and many more. Additionally we were able to be part of its bundle programs such as the student2student program where every single one of our students received a backpack filled with school supplies and hygiene products during our Back to School Orientation Event as well as their family2family program where 27 of our students were able to receive gifts, clothing and hygiene products during the holiday season. Baby2Baby also provided over 1000 toys for our students during the holiday season, this was a very generous donation and our families were extremely grateful.

We also established a partnership with Southern California Medical Center (SC Med Center) this year, which provides primary care, behavioral health, and dental care services that meet the needs of low-income individuals and families (as well as underserved communities such as those who are undocumented) in Los Angeles County and strengthen their capacity to thrive. SC Med Center has made it so easy for the MSA7 community to receive the health support that they need. SC Med Center not only provides these services in their multiple offices throughout California, they are able to provide these services at no cost to the MSA7 community through the use of their mobile clinics. They also offer transportation services to their clinics and provide assistance to all regardless of their health insurance coverage. This year we noticed that many of our Kindergarteners and First graders had not ever had a dental consultation. So in February SC Med Center was able to bring

their mobile clinic to our campus and on that day they were able to conduct 16 oral assessments for our students. SC Med Center was able to host 3 mobile clinic events this school year. At these events they offer student vaccinations (as well as covid and flu shots), physicals, and dental screenings. Additionally they conducted some preventive health care informative workshops to all of our students by having a dentist as well as a nutritionist come educate our students. They also help students and their families enroll in public benefits like CalFresh and *Medi-Cal*, in order to maximize reimbursements and sustain these healthcare services for MSA7 students and families (competitive priority 8).

Another finding from our assets and needs assessment was the need for financial literacy. Students, Families and staff of MSA7 longed for more information about “how money works.” The thirst for financial literacy was apparent when hosting these focus groups of all three educational partners, as well as during data walks; the need for more financial education was brought up multiple times. As a direct result MSA7 created a teacher-led after school club for our students in 3-5th grade. This Financial literacy club meets once a week where they learn habits like planning ahead, saving up, and sticking to goals to achieve financial well-being in adulthood. MSA7 has also partnered up with Jen Madamba-Bailey, Senior Marketing Director from TransAmerica Financial Advisors to provide our families and staff Financial literacy workshops. These workshops will be based on the “How Money Works” curriculum. “How Money Works” goal is to help people break the cycle of debt, wasteful spending, and financial illiteracy so that students and their families can take control of their financial futures. MSA7 has workshops scheduled in April for our staff and families.

The Community School Coordinator will continue to identify, establish and foster school-community partnerships that share a holistic focus on students, staff, families, and community. It will align resources and strategies to address the needs of students, staff, parents, and community members in alignment with the *four pillars of community schools: Integrated Student Supports* (online questionnaire 6); *Family and Community Engagement*; *Collaborative Leadership and Practices for Educators and Administrators*, and; *Extended Learning Time and Opportunities*

MSA7 also administers an educational partners survey to families and a mental health and wellness survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA7 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts, both during planning (e.g., making sure all educational partners are engaged) and implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process, along with the Dean of Students for social-emotional learning activities, Assistant Principal for instruction, and Parent and Community

Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA cycles for the overall community school framework, with monthly data reviews, sharing out with staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process which includes; focus groups with students, parents, teachers and staff; school site resource inventory; school site self assessment; and surveys where all partners will have the opportunity to participate in providing voice to assets and needs in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners pertaining to their specific experience and areas of grows and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities yield from the annual school experience survey; focus groups; Assets & Needs assessment survey (held annually first and second semester); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and through written communication with our school wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families via traditional school events like Back to School Night and Parent or Student-led conferences, establishing an effective cadence of communication with updates. We will leverage community wide engagement opportunities to communicate our community school strategies informed by data analysis, including our community school grant application and this implementation plan. We will annually report and publicly present this plan each year at MPS Board meetings (online questionnaire 5). We will link opportunities like home visits to learning and community town halls. We commit to sharing with the elected officials at public forums like public comment sessions during City Council meetings. We will leverage existing partnerships with community based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers serve as a bridge to warmly hand families off to other community supporters that can serve the family based on their specific needs.*

## Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

## Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Our desire at MSA7 is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

MSA7 is committed to using an **assets-driven and strength-based** approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we assure that students and parents take part in key committees, like the Parent Advisory Committee and Student Leadership, to guide school staff around their personal experiences, history and culture and language. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

MSA7 already uses multi-tiered systems of support (MTSS), and this will form the basis for a **racially just and restorative school climate**. *We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services* (competitive priority 4). MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. MSA7 MTSS system will ensure that we have individualized, integrated student supports. All MSA7 staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyze fall SEL surveys to identify and provide targeted support to

individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a *social-emotional learning* curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.

MSA7 is proud of the work staff and students have put in to create a positive school culture and climate. California's PBIS statewide coalition recognized this work last year with a Bronze Implementation Award for reaching 40% fidelity with tier 1 school wide efforts. As part of our **commitment to racially just and restorative school climates**, we plan to further enhance PBIS during implementation with professional development covering PBIS, positive classroom and school climates, and restorative justice/community circles. This year MSA7 was also added to the list of Kindness Certified schools because of the great work that our PBIS committee has done this past school year.

MSA7 believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning, including *multi-tiered systems of support* and *social emotional learning* as described above. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student voice, and providing student ownership opportunities (online questionnaire 7).

MSA7 also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students. MSA7's vision is to become a **community hub for our families and the community** by increasing student and family engagement through relationship and community building (online questionnaire 2). The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is one of the keys to successful teaching and learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids. MSA7 is also devoted to **expanding and enriching learning times** for all of our students by taking the data we received and bringing in resources to fit their needs and wants.

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA7 offers students **powerful, culturally proficient, and relevant instruction**.



The Parent Advisory Committee (PAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The PAC is responsible for oversight of MSA7's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The PAC has **shared decision-making and participatory practices** (online questionnaire 4), including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners. MSA7 is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events **to further promote collaborative leadership**. The PAC roster includes parents, community members, students, teachers, the CSC, and the school Principal. *During implementation, the PAC will oversee the collaborating agency process to bring on new partners, involve them in the PAC's shared governance structure, and help them integrate their services and resources into the community school* (competitive priority 6 and online questionnaire #4).

### Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

#### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
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<p>Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers</p>	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:             <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Implementation management guidance:                 <ul style="list-style-type: none"> <li>■ Map and assess current shared governance structures – if needed launch or revise site-level shared leadership structure(s)</li> <li>■ Program goals and outcomes</li> <li>■ Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> <li>■ Develop and manage Shared Outcomes</li> </ul> </li> </ul> </li> </ul>	<p>Quarterly meetings with school-level implementers</p>
<p>Facilitate 8 Parent Advisory Committee (PAC) meetings per year</p>	<ul style="list-style-type: none"> <li>● Establish a collaborative group made of diverse stakeholders</li> <li>● Facilitate democratic participation and decision-making at all meetings - including voting to approve documents like the School Safety Plan, LCAP, and new partners</li> <li>● Conduct meetings with key agenda topics to review:             <ul style="list-style-type: none"> <li>○ Academic Achievement Plan</li> <li>○ Community school programs and activities</li> <li>○ School and Organizational policies</li> <li>○ Annual Budget</li> </ul> </li> </ul>	<p>Number of participants attending PAC Meetings</p> <p>Intentionally welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events.</p>

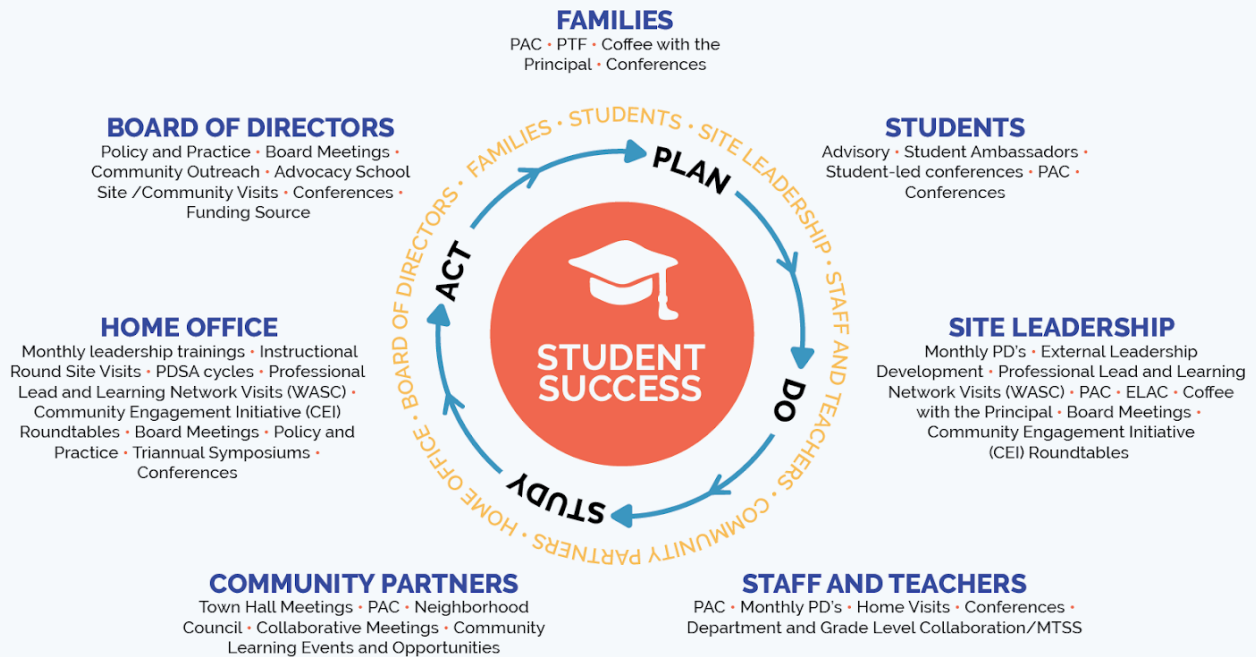
<p>Magnolia Public Schools Home Office support services</p>	<p>Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back office related expenses (Adaptive Insights, DataWorks, etc.) Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and legal council. Other systems and programs were used accordingly.</p> <p>Creation of an organization-wide steering committee with all Magnolia schools selecting an Education Partner Representative to join this. This Representative will be selected from those currently assisting each specific school on their Parent Advisory Committee (PAC) (their site level steering committee). This Committee will be developed in collaboration with the Director of Community Schools, the Chief External Officer, and the individual school site leadership working with their school PAC.</p>	<p>Weekly Leadership Meeting</p> <p>Monthly leadership meetings with home office</p> <p>quarterly instructional rounds with home office staff (observation, feedback and coaching)</p> <p>support with WASC, Authorizer Visits</p> <p>Weekly Office Hours hours provided by all home office staff.</p> <p>Unified growth and alignment of common goals and collaboration</p> <p>Problem solving and solution oriented discussions through a critical lens by relevant stakeholders</p>
<p>Opportunities for staff leadership and professional growth</p>	<p>Provide Coordinator roles held by staff member as an additional duties</p> <p>Mentoring programs (induction programs)</p> <p>Work with Relay Graduate School of Education to provide capacity building to all leadership through the Inclusive Schools Leadership Institute</p>	<p>Educate and Empower our staff</p> <p>Newfound sense of ownership for one's work</p>
<p>Increase percentage of students who have been home-visited by the teachers per year</p>	<p>Teachers identify students. Make phone calls to parents. Schedule home visits.</p>	<p>Reach or exceed goal of 25% of students received a home visit</p>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Each of our Educational Partners (Students, Staff, Families and Community Partners) are part of the collaborative leadership model. All partners have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice many opportunities overlap in audience because the value of collaboration is ultimately deciding how

the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site-level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

## Magnolia's Collaborative Leadership Model



### Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).	The Community School Coordinator reviews, studies and builds a better understanding of: <ul style="list-style-type: none"> <li>○ School and Organizational policies</li> <li>○ Current school level initiatives</li> <li>○ Committee structures</li> <li>○ School wide- strategic plans</li> </ul>	The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA.  Implementation plan and school improvement plan become one cohesive plan.
Increase awareness and understanding of the CA Community School Framework and alignment to MSA7 Implementation Plan.	The Community School Coordinator will introduce and foster the CA Community School Framework and MSA7 Implementation Plan by: <ul style="list-style-type: none"> <li>○ Hosting/facilitating overview of CA Framework and Implementation Plan with students, staff, parents and community members.</li> <li>○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> <li>○ Develop and manage Shared Outcomes</li> </ul>	The community school implementation plan and school improvement plan become one cohesive plan.

### Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Recruit and hire diverse, multilingual, staff to support community school strategy and goals, special emphasis on hire's that are from the community being served.	Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.	Hire culturally competent staff to drive community school strategy and goals
Build a strong Community School Centered team, by providing comprehensive training that will	Work with existing Community School Trainer and Implementer to provide monthly training to CSC, paired with a	CS Team will be trained on a monthly basis. CS Team will have the tools and support

incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact & Results Based Accountability Framework, and cultural competency.	co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to build team capacity and skill set.	necessary to fully implement the CS Model.
Retain high quality staff through the duration of the grant and create a pool of future hires.	Provide staff with quality training and support. Incorporate CS Coordinator in decision making meetings and provide competitive salary.	Staff retention rate will remain steady during the duration of the grant

## Key Staff/Personnel

Staff Name & Title	Main role/function
Meagan Wittek Principal	The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision making at the organizational level, school site, and community level. Supports budget planning, strategic partnership alignment, program implementation, compliance
Gil Yoon Assistant Principal	The Assistant Principal works on all logistical support with the school site day to day functions. Additionally, they work closely with the academic team to develop and refine systems and structures focused on students outcomes, specific to community School work they support budget planning and accountability with measurable benchmarks.
Cecilia Macias Community School Coordinator	The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. Will lead key efforts for an annual Assets & Needs Assessment process. Coordinate and align partnerships to address student, staff, families and community needs. Serve as an integral part of the school's leadership team.
Vannesa Montoya Parent and Community Engagement (PACE) Coordinator	The PACE Coordinator will work with parents and families to increase their involvement in student learning. Provides organization and continuity to the school's parent involvement initiatives, responding to the needs and concerns of parents and families and creating ongoing mechanisms for parents to play significant roles at school and home.
Veronica Romero Office Manger	As the vital frontline staff the office manager is often the first to know when a child or family is in need of additional support or needs. They act as the lifeline to families and resources not just at the school site but in the community. They also support purchasing and contract implementation.
Anita Padilla English Language Coordinator	Supports ELL Programs and ELL students and families, oversees the EL-PAC, provides supports for Newcomer students and their families, connects them to CSC as needed
A. Scott School Psychologist	The school psychologist is available to meet the needs of the child and often the families of the school. They support partner management related to mental health implementation. They build trust and rapport with individual students/ families. They also serve as the direct referral

	staff member to connect students through warm handoffs to community partners.
Director of Community Schools	The Community School Director is responsible for the oversight, management and grant outcomes. Will lead key efforts to support alignment across the Magnolia Public Schools network of community schools. Serves as an integral part of the organization's leadership team.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong, and accountable, track record of leveraging public/ private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding opportunities from both public and private support, enabling MSA7 to align and leverage multiple funding streams for our community school programs as described below (online questionnaire 12). We host the Magnolia Annual Big Give Campaign, that raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to put individual interests aside and come together as one Magnolia community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. Our aim is to continue to strengthen and grow our development efforts, so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are ties to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools initiatives across the full organization.

Additionally, MSA7 plans to sustain community school services after grant exploration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

Magnolia schools will leverage multiple funding streams to sustain the community schools work. These include state and federal funding focused on supporting evidence-based factors related to the success of community schools. For example, the Extended Learning Opportunity (ELOP) funds, such as the After School Education and Safety (ASES) grant and 21st Century Community Learning Centers (CCLC) program. This program provides funding for after-school and summer learning programs, which is an important part of community school initiatives.

As discussed during strategic planning meetings, the Director of Advancement will focus on private foundation grants as another potential source of funding for community schools. Many foundations support education and community development initiatives and may be interested in funding community schools. The California Endowment, for example, has provided funding to support community schools in California, as has the Bill and Melinda Gates Foundation. Corporate sponsorship is another option for sustaining community schools funding. Some corporations may be interested in sponsoring community schools as part of their corporate social responsibility efforts.

Community partnerships can also provide funding and other resources for community schools. Partnerships with local businesses and community organizations can provide funding, as well as in-kind support such as volunteer hours or space for activities. For example, a local business may provide funding for a specific program or activity, or a community organization may offer resources and support to help community schools achieve their goals.

Ongoing efforts to build and maintain partnerships with education partners across sectors can help ensure that Magnolia community schools have the resources to provide high-quality education and support to all students, families and the surrounding communities (questionnaire #10 and #11).

## Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Develop and manage a comprehensive map and partner database	<ul style="list-style-type: none"> <li>Facilitate asset mapping activities with students, staff, families and community members</li> <li>Align resources and strategies to address student, staff, families and community member needs</li> <li>Shared and reviewed with Steering Committee</li> </ul>	<p>Partner map &amp; database reviewed and updated monthly.</p> <p>Review and revise bi-annually with school PAC (site level steering committee) and report to the Magnolia Public Schools (MPS) overall steering committee annually</p>
Identify, establish and foster school-community partnerships who share a holistic focus on students, staff, families and community.	<ul style="list-style-type: none"> <li>Coordinate Individual community partnership meetings</li> <li>Identify partners who share a holistic focus on students, staff, families and community members.</li> <li>Formalize and Align resources and strategies via service agreement(s)</li> </ul>	<p>Number of services/strategies offered for students, staff, families, and community members.</p>



<p>Facilitate and manage Bi-monthly community partnership meetings</p>	<ul style="list-style-type: none"> <li>● Yearly Kick-off community partnership meeting</li> <li>● Share Assets &amp; Needs Assessment findings</li> <li>● Conduct meetings with key agenda topics:             <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Program goals and outcomes</li> <li>○ Partnership Alignment</li> <li>○ Align policies and procedures to improve resource/program coordination</li> <li>○ Review goals and targets for Shared Outcomes</li> </ul> </li> </ul>	<p>Partner services/strategies are in alignment with MSA7's Community School strategy and goals Yearly partner service review and development of shared outcomes</p>
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Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

In addition to our previously-mentioned partnerships, MSA7 has also secured various other partnerships with various organizations such as **Nurturing Families, Parent Engagement Academy, and Code Ninja** to name a few. These organizations were a direct result of what our school community indicated it needs. Due to the high need and desire for mental health and social emotional learning support that the MSA7 families are asking for, we have scheduled two different parent workshop series. The first one is Nurturing Families where the instructor will go over the book "How to raise Emotionally Healthy Children" over the span of 5 weeks, these classes will be in person and we will offer childcare services to fit the needs of our families. The second parent workshop series will be led by Parent Engagement Academy this is also another 5 week series. This series is their Factor 2 curriculum which places an emphasis on The Social Emotional Learning Process. MSA7 also plans to offer more than just these workshop series in the coming years, We plan to partner up with **Parent Education Bridge for Student Achievement Foundation (PEBSAF)** to offer technology courses and ESL classes.

The students at MSA7 have expressed that they would like to get more learning opportunities focused on robotics and coding. In efforts to further excite the students around STEAM education we have also partnered with Code Ninja which will be hosting a field day towards the end of the year to celebrate our students' hard work. This field day will consist of several activity stations where students will have the opportunity to code as well partake in hands-on projects. We also have plans for Code Ninja to come in and run their programming as part of our afterschool clubs to enhance extended learning time (online questionnaire 8). Jennifer Baez of Nurturing Families also hosts cooking and nutrition classes for kids which we also aim to include into our after school programming.

MSA7 is also in the midst of expansion with the opportunity for us to create a Parent Center. Our Vision for this Center is that this would serve as a resource hub for our families but the entire Northridge community as well. This year we created a small community closet for our students. This was made possible through donations from past and current students. Because of the amount of rain

California has seen this year some of the staff members donated new rain coats to add to our community closet. The goal for this community closet is to expand this to include clothing items for all who are in need not only our students but their families and community members as well. In addition to the community closet we have plans to create a food pantry every year our school has donated thousands of pounds of canned food and dry goods to local shelters and the **LA Food Bank**, we hope that through the connection MSA7 has made we can continue to donate but also house these donations we receive to give back to our local community.

For early education and child development, MSA7 already offers Transitional Kindergarten, and we are working with partners First 5 LA and Baby2Baby to expand early childhood programs (competitive priority 5, online questionnaire 9). This year through the help of our partner Baby2Baby, we were able to provide our students with so many essential goods. One of the biggest help was through Baby2Baby’s donation of diapers and wipes. We had several expecting mothers who were blessed this year with Baby2Baby diapers and we even had 3 families receive brand new car seats for their newborns. This coming year we plan to broaden our reach and become an official diaper pick up location for Baby2Baby, through this new program Baby2Baby will deliver diapers, wipes, clothing items and other goods on a monthly basis.

We also plan to strengthen our school community and increase parent engagement by hosting more family nights. This past year our biggest school event was the Fall Festival in October we had about 300 students, families, staff and community members attend. This success was highlighted by Families due to this we have planned a similar event in the spring. Because we know that Family involvement is vital to the success of students this year we launched a new program to incentivize families to be more engaged with our school community. This Punch Card Program listed tasks (ie. attend a parent meeting, or follow us on social media) that families can do in order for their students to earn small prizes such as a free dress day or grander prizes such as Principal for a day. We have even reached out to local restaurants and businesses to see if they can support us by providing small gifts for this program. This Punch card program will educate and inform us on what practices really engage our school community. With this data we will shift our focus to the activities that our family truly enjoyed.

## Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
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<p>Build school leadership capacity involving collective decision making and leveraging leadership through reflective data analysis checking in quarterly regarding growth (online questionnaire 13)</p>	<p>Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts.</p>	<p>All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work</p>
<p>School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond</p>	<p>1. Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts</p>	<p>Increased implementation plan refinement</p>
<p>Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'</p>	<p>Professional Development will include:</p> <ul style="list-style-type: none"> <li>● TCSPP provides training to help teachers communicate and connect authentically with diverse student body as well as trauma informed education</li> <li>● Dr. Wilson works as a coach and consultant for teachers and staff in the areas of ABA Therapy, Classroom and Behavior Management, PBIS and SEL and Special Education. She is on campus once a week conducting observations in classrooms and providing feedback, coaching, and resources.</li> <li>● LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>● MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	<p>Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.</p>
<p>Develop additional SEL and restorative justice curricula covering restorative practices and community circles.</p>	<p>SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS efforts, including SEL.</p>	<p>Increase restorative practices and community circles to improve school climate and culture</p>

## Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth	Coordinate site visits with local community schools, stretch goal is to visit community schools across the country	100% participation from the leadership team, recent finds at the quarterly learn and lead sessions with steering committee
Actively participate in three conference and training opportunities including the National Community Schools & Family Engagement Conference	Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights	Taking the learning and putting it into action to inform implementation plan  Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: <ul style="list-style-type: none"> <li>• TCSP provides training to help teachers communicate and connect authentically with diverse student body as well as trauma informed education</li> <li>• Dr. Wilson works as a coach and consultant for teachers and staff in the areas of ABA Therapy, Classroom and Behavior Management, PBIS and SEL and Special Education. She is on campus once a week conducting observations in classrooms and providing feedback, coaching, and resources.</li> <li>• LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>• MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

	address systemic barriers that result in inequitable learning opportunities and outcomes.	
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## Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Increase SBAC results of met or exceeded based on Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	As part of the PDSA cycle, during the summer in-service professional development time, review benchmark and School Dashboard data, as a school site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets (online questionnaire 13). Create a plan of action to address growth targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff meetings to review progress. Administer formative and summative assessments and analyze data in comparison to growth targets. Administer annual SBAC, once results are released, hold meetings with Academic teams repeating the PDSA cycle.	Increase the number of students moving from standard not met, and/or standard nearly met to standard met or standard exceeded.
Data baseline will be set and defined by July 1st 2023 in order to kickoff a successful school year.	Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.	The community school implementation plan and school improvement plan become one cohesive plan.
Leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.	Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.	Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee

Community School evaluation Plan will be informed by LCAP and SPSA Goals.	Community School evaluation Plan will incorporate 5-7 key metrics from the school improvement plan(s) and align within the Community Schools framework	LCAP, SPSA and Community School Implementation Plan will be aligned towards results.
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# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN**

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Magnolia Science Academy Bell  
Principal: Suat Acar  
Director of Community Schools: Maite Montalvo  
Phone: (323) 826-3925  
6411 Orchard Ave, Bell, CA 90201

### Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

### Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Magnolia Science Academy Bell (MSA 8) is part of the Magnolia Public Schools (MPS) *network of ten LEAs that will ensure community school activities occur in their respective learning communities with the support of community-based partners* (competitive priority 7, online questionnaire 1).

Of MSA 8 enrollment of 392 students, *80.6% are unduplicated* (competitive priority 1), 86% are considered socioeconomically disadvantaged, 8% have a disability, 13% are classified as English Learners, and our school includes 92% students of color (CDE 2021-22). MSA 8's overall chronic absenteeism rate is very high at 28.4% (CDE 2021-22). The majority of students are below grade level standard in English Language Arts (57%, compared to 53% of CA students below standard) and math (77%, compared to 67% of CA students below standard) (CAASPP 2021-22). And of great concern, 100% of MSA 8 English Learners are below standard in both ELA and math. And only 17%



of our students meet the five standards to be in the “Healthy Fitness Zone,” indicating a gap in programs that support physical fitness and healthy habits (CDE 2018-19). *MSA 8 has a demonstrated need for expanded access to integrated services to address our academic, social, emotional, and health needs* (competitive priority 2).

To address the needs of our community school, MSA 8 undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents* (competitive priority 3, online questionnaire 3). Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff, and community-based partners) are informed of the community school framework, model, and assets and needs data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the planning year and included focus groups inclusive of students, parents, teachers, and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess areas they were in the stages of development for a community school. This allowed the team to develop a baseline metric for each of the three capacities they self-assessed under (Collaboration, Coherence, and Commitment). Falling under the categories of exploring and emerging, the leadership team initiated their work towards improving systems and partnerships to move them in the direction of maturing and excelling.

All these assessment activities examine needs and gaps in services but also identify school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities, data findings were shared with students, parents, teachers, partners, and staff for continuous feedback and guidance for the implementation plan.

**Priority topics from assets and needs assessment activities:**

**1: Food Pantry:** We have previously given food bags to homeless and foster youth, but with the new partner All Nations Christian Fellowship Church we will be able to give free food to all students.

**2: Mental Health Services:** We plan to increase Mental Health Services with our new partner Project Rise and Insight Treatment for our students. Project Rise will offer many group sessions to students about how to build healthy relationships after school. Insight Treatment will offer workshops about drug prevention.

**3: Financial Literacy:** With our new partner Schools First Federal Credit Union we will start a new resource to educate parents and students about financial literacy such as how to open a bank, how to save for college, and how to invest.

MSA 8 has started addressing the priority topic areas by:

Formalizing diverse partnerships to address these three priority needs such as

- 1. All Nations Christian Fellowship Church:** This partner is a church located in our neighboring city Bell Gardens. They offer free food bags to the community and will partner with MSA 8 to bring essential food to all families and students.
- 2. Project Rise and Insight Treatment:** Project Rise is a nonprofit organization that teaches students how to build healthy relationships which we will start this school year with our 7th

and 8th graders. Insight Treatment offers various workshops on mental health, drug prevention, and outpatient therapy for teens which will be provided to both students and parents.

**3. Schools First Federal Credit Union:** This partner is a national bank specifically for all school staff. They offer free resources to parents and students and will provide financial literacy classes on Saturdays to be accessible to working families.

The Community School Coordinator will continue to Identify, establish, and foster school-community partnerships that share a holistic focus on students, staff, families, and community. Align resources and strategies to address the needs of students, staff, parents, and community members in alignment with the *four pillars of community schools: Integrated Student Supports* (online questionnaire 6); *Family and Community Engagement*; *Collaborative Leadership and Practices for Educators and Administrators*, and; *Extended Learning Time and Opportunities*.

MSA 8 also administers an educational partners survey to families and a mental health and wellness survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA 8 is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts during implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process, along with the Assistant Principal for students' social-emotional learning activities, the Assistant Principal for instruction, and the Parent and Community Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA cycles for the overall community school framework, with monthly data reviews, sharing with staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly and that the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process which includes: focus groups with students, parents, teachers, and staff; school site resource inventory; school site self-assessment; and surveys where all partners will have the opportunity to participate in providing voice to assets and needs in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners pertaining to their specific experience and areas of growth and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities yielded from the annual school experience survey; focus groups; Assets & Needs assessment survey (held annually first and second semesters); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and through non-verbal communication with our school-wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families via traditional school events like Back to School Night and Parent or Student-led conferences, establishing an effective cadence of communication with updates. We will leverage community-wide engagement opportunities to communicate our community school strategies informed by data analysis, including our community school grant application and this implementation plan (online questionnaire 5). We will link opportunities like home visits to learning and community town halls. We commit to sharing with the elected officials at public forums like public comment sessions during City Council and MPS board meetings. We will leverage existing partnerships with community-based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers serve as a bridge to warmly hand families off to other community supporters who can serve the family based on their specific needs.*

## Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “Why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped, and reinforced at school-wide events, over announcements, on websites, in school branding, and throughout internal and external communication in multiple languages that are responsive to the community.

### Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “Why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families, and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history, culture, and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing, and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient, and Relevant Instruction:** Community schools commit to being driven by teaching and learning that is relevant to, inclusive of, and centered in the wisdom, history, culture, and experience of students, families, and communities.
4. **Shared Decision-Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Our desire is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

MSA 8 is committed to using an **assets-driven and strength-based** approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we assure that students and parents take part in key committees, like the Parent Advisory Committee and Student Leadership, to guide school staff around their personal experiences, history, culture, and language. The CSC will create systems to ensure all of this occurs regularly and that the school team participates in the efforts.

MSA 8 already uses multi-tiered systems of support (MTSS), and this will form the basis for a **racially just and restorative school climate**. We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services (competitive priority 4). MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. All MSA 8 staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyze fall SEL surveys to identify and provide targeted support to individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a *social-emotional learning* curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized, and culturally fluent. MSA 8 is proud of the work staff and students have put in to create a positive school culture and climate. As part of our **commitment to racially just and restorative school climates**, we plan to further enhance PBIS during implementation with professional development covering PBIS, positive classroom and school climates, and restorative justice/community circles.

MSA 8 believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning, including *multi-tiered systems of support* and *social-emotional learning* as described above. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student voice, and providing student ownership opportunities (online questionnaire 7).

MSA 8 also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students.

Our vision is to become a **community hub for our families and the community** by increasing student and family engagement through relationship and community building (online questionnaire 2). The first step is developing personal connections with each student and their family to build

authentic relationships, which research has shown is one of the keys to successful teaching and learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids. MSA 8 is also devoted to **expanding and enriching learning times** for all of our students by taking the data we received and bringing in resources to fit their needs and wants.

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA 8 offers students **powerful, culturally proficient, and relevant instruction**.

The Parent Advisory Committee (PAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The PAC is responsible for oversight of MSA 8's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The PAC has **shared decision-making and participatory practices** (online questionnaire 4), including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners. MSA 8 is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events **to further promote collaborative leadership**. The PAC roster includes parents, community members, students, teachers, the CSC, and the school Principal. During implementation, the PAC will oversee the collaborating agency process to bring on new partners, involve them in the PAC's **shared governance structure**, and help them integrate their services and resources into the community school (competitive priority 6).

### **Priority 3: Collaborative Leadership**

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee, or group of teams.

**Site Level Goals and Measures of Progress**

Goals	Action Steps	Outcome/Indicators
<p>Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers</p>	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:               <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Implementation management guidance:                   <ul style="list-style-type: none"> <li>■ Map and assess current shared governance structures – if needed launch or revise site-level shared leadership structure(s)</li> <li>■ Program goals and outcomes</li> <li>■ Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> <li>■ Develop and manage Shared Outcomes</li> </ul> </li> </ul> </li> </ul>	<p>Quarterly meetings with school-level implementers</p>
<p>Facilitate 8 Parent Advisory Committee (PAC) meetings per year</p>	<ul style="list-style-type: none"> <li>● Establish a collaborative group made of diverse stakeholders</li> <li>● Facilitate democratic participation and decision-making at all meetings - including voting to approve documents like the School Safety Plan, LCAP, and new partners</li> <li>● Conduct meetings with key agenda topics to review:               <ul style="list-style-type: none"> <li>○ Academic Achievement Plan</li> <li>○ Community school programs and activities</li> <li>○ School and Organizational policies</li> <li>○ Annual Budget</li> </ul> </li> </ul>	<p>Number of participants attending PAC Meetings</p> <p>Intentionally welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events.</p>

<p>Magnolia Public Schools Home Office support services</p>	<p>Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back office-related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>Actual Implementation of Actions - All planned actions were implemented. Support was provided respectively by Home Office staff, our authorizer, and legal counsel. Other systems and programs were used accordingly.</p> <p>Creation of an organization-wide steering committee with all Magnolia schools selecting an Education Partner Representative to join this. This</p> <p>Representatives will be selected from those currently assisting each specific school on their Parent Advisory Committee (PAC) (their site-level steering committee). This Committee will be developed in collaboration with the Director of Community Schools, the Chief External Officer, and the individual school site leadership working with their school PAC.</p>	<p>Weekly Leadership Meeting</p> <p>Monthly leadership meetings with the home office</p> <p>quarterly instructional rounds with home office staff (observation, feedback, and coaching)</p> <p>support with WASC, Authorizer Visits</p> <p>Weekly Office Hours hours provided by all home office staff.</p> <p>Unified growth and alignment of common goals and collaboration</p> <p>Problem-solving and solution-oriented discussions through a critical lens by relevant stakeholders</p>
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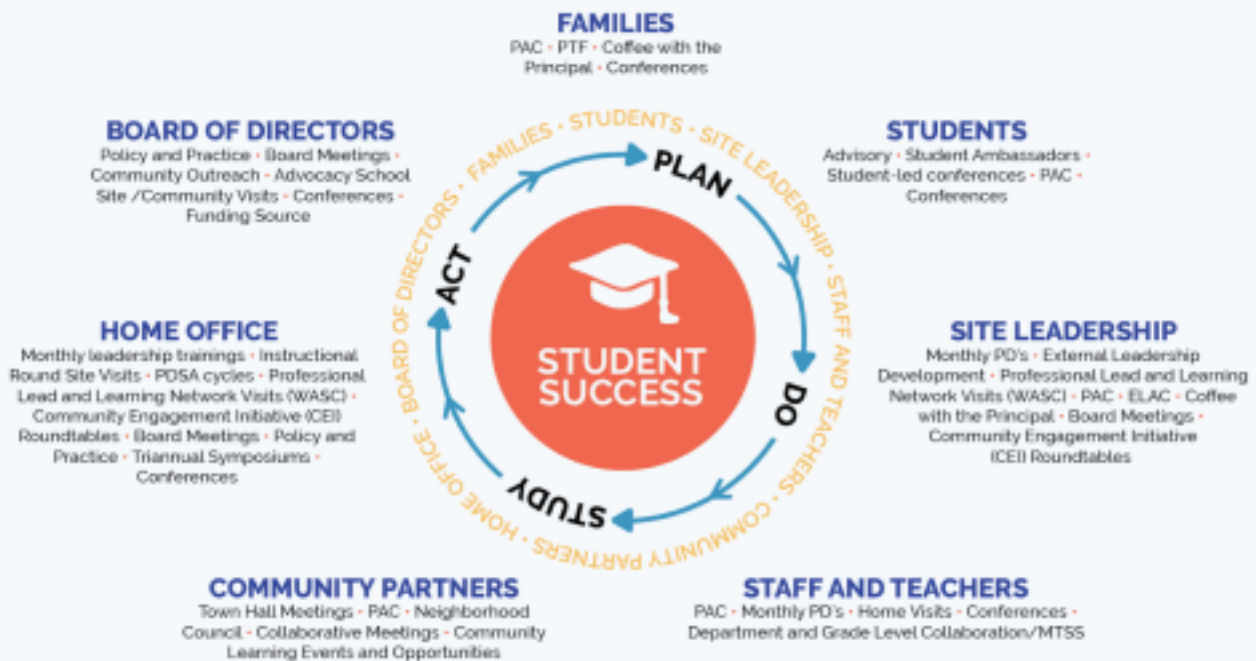
<p>Opportunities for staff leadership and professional growth</p>	<p>Provide Coordinator roles held by staff members as additional duties</p> <p>Mentoring programs (induction programs)</p> <p>Work with Relay Graduate School of Education to provide capacity building to all leadership through the Inclusive Schools Leadership Institute</p>	<p>Educate and Empower our staff</p> <p>A newfound sense of ownership for one's work</p>
<p>Increase percentage of students who have been home-visited by the teachers per year</p>	<p>Teachers identify students. Make phone calls to parents. Schedule home visits.</p>	<p>reach or exceed the goal of 25% of students receiving a home visit</p>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphics):

Each of our Educational Partners (Students, Staff, Families, and Community Partners) is part of the

collaborative leadership model. All partners have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice many opportunities overlap in the audience because the value of collaboration is ultimately deciding how the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

## Magnolia's Collaborative Leadership Model



### Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with the existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP. The community school implementation plan and school improvement plan become one cohesive plan.

#### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
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<p>The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).</p>	<p>The Community School Coordinator reviews, studies, and builds a better understanding of:</p> <ul style="list-style-type: none"> <li>○ School and Organizational policies</li> <li>○ Current school level initiatives</li> <li>○ Committee structures</li> <li>○ School-wide- strategic plans</li> </ul>	<p>The school fully integrates the community school strategy with the existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP.</p> <p>The implementation plan and school improvement plan become one cohesive plan.</p>
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<p>Increase awareness and understanding of the CA Community School Framework and alignment to MSA 8 Implementation Plan. of CA Framework and Implementation Plan with students,</p>	<p>The Community School Coordinator will introduce and foster the CA Community School Framework and MSA 8 Implementation Plan by:</p> <ul style="list-style-type: none"> <li>○ Hosting/facilitating overview staff, parents, and community members.</li> <li>○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop and manage Shared Outcomes</li> </ul> <p>The community school implementation plan and school improvement plan become one cohesive plan.</p>
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## Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

### Site Level Goals and Measures of Progress

	Goals Action Steps	Outcome/Indicators
<p>Recruit and hire diverse, multilingual, staff to support community school strategy and goals, special emphasis on hire's that are from the community being served.</p> <p>Build a strong Community School Centered team, by providing comprehensive training that will</p>	<p>Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.</p> <p>Work with existing Community School Trainer and Implementer to provide monthly training to CSC, paired with a</p>	<p>Hire culturally competent staff to drive community school strategy and goals</p> <p>The CS Team will be trained on a monthly basis. CS Team will have the tools and support</p>
<p>incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact &amp; Results-Based Accountability Framework, and cultural competency.</p>	<p>co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to build team capacity and skill set.</p>	<p>necessary to fully implement the CS Model.</p>
<p>Retain high-quality staff through the duration of the grant and create a pool of</p>	<p>Provide staff with quality training and support. Incorporate CS Coordinator in</p>	<p>Staff retention rate will remain steady during the duration of the grant</p>

future hires.	decision-making meetings and provide competitive salary.	
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### Key Staff/Personnel

Staff Name & Title	Main role/function
Suat Acar, Principal	The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision-making at the organizational level, school site, and community level. Supports budget planning, strategic partnership alignment, program implementation, compliance
Cristine Perez Community School Coordinator	The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships, and strategies at the school site. Will lead key efforts for an annual Assets & Needs Assessment process. Coordinate and align partnerships to address student, staff, families and community needs. Serve as an integral part of the school's leadership team.
<p>Maria Mendoza, Assistant Principal</p> <p>Arturo Prado, Assistant Principal</p> <p>Restorative Justice Coordinator</p>	<p>The Assistant Principal works on all logistical support with the school site's day-to-day functions. Additionally, they work closely with the academic team to develop and refine systems and structures focused on student outcomes, specific to community School work they support budget planning and accountability with measurable benchmarks.</p> <p>The Assistant Principal is focused on the variety of elements that inform keeping students, staff, and families safe on a campus both physically and emotionally. They are trained in trauma-informed practices and support PBIS and MTSS alignment. They have routine meetings with staff and students to inform ongoing progress through individual or collective goals for safety at the site.</p> <p>The Restorative Justice Coordinator will provide comprehensive and culturally competent restorative justice support to ensure the academic success of students, reduce disproportionate discipline, and promote a positive climate and culture. This position includes research, professional development, and support to administrators, teachers, and support staff. They perform a full range of leadership support duties and responsibilities by supporting schools as they work to uphold the tenets of Restorative Justice.</p>
Maite Montalvo, Community School Director	The Community School Director is responsible for the oversight, management, and grant outcomes. Will lead key efforts to support alignment across the Magnolia Public Schools network of community schools. Serves as an integral part of the organization's leadership team.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong, and accountable, track record of leveraging public/ private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding opportunities from both public and private support, enabling MSA 8 to align and leverage multiple funding streams for our community school programs as described below (online questionnaire 12). For example, we host the Magnolia Annual Big Give Campaign, which raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to put individual interests aside and come together as one Magnolia community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. We aim to continue to strengthen and grow our development efforts so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are tied to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools initiatives across the full organization.

Additionally, MSA 8 plans to sustain community school services after grant exploration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

Magnolia schools will leverage multiple funding streams to sustain the community schools work. These include state and federal funding focused on supporting evidence-based factors related to the success of community schools. For example, the Extended Learning Opportunity (ELOP) funds, such as the After School Education and Safety (ASES) grant and 21st Century Community Learning Centers (CCLC) program. This program provides funding for after-school and summer learning programs, which is an important part of community school initiatives.

As discussed during strategic planning meetings, the Director of Advancement will focus on private foundation grants as another potential source of funding for community schools. Many foundations support education and community development initiatives and may be interested in funding community schools. The California Endowment, for example, has provided funding to support community schools in California, as has the Bill and Melinda Gates Foundation. Corporate sponsorship is another option for sustaining community schools funding. Some corporations may be interested in sponsoring community schools as part of their corporate social responsibility efforts.

Community partnerships can also provide funding and other resources for community schools. Partnerships with local businesses and community organizations can provide funding, as well as in-kind support such as volunteer hours or space for activities. For example, a local business may provide funding for a specific program or activity, or a community organization may offer resources and support to help community schools achieve their goals.

Ongoing efforts to build and maintain partnerships with education partners across sectors can help ensure that Magnolia community schools have the resources to provide high-quality education and support to all students, families, and the surrounding communities (questionnaire #10 and #11).

## Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships that share a holistic focus on students, families, and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Develop and manage a comprehensive map and partner database	<ul style="list-style-type: none"> <li>● Facilitate asset mapping activities with students, staff, families, and community members</li> <li>● Align resources and strategies to address student, staff, families and community member needs                             <ul style="list-style-type: none"> <li>● Shared and reviewed with the Steering Committee</li> </ul> </li> </ul>	<p>Partner map &amp; database reviewed and updated monthly.</p> <p>Review and revise bi-annually with school PAC (site-level steering committee) and report to the Magnolia Public Schools (MPS) overall steering committee annually</p>
Identify, establish, and foster school-community partnerships who share a holistic focus on students, staff, families, and community.	<ul style="list-style-type: none"> <li>● Coordinate Individual community partnership meetings</li> <li>● Identify partners who share a holistic focus on students, staff, families and community members.</li> <li>● Formalize and Align resources and strategies via service agreement(s)</li> </ul>	<p>Number of services/strategies offered for students, staff, families, and community members.</p>

During the 2022-2023 school year, we have established and reformed a diverse set of partners in the community and state that will provide implementation services in 2023-24 as described below. The three priorities for our educational partners are Mental Health, Food Insecurities, and Financial Literacy. As part of this work, it was identified that there was a need to build parent leadership at the school site as well as Medical, Staff, and Parent leadership, and Expanded and Enriched Learning Time.

To address these three priorities and other essential resources, we have formalized the following partnerships:

1. Mental Health (Needs & Assessment Survey)

To tackle the mental health needs stated by students and parents we have partnered with many organizations such as **Project Rise** which meets with groups of students to teach them how to form healthy relationships, what to look out for in friend groups, and see what kinds of qualities friends should have. We also partnered with **Insight Treatment** which provides workshops on teen mental health, drug prevention workshops for both students and parents, and outpatient mental health services. **CSUN Mitchell Family/ Strength United** and **Care Solace** have been ongoing partners for MSA 8 which provides counseling services to our students.

2. Food Insecurities (Needs and Assessment Survey)

To tackle Food Insecurities we have partnered with a local church, **All Nations Christian Fellowship Church**. We have organized a food drive event for our students, families, and community to drive or walk to the church after Saturday school. Student Ambassadors will help load food in trunks or carts. As a school site, we have given **food baskets** to families monthly as well as for holidays such as Thanksgiving and Christmas.

3. Financial Literacy (Needs and Assessment Survey)

To tackle the financial literacy needs of our families and students we have partnered with **Schools First Federal Credit Union** to provide financial education to improve the financial health and well-being of our parents and students of all ages. This includes in-classroom presentations, workshops, and Bite of Reality simulations. We will be hosting these workshops simultaneously during Saturday School to make these resources accessible to all families.

4. Parent and Staff Leadership (Added by School Site)

To empower our parents and increase their leadership skills we have partnered with **Parent Education Bridge for Student Achievement Foundation (PBSAF)**. They offer parent classes and workshops for parents to train them how to be an advocate for not only their students but for themselves and the community. There are different levels to each class, level 1, 2, and 3. All three program levels are designed to provide parents with a strong awareness of California's public school district accountability system, academic content, and performance standards, standards-based report cards, assessment, public school choice options, and supplemental service providers, in addition to topics identified by parents (e.g., home learning activities, early childhood education, beyond high school opportunities, goal setting and financial planning for college)

We have also partnered with **Families in Schools** to train all school staff. This institute is focused on building and strengthening knowledge about family engagement, skills, and strategies to effectively engage families, and on developing participants' confidence in implementing ongoing, targeted family engagement strategies that are tied to student outcomes.

5. Medical (Added by School Site)

We have partnered with **Southern California Medical Clinic** to provide mobile clinics at our school site where nurses provide TDAP, COVID, and Flu shots for all students, parents, and the community. They also offer parents and students dental, vision, and medical services in their clinics all throughout Southern California. They also help students and their families enroll in *Medi-Cal benefits, in order to maximize reimbursements and sustain these healthcare services for MSA 8 students and families* (competitive priority 8).

6. After School Activities and Tutoring Assistance

We have partnered with the **Bell Technology Center** which is located in our beautiful city of Bell. They offer various classes for our students after school such as creating a radio, how to code, legos, and many more. Students are able to go every day after school to attend these classes with a staff member.

We partnered with a local fitness group in the Bell community called **CNC- Connie and Chris Fitness** They offer free classes for everyone mainly focusing on older adults and overweight kids. They are professional trainers who have taught in the YMCA for over 20 years. We will have fitness events for students and their families.

**Study Smart Tutors** is another organization we have partnered with to help support our students. They offer after-school support to our students in all subjects both in-person and hybrid. Study Smart Tutors holds an extensive track record of success in increasing student proficiency and graduation, academic preparedness, college and career readiness, and parent and community engagement.

7. Family supportive services

For early education and child development, MSA 8 is working with partners **First 5 LA** and **Baby2Baby** to expand early childhood programs (competitive priority 5, online questionnaire 9).

## Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally affirming/relevant, asset-based, democratic and community-based.

### Site Level Goals and Measures of Progress

Goals	Action Steps Outcome Indicator
Build school leadership capacity involving collective decision-making and leveraging leadership through reflective data analysis checking in quarterly regarding growth (online questionnaire 13)	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work
School leaders will host annual professional leading and learning network meetings with school site	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously Increased implementation plan refinement

	improve our efforts	
<p>leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond</p>		
<p>Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'</p>	<ul style="list-style-type: none"> <li>● All staff participate in the MTSS Pathway Training</li> <li>● <b>Dr. Gale</b> is a professional development trainer for all school staff whose focus is on instruction, inclusion, and equity</li> <li>● <b>Brian Medler</b> is a professional development training focusing on how to develop a relationship with students, as well as instruction, inclusion, and equity.</li> <li>● We have professional development training on cultural and socioeconomic backgrounds</li> <li>● All teachers will complete the Kagan Trainings that focus on instruction</li> <li>● MPS Wide symposium</li> <li>● Regular weekly professional development staff training</li> <li>● LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>● MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	<p>Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.</p>
<p>Develop additional SEL and restorative justice curriculum covering restorative practices and community circles.</p>	<p>SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS</p>	<p>Increase restorative practices and community circlers to improve</p>



	efforts, including SEL.	school climate and culture
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## Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action and discuss and explore the integration of CBL in their classrooms.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth	Coordinate site visits with local community schools, stretch goal is to visit community schools across the country	100% participation from the leadership team, recent findings at the quarterly learn and lead sessions with steering committee
Actively participate in three conference and training opportunities including the National Community Schools & Family Engagement Conference	Register for conferences, before attending meetings as a team to discuss agenda and divide and conquer sessions to attend and meet as a group during and the post-conference to share insights	Taking the learning and putting it into action to inform implementation plan Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals

<p>Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'</p>	<ul style="list-style-type: none"> <li>● All staff participate in the MTSS Pathway Training</li> <li>● Dr. Gale is a professional development trainer for all school staff whose focus is on instruction, inclusion, and equity</li> <li>● Brian Medler is a professional development training focusing on how to develop a relationship with students. as well as instruction, inclusion, and equity.</li> <li>● We have professional development training on cultural and socioeconomic</li> <li>● All teachers will complete the Kagean Trainings that focus on instruction</li> <li>● MPS Wide symposium</li> <li>● Regular weekly professional development staff training</li> <li>● LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>● LA Institute for Restorative Practices' Right-Brain Institute training on positive communications and restorative practices for school and home.</li> <li>● MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that</li> </ul> <p>Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.</p>
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	<p>result in inequitable learning opportunities and outcomes.</p>
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## Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
<p>Increase SBAC results of met or exceeded based on Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</p>	<p>As part of the PDSA cycle, during the summer in-service professional development time, review benchmark and School Dashboard data, as a school site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets (online questionnaire 13). Create a plan of action to address growth targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff meetings to review progress. Administer formative and summative assessments and analyze data in comparison to growth targets. Administer annual SBAC, once results are released, hold meetings with Academic teams repeating the PDSA cycle.</p>	<p>Increase the number of students moving from standard not met, and/ or standard nearly met to standard met or standard exceeded.</p>

<p>Data baseline will be set and defined by July 1st, 2023 in order to kick off a successful school year.</p>	<p>Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.</p>	<p>The community school implementation plan and school improvement plan become one cohesive plan.</p>
<p>Leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.</p>	<p>Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.</p>	<p>Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee</p>
<p>The Community School evaluation Plan will be informed by LCAP Goals.</p>	<p>Community School evaluation plan will incorporate 5-7 key metrics from the school improvement plan(s) and aligns within the Community Schools framework</p>	<p>LCAP and Community School Implementation Plan will be aligned towards results.</p>

**CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP  
PROGRAM (CCSPP):  
IMPLEMENTATION PLAN**

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Magnolia Science Academy Santa Ana  
Principal: Steven Keskindurk  
School Address: 2840 W 1st St, Santa Ana, CA 92703  
Phone Number: 714-479-0115

## Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

### Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Magnolia Science Academy Santa Ana (MSA Santa Ana) is part of the Magnolia Public Schools (MPS) *network of ten LEAs that will ensure community school activities occur in their respective learning communities with the support of community-based partners* (competitive priority 7, online questionnaire 1).

Of our 513 students, *84.6% are unduplicated* (competitive priority 1), 83% are socioeconomically disadvantaged, 19% have a disability, 33% are English Learners, and our school includes 94% students of color (CDE 2021-22). MSASA's overall chronic absenteeism rate is high at 12% (CDE 2021-22). The majority of students are below grade level standard in English Language Arts (63%, compared to 53% of CA students below standard) and math (71%, compared to 67% of CA students below standard) (CAASPP 2021-22). And of great concern, 92% of MSASA English Learners are below standard in ELA and 95% are below standard in math. *MSASA has a demonstrated need for*

*expanded access to integrated services to address our academic, social emotional, and health needs (competitive priority 2).*

To address the needs of our community school, MSA Santa Ana undertook a comprehensive community school planning process that included *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, partners, and area residents* (competitive priority 3, online questionnaire 3). Magnolia leaders approach the assets and needs assessment collection of data from a tiered approach. Universally, all educational partners (students, families, staff and community-based partners) are informed of the community school framework, model, and asset and needs data findings in order to inform and continue improving the implementation plan. Assessment activities occurred throughout the year and included focus groups with students, parents, teachers and staff; school site resource inventory; and surveys. Additionally, the Community School Coordinator (CSC) facilitated conversations with the school leadership team to collaboratively assess where they were under the stages of development for a community school. This allowed the team to develop a baseline for each of the three capacities they self-assessed under (Collaboration, Coherence and Commitment). Falling under the categories of exploring and emerging, the leadership team has started working towards improving systems and partnerships to move them towards maturing and excelling.

All these assessment activities examine needs and gaps in services, but also identified school and community assets and resources that can be integrated as part of our community school. Upon completion of all assessment activities, data findings were shared with students, parents, teachers, partners and staff for continuous feedback and guidance for the implementation plan.

**Priority topics from assets and needs assessment activities:**

- 1: Increase student engagement and enhance student voice
- 2: Strengthening our Multi-Tiered System of support through new partnerships
- 3: Increase Parent, Student & Community Engagement

In response to our assets and needs assessment survey, we will focus on increasing student engagement and voice. We are seeking new partnerships and continue fostering existing ones to leverage our work. It is our goal to launch a student union together with the CSC and dean of students who will lead this effort.

In addition to our partnership with Start Well we have also partnered with Olive Crest and Templo Calvario Community Development Corporation, which have offered a variety of parent workshops such as the 40 developmental assets needed to raise highly capable children and active parenting for teen and school-age children. Many elements in this series of workshops cover topics around social-emotional support and strategies that parents learned to support themselves and their students.

The Community School Coordinator will continue to Identify, establish and foster school-community partnerships that share a holistic focus on students, staff, families, and community. Align resources and strategies to address the needs of students, staff, parents, and community members in

alignment with the *four pillars of community schools: Integrated Student Supports* (online questionnaire 6); *Family and Community Engagement*; *Collaborative Leadership and Practices for Educators and Administrators*, and; *Extended Learning Time and Opportunities*.

MSA Santa Ana also administers an educational partners survey to families and a mental health and wellness survey to students. We use the Fidelity Integrity Assessment (FIA) to monitor and improve our MTSS framework across the domains of administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure/practice. These assessments will be integrated as additional tools to help examine assets and needs centered on the four pillars and school climate.

MSA Santa Ana is committed to using an assets-driven and strength-based approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts, both during planning (e.g., making sure all educational partners are engaged) and implementation. After each training, meeting, or activity, we circle back to assess whether and how well new practices are being implemented. The Principal oversees this process, along with the Dean of Students for social-emotional learning activities, Assistant Principal for instruction, and Parent and Community Engagement Coordinator for community-based activities. The CSC is also engaging in PDSA cycles for the overall community school framework, with monthly data reviews, sharing out with staff, and identifying resources to address any gaps. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

Each year the CSC will coordinate and manage the assets and needs assessment process which includes; focus groups with students, parents, teachers and staff; school site resource inventory; school site self assessment; and surveys where all partners will have the opportunity to participate in providing voice to assets and needs in our learning community. We will then address the gathering of data with a more intense tiered approach by hosting empathy interviews with 2-3 ed partners pertaining to their specific experience and areas of grows and glows with data collection regarding asset and needs assessment. We will host data review meetings to highlight assets and opportunities yield from the annual school experience survey; focus groups; Assets & Needs assessment survey (held annually first and second semester); and empathy interviews. We will identify the top 3 priority topics and design a plan to address them.

We will communicate assessment activity findings verbally and through non-verbal communication with our school wide communication platform Parent Square, social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families via traditional school events like Back to School Night and Parent or Student-led conferences, establishing an effective cadence of communication with updates. We will leverage community wide engagement opportunities to communicate our community school strategies informed by data analysis, including our community school grant application and this implementation plan. We will annually report and publicly present this plan each year at MPS Board meetings (online questionnaire 5). We will link opportunities like home visits to learning and community town halls. We commit to sharing with the elected officials at public forums like public comment sessions during City Council meetings. We will leverage existing partnerships with community based organizations and cultural brokers to engage with families outside of the traditional school setting. *Cultural Brokers*



*serve as a bridge to warmly hand families off to other community supporters that can serve the family based on their specific needs.*

## Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

### Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Our desire is that we graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society. We aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

MSA Santa Ana is committed to using an **assets-driven and strength-based** approach by using cycles of PDSA (plan, do, study, act) to monitor and continuously improve our efforts. After each training, meeting, or activity, we circle back to assess whether and how well new practices are culturally fluent and being implemented. Additionally, we assure that students and parents take part in key committees, like the Community Advisory Committee and Student Leadership, to guide school staff around their personal experiences, history and culture and language. The CSC will create systems to ensure all of this occurs regularly and the school team participates in the efforts.

MSA Santa Ana already uses multi-tiered systems of support (MTSS), and this will form the basis for a **racially just and restorative school climate**. We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students with appropriate access to academic, health, mental health, and social services (competitive priority 4). MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure that every student receives the appropriate level of support to meet academic standards and behavioral expectations successfully. All MSA Santa Ana staff are participating in the CA MTSS Pathway Certification for Schools, which includes three Foundations of MTSS (what, why, how) and role-specific pathways. For social-emotional, school staff analyze fall SEL surveys to identify and provide targeted support to individual students. Spring SEL survey results measure growth and determine progress and ongoing needs. The SEL committee develops a *social-emotional learning* curriculum and workshops for students, including restorative practices and developing competencies like self-regulation. We are committed to ensuring that healing-centered physical, emotional and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent. MSA Santa Ana is proud of the work staff and students have put in to create a positive school culture and climate. As part of our **commitment to racially just and restorative school climates**, we plan to further enhance PBIS during implementation with professional development covering PBIS, positive classroom and school climates, and restorative justice/community circles.

MSA Santa Ana believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four key conditions for learning, including *multi-tiered systems of support* and *social emotional learning* as described above. Our school promotes *supportive environmental conditions that foster strong relationships* through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEL for students, restorative practices instead of punitive ones, and home visits to build strong relationships with families. *Productive instructional strategies that support motivation, competence, and self-directed learning* are supported through classroom observations, feedback, and coaching using a High-Quality Instruction Observation Tool with an Engagement section that covers practices like promoting a growth mindset and resilience, ensuring student collaboration and student voice, and providing student ownership opportunities (online questionnaire 7).

MSA Santa Ana also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners and support and educate students. Our vision is to become a **community hub for our families and the community** by increasing student and family engagement through relationship and community building (online questionnaire 2). The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is one of the keys to successful teaching and learning. Knowing students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids. MSA Santa Ana is also devoted to **expanding and enriching learning times** for all of our students by taking the data we received and bringing in resources to fit their needs and wants.

Professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom ensures MSA Santa Ana offers students **powerful, culturally proficient, and relevant instruction**.

The Community Advisory Committee (CAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The CAC is responsible for oversight of MSA Santa Ana's Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The CAC has **shared decision-making and participatory practices** (online questionnaire 4), including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners. MSA Santa Ana is intentional about welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events **to further promote collaborative leadership**. The CAC roster includes parents, community members, students, teachers, the CSC, and the school Principal. During implementation, the CAC will oversee the collaborating agency process to bring on new partners, involve them in the CAC's shared governance structure, and help them integrate their services and resources into the community school (competitive priority 6).

### **Priority 3: Collaborative Leadership**

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers</p>	<ul style="list-style-type: none"> <li>● Establish Core Participants, roles &amp; responsibilities</li> <li>● Conduct meetings with key agenda topics:               <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Implementation management guidance:                   <ul style="list-style-type: none"> <li>■ Map and assess current shared governance structures – if needed launch or revise site-level shared leadership structure(s)</li> <li>■ Program goals and outcomes</li> <li>■ Partnership Alignment -Align policies and procedures to improve resource/program coordination</li> <li>■ Develop and manage Shared Outcomes</li> </ul> </li> </ul> </li> </ul>	<p>Quarterly meetings with school-level implementers</p>
<p>Facilitate 8 Community Advisory Committee (CAC) meetings per year</p>	<ul style="list-style-type: none"> <li>● Establish a collaborative group made of diverse stakeholders</li> <li>● Facilitate democratic participation and decision-making at all meetings - including voting to approve documents like the School Safety Plan, LCAP, and new partners</li> <li>● Conduct meetings with key agenda topics to review:               <ul style="list-style-type: none"> <li>○ Academic Achievement Plan</li> <li>○ Community school programs and activities</li> <li>○ School and Organizational policies</li> <li>○ Annual Budget</li> </ul> </li> </ul>	<p>Number of participants attending CAC Meetings</p> <p>Intentionally welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events.</p>

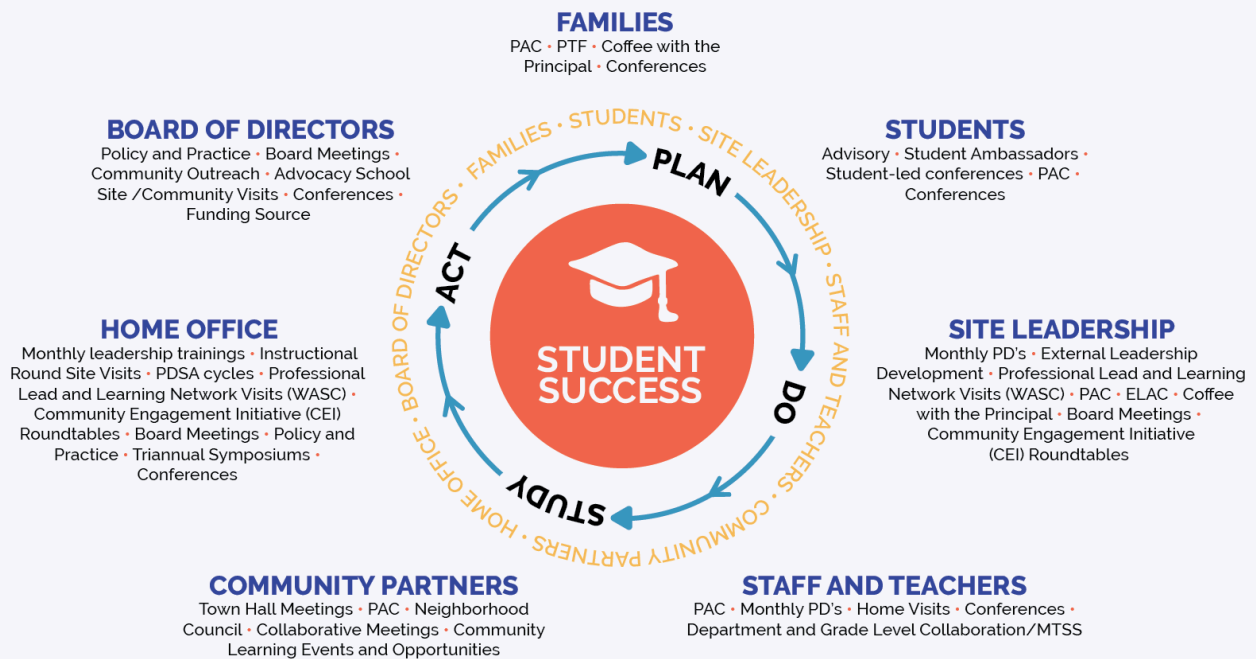
<p>Magnolia Public Schools Home Office support services</p>	<p>Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and legal council. Other systems and programs were used accordingly.</p> <p>Creation of an organization-wide steering committee with all Magnolia schools selecting an Education Partner Representative to join this. This Representative will be selected from those currently assisting each specific school on their Parent Advisory Committee (PAC) (their site level steering committee). This Committee will be developed in collaboration with the Director of Community Schools, the Chief External Officer, and the individual school site leadership working with their school PAC.</p>	<p>Weekly Leadership Meeting</p> <p>Monthly leadership meetings with home office</p> <p>quarterly instructional rounds with home office staff (observation, feedback and coaching)</p> <p>support with WASC, Authorizer Visits</p> <p>Weekly Office Hours hours provided by all home office staff.</p> <p>Unified growth and alignment of common goals and collaboration</p> <p>Problem solving and solution oriented discussions through a critical lens by relevant stakeholders</p>
<p>Opportunities for staff leadership and professional growth</p>	<p>Provide Coordinator roles held by staff member as an additional duties</p> <p>Mentoring programs (induction programs)</p> <p>Work with Relay Graduate School of Education to provide capacity building to all leadership through the Inclusive Schools Leadership Institute</p>	<p>Educate and Empower our staff</p> <p>Newfound sense of ownership for one's work</p>
<p>Increase percentage of students who have been home-visited by the teachers per year</p>	<p>Teachers identify students. Make phone calls to parents. Schedule home visits.</p>	<p>reach or exceed goal of 25% of students received a home visit</p>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Each of our Educational Partners (Students, Staff, Families and Community Partners) are part of the collaborative leadership model. All partners have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities we engage with for each Ed Partner group and as you will notice

many opportunities overlap in audience because the value of collaboration is ultimately deciding how the discourse and decisions will impact student outcomes as a whole child approach. Also, opportunities that are discussed at the site-level will trickle up to all Magnolia Schools through the Home Office and if any change in policy or protocol must be implemented it will be taken to the board of directors and this may result in a change in policy or clarity in procedures that will then cycle back to the school sites.

## Magnolia's Collaborative Leadership Model



### Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>The steering committee will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).</p>	<p>The Community School Coordinator reviews, studies and builds a better understanding of:</p> <ul style="list-style-type: none"> <li>○ School and Organizational policies</li> <li>○ Current school level initiatives</li> <li>○ Committee structures</li> <li>○ School wide- strategic plans</li> </ul>	<p>The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA.</p> <p>Implementation plan and school improvement plan become one cohesive plan.</p>
<p>Increase awareness and understanding of the CA Community School Framework and alignment to MSA Santa Ana Implementation Plan.</p>	<p>The Community School Coordinator will introduce and foster the CA Community School Framework and MSA Santa Ana Implementation Plan by:</p> <ul style="list-style-type: none"> <li>○ Hosting/facilitating overview of CA Framework and Implementation Plan with students, staff, parents and community members.</li> <li>○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan</li> <li>○ Develop and manage Shared Outcomes</li> </ul>	<p>The community school implementation plan and school improvement plan become one cohesive plan.</p>

### Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
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Recruit and hire diverse, multilingual, staff to support community school strategy and goals, special emphasis on hire's that are from the community being served.	Recruit from Magnolia Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CS roles.	Hire culturally competent staff to drive community school strategy and goals
Build a strong Community School Centered team, by providing comprehensive training that will incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact & Results Based Accountability Framework, and cultural competency.	Work with existing Community School Trainer and Implementer to provide monthly training to CSC, paired with a co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to build team capacity and skill set.	CS Team will be trained on a monthly basis. CS Team will have the tools and support necessary to fully implement the CS Model.
Retain high-quality staff through the duration of the grant and create a pool of future hires.	Provide staff with quality training and support. Incorporate CS Coordinator in decision making meetings and provide competitive salary.	Staff retention rate will remain steady during the duration of the grant

### Key Staff/Personnel

Staff Name & Title	Main role/function
Principal (secondary), Steven Keskindurk	The Principal is the gatekeeper of all key elements that strengthen student outcomes. The Principal is involved in the decision making at the organizational level, school site, and community level. Supports budget planning, strategic partnership alignment, program implementation, compliance
Community School Coordinator, Benjamin Juarez	The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. Will lead key efforts for an annual Assets & Needs Assessment process. Coordinate and align partnerships to address student, staff, families and community needs. Serve as an integral part of the school's leadership team.
Dean of Students, Curtiss Philipsen	The Dean of Students is focused on the variety of elements that inform keeping students, staff and families safe on a campus both physically and emotionally. They are trained in trauma informed practices and support PBIS and MTSS alignment. They have routine meetings with staff and students to inform ongoing progress through individual or collective goals for safety at the site.
School Psychologist, Brandon Rodriguez Luna	The school psychologist is available to meet the needs of the child and often the families of the school. They support partner management related to mental health implementation. They build trust and rapport with individual students/ families. They also serve as the direct referral staff member to connect students through warm handoffs to community partners.
Community School Director Maite Montalvo	The Community School Director is responsible for the oversight, management and grant outcomes. Will lead key efforts to support alignment across the Magnolia Public Schools network of community



	schools. Serves as an integral part of the organization's leadership team.
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, Magnolia has a strong, and accountable, track record of leveraging public/ private investments to benefit the needs of all students and their communities. We have a robust development and communications team that actively seeks funding opportunities from both public and private support, enabling MSA SA to align and leverage multiple funding streams for our community school programs as described below (online questionnaire 12). For example we host the Magnolia Annual Big Give Campaign, that raises approximately \$10,000-\$15,000 a year. This is a fundraising initiative that continues to grow and is an opportunity to put individual interests aside and come together as one Magnolia community. Due to our strong track record in academics and support services, we have been able to recently secure the Charter Operated Programs Impact Grant, which will support outreach efforts for families to access informative mental health resources in the form of bilingual podcasts to support families with diverse student needs. In addition, we leverage learnings from the Community Engagement Initiative (CEI), part of the statewide system of support, which mirrors aspects of the community school framework. Our aim is to continue to strengthen and grow our development efforts, so that we can continue to leverage public and private support and achieve greater success year after year. We have a comprehensive dynamic strategic development plan in place that will continue past the life of the Community Schools Implementation Grant. Included in our strategic plan, we outlined eight priorities that are ties to the four pillars of the community school framework. These include Mental Health, Academic Improvement, Parent Support Programs, and College and Career Pathways. We also commit to hosting a myriad of fundraising events across our schools to fortify and support the growth of our community schools initiatives across the full organization.

Additionally, MSA SA plans to sustain community school services after grant exploration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

Magnolia schools will leverage multiple funding streams to sustain the community schools work. These include state and federal funding focused on supporting evidence-based factors related to the success of community schools. For example, the Extended Learning Opportunity (ELOP) funds, such as the After School Education and Safety (ASES) grant and 21st Century Community Learning Centers (CCLC) program. This program provides funding for after-school and summer learning programs, which is an important part of community school initiatives.

As discussed during strategic planning meetings, the Director of Advancement will focus on private foundation grants as another potential source of funding for community schools. Many foundations support education and community development initiatives and may be interested in funding community schools. The California Endowment, for example, has provided funding to support community schools in California, as has the Bill and Melinda Gates Foundation. Corporate

sponsorship is another option for sustaining community schools funding. Some corporations may be interested in sponsoring community schools as part of their corporate social responsibility efforts.

Community partnerships can also provide funding and other resources for community schools. Partnerships with local businesses and community organizations can provide funding, as well as in-kind support such as volunteer hours or space for activities. For example, a local business may provide funding for a specific program or activity, or a community organization may offer resources and support to help community schools achieve their goals.

Ongoing efforts to build and maintain partnerships with education partners across sectors can help ensure that Magnolia community schools have the resources to provide high-quality education and support to all students, families and the surrounding communities (questionnaire #10 and #11).

## Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Develop and manage a comprehensive map and partner database	<ul style="list-style-type: none"> <li>Facilitate asset mapping activities with students, staff, families and community members</li> <li>Align resources and strategies to address student, staff, families and community member needs</li> <li>Shared and reviewed with Steering Committee</li> </ul>	<p>Partner map &amp; database reviewed and updated monthly.</p> <p>Review and revise bi-annually with school CAC (site level steering committee) and report to the Magnolia Public Schools (MPS) overall steering committee annually</p>
Identify, establish and foster school-community partnerships who share a holistic focus on students, staff, families and community.	<ul style="list-style-type: none"> <li>Coordinate Individual community partnership meetings</li> <li>Identify partners who share a holistic focus on students, staff, families and community members.</li> <li>Formalize and Align resources and strategies via service agreement(s)</li> </ul>	<p>Number of services/strategies offered for students, staff, families, and community members.</p>

<p>Facilitate and manage quarterly community partnership meetings</p>	<ul style="list-style-type: none"> <li>● Yearly Kick-off community partnership meeting</li> <li>● Share Assets &amp; Needs Assessment findings</li> <li>● Conduct meetings with key agenda topics:             <ul style="list-style-type: none"> <li>○ Data Review</li> <li>○ Introduce exploration activities</li> <li>○ Program goals and outcomes</li> <li>○ Partnership Alignment</li> <li>○ Align policies and procedures to improve resource/program coordination</li> <li>○ Review goals and targets for Shared Outcomes</li> </ul> </li> </ul>	<p>Partner services/strategies are in alignment with MSA Santa Ana's Community School strategy and goals Yearly partner service review and development of shared outcomes</p>
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Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

In addition to our above-mentioned partnerships we have also established partnerships with city and county agencies. These are the **Orange County Department of Education (OCDE)**, **Santa Ana Public Library**, and **Santa Ana College**. Each of these not only supports different elements of the community schools' pillars but also directly supports our top three priorities. We are cohort members with OCDE's Social-Emotional (SEL) cohort. We have a team consisting of our elementary principal, on-site social worker, on-site school psychologist, and three lead teachers. It is with this SEL cohort that we are being trained in strengthening our SEL practices and identifying curriculum that will support and complement our curriculum TK through twelfth grades.

The OCDE is hosting training for our student government to develop a peer-led mental health awareness campaign across our campus. This is directly in response to the data findings and supports our first priority. Through our partnership with the Santa Ana Library students will have access to enhanced extended learning opportunities (online questionnaire 8) that include virtual after-school tutoring, on campus learning activities offered by the Knowledge Mobile, and our students with special needs can even check out Moxie, a robotic friend that helps build social-emotional skills. Lastly, Santa Ana College students are taking college courses as our parents take ESL and computer classes. As we continue to take great strides in becoming a community hub, it is important to note that all these opportunities are not only offered to our students but our community as a whole.

For early education and child development, MSA SA already offers Transitional Kindergarten, and we are working with partners First 5 LA and Baby2Baby to expand early childhood programs (competitive priority 5, online questionnaire 9).

## Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Build school leadership capacity involving collective decision making and leveraging leadership through reflective data analysis checking in quarterly regarding growth (online questionnaire 13)	Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	All principals will attend quarterly trainings regarding pillars of community school model incorporated with existing work
School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of glows and growth throughout the life of the grant and beyond	1. Implement the PDSA (plan, do, study, act) cycles to monitor and continuously improve our efforts	Increased implementation plan refinement
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: <ul style="list-style-type: none"> <li>• Dr. Anita Turner's Justice, Equity, Diversity, and Inclusion training to help teachers communicate and connect authentically with diverse student body</li> <li>• Dr. Turner's Climate within the Classroom training that supports connecting home visits with learning</li> <li>• LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>• LA Institute for Restorative Practices' Right-Brain Institute training on positive</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

	<p>communications and restorative practices for school and home.</p> <ul style="list-style-type: none"> <li>• MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	
Develop additional SEL and restorative justice curricula covering restorative practices and community circles.	SEL Committee that includes the Dean of Students, School Social Worker, and School Psychologist to guide PBIS efforts, including SEL.	Increase restorative practices and community circles to improve school climate and culture

## Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth	Coordinate site visits with local community schools, stretch goal is to visit community schools across the country	100% participation from the leadership team, recent finds at the quarterly learn and lead sessions with steering committee
Actively participate in three conference and training opportunities including the National Community Schools & Family Engagement Conference	Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights	Taking the learning and putting it into action to inform implementation plan  Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: <ul style="list-style-type: none"> <li>• Dr. Anita Turner's Justice, Equity, Diversity, and Inclusion training to help teachers communicate and connect authentically with diverse student body</li> <li>• Dr. Turner's Climate within the Classroom training that supports</li> </ul>	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

	<p>connecting home visits with learning</p> <ul style="list-style-type: none"> <li>• LA County Office of Education's PBIS training for building a positive school culture and climate</li> <li>• MPS' Director of Special Education facilitates training on topics like Universal Design for Learning that helps teachers address systemic barriers that result in inequitable learning opportunities and outcomes.</li> </ul>	
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## Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
<p>Increase SBAC results of met or exceeded based on Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</p>	<p>As part of the PDSA cycle, during the summer in-service professional development time, review benchmark and School Dashboard data, as a school site with all staff disaggregate data and identify areas of need and strength specific to grade level and content to identify and plan growth targets (online questionnaire 13). Create a plan of action to address growth targets, including leading an understanding walkthrough with students and families. Incorporate monthly check-ins during staff meetings to review progress. Administer formative and summative assessments and analyze data in comparison to</p>	<p>Increase the number of students moving from standard not met, and/ or standard nearly met to standard met or standard exceeded.</p>

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	growth targets. Administer annual SBAC, once results are released, hold meetings with Academic teams repeating the PDSA cycle.	
Data baseline will be set and defined by July 1st 2023 in order to kickoff a successful school year.	Gather various data points (LCAP and SPSA) and work alongside Magnolia Data and Results team to categorize and define baselines based on the four CS pillars.	The community school implementation plan and school improvement plan become one cohesive plan.
Leadership committee will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.	Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.	Plan-Do-Study-Act Cycle on a quarterly basis, one CS Pillar per quarter will be conducted and led by the Leadership Committee
Community School evaluation Plan will be informed by LCAP and SPSA Goals.	Community School evaluation Plan will incorporate 5-7 key metrics from the school improvement plan(s) and align within the Community Schools framework	LCAP, SPSA and Community School Implementation Plan will be aligned towards results.