



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

ATTACHMENT C

EXAMPLES OF EVIDENCE TO INCLUDE IN APPLICATION NARRATIVE

I. Vision

School shows evidence of embracing the pillars in their response, weaving concepts of pillars to help them achieve their desired goals. School addresses the four pillars in the responses:

- A. Evidence of deep ownership by students, staff, and families.
- B. Asset mindset versus deficit mindset.
- C. Student outcomes are not just about grades, also address issues of school climate.
- D. Evidence that multiple stakeholders were engaged in the development of the vision statement.

II. Advancing the Four Pillars of Community Schools

A. Pillar 1 - Integrated Services

1. Links all needs and services to the school plan.
2. Contains diverse categories of service providers.
3. Acknowledges that connecting to harder-to-reach students/families is vital.
4. If there are not extensive existing partnerships, school articulates good understanding of needs of students/family/community and explains the desired partnership.

B. Pillar 2 - Expanded & Enriched Learning Opportunities:

1. Speaks to opportunities beyond remediation and intervention
2. Demonstrates culturally relevant curriculum
 - a. What does the community value? What is the culture of our community?
 - b. How might the community be involved in students' education?
3. Tells how this pillar supports families as well as students.
4. Describes in detail how opportunities are funded.
5. Provides concrete examples of why the school has chosen these enrichment opportunities or has a way of determining what their evidence will be to judge the effectiveness of the enrichment opportunity.

C. Pillar 3 - Parent/Family and Community Engagement:

1. Provides current examples of desired or expanded family engagement. Describes efforts to engage families that have been historically uninvolved or under involved.
2. Demonstrates that involvement goes beyond "compliance" (more than English Learner Advisory Council (ELAC) and School Site Council (SSC)).
3. Addresses intergenerational participation.



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4. Shows how families are not just engaged, but invested.
5. Provides examples of how school is targeting and being responsive to diverse group of parents/families.
6. Give examples of two-way communication with families.
7. Tells how family engagement goes beyond social events and towards families being engaged in children's learning outcomes and advancement.
8. Describes process from engagement to investment.
9. Provides specific examples and includes quantitative examples of family engagement (e.g., number of families doing certain things).
10. Creates a strong vision for family engagement as true partners in learning and decision making.

D. Pillar 4 - Collaborative Leadership Practices

1. Details the training that is provided
2. Details the assessment and acknowledgment of stakeholder skills and assets
3. Demonstrates ability to incorporate stakeholder skills, assets and input
4. Provides efforts made to address trust and relationship building

III. Planning

- A. Addresses needs of diverse student groups.
- B. Evidence of pillars in the Single Plan for Achievement such as the purchase of Pupil Services and Attendance Counselor (PSA) or Psychiatric Social Worker (PSW).

IV. Student-Centered Data and Supports

- A. The situation/problem is clearly articulated.
- B. The task is described.
- C. The action steps are delineated.
- D. The results of having taken the action are shared.

V. Sustainability

- A. Categorical program funds are aligned/realigned to match Community School priorities.
- B. Grant writing committee/work group pursues a variety of funding opportunities.

VI. Reflection

- A. There are a variety of opportunities for stakeholders to give input at various dates and times.
- B. Input is collected in multiple ways.