

Attachment III: Community School Implementation Plan

A Shared Understanding and Commitment to the California Community Schools Framework

The Rise Kohyang Elementary School (RKES) implementation plan is part of Bright Star Schools' network-wide transformation to integrate the California Community Schools Framework into every aspect of who we are and how we operate. For our school, being a community school is a way of grounding every decision about learning and wellbeing in community voice and shared decision-making.

At RKES, we stay accountable to a shared understanding of the California Community Schools Framework by filtering all our actions through a single question: *is this decision grounded in community voice?*

At the outset of our planning process, we asked our entire community—students, families, staff, and partner agencies—*what does your ideal school look like? What do you love about our school? What are your hopes for our school?* From our youngest scholars, to our most tenured staff, the resounding themes were clear. Our community wants a school where all belong, all are safe, and all learn. One staff member shared, “The values [at RKES] are living, breathing (helping hands, strong minds, kind spirits, brave hearts)...Leadership is open to changes that are better for students and the school community.”

These broad aspirations were familiar and we have worked toward a positive inclusive school culture and improved learning outcomes over our history as a school, most recently by developing a restorative approach and enhancing our coaching model to increase teacher capacity. Yet we still have great need.

2023-24 Data	CCSPP Demonstrated Need Indicator
244	Total enrollment
228	Unduplicated pupil count
93%	Unduplicated pupil rate
.70%	Suspension rate
0%	Expulsion rate
15.7%	Non-stability rate
75%	Non-stability rate for foster youth

29.2%	Non-stability rate for homeless youth
5.8%	County's January 2025 unemployment rate

An equity-based approach is required to address the needs in our community where we see that students of color, students with disabilities, and multi-language learners are disproportionately underperforming academically and overrepresented in discipline data. While our school has always been committed to equity and was founded on the mission of providing an equitable education to all students, the data shows us that we have growth to make. The California Community Schools Framework has provided us with a new perspective on what practices are working and where we need to improve. Most significantly, by inviting our community into the analysis and problem-solving process through the California Community Schools Partnership Program (CCSPP) planning grant process, we have come to a clear understanding of our strengths and opportunities when it comes to the equity-based practices outlined in the Framework. We have organized these into five goals that form the basis of our implementation plan and are aligned to the framework, our network strategic plan, and our school's strategic plan.

In the sections that follow, we will describe the comprehensive needs and assets assessment process that surfaced these goals and how that process will evolve to include more community members. We will describe each goal in detail including key actions, people, shared decision-making processes, and progress monitoring that will ensure our success in meeting the goals.

The Needs and Assets Assessment

Our implementation plan was developed from a comprehensive, multi-modal assessment process. We brought the community together to surface our assets and needs and co-created priorities and key actions. Throughout the process we paused to reflect on the efficacy of our work and how we will improve during our implementation phase. We focused our reflection on our ability to reach historically marginalized community members and to include key groups in the analysis and prioritization of the data.

As one of nine planning grantees in the Bright Star Schools network, we created a network-wide vision for our needs and assets assessment. Most importantly, we decided to take the full two-years of the planning process to satisfy our vision to plan and execute a comprehensive assessment that included all community members and multiple avenues for input. Grounded in the Community Schools Framework and the text, *Street Data*, by Jamila Dugan and Shane Safir, we developed a plan to include

multiple rounds of collaborative meaning-making facilitated by the Community School Manager to engage historically marginalized groups.

Our first step was to analyze existing data and identify baseline needs and assets in partnership with the school Principal who helped provide context. The Community School Manager reviewed the Local Control Accountability Plan (LCAP) to understand the current goals and initiatives for attendance, academic achievement, and school climate. They analyzed qualitative data from our yearly surveys which included the Panorama Student Climate Survey, Panorama Family Survey, and Pulse Staff Survey. We gleaned an understanding of how students and families experienced the school culture and how staff experienced their work environment. Our organization had also recently conducted a round of listening sessions with staff, students, and families. The Community School Manager (CSM) reviewed data to uncover high-level trends with regard to aspirations for school improvement. Multiple sources were pulled to provide initial quantitative data including CAASPP scores, i-Ready achievement, attendance data, and referral data (including suspensions and expulsions). Key staff such as the Principal, Assistant Principal, and Associate Dean of Restorative Practice helped the Community School Manager disaggregate the data to identify where historically marginalized groups were over- or under-represented.

The Community School Manager then facilitated a series of visioning exercises with students, families, and staff to build a shared understanding of the Community Schools Framework and deepen understanding of the emerging areas of need. Participants were prompted to reflect on their deepest aspirations for the school using the four community school pillars. Participants continued their reflection by organizing their aspirations into each pillar, noting where the school already has assets.

This exercise, combined with existing data, informed focus areas for surveys, focus groups, and empathy interviews that the Community School Manager designed. Working as a network team, we identified the priority areas across all nine Bright Star Schools and formed a baseline set of surveys for each of our community groups: students, families, staff, and community partners. As each school had unique areas of need, the Community School Manager added school-level questions to each survey in collaboration with the school leadership team. Our surveys were reviewed and edited by an external educational researcher to enhance clarity and increase access. We referenced the Whole Child and Family Supports Inventory when creating our surveys to ensure coverage of a wide range of supports. All family surveys were available in our families' home language and accessible in paper or digital formats.

The Community School Manager collaborated with the Community Schools Team and the school leadership team to design an outreach strategy for each community group. We focused on the need for community voice to inform our community school plan. They created outreach materials for families such as ParentSquare messages and brought surveys, both paper and digital, to family events such as parent-teacher conferences and daily arrival and dismissal. They worked with teachers and school

leaders to identify the best way to survey students. Elementary students who were able to read in English were given the electronic version of our surveys, while younger students and/or students who were emergent bilingual learners were read the survey aloud in their home language during designated class time. Teachers were notified by the CSM via email or at staff meetings about setting aside time so their class could complete the survey. In order to reach staff, the survey was shared during weekly professional development meetings and via email. It was also featured by the principal on the weekly “Dragon Blast” newsletter for staff, which contains important updates and information for all staff. To capture partner voice, the Community School Manager reached out to all existing partner agencies including individuals, agencies, and local nonprofits.

As a Community Schools team we set goals based on the number of responses needed to produce a large enough sample size to draw conclusions with a reasonably high confidence level for the group. Our school set the following goals and had the following response rates:

Community Group	Goal	Response Rate
Students	61%	64.11%
Families	61%	31%
Staff	94%	88%
Partners	100%	62.5%

After completing our survey outreach, we debriefed the process and outcomes and determined several ways to continue to tap into our community’s knowledge and increase representation. This school year we have already implemented a new streamlined approach to surveying by incorporating community schools-specific questions into existing surveys. We were mindful of survey fatigue and utilized existing platforms that already have high response rates. We incorporated essential family needs questions into enrollment paperwork so that every family shared their needs at the start of the school year. We added questions to our Panorama Family Survey and Panorama Students Survey (conducted yearly in the Spring). These will serve as our annual needs and assets assessment.

Receiving a higher rate of survey responses from students and staff proved to be much easier than families and community partners simply because of on-campus access. While we provided paper and digital copies of surveys to families and translated them into their home language, it was very challenging to reach our goal of 61% of families completing the survey. However, the next time we survey families, we want to provide more incentives, host family events where we can read the survey out loud and capture families’ responses, and conduct phone calls to read the survey aloud to families in their

home language. We have also shifted family needs questions into our enrollment paperwork which is required for all families to complete at the start of the school year.

We will continue to utilize surveys as a touch point with our community members when the need emerges for targeted outreach, such as the ongoing wildfire crisis in Los Angeles. Our Community School Manager partnered with school counselors to survey and support families impacted by poor air quality, evacuation, or hosting of evacuees. Ninety-six percent of families who completed the survey were connected with by RKES staff, and 92% of families had their needs met.

With survey results from all our community partners, we turned to analyzing the data. The Community School Manager reviewed the data with the school leadership team and brought snapshots of the data to the Community School Advisory Council (CSAC). A meaning-making exercise with the team determined what priorities the community school implementation plan should focus on. All recommendations from the CSAC were brought back to the school leadership team.

These focus areas guided the creation of focus group scripts and empathy interviews with the goal of understanding root causes. The Community School Manager consulted with key staff to identify individuals from all community groups to participate in these groups given their proximity to the focus area. Our surveys showed that both students and families would like more social and recreational activities/opportunities to be more engaged in the school community. With this in mind, we hosted one family interview with a student and her caregiver to share about what kinds of activities and events they would like to have on campus. Our staff survey showed that one of the greatest stressors during the work day was lack of support/resources and student behavior, so we held an empathy interview with a Behavior Intervention Implementers (BIIs), and a focus group with two fourth grade students who had displayed challenging behavior at recess. In addition to focus groups and empathy interviews, the CSM also conducted targeted “street level” data observations of meetings, classrooms, recess, lunch, arrival, and dismissal.

While this style of data collection is time-consuming, we found it to be vital in understanding the root cause of a problem surfaced in our survey data. We plan to incorporate focus groups and empathy interviews into a triennial comprehensive needs and assets assessment. However, we also plan to continue to conduct the targeted observations on an as-needed basis. Our focus groups and empathy interviews helped us to discover and identify more concrete ideas about how we can better engage students and families. For example, many of our students enjoy soccer which surfaced throughout several conversations; finding out information like this is critical to addressing the gaps that exist at RKES.

We used the qualitative data analysis software Delve to analyze multiple pages of interview transcripts. Delve allowed the Community School Manager to code data and

surface themes, patterns, and outliers. Findings were shared with the school leadership team and then with the CSAC for discussion and prioritization of key actions.

At this stage, the Community Schools Team came together to share the highest priority needs that emerged at each of their schools. Across all schools, there were shared areas of need, with many aligned key actions and some site-specific actions. The Community Schools Chair brought these recommendations to the network's Lead Executive Officer and Senior Vice President of Student and Family Services for review and then to department leaders across the organization including the Chief Academic Officer, Senior Vice President of Operations, Senior Director of School Culture, Director Restorative Practices, and Director of Expanded Learning. We were able to align goals and key actions to our network-wide strategic plan and create a plan for involving the Bright Star School Board in the review of our progress toward implementation who up to this point, had received two updates on community schools planning. Moving forward, the Board will review community school progress on a regular basis and have an opportunity to provide input on progress to goals.

Ultimately, this iterative, community-based feedback process formed the network-wide goals described below and the key actions within each goal. Some are shared network-wide and others are based on the unique needs of our school.

The Commitments Linking All Our Goals: Assets-Based Practices and Shared Decision-Making

As our implementation plan emerged, we saw clear connections between goals and specific features of the Community Schools Framework. For instance, we have a goal regarding community-based learning connected to the cornerstone commitment to powerful, culturally proficient, and relevant instruction. We also noticed that for every goal, our success relies on two cornerstone commitments: increasing collaborative shared decision-making and maintaining an assets-based, strengths-based approach. These two cornerstone commitments are threaded through each goal with the work of the Community School Advisory Council (CSAC) and the leadership of the Community School Manager and Community Schools Chair.

Reflecting on Our Commitment to Assets-Driven and Strengths-Based Practice

In reflecting on our interactions and operations with staff, students, families, and partners, we are in the evolving stage of the commitment to assets-driven and strength-based practice.

Prospective staff candidates are screened for an assets-based mindset across all roles because we know that our students and families bring valuable collective wisdom through their lived experiences and unique skill sets. In turn we celebrate the strengths

of our staff by highlighting the work one another is doing through texts and emails to one another, and creating space at our staff meetings to encourage one another and share success stories. During meetings, we incorporate team-builders, discussions, and brainstorm ways to educate our community on the different cultures we represent.

We have an assets-based view of student well-being as we know that children cannot learn until they have their basic physical, emotional, and psychological needs met and that challenging behavior, absence, or disconnection, stems from these unmet needs. We have a student to counselor ratio of 126 to 1 and additional mental health therapy services through partnership with Didi Hirsch, Partnership to Uplift Communities (PUC), and Korean American Family Services (KFAM). We integrate social-emotional learning into the school curriculum, but teachers have expressed a desire to be better equipped to teach these skills and respond to the traumatic life experiences that manifest in challenging behavior at school. In building relationships with students, staff positively narrate outloud when a student is exhibiting one of our school's core values (brave hearts, kind spirits, helping hands, and strong minds), and student's commitment to these core values as well as their commitment to academic achievement and attendance is recognized both in the classroom and quarterly at our Dragon Fests. Incentives, such as earning recess across the street at Lafayette Park, are provided for students who demonstrate our core values and who have excellent attendance. When discussing students' academics or behavior at meetings, many of our staff will often highlight what a student is doing well or what their gifts are before addressing challenging situations the student may be facing. The goal at our Multi-Tiered System of Support and Student Support and Progress Team meetings is to collaborate on a plan to support a particular student and their family holistically.

When partnering with families, staff ensure to communicate with families in their home language whenever possible whether sending home written materials or messaging on ParentSquare. Many of our staff are bilingual and offer to interpret when needed for families at parent meetings, on phone calls, or for family workshops. In order to tap into our families' assets, we created a Family Skills Survey to assess the occupations, skills, and talents that our families have and the wisdom they can share with our school community. Paper copies of this survey were shared at one of our Coffee and Chat meetings with the principal, and we plan to share electronic versions of this survey on ParentSquare in our March 2025 newsletter. We have also invited families to speak to our students at the Career Fair in March. Many families have expressed interest in volunteering in the classroom, on field trips, or sharing about their skills and talents with our school community. However, our volunteer process and families' work schedule pose several barriers for families to volunteer. This is an area we will address and streamline to ensure families are more connected to our school.

During our planning process, we expanded our assets-based approach to our community at large, identifying and uplifting local businesses, organizations, and leaders. We created a monthly newsletter for families and staff that highlights resources and events and includes our Asset Map, an interactive Google Map organized by service type. We established relationships with our local neighborhood council and local

organizations, welcoming them to our campus for events to share the assets of our resource-rich neighborhood.

Reflecting On Our Commitment to Shared Decision-Making and Participatory Practices

Shared decision-making is the fuel that drives our community school engine. Without this commitment, we risk acting out of alignment with what our community actually needs, of imposing our assumptions about need, and merely performing collaboration rather than enacting authentic shared decision-making. This sows the seeds for disconnection, distrust, and less effective initiatives that are not connected to reality. We need structures for collaboration, continuous input from all community members, and iterative cycles of feedback to reach our goals. We are in the emerging stage of the commitment to shared decision-making and participatory practices.

Our school engages community voice in our English Learner Advisory Committee and School Site Council. These council meetings are combined into one to accommodate parents' schedule, occur once a month virtually, contain English, Spanish, and Korean translated slides, and are interpreted into Spanish (we have yet to provide a Korean interpreter). Members include the principal (chairperson), assistant principal (secretary), three classroom teachers (elected), and six parents (elected). Other members of the school community such as staff or parents are also welcome to join. During these meetings, school policies and plans such as the wellness policy and safety plan are reviewed and voted on by members, surveys regarding school climate, attendance, and academics are discussed, and announcements for upcoming events are shared. For those who are not able to attend the meetings, updates are communicated on ParentSquare, shared at our Coffee and Chats, or physical copies of important documents are sent home for parents to read in their home language. Our staff are also informed about these policies, plans, and data at our weekly staff meetings, grade-span meetings, in one on one coaching conversations, or through emails such as our weekly "Dragon Blast" newsletter.

As a result of the community schools planning process, we have expanded opportunities for shared decision-making and participatory practices with the establishment of the Community Schools Advisory Council (CSAC). This group functions as a cross-section of our community, including six students (all of whom are bilingual and range from 1st-5th grade), four staff (one BII, one 5th grade teacher, one Instructional Aid, and the Community School Manager), two administrators (the principal and Associate Dean of Restorative Practice), three parents, and three community partners. In the 2023-2024 school year, we held six meetings, and in the 2024-2025 school year, we have held three meetings to date and plan to have three more before the school year concludes. Their role has been to review every stage of the planning process, provide input, and make choices about goals and initiatives. They co-designed the needs and assets assessment, analyzed the data, selected the key actions based on areas of need, helped identify potential partners, and provided feedback on the Annual Progress Report and Implementation Plan.

While we try to be collaborative as a school community, there is always room for improvement. Staff shared in our quarter one climate survey in fall 2024 that they would appreciate more community building opportunities and collaboration with students, families, and other staff. Families also expressed a desire for more collaboration as seen in our family survey which states that 25% of families disagree or strongly disagree when asked “to what extent do you agree that the school works together with our family to ensure my child’s needs are being met at school.”

Our Goals

We have outlined the five goals that comprise our implementation plan and named the aligned components of the Community Schools Framework and our network and strategic plans in the table below. As described above, a commitment to assets-driven and strengths-based practice and a commitment to shared decision-making and participatory practices are linked to each goal. The following section will detail the key people, actions, and processes that will ensure these connections show up in the day-to-day execution of our plan.

Implementati on Plan Goals	Alignment to the Community Schools Framework	Alignment to Network & School Strategic Plan
Goal 1 Instruction is powerful, culturally proficient, relevant, and informed by the school community	Cornerstone Commitments Powerful, Culturally Proficient and Relevant Instruction / Assets-Driven and Strengths-Based Practice / Shared Decision-Making and Participatory Practices Pillars Extended Learning Time and Opportunities Key Conditions of Learning Productive Instructional Strategies	Network Goal 1 Every teacher provides high-quality instruction that builds a culture of excellence and engagement to ensure every student masters grade-level standards. RKES Goal: Students must be here to learn. RKES students have strong school attendance, and they feel rewarded for their attendance on a weekly, monthly, and semester basis.
Goal 2 The school culture is racially just, restorative, and informed	Cornerstone Commitments Racially-Just and Restorative School Climates / Assets-Driven and Strengths-Based Practice / Shared Decision-Making and Participatory Practices	Network Goal 2 Every school has a purposefully built school culture and skillful incident response to maximize learning and belonging for all students

by the school community	Pillars Integrated Student Supports Key Conditions of Learning Supportive environmental conditions / Social and emotional learning / System of supports	RKES Goal: Relationships are foundational. All students feel invested in their university (cohort/class) and empowered to positively contribute to the joy and growth of that community through the use of the RULER Anchor Tools and Core Routines. RKES Goal: Boundaries are safety. All students feel physically, emotionally, and intellectually safe because staff members, students, and their families understand and uphold the schoolwide expectations, norms, and agreements. RKES Goal: We are all restorative justice practitioners. Students develop a growth mindset about their social-emotional development and decision-making because all staff members are collectively responsible for inquiry of, mediating, and resolving conflicts through de-escalation, inquiry, and restorative practices, including repair.
Goal 3 Families are Actively Engaged as Partners	Cornerstone Commitments Assets-Driven and Strengths-Based Practice / Shared Decision-Making and Participatory Practices Pillars Family and community engagement / Collaborative leadership practices	Network Goal 2, key action 4 Families are actively engaged as partners to support student learning and school goals RKES Goal: Families are essential partners. All families feel invested in RKES

		and empowered to positively contribute to the joy and growth of that community, as measured by family engagement metrics and the Panorama Family Survey.
Goal 4 Community Schools Implementation has aligned systems, strong leadership, and clear impact	Cornerstone Commitments Assets-Driven and Strengths-Based Practice / Shared Decision-Making and Participatory Practices Pillars Collaborative leadership practices Four Proven Practices Community asset-mapping and gap analysis / Community school coordinator / Site-based and LEA-based Advisory Councils / Integrating and Aligning with other relevant programs	Network Goal 3 The leadership team delivers high-quality services to schools that effectively develop staff and drive results for students
Goal 5 Community Schools Implementation is Sustainable During and Beyond Funding	Cornerstone Commitments Assets-Driven and Strengths-Based Practice / Shared Decision-Making and Participatory Practices Four Proven Practices Integrating and Aligning with other relevant programs	Network Goal 4 Operate safe, compliant and generationally sustainable schools that are places where kids want to be

Goal 1: Instruction is Powerful, Culturally Proficient, Relevant, and Informed by the School Community

The Learning Our Community Desires

Learning is at the heart of our school's mission and vision and was repeatedly named in our needs and assets assessment as an area of opportunity. Students have shared their desire for "new classes [to help them and their family] learn something new," and their desire to "walk around the park...to get more outside time because sometimes I feel like

I am inside too much.” We are in the emerging stage of the commitment to powerful, culturally proficient and relevant instruction.

Historically, our school has focused professional development and teacher coaching on the core components of excellent teaching, including standards analysis, backwards planning, assessment, and establishing strong classroom routines. All are critical skills, however, our students tell us they are eager for more engaging content connected to their experiences, values and interests, and connected to the world around them. Our teachers look for models of community-based learning and support to shift their craft to provide student-centered lessons.

One strength in this area is the Life Experience Lesson (LEL), a trip taken by every student every year to engage in an experience they would otherwise not have in the classroom. Students have been to places such as the Camp Harmony, California Science Center, the Wishtoyo Chumash Village, and Valley Trails Ranch. There is opportunity for this experience to be more culturally relevant and community-based as we select and design the experiences for future trips.

Throughout the 2024-2025 school year, we have increased our partnership with Felipe de Neve Library by providing library visits and hosting the children’s librarian at RKES for read-alouds in every classroom. We were also able to receive a donation of about 1,500 books from Big Sunday for each classroom to have their own library. With the support of our Literacy Specialist and our Instructional Aids we are facilitating reading groups and tutoring for students, and we plan to partner with Dynasty United Youth Association to assist with this as well. We have seen an increase in growth (28.4%) among our emergent bilingual students who made progress on the ELPAC from the 2022-2023 school year to the 2023-2024 school year, and we’ve also seen growth in our i-Ready data. Looking at the beginning of the 2024-2025 school year, 16% of our students were reading at grade level and 10% were at grade level in math according to their i-Ready diagnostic. After i-Ready diagnostic two, 29% of our students are now reading at grade level, and 27% are now at grade level in math. We have also seen increased engagement at school among our students as evidenced by our average attendance of 93.69% to date for the 2024-2025 school year. Our new partnership with UCLA American Medical Student Association is providing hands-on science projects with students in the classroom starting in the spring of 2025. Additionally, we have provided opportunities for students to learn about different cultures and traditions in and out of the classroom by hosting events to celebrate holidays such as Lunar New Year and Día de los Muertos. One student shared, “The best thing about being at school is learning new things with my teacher and friends.”

While we have made notable progress at our school in regard to instruction, we still have a ways to go. For the 2023-2024 school year, only 38.94% of our students performed at grade level on the end of year CAASPP summative assessment in ELA and 30.17% at grade level in math. This data is even more critical for our emergent bilingual students (24% who performed at grade level for ELA and 19.61% at grade level in math) and our students with disabilities (25% who performed at grade level in ELA and 24% at grade level in math). We also see gaps in our i-Ready diagnostic for

the 2024-2025 school year: 31.87% percent of our students are two or more grade levels below in reading, and 21.51% of our students are two or more grade levels below in math. Again, this data is even more critical for our emergent bilingual students (41.51% are two or more grade levels below in reading and 22.64% are two or more grade levels below in math), and our students with disabilities (44.9% are two or more grade levels below in reading and 42.86% are two or more grade levels below in math). Teachers and BIs have expressed more resources to support these groups of students, and one parent shared, “I would like the school to help the children read better,” which was a sentiment emphasized by students, parents, staff, and community partners during the CSAC.

Our Plan

To address the gaps described above and utilize our existing assets, we organized a plan that includes key people, actions, shared decision-making processes, and progress monitoring.

Key People

- The **Community School Teacher Lead** (stipended role, school-based) will utilize their classroom as a pilot for integrating community-based learning best practices. They will attend trainings and school visits to develop best practices in student-centered lesson design and will extend their learning by training teachers at the school site. They will collaborate with the Community School Manager to determine opportunities for connecting classroom learning to community assets (i.e. partner organizations, local needs, and local talent). They will also collaborate with the CSM and school leadership to determine a scope and sequence for building knowledge in fellow staff over the course of implementation.
- The **Community School Manager** (Full-time employee, school-based) will work in collaboration with the school leadership team, specifically the Principal and Assistant Principals to develop the vision and scope and sequence for growing community-based learning at the school site. The CSM will continue to uplift community voice in decisions related to student learning through the CSAC and by referencing data in decision-making spaces.
- The **Community Schools Chair** (Full-time employee, network-based) will work with the Chief Academic Officer to develop a network-wide vision and scope and sequence for growing community-based learning across all nine schools. They will also help to determine professional development opportunities for staff including trainings, conferences, and school visits. They will support the CSM with team collaboration, tools, and one on one coaching to carry out their individual goals.

Key Actions

- **Community Schools Conferences & Trainings** (key staff) We will seek out and attend Community Schools conferences, trainings, and school visits focused on

community-based learning and include key staff such as the CSM, Community School Teacher Lead and Assistant Principals.

- **Professional Development** (all instructional staff) We will invest in professional development with partners such as UnBound Ed, to grow teacher efficacy to meet the needs of Multi-Language Learners, learners with special needs, and emphasize co-learning and deep engagement.
- **Community-Based Life Experience Lessons** (all students) Students will participate in community-based "Life Experience Lessons" (i.e. retreats, community service projects) that elevate community cultural wealth and student-led initiatives.
- **Community Partnerships** We will continue our partnerships with Felipe de Neve Library to support literacy and the love of reading, Woodcraft Rangers for after-school programs, UCLA American Medical Student Association for hands-on science projects, Dynasty United Youth Association for tutoring, and Heart of Los Angeles (HOLA) and Lafayette Park to provide music education and access to outdoor space.

Shared Decision-Making

- The **Community Schools Advisory Council** will continue to serve as a monthly decision-making group to evaluate progress in integrating community-based learning. They will also support by identifying new areas of need, vetting partners, and provide input on current and potential academic programs.
- The **Network-Wide Community Schools Advisory Council** will serve as a space for representatives of all community groups to evaluate data and provide input on network-wide decisions such as curriculum and teacher retention.

Progress Monitoring

Lag Measures	Lead Measures
1. 80% of students feel excited about what they are learning as measured by annual Panorama Student Survey	a. Provide professional development to every instructional staff member b. Attain average daily attendance of 95% or above c. 80% of students participate in one LEL per year

Goal 2: The School Culture is Racially Just, Restorative, and Informed by the School Community

The Climate Our Community Desires

The Covid pandemic revealed the absolutely critical need for schools to be a place of healing, but this need always existed for our students. Yet 45% of staff stated in our quarter one climate survey for the 2024-2025 school year that they either want students to have “lasting/logical consequences” for negative behaviors or that they need more support and training on how to move from a punitive approach to a restorative approach as it relates to discipline. At our school, where 88.13% of students qualify for free- and reduced-price lunch and 98.72% identify as students of color, we are committed to being restorative, rather than punitive or exclusionary, in response to student behavior, but in practice we have growth to make. Given this, we are in the emerging stage of the commitment to racially just and restorative school climates.

Our staff are trained to understand and implement restorative practices with students but many have expressed a gap in understanding how to implement these practices, especially for the most challenging cases. One staff member shared, “Across the board, I think it would be helpful for staff to practice role-playing scenarios for de-escalation or restorative circles focusing on accountability and repair.” We have policies to create guardrails for administrative decisions regarding student discipline to avoid exclusion (suspension or expulsion). Our Director of Restorative Practices supports the implementation of the work network-wide by coaching the Dean of Restorative Practices at our school site. They analyze referral data and observe classrooms to identify places where additional support is needed.

Our initial gap analysis showed students and families had a strong interest in medical care. Knowing this, we partnered with mobile medical providers to bring services to campus. St. John’s Community Health Mobile Clinic provided medical services such as immunizations and physical exams to six parents and nine students in January 2025, and we plan to partner with Vision to Learn in the spring of 2025 to ensure that students who need glasses can receive them.

We recognize the need for crisis support services when a family requires one-time financial assistance given the challenging socio-economic reality that many of our families face. To meet this need, we established a partnership with Care Portal which matches urgent requests to local groups and individuals looking to give.

We also know that families and students need access to basic necessities. We are launching a Care Closet in the spring and have started by creating a list of items we would like to have as well as connecting with partners who offer donations of items such as hygiene products, toiletries, shoes, clothing, backpacks, and food. We have reached out to organizations such as Big Sunday and the Assistance League of Los Angeles which has a program called Operation School Bell.

Reducing chronic absenteeism has been an ongoing priority for our school. At the end of the 2023-24 school year, 21% of students were chronically absent. We know on-site access to medical services and basic necessities reduces absences, increases time on

task in class, and contributes to keeping students learning and safe. Without basic resources, families cannot support students' attendance and access learning.

At the beginning of every year, each classroom at RKES develops a classroom charter that all students contribute to and strive to adhere to in order to feel safe and create a sense of community and belonging with their teacher and peers. The RULER curriculum supports this as students learn social and emotional skills during a dedicated time throughout the day. There are also "calm corners" in many classrooms which are spaces with pillows for students to sit and self-regulate when they are experiencing heightened emotions. One parent shared, "[My child] has learned more social and emotional skills...he has much better distress tolerance and seems to handle conflict in class that he struggled with before." Restorative conversations are held by staff when a student misbehaves or causes harm to another student, and the program, DeansList, is used by staff to track referrals, follow-ups, and conversations with students, parents, and staff regarding discipline. Comparing the 2022-2023 school year with the 2023-2024 school year, the number of suspensions for our students has decreased by 1.7%, and for the 2024-2025 school year, we are on track as of February 2025 to have remarkably less discipline referrals than the previous school year (146 compared to 516).

While some training on restorative practices has been provided to staff, there is a need for more to expand our staff's capacity to become restorative justice practitioners. One staff member shared in our quarter one climate survey for the 2024-2025 school year that they would like "more professional development on what a restorative action/conversation looks and sounds like for specific and common behaviors our students exhibit." Students and staff shared that they would benefit from having a dedicated self-regulation or sensory room when they are feeling dysregulated rather than a small space inside a classroom. The principal and the CSM have also discussed the importance of sharing information about restorative practices with our families so that they are on the same page as our staff. In our needs and assets assessment, students and families expressed a desire for our school to "pay more attention to bullying," and all educational partners indicated that more social and recreational activities such as clubs, cultural events, and class picnics, be offered to improve culture and build more of a sense of community at RKES.

Our Plan

To address the gaps described above and utilize our existing assets, we organized a plan that includes key people, actions, shared decision-making processes, and progress monitoring.

Key People

- The **Community School Manager** (Full-time employee, school-based) will work in collaboration with the school leadership team, specifically the Principal, Assistant Principals, and Dean of Restorative Practices to develop a vision for meeting the psychological and emotional needs of students by curating

resources and amplifying voices in the community. This will include selecting partners to train staff on assets-based mindsets and trauma-informed practices, selecting partners to bring services to meet the needs of students and families, and continuing to facilitate shared decision-making spaces such as the CSAC.

- The **Community Schools Chair** (Full-time employee, network-based) will work with the Senior Vice President of Student and Family Services, the Senior Director of Restorative Practices, the Senior Director of School Culture, Director of School Culture, and Director of School Counseling to develop a network-wide vision for integrating restorative supports for students across all nine schools. They will support in the selection and evaluation of professional development opportunities and service providers. They will support the CSM with team collaboration, tools, and one on one coaching to carry out their individual goals.

Key Actions

- **Professional Development** (all staff) We will work with a partner such as The National Equity Project to facilitate staff learning on topics of identity, equity, and anti-racism in education.
- **Social-Emotional Learning Curriculum & Training** (all staff) We will continue to utilize the RULER curriculum and provide training to develop staff capacity for implementing restorative practices.
- **Multi-Tiered System of Support (MTSS)** (key staff) To support our roll-out of the MTSS model network-wide, key staff at the school site will attend training to learn how to establish a Coordination of Services Team (COST) and launch this structure to identify and support students and their families with complex needs. We will partner with an agency to provide a certification pathway for additional capacity building with our key staff.
- **Care Closets** We will expand our ability to meet immediate basic needs of students and families through a Care Closet equipped with hygiene products, food, and clothing.
- **Student-Led Health Campaigns** We will partner with The L.A. Trust for Children's Health to train our staff to lead students in designing their own health campaigns based on need within our school community, such as healthy relationships and bullying.
- **Mobile Medical Services** We will continue to partner with newly established providers St. John's Community Health to provide physical exams and immunizations, and Vision to Learn to provide vision screenings, exams, and free glasses. We will launch a partnership with Big Smiles to provide dental screenings and minimally invasive procedures.
- **Care Portal** We will continue to partner with Care Portal to meet urgent needs of families in crisis through their match-making platform, connecting individuals with local donors.
- **Mental Health Services** We will continue to partner with Didi Hirsch, PUC, and KFAM to provide mental health support to our students and families.

Shared Decision-Making

- The **Community Schools Advisory Council** will continue to serve as a monthly decision-making group to evaluate progress in supporting our community's psychological and emotional needs in a restorative way. They will also support by identifying new areas of need, vetting partners, and provide input on current and potential school culture programs.
- The **Network-Wide Community Schools Advisory Council** will serve as a space for representatives of all community groups to evaluate data and provide input on network-wide decisions such as attendance and the roll out of MTSS.

Progress Monitoring

Lag Measures	Lead Measures
1. Attain chronic absenteeism rate of 15% by end of year	a. Provide mobile medical services once a year from each of the providers: primary care, dental, and vision (every other year)
2. 80% of students feel they have access to they non-academic resources the need as measured by annual Panorama Student Survey	b. Provide access to a Care Closet with essentials
3. Attain suspension rate below 0.3% by end of year	a. Provide restorative practices training to every staff member
4. 80% of staff feel equipped to use a restorative response to student behavior as measured by post-PD surveys	b. Adopt SEL curriculum and provide training to every staff member
5. 79% of students who feel like they belong at school as measured by annual Panorama Student Survey	
6. 80% of families feel the approach to discipline works as measured by annual Panorama Family Survey	

Goal 3: Families are Actively Engaged as Partners

The Family Engagement Our Community Desires

Bright Star Schools know family members are a child's first teachers and value the insight they bring into their child's brilliance and path of continual growth. Since our founding, we have built policies and practices to uplift this knowledge and strengthen

relationships between families and school staff. While we have many effective practices, we want to deepen our partnership with families and bring individuals in as true decision-makers while also investing in their growth. When families thrive, children thrive; when families' needs are met they are better able to support their child. Thus, authentic partnerships with families are a key to students' wellbeing and continual learning at school.

Prior to the RKES receiving the CCSPP Planning Grant, families at RKES were engaged through a number of ways such as communication through ParentSquare, opportunities to participate in Coffee and Chats, the School Site Council, the English Learner Advisory Committee, and our annual Panorama family surveys. Family workshops were provided about twice a week, but often only focused on legally mandated requirements such as suicide prevention and college knowledge. We also hosted school events such as Math Night and Back to School Night, class celebrations, and parent-teacher conferences ensuring that interpretation was provided at these events.

Our needs and assets assessment helped us to better understand what families want from our school community. Families shared that they would like access to mental health resources, rental assistance, medical services, and immigration and legal support. They also shared that they would appreciate participating in more events, clubs, or classes. This information guided the events that we hosted at RKES, such as a Mental Health Fair in spring 2024 for students and families in partnership with PUC and Didi Hirsch, and Back to School Night with partners such as Koreatown Youth + Community Center (KYCC) where a single parent was provided support with rental assistance. In the fall of 2024, we offered a Parent Portal workshop for parents to familiarize themselves with the technology that RKES uses, and we were able to support 18 parents with accessing this technology. We also hosted Math Night for families where we had 65 families in attendance. In 2025, St. John's Community Health Mobile Clinic provided medical services such as immunizations and physical exams, and the Bresee Foundation in partnership with Central American Resource Center (CARECEN) offered several workshops which were advertised to families around issues related to immigration rights. In our needs and assets assessment, and during our CSAC, community partners stated, "there is limited or no awareness of free programs and services [for families]." This encouraged all CSMs across Bright Star Schools to create a virtual asset map and a school-specific monthly newsletter highlighting community organizations, events, and resources. In the spring of 2025, RKES will be hosting a career fair for students which will involve our parents and community partners sharing about their occupations. As we look toward the 2025-2026 school year, we plan to create volunteer-specific duties, such as crossing guards to support traffic safety, so that we can have more involvement from families and meet more of the needs identified by our families.

Our network is poised to reimagine our vision for family engagement from the ground up. We will address the assets-based mindset we bring to families, the environment we create to welcome them, and the two-way communication systems we utilize to keep them informed. We will strengthen systems to solicit their feedback, and provide

opportunities for volunteering and shared decision-making. Most importantly, we will shape this vision and systems alongside families by including them in the staff training described below.

Our Plan

In order to develop this vision and meet the needs expressed by our community, we have organized a plan that includes key people, actions, shared decision-making processes, and progress monitoring.

Key People

- The **Community School Manager** (Full-time employee, school-based) will work in collaboration with the school leadership team to develop a vision for actively engaging families as partners. They will own communications to families via our monthly resource newsletter and collaborate with key staff to communicate via ParentSquare. They will outreach to parent volunteers and coordinate volunteer opportunities. They will seek out and vet partners to bring learning opportunities to the school based on family need and interest. They will continue to amplify family voices by coordinating the annual Panorama Family Survey and data analysis and by leading shared decision-making spaces such as the monthly CSAC.
- The **Community Schools Chair** (Full-time employee, network-based) will work with the Senior Vice President of Student and Family Services to develop a network-wide vision for deepening family engagement across all nine schools. They will support in the selection and evaluation of professional development opportunities and service providers. They will support the CSM with team collaboration, tools, and one on one coaching to carry out their individual goals including oversight of the annual Panorama Family Survey.

Key Actions

- **Professional Development** (all staff) We will partner with an organization such as WestEd to train staff on best practices for deepening partnerships with families. This training will include family representatives to be part of the vision-setting and system creation.
- **Reimagine a Scope & Sequence of Family Opportunities** The Community School Manager will collaborate with the school leadership team to create a scope and sequence of family engagement opportunities based on family interest that include volunteering, leading, learning, and sharing skills. The CSM will lead in curating resources and partners, and collaborate with key staff to plan and execute these opportunities.
- **Community Organizer Training** Key members of the Community School Advisory Council (i.e. the CSM, a family member, and Principal) will attend an intensive community organizer training with Innovate Public Schools to develop advocacy skills to address a need in the community.

- **Reimagine Family Communication Systems** The CSM will collaborate with the school leadership team to strengthen communication systems through the monthly newsletters and ParentSquare platforms.
- **Families Connected Virtual Hub** The school will curate a virtual hub of resources through Families Connected. Families will have access to videos, articles, and resources on topics of interest such as substance abuse, social media, and healthy relationships.
- **Community Center** The CSM will enhance space on campus for families and community members to gather, meet, and learn. They will also equip the space with a Care Closet containing basic items such as hygiene products, food, and clothing for students and families.

Shared Decision-Making

- The **Community Schools Advisory Council** will continue to serve as a monthly decision-making group to evaluate our progress in actively engaging families. They will also support by identifying new areas of need, vetting partners, and weighing in on current and potential family engagement programs.
- The **Network-Wide Community Schools Advisory Council** will serve as a space for families (alongside other community members) to evaluate data and provide input on network-wide decisions such as curriculum and our adoption of MTSS.

Progress Monitoring

Lag Measures	Lead Measures
1. 80% of families feel satisfied with their opportunity to share their ideas or be part of school decisions as measured by annual Panorama Family Survey	a. Hold 6 school site CSAC meetings per year and 3 network-wide CSAC meetings per year b. Attain 80% response rate on Panorama Family Survey
2. 80% of families feel they can access the non-academic resources they need as measured by annual Panorama Family Survey	a. Launch a Community Center with a Care Closet b. Share community and school resources via monthly newsletter and asset map

Goal 4: Community Schools Implementation has Aligned Systems, Strong Leadership, and Clear Impact

The Leadership Our Community Desires

In order to cultivate shared decision-making and collaboration across Bright Star Schools, we need to embody shared decision-making and collaboration in our leadership practices. Our community is clear on this imperative. In reflecting on our school systems, there is a need for more collaboration among staff as evidenced by our staff survey which showed that 50% of staff reported that they feel not at all supported or not very supported when asked how supported they feel by collaboration among staff.

During the planning phase, the Community Schools Chair established goals, systems, and supports that resulted in 100% of Community School Managers reporting that they felt supported by the chair in meeting their goals according to a survey administered at the end of 2023-24 school year.

This started with hiring a team reflective of the communities we serve in which 100% of team members speak both of the primary languages of our families (English and Spanish), eight out of nine identify as people of color, and all bring diverse lived experiences and professional backgrounds.

The professional development of the team launched with attending the National Center for Community Schools conference and developing a shared understanding of what it means to be a community school. This shared understanding formed the basis of a detailed two-year project plan for the planning phase aligned to the four proven practices of the Community Schools Framework. During weekly team meetings, the chair leads the team in vision-setting, project planning and resource-sharing around key actions of the planning phase from establishing CSACs, to designing the needs and assets assessment, and the analysis of the data in collaboration with community members. The approach to this support is one of balancing unity and autonomy where each Community School Manager has agency to adjust for their school needs yet has a robust blueprint and toolkit to rely on as they do so. At every stage, the team works in deep community, not merely in collaboration; team members share challenges and celebrations, probe biases and blindspots, and support one another through all aspects of their roles.

The Community Schools Chair also worked to promote community schools efforts and program clarity by working in partnership with network and school leaders, including quarterly meetings with the Lead Executive Officer to discuss strategy. They assured alignment across departments and existing goals by seeking feedback from leaders across the network in the analysis of needs and assets data at multiple points in the

planning phase. Key staff attended conferences and trainings throughout the planning process (such as the Empower Summit) to build a shared understanding of the community schools model.

During our planning phase, we have seen the impact of aligned systems and collaborative leadership and we know we need to continue this work during the implementation phase. During implementation, the community school chair will focus on developing clarity for all new initiatives and roles through network-wide communications and professional development. They will continue to lead the Community School Managers in building processes for launching new projects, evaluating progress, and amplifying community voices. They will also work to strengthen existing programs such as the CSAC, partnership management, and the needs and assets assessment.

Our Plan

In order to support Community School Managers carry out the work of implementation and ensure network-wide alignment and impact, we organized a plan that includes key people, actions, shared decision-making processes, and progress monitoring.

Key People

- The **Community School Manager** (Full-time employee, school-based) will work to bridge the gap between departments and people at the school by participating in multiple staff meetings such as the leadership team, staff meetings, teacher grade level teams, and attendance panel hearings. They will communicate progress toward community school goals during staff meetings and ensure that new decisions are grounded in community voice.
- The **Community Schools Chair** (Full-time employee, network-based) will work with the Senior Vice President of Student and Family Services and Lead Executive Officer to develop a network-wide vision for community school oversight and support. They will lead the Community Schools Team, comprised of the nine Community School Managers, through professional development and one on one coaching. They will identify external learning opportunities for all staff pertaining to community schools. They will craft internal and external messages to share community school goals and progress. They will develop new tools and systems relevant to the implementation plan including job descriptions, partnership management systems, and a streamlined needs and assets assessment. They will collaborate with department leaders across the network to analyze data from the community, reflect on progress, and set priorities. They will provide fiscal oversight and ensure grant compliance for all nine LEAs.

Key Actions

- **Team Support** The Community Schools Chair will provide high-quality support to all Community School Managers individually and as a team. This includes weekly team meetings, biweekly one-on-one coaching, selection of external trainings, and conferences.

- **Grant Oversight** The Community Schools Chair will provide oversight for compliance with the CCSPP implementation grant including monitoring progress toward goals, aligning actions to the framework, crafting and submitting the Annual Progress Report and Sustainability report, budgeting, and participation in support from the Regional Technical Assistance Center and State Technical Assistance Center.
- **Network Alignment** The Community Schools Chair will meet quarterly with the Lead Executive Officer to report on progress and ensure continued alignment between network goals and the implementation plan. They will also collaborate with department leaders from the academic, operations, financial and school culture departments to ensure fidelity to build awareness of new priorities, solicit feedback, and develop clarity around community schools implementation.
- **Strengthen Partnership Systems** The Community Schools Chair will collaborate with the Senior Vice President of Student and Family Services to create a vision for partnership management that includes cultivation, maintenance, compliance (i.e. contracts), and evaluation of partners.
- **Streamline the Needs and Assets Assessment** The Community Schools Chair and Community School Managers will collaborate with key staff to revise existing data collection platforms (i.e. Panorama Survey for students and families) to integrate community school-related questions and ensure these opportunities reach all community members, particularly historically marginalized groups. The community school chair will oversee a triennial comprehensive needs and assets assessment.
- **Role & Program Clarity** The Community Schools Chair will create role clarity for community schools roles by revising the job description for the Community School Manager to reflect new responsibilities and write a new job description for the Community School Teacher lead. They will also collaborate with Principals to provide professional development and communications to staff as they develop a deeper understanding of the Community Schools Framework.
- **Professional Development** Key staff will attend conferences and trainings such as the Empower Community Schools Summit and the Institute for Educational Leadership National Community Schools and Family Engagement conference.
- **CCSPP Coalition-Building** The Community Schools Chair will continue to facilitate a quarterly coalition of CCSPP Los Angeles charter network leaders to share resources and best practices.

Shared Decision-Making

- The **Community Schools Advisory Council** will continue to serve as a monthly decision-making group to evaluate our community school implementation progress. They will also support by designing the needs and assets assessment, identifying priorities based on new areas of need, and vetting new learning opportunities or systems to meet these needs.
- The **Network-Wide Community Schools Advisory Council** will serve as a space for members of each community group to evaluate data and provide input on network-wide community schools implementation.

Progress Monitoring

Lag Measures	Lead Measures
1. 100% of Community School Managers feel supported to meet their goals as measured by annual team survey	a. Hold weekly team meetings b. Hold biweekly one on ones c. Key staff attend one community school conference per year

Goal 5: Community Schools Implementation is Sustainable During and Beyond Funding

The Sustainability Our Community Desires

Our commitment to the community school transformation goes beyond the years of funding available through the CCSPP grant. We intend to build a sustainability plan to integrate community school staffing and programs into our existing budget and braid funding from other sources.

We intentionally designed our budget to invest in the training and development of people whose capacity will endure beyond the years of funding. We have also designated funding for the reimagining of spaces to serve as community gathering places and require minimal upkeep once established. Where we have invested in staffing, the heart of our implementation plan, we plan to absorb all salaries, benefits and stipends into our existing budget after the grant sunsets. We have curated a vast network of partners who bring services to our students and families at no cost.

We also are poised to integrate other funding sources to complement the community schools work including the Expanded Learning Opportunities Program (ELOP) grant. We worked in collaboration with our Director of Expanded Learning to solicit community input on our after school program through our needs and assets assessment. This input allowed the director to adjust programming to better meet the needs and interests of students. We will continue to bring robust clubs and enrichment opportunities to students through ELOP funding.

Our school also offers early education to our youngest students through Transitional Kindergarten where they gain a strong foundation for their learning and social emotional development. By providing Transitional Kindergarten we are also eligible for additional funding to meet students' learning and mental health needs in alignment with the Community Schools Framework.

One of our most important funding streams, the Local Control Accountability Plan (LCAP), mirrors the priorities of the community school implementation plan as it was designed in conversation with our needs and assets assessment. As such, funding from the LCAP complements the initiatives of the implementation plan such as family engagement, attendance, professional development, improving learning outcomes for multi-language learners and students with disabilities, and attendance. We will continue to design the LCAP around our community's voices and in alignment with the Community Schools Framework ensuring that this critical source of funding supports the sustainability of our implementation.

Lastly, we plan to continue to identify new sources of funding to braid with the CCSPP and have started meeting with a consultant to apply for the School Linked Capacity Building Grant (for Medi-Cal billing) and the DHCS Wellness Coach Grant to increase our capacity to meet our students' mental health needs. The Community Schools Chair will collaborate with the finance department to seek out funding from state, federal, and local agencies.

Key People

- The **Community Schools Chair** (Full-time employee, network-based) will work with the Senior Vice President of Student and Family Services and the Chief Financial Officer to identify opportunities to braid existing funding and seek out additional funding. They will provide fiscal oversight and budgeting compliance for all nine LEAs.

Key Actions

- **Align Existing Funding** The Community Schools Chair will collaborate with key leaders to continue to ensure that existing programs (LCAP, ELOP) reflect the needs of our community by aligning initiatives with needs and assets data.
- **Identify Additional Funding** The Community Schools Chair will work with the Chief Financial Officer to identify additional funding sources such as the DHCS Wellness Coach Grant and the Medi-Cal Billing Program.

Shared Decision-Making

- The **Network-Wide Community Schools Advisory Council** will serve as a space for members of each community group to evaluate data and provide input on budgeting priorities.

Progress Monitoring

Lag Measures	Lead Measures
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1. 100% of community school staff salaries and benefits are absorbed into school/network budget by 2030	a. Identify and apply for additional funding on an as needed basis
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Network Alignment for School Success

Bright Star Schools' Community Schools strategy throughout the planning process has been to align our systems and supports at the network level so that each school has the right balance of autonomy and structure to efficiently and effectively meet the needs of their unique school community. We will continue this approach throughout implementation, aligning the five goals described above to our network strategic plan, which in turn informs our school strategic plan. This is an important iterative and two-way process in which community voice plays the most pivotal role. We are committed to amplifying community voice and continually reflecting on ways we can share power to create more equitable schools where all community members thrive.