

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

## School Site Contact Information

Mann UCLA Community School  
Principal: Irvin Shannon  
Community School Coordinator: Shriya Venkatesh

## 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 Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

#### Part A: Shared Commitment, Understanding and Priorities 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 and possibility thinking

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

The Mann UCLA Community School partnership between LAUSD, UCLA, and the local community was established in 2016, building on the success of the UCLA Community School at RFK. The partnership expanded the historic middle school's grade span through high school, graduating its first class in 2021 and reversing a 16 year trend of declining enrollment. Over the past seven years, Mann UCLA CS has established itself as a vibrant university-assisted community school with expanded learning opportunities and student services as well as collaborative leadership structures.

We are seeking to build on this foundation with support from the larger district and state community schools networks. In particular, we recognize our need to better engage families, develop a stronger positive school culture, and create more robust systems for continuous improvement.

Mann has a diverse population of learners, so we understand the need for inclusive, empowering, trauma-informed education. Towards this goal, we support our learners through our Inclusion and Empowerment initiative for culturally relevant curriculum; mental health services through on-campus PSWs and our partnerships with community-based mental health providers; and targeted supports for complex learners and English learners. Currently, we coordinate these efforts through our Integrated Student Supports governance committee, which brings together attendance, restorative justice, special education, counseling, and English-learning resources to offer holistic supports and programs.

One goal is for Mann to be a community hub, offering not only high-quality education to our students, but a range of opportunities and services that engage our families and community members as true partners in the education of our students. In 2018, with support from the UCLA Parent Project, we held a series of six family workshops with engaging activities centered on the Common Core State Standards. In 2019, UCLA raised funds to create a College Center that supports families through the college application process. Currently we invite families to campus for community barbecues (through BSAP), Back-to-School events, parent conference nights, Breakfasts with the Principal, and athletic events. Although we have made some progress towards engaging families, we know that we need more inclusive and frequent avenues for authentic and transformational community engagement. We also are using the support provided by a protected Community School Coordinator position and Community Representative position to sustain relationship-building practices such as Community Resource Fairs, regular Parent Meetings, and the Assets and Needs Assessment. We also acknowledge the abolitionist and social justice work already underway in our community and seek to become more involved in these efforts with the support of the larger community schools network.

Another goal is to validate the expertise and knowledge that all of our stakeholders possess by using inclusive and democratic decision-making processes. Our shared governance structure (based on a Local School Leadership Council) ensures that all stakeholder groups are represented, but we have room to grow. We are committed to a teacher- and community-powered model of governance that gives weight to all voices and all needs at Mann. Currently, we work towards this goal by conducting comprehensive Assets and Needs assessments, promoting student voice through participatory action research projects, and building governance subcommittees to increase opportunities for all interest-holders to participate in decision-making. (For example, we are building our Black Student Achievement Plan Advisory Committee, to empower staff, Black families, and Black students to make budget and programming decisions.)

The support of a larger community schools network and community schools resources is helping us conduct more intensive needs assessments and involve more of our stakeholders in the decision making process, including reaching out to families who may not be able to visit our campus or access online spaces.

A third goal is to engage ALL students in mastering our 4 core competencies, so that our students are supported in being

- 1) Self-directed, passionate learners,
- 2) Masters of content knowledge and skills,
- 3) Globally and culturally competent, and
- 4) Active and critical participants in society.

We hold that when students embody these core competencies, they are not only successful individuals, but also active and transformational citizens of their community. Our goal is to offer all students a world-class education that goes beyond the traditional classroom - including community-based, experiential learning and career and technical education. When these opportunities are available to students they are more prepared to thrive in the world beyond school and to be positive contributors to their families and community.

Currently, many of our expanded learning opportunities come through our partnership with UCLA and community-based organizations. For example, a partnership with the UCLA Hammer Museum brings a teaching artist to our high school English classes to build visual arts into student's English curriculum, culminating in students displaying their art pieces in the Hammer Museum for the public. We incorporate a high number of field trips into the curriculum to provide hands-on and experiential learning, offer dual-enrollment opportunities, and connect our students with organizing efforts in our community through guest speakers and experts. We have also worked to develop community-based curricula aimed to increase the meaningfulness of students' learning, increase student engagement, and create opportunities to apply learning to shaping their communities and their futures.

As we continue to grow in our community school work, we are seeking professional learning and mentoring to examine and transform school-wide practices and systems; through this transformation, we aim to create more integration across programs and initiatives as well as strengthen our school climate. With the support of the community schools funding, we are seeking to develop a more integrated system of learning opportunities that include but extend beyond our university and community partners to engage local businesses in providing hands-on, community-rooted learning experiences.

Over the past year, analyses of Mann's efforts to implement the pillars of community schooling revealed the need for stronger systems to 1) track the implementation of academic and nonacademic student supports; 2) monitor the equitable distribution of services and programs; 3) measure the impact of supports on student and community outcomes; and 4) support community school stakeholders to make data-informed decisions regarding school programs. Internal assessments show that the pandemic has heightened the need for these systems, and we believe that continued district and state-level support will help us continue to build our collective capacity to strengthen these pillars at Mann UCLA CS.

**Part B:** 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.

We began the process by mapping human and material resources inside and outside of our school site to include our broader community. Based on this mapping process, the Community School Coordinator recruited volunteers to represent caregivers, school staff, students, and our UCLA partners onto a Community School Implementation Team (CSIT) which would engage in a year-long assets and needs assessment process. Our school sought meaningful involvement by students, families, certificated and classified school staff, and community-based partners in the process of identifying the assets and needs of the community as well as in the planning of learning opportunities and support services to be offered.

We at Mann started by analyzing a large existing body of research at our school site including standardized testing and attendance data, School Experience Survey data, case studies, research by graduate student partners, assessments by service providers and coordinators and research by Mann UCLA students. Based on the trends in these data sources, our CSIT developed an engagement plan for conducting follow-up surveys, focus groups, and interviews to more deeply explore our progress on the four core values of community schooling. Our Community Schools Coordinator and Community Representative oversaw the training of parent/caregiver, employee, and student volunteers on our CSIT in skills such as conducting empathy interviews and using survey tools.

After data was collected from all interest-holder groups, the CSIT supported the compilation and analysis of data, and the Community School Coordinator presented major findings to representative groups of staff, caregivers, and students. Interest-holders then collaboratively chose priorities for school funding, staffing, and programming based on the Whole Child and Family Supports Inventory. The priorities with the most interest-holder support were presented to our Governance Council for approval and to solidify school-wide commitment to a collective vision for the next school year.

**Part C:** 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.

<b>Draft Collective Priority</b>	<b>Outcome/Indicators you aim to improve</b>
Multi-Tiered System of Support at Mann UCLA	<ul style="list-style-type: none"> <li>● Services/access for Spanish-speaking students and families</li> <li>● Student and staff reports of middle school campus culture - incl. referral &amp; RJ data</li> <li>● Engage parent/community volunteers to increase presence of trusted adults on campus</li> </ul>
Shared Decision-Making Bodies that center the voices of students, families, and community	<ul style="list-style-type: none"> <li>● Systems for all interest-holders to engage in feedback and improvement</li> <li>● Systems for communication with families, staff, and students</li> <li>● Student reports of voice and agency in directing their own learning</li> <li>● Systems of support for developing community-connected, engaging curricula</li> </ul>
Faculty & Staff Wellbeing and Sustainability	<ul style="list-style-type: none"> <li>● Systems of support for positive staff culture and staff wellbeing - incl. staff SES data</li> <li>● Systems of support and improvement for new and early-career teachers</li> <li>● Peer-driven systems of support and improvement for teaching faculty - incl. PD/Department/Grade Level documents and reflections</li> <li>● Systems for support and inclusion of non-certificated and non-teaching staff</li> </ul>

## Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to 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 about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

## Site Level Goals and Measures of Progress

Goals	Action Steps
To support a restorative, relationship-centered learning environment → <b>Engage in school-wide socioemotional learning practices</b>	<input type="checkbox"/> Positive Behavior and Restorative Practices Team led by RJ Advisor will develop socioemotional lesson plans with teachers <input type="checkbox"/> PB & RP team will create a schedule for teachers to implement SEL lesson plans with students throughout the school year
To make learning visible, with families, communities, and partners sharing in success → <b>Host at least 2 community-facing events to share students' academic accomplishments</b>	<input type="checkbox"/> Formally establish a site-based team to organize community-facing academic events <input type="checkbox"/> Build teacher capacity and collaboration to support presentation and assessment of students' accomplishments <input type="checkbox"/> Engage parent/community volunteers, especially those who are Spanish/English bilingual

## 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
To support student voice and choice, especially for middle school students → <b>Establish a middle school student council</b>	<input type="checkbox"/> Recruit faculty/staff member(s) to facilitate the middle school student council <input type="checkbox"/> Elect student representatives

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hold regular meetings to discuss feedback, plan events, and make recommendations to governance</li> <li><input type="checkbox"/> Support participation of MS Student Council members in Student Leadership &amp; Experiences governance subcommittee</li> </ul>
<p>To support community/parent engagement → <b>Increase community and parent participation in governance sub-committees and councils</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recruit parents and community members to governance subcommittees &amp; advisory councils</li> <li><input type="checkbox"/> Hold regular meetings of governance subcommittees to support communication and shared decision-making</li> </ul>

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

Mann’s Governance Council is based on the LAUSD-UTLA shared decision making model, which provides for a Local School Leadership Council.

The council includes representation from Mann faculty, staff, families, community members, and students:

1	UTLA Chapter Chair
7	Certificated Employees (elected)
1	School Principal
5	Parent and Community Representatives (elected)
1	Non-certificated Employee (elected)
1	Student Representative

The school principal and UTLA Chapter Chair are automatic members of the council and serve as Co-Chairs. Typically, one of the Community Representatives is from UCLA’s Center for Community Schooling to honor the partnership.

The Governance Council has purview over

- Staff development programs
- Student discipline guidelines/code of conduct
- Schedule of school activities and events
- Guidelines for use of school equipment
- Local budgetary matters

The primary decision-making method is through the attainment of consensus. Only if consensus cannot be reached are decisions made by majority vote.

To increase participation and to distribute leadership, we have the following sub-committees:

Student Leadership & Experiences  
Parent & Community Engagement  
Empowerment Curriculum & Instruction  
Integrated Supports  
Restorative Practices & Socioemotional Learning  
Research & Accountability  
Resources & Development  
Black Student Achievement Plan Advisory Committee

The Student Leadership & Experiences committee includes, but is not limited to, members of the Associated Student Body. The Empowerment Curriculum & Instruction committee includes, but is not limited to, members of the Instructional Leadership Team. The Restorative Practices & Socioemotional Learning committee includes, but is not limited to, members of the Positive Behavior and Intervention Support Team. Each subcommittee and advisory committee shall be responsible for setting annual goals, making annual recommendations and reports to the Governance Council, and implementing relevant initiatives and programs as determined by the council.

The School Site Council and English Language Advisory Committees are also expected to report to the Governance council, especially regarding the Single Plan for Student Achievement.

Any interest-holder of the Mann UCLA school community may volunteer to serve on a subcommittee or advisory committee. Each subcommittee or standing committee shall include in its membership at least one member of the Governance Council to aid in alignment of goals and communication of progress.

## **Strategy 4: Sustaining Staff and Resources**

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
To support continuous improvement cycles that are aligned to common school vision and student achievement → <b>Re-Establish PDSA Cycles in Departments, guided by ILT</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ILT meets to re-establish shared vision for PDSA cycles</li> <li><input type="checkbox"/> Departments meet to re-establish shared vision for improvement re: student achievement</li> <li><input type="checkbox"/> ILT &amp; UCLA Partners support departments in implementing PDSA cycles throughout the year</li> <li><input type="checkbox"/> Findings of PDSA cycles are processed in departments and in ILT to re-establish shared vision for subsequent school year</li> </ul>
To support systems for staff wellbeing and positive staff culture → <b>Establish a continuous improvement process for staff wellbeing</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a coordination team for staff well-being - map to governance subcommittee</li> <li><input type="checkbox"/> Use data from ANA to establish goals for improving staff well-being over the school year</li> <li><input type="checkbox"/> Implement a PDSA cycle to test strategies for improving staff well-being and sustainability</li> </ul>

## Key Staff/Personnel

Shriya Venkatesh	Community School Coordinator, UTLA Chapter Chair
Perla Flores	Community School Community Representative

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

The CS Coordinator and CS Community Rep positions are and will continue to be paid for from General Funds at the LEA Level based on a Board Resolution. Social-emotional /student health and human services positions that are part of the Integrated Student Supports Pillar will be funded by combining LEA and school site funds from Title I, Medi-cal reimbursements, and county mental health funding supports. The school will use Title I Parent Engagement funds to support needs and enhance assets of the parents/caregivers and community members in support of the Active Family and Community Engagement Pillar. Funding from other District initiatives such as the Black Student Achievement Plan and Primary Promise will be leveraged to provide sustainable staffing related to both the Integrated Student Supports Pillar and the Expanded and Enhanced Learning Time and Opportunities Pillar. In addition, the development and continuation of partners willing to develop no-cost MOUs will be sought at both the school and LEA level. The CS Initiative will support our school's sustainability efforts through the work of the Alliance for Opportunity Committee where city, county, and industry partnerships are cultivated to help us meet our unique needs. As a university-assisted community school, our partnership with UCLA ensures the sustainability of supports across all four pillars.

## Strategy 5: 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
To establish a continuous improvement process for partnerships → <b>Create a system for interest-holder feedback on partnerships</b>	<input type="checkbox"/> Map existing partnerships to school-wide priorities <input type="checkbox"/> Develop student-, staff-, parent-, and partner-facing surveys/bank of interview questions to evaluate partnership impacts
To fully integrate partnership improvement process into governance → <b>Link each partnership to a governance subcommittee</b>	<input type="checkbox"/> Map existing partnerships to governance subcommittees <input type="checkbox"/> Develop protocol for subcommittees to review survey data and make recommendations to governance council <input type="checkbox"/> Include partnership evaluations in governance decision-making meetings

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:

UCLA EAOP BruinCorps	In-class instructional support from UCLA student volunteers
UCLA UniCamp	Overnight enrichment summer camp for students and families, provided free by UCLA
UCLA Armand Hammer Museum	Art Unit linking to English and Social Studies classes, teaching artist provided by partner to collaborate with classroom teacher on unit development and implementation
UCLA School of Education & Information Studies Undergraduate and Graduate Engagement Research Practice Partnerships	Partnerships between graduate student/faculty researchers and Mann UCLA teachers to develop, implement, and reflect on curricula and resources for students and families (including community-based

	science, support groups for Black girls, and arts integration for identity development)
Carnegie Improvement Science	Improvement experts work with departments and other staff groups to support PDSA cycles and other collaborate improvement efforts
Carnegie Wraparound Services	Provides grant-funded Wraparound Services Coordinator to connect students, families, and staff with physical and mental health, nutrition, and transportation resources
College Access Partnerships	Mentors work with 12th grade students to understand the college application process and build application materials
UCLA EAOP Destination College Access Coordinator (DCAC)	Provides a college counselor to work with high school students to assist them with college-going
UCLA AYM (A Youth Ministry) Mentoring	UCLA students mentor 12th grade students, provide support with the graduation ceremony
WeCREATE Heart Clinic	Partnership between Mann UCLA students & faculty, UCLA Cardiology & School of Education, and the Saving Hearts Foundation undergraduate organization to develop community-facing heart clinics and heart health education to students and families
Children's Institute Inc (CII)	Provides culturally responsive counseling and therapy to students - Latino students
Shields for Families	Provides culturally responsive counseling and therapy to students - Black students
LA Promise Fund	Provides coaching and opportunities to students re: career skills and job openings, leadership and empowerment, and career-oriented science curriculum
Noah Purifoy Foundation	Provides culturally relevant arts curriculum for middle school students, funds field trips to the Noah Purifoy Outdoor Art Museum in Joshua Tree and Watts Towers
AADAP Youth and Family Programs - GRYD	Substance abuse counseling, gang reduction & youth development, caseload is predominantly spanish-speaking students, contributes to newcomer parent outreach and engagement
Music Universe	Funded by Carole King foundation; music lessons during elective classes
PEACE	Safe passage program - before and after school - funded through BSAP

Like David Dance LLC	Dance classes within PE setting - funded through BSAP
Volume III	Hair braiding workshops and career skills training - funded through BSAP
CF Fitness	Intramural sports, community-building, and mentorship - funded through BSAP
Volunteers of America	Youth development program, offers enrichment programs during lunch and after school

At the end of the school year, we will evaluate our partnerships in governance subcommittees and advisory councils by incorporating student, staff, and parent reflections to determine whether partnerships should be further developed, realigned, or ended.

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