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KEY COMPONENT - HIGH-NEEDS					
	1- LOWEST As evidenced by school data:	**2- MODERATE-LOW** As evidenced by school data:	**3 - HIGH** As evidenced by school data:	**4 - HIGHEST** As evidenced by school data:	**School's Data**
SCHOOL'S SENI RANKING	Schools with 5-LOWEST SENI scores	Schools with 4-LOW or 3-MODERATE SENI Scores	Schools with 2-HIGH SENI scores	Schools with 1-HIGHEST SENI scores	
SCHOOL'S TITLE I RANKING	Schools with ranking 1000 and above	Schools with ranking 800-999	Schools with ranking 500-799	Schools with ranking 1-499	
SCHOOL'S % Of AFRICAN-AMERICAN STUDENTS	Schools with less than 15% of their student population being African American.	Schools with 15% -29% of their student population being African American.	Schools with 30%-50% of their student population being African American.	Schools with 51% or greater of their student population being African American.	
SCHOOL'S % OF FOSTER YOUTH	Schools with 0% of their student population being Foster Youth.	Schools with 1-2% of their student population being Foster Youth.	Schools with 3 -5% of their student population being Foster Youth.	Schools with 6% or greater of their student population being Foster Youth.	
SCHOOL'S % OF STUDENTS EXPERIENCING HOMELESSNESS	Schools with 0% of their student population experiencing homelessness.	Schools with 1-2% of their student population experiencing homelessness.	Schools with 3 -5% of their student population experiencing homelessness.	Schools with 6% or greater of their student population experiencing homelessness.	
KEY COMPONENT - CONNECTIONS					
	1- LOWEST As evidenced by responses throughout narrative proposal:	**2- MODERATE-LOW** As evidenced by responses throughout narrative proposal:	**3 - HIGH** As evidenced by responses throughout narrative proposal:	**4 - HIGHEST** As evidenced by responses throughout narrative proposal:	**Evidence of a good answer**
CONNECTIONS WITH NEIGHBORING SCHOOLS	School is considering working with neighboring schools but does not outline specific intent or does not mention desire for connections with feeder schools.	School is considering working with neighboring schools for student matriculation purposes only.	School is in early stages of developing collaboration with neighboring schools (early ed to adult ed) beyond issues of student matriculation to meet needs of students and families in the community.	School is actively collaborating with neighboring early ed. to adult ed school leaders to meet the needs of students and families in the community and/or school vision indicates this intent.	The rater sees *connection with neighboring schools* as part of the application in multiple sections of the narrative: Readiness, Pillar Work, Planning, and/or reflection

			Or, school addresses the desire to develop collaborative endeavors beyond matriculation, to meet needs of students and families in the community.		

KEY COMPONENT - READINESS

I. *Visioning*:	1 **Insufficient Response** As demonstrated by the school's narrative describing its vision for a community school.	2 **Marginal Response** As demonstrated by the school's narrative describing its vision for a community school.	3 **Solid Response** As demonstrated by the school's narrative describing its vision for a community school.	4 **Exceptional Response** As demonstrated by the school's narrative describing its vision for a community school.	**Evidence of a good answer**
A. Describe your school community's vision as a Community School and the process by which you developed this vision. In your answer, reference the four pillars of community schools. B. Pick one school goal/objective that has previously been identified in the school's Single Plan for Student Achievement. How might adopting the Community Schools model help you achieve this goal? In your answer, reference the four pillars of community schools.	❑ Vision is vague. ❑ Process to develop the vision is unclear and/or only includes participation by school staff. ❑ No mention of any pillars in the vision. ❑ No existing goals are mentioned.	❑ Vision is somewhat defined. ❑ Process to develop the vision is somewhat defined but only involves a few stakeholders. ❑ Vision is developed in a few meetings. ❑ One or more pillars is included in the vision. ❑ Existing goals are mentioned but do not connect the Community Schools model to these goals.	❑ Vision is clearly articulated. ❑ Process involves multiple stakeholder groups. ❑ Process takes place over multiple meetings. ❑ Three or more pillars are included in the vision. ❑ Articulates existing goals defined by the school and describes how at least 1-2 pillars of the community school model will help the school achieve these goals.	❑ Vision is clearly articulated. ❑ Process involves a large number of stakeholders representing all students, staff, families, and community. ❑ Process shows a delineated timeline for the development of the vision. ❑ All four pillars are included in the vision. ❑ Articulates existing goals defined by the school and describes how more than 2 pillars of the community school model will help the school achieve these goals.	❑ School shows evidence of embracing the 4 pillars in their response. Weaving concepts of pillars to help achieve desired goals. ❑ Students, staff, and families demonstrate ownership of the vision. ❑ Asset mindset versus deficit mindset. ❑ Student outcomes are not just about grades/test scores but also addresses issues of school climate. ❑ Shows evidence that multiple stakeholders were engaged in the development of their vision statement.

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II. *Pillar Work: Pillar 1- Integrated Services:*	1 **Insufficient Response** As demonstrated by the school's narrative describing services for students.	2 **Marginal Response** As demonstrated by the school's narrative describing services for students.	3 **Solid Response** As demonstrated by the school's narrative describing services for students.	4 **Exceptional Response** As demonstrated by the school's narrative describing services for students.	**Evidence of a good answer**:
A. What existing partnerships does your school have and how are they aligned to the school's vision, Single Plan and/or LCAP goals? Include details such as why the partnership started, when the partnership was established, which students/families the partnership serves, and what outcomes are expected from the partnership. B. How do you think becoming a Community School will help you expand/deepen integrated student supports at your school?	❑ Demonstrates preliminary awareness of community concerns/needs and how integrated services could address these needs. ❑ There are no partnerships, or existing partnerships are not connected to student needs, the school's vision, Single Plan, or LCAP goals. ❑ Desire to build on community needs / develop partnerships not well articulated. ❑ School has experienced challenges in identifying partnerships but barriers to partnership are not clearly articulated. ❑ No mention is made to how community schools will help expand / deepen student supports.	❑ Has identified some potential partners. ❑ Acknowledges that a community school will be an asset for the entire community. ❑ Expresses desire to build on community needs. ❑ Existing partnerships may or may not be connected to student needs, school vision, Single Plan, or LCAP goals. ❑ Limited mention is made to how community schools will help expand / deepen student supports.	❑ Building/demonstrates intention of building relationships with community leaders and key influencers. ❑ Already or has plans to partner with organizations to offer holistic and comprehensive services that complement the assets of the community. ❑ Relationships with leaders concerned about healthy youth development. ❑ Some contracts or MOUs with community organizations. ❑ Intentional and purposeful partnerships based on school/student goals. ❑ If school has experienced barriers in identifying partnerships, these barriers are clearly articulated. Discusses how the school has tried to overcome the barrier. ❑ A good amount of information is shared about how community schools will help expand / deepen student supports.	❑ Partners with other community organizations to jointly pursue funding for shared priorities. ❑ Found ways to partner and combine core competencies to deliver comprehensive services and supports to students, families and the community. ❑ Has existing MOUs and partnerships that align to the school's strategic goals and needs. ❑ Community members serve on school governance structures/school leadership team. ❑ Strong, detailed information is shared about how community schools will help expand / deepen students' support.	❑ Links needs and services and connects them to the school plan. ❑ Shows evidence of diverse categories of service providers. ❑ Acknowledges that connecting to harder to reach students/families is vital. ❑ If there are not any extensive existing partnerships, school articulates a good understanding of the needs of students/ family/ community and desired partnerships. ❑ Demonstrates understanding of the community school model and how it can help strengthen existing partnerships or position the school to develop them.

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II. *Pillar Work: Pillar 2- Expanded and Enriched Learning Opportunities*	1 **Insufficient Response** As demonstrated by the school's narrative describing learning opportunities for students.	2 **Marginal Response** As demonstrated by the school's narrative describing learning opportunities for students.	3 **Solid Response** As demonstrated by the school's narrative describing learning opportunities for students.	4 **Exceptional Response** As demonstrated by the school's narrative describing learning opportunities for students.	**Evidence of a good answer**:
Explain how your school determines what types of expanded and enriched learning opportunities are provided for students. Provide an example of a specific expanded or enriched learning opportunity that your schools has provided. How was this opportunity/ these opportunities funded? What evidence supports the continued use of this opportunity/these opportunities or what evidence supports a discontinuance of this/these opportunities?	❏ No enrichment opportunities are described. ❏ Expanded learning opportunities are remediation or intervention in nature. ❏ Funding sources may or may not be identified. ❏ Evidence is not provided or is vague.	❏ No enrichment opportunities are described. ❏ Expanded learning opportunities are of a prevention or intervention nature. ❏ Funding sources are identified but may be vague. ❏ Evidence is provided but may be vague.	❏ Enrichment opportunities are offered to 1 or 2 specific subgroups. ❏ Expanded learning opportunities are of a prevention, intervention, or acceleration nature. ❏ Funding sources for enrichment and expanded learning opportunities are clearly identified. ❏ Provides evidence supporting why the school has chosen these enrichment and expanded learning opportunities or has a way of determining what their evidence would be.	❏ Enrichment opportunities are offered to multiple student subgroups. ❏ Expanded learning opportunities are of a prevention, intervention, and acceleration nature. ❏ Funding sources are clearly identified. ❏ Provides examples/ evidence supporting why the school has chosen these enrichment and expanded learning opportunities.	❏ Speaks to opportunities beyond remediation and intervention. ❏ Speaks to culturally relevant curriculum. ❏ Opportunities reflect what the community values/community culture. ❏ Includes what the community can offer toward students' education. ❏ Tells how the pillars support families as well as students.

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II. *Pillar Work: Pillar 3- Parent/Family and Community Engagement*	1 **Insufficient Response** As demonstrated by the school's narrative.	2 **Marginal Response** As demonstrated by the school's narrative.	3 **Solid Response** As demonstrated by the school's narrative.	4 **Exceptional Response** As demonstrated by the school's narrative.	**Evidence of a good answer**:
How are parents and families currently engaged with the school? What innovative ways are you deepening parent/family investment and ownership of your school? Provide specific examples. What is the vision for parent and family engagement as a Community School?	❏ A limited vision for family engagement is evident. ❏ Very little effort to engage diverse groups of families is exhibited. ❏ Parent involvement is limited to social activities (award assemblies, festivals, movie night…).	❏ A vision for family engagement as true partners in learning is somewhat evident. ❏ Some effort to engage diverse groups of families through written or verbal notification. ❏ Parent involvement includes social activities, compliance activities (i.e. ELAC, SSC, and Title 1 meetings).	❏ A moderate to strong vision for family engagement as true partners in learning and/or decision making is evident. ❏ Provides examples of family involvement beyond social and compliance-based activities. ❏ Provides examples of leadership development and capacity building opportunities that are currently offered or will be offered for families. ❏ Describes efforts to engage families that have been historically uninvolved or under involved.	❏ Strong vision for family engagement as true partners in learning and decision making is evident. ❏ Describes significant efforts to engage families that have been historically uninvolved or under involved using differentiated outreach methods.	❏ Current examples or desires for expanded family engagement. ❏ Intergenerational participation. ❏ Shows evidence of targeting and being responsive to diverse groups of parents/ families. ❏ Two-way communication with families. ❏ Family involvement shows parents engaged and invested in the child's learning outcomes and advancement. ❏ Describes process from engagement to investment. ❏ Provides quantitative examples of family engagement (e.g. # of families doing certain things).

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II. *Pillar Work:* Pillar 4- Collaborative Leadership Practices:	1 **Insufficient Response** As demonstrated by the school's narrative.	2 **Marginal Response** As demonstrated by the school's narrative.	3 **Solid Response** As demonstrated by the school's narrative.	4 **Exceptional Response** As demonstrated by the school's narrative.	Evidence of a good answer
A. Describe a specific project that brought together different stakeholders (e.g., teachers, parents, etc.) to meet a school need. How was collaboration fostered among the different stakeholders? How did you deepen investment, ownership, and leadership of staff/students/families? B. What is the vision for collaborative leadership at your school and how does it compare to where you are today? In framing this response, please consider the role of the principal, teachers, school staff, parents, students and community members, as well as leadership structures within the school and/or community.	❑ No mention of collaboration between school leadership and staff. ❑ No mention of families working to improve the school. ❑ Little to no information given on a vision of collaborative leadership.	❑ Faculty and principal working toward or stating the desire to establish collaborative relationships for making decisions about school management and operations. ❑ School leadership team shares ownership and accountability for how students are supported and perform. ❑ Some information given on a vision of collaborative leadership.	❑ Faculty and principal working toward or stating the desire to establish collaborative relationships for making decisions about school management and operations. ❑ Families, staff & community are seen as key stakeholders. ❑ Regular meetings between principal and site teams; infrequent meetings of other key stakeholder groups. ❑ Established decision-making and communication processes between school stakeholders. ❑ Good amount of information given on a vision of collaborative leadership.	❑ Integrated leadership team; Families, staff & community seen as key decision makers. ❑ Collaborative leadership of school by school administration, staff, parents, students and community. Parent, student, and community leaders influence the design and delivery of programs. ❑ Regular meetings keeping decision-makers informed and engaged. ❑ Articulates a strong vision of collaborative leadership.	❑ Training is provided. ❑ Assessment and acknowledgment of stakeholder skills and assets. ❑ Demonstrated ability to incorporate stakeholder skills, assets and input. ❑ Trust and relationship building. ❑ Speaks to restorative practice.

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III. *Planning*:	1 **Insufficient Response** As demonstrated by the school's narrative.	2 **Marginal Response** As demonstrated by the school's narrative.	3 **Solid Response** As demonstrated by the school's narrative.	4 **Exceptional Response** As demonstrated by the school's narrative.	**Evidence of a good answer**:
How will your school incorporate the assets and needs of school, family, and community in the Single Plan for Student Achievement for 2021-2022?	❏ Did not express willingness or desire to document and evaluate process of becoming a community school. ❏ Identifies only needs and does not acknowledge assets within students, families, and the community for implementing culturally responsive teaching and learning.	❏ Expressed desire to document and evaluate process of becoming a community school. ❏ Identify and acknowledge assets within students' families and the community for implementing culturally responsive teaching and learning. ❏ Identifies use of evidence-based pedagogy and practices, used to improve teaching and learning.	❏ Describes plan and process for documenting and evaluating becoming a community school. ❏ Collection of anecdotal reports of program impact on students and families.	❏ Demonstrated commitment to problem solving using the tools of Improvement Science. ❏ Extensively incorporates the needs and assets of school, family and community in the Single Plan for Student Achievement. ❏ Describes multiple approaches and sources for data gathering.	❏ Includes mention of tools of Improvement Science such as fishbone diagrams, PDSA cycles, and driver diagrams. There were multiple opportunities for stakeholder input to determine needs and assets. ❏ There were diverse stakeholder groups who provided input. ❏ The SPSA was shared with a variety of advisory and decision-making bodies at the school.
IV. *Student-Centered Data and Supports:*	1 **Insufficient Response** As demonstrated by the school's narrative.	2 **Marginal Response** As demonstrated by the school's narrative.	3 **Solid Response** As demonstrated by the school's narrative.	4 **Exceptional Response** As demonstrated by the school's narrative.	**Evidence of a good answer**:
How does your school employ multi-tiered systems of support (MTSS) to address student academic success, social-emotional development, and student behavior?"	❏ Acknowledgement of need for data, research and evidence-based practices to impact student academic success, social-emotional development and student behavior. ❏ Awareness of supports that focus on the whole child.	❏ Identify and acknowledge assets within students, families and the community for implementing culturally responsive teaching and learning. ❏ Identifies use of evidence-based pedagogy and practices used to improve teaching and learning.	❏ Multi-tiered systems of support informed by student and data and evidence-based practices.	❏ Identifies the use of evidence-based. practices for informing teaching and learning practices.	❏ Describes a system of management (ie; MiSiS). ❏ Describes SSPT (*Student Support and Progress Team*): composition of team, frequency of meetings, referral process, etc… ❏ Explains parent involvement in MTSS

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V. Sustainability	1 Insufficient Response As demonstrated by the school's narrative.	2 Marginal Response As demonstrated by the school's narrative.	3 Solid Response As demonstrated by the school's narrative.	4 Exceptional Response As demonstrated by the school's narrative.	Evidence of a good answer:
How will your school ensure ongoing operations of the Community School model regardless of changes at the school, district, or community level (e.g., changes in school leadership, funding sources, available community partners, etc.)?	❏ No commitment expressed to maintain the Community School model after 2 years.	❏ Commitment expressed to maintain the Community School model but no strategies to maintain the role of the Community School Coordinator.	❏ Commitment to maintain the Community School model. ❏ Identifies strategies to retain the Community School Coordinator position.	❏ Describes proposals for realignment of funds (Title 1 and LCAP, etc.). ❏ Describes potential grants and other avenues to retain the Community School Coordinator. ❏ Acknowledges the Community School Coordinator as an integral part of the school.	❏ Realignment of categorical program funds to match Community Schools priorities. ❏ Grant writing committee/ work group pursues a variety of funding opportunities.
VI. Reflection:	1 Insufficient Response As demonstrated by the school's narrative describing the school's reflection process.	2 Marginal Response As demonstrated by the school's narrative describing the school's reflection process.	3 Solid Response As demonstrated by the school's narrative describing the school's reflection process.	4 Exceptional Response As demonstrated by the school's narrative describing the school's reflection process.	Evidence of a good answer:
Share what process you facilitated to ensure the voices of teachers, staff, families, and community partners are included in this plan.	❏ Fewer than 40% of stakeholders voted in favor of becoming a Community School. ❏ 15% of all stakeholders engaged in the voting process. ❏ The school held a vote, but did not demonstrate evidence that they dedicated much time or effort to stakeholder engagement that is required in the application process. ❏ Community was not involved in the application process.	❏ 40% - 59% voted in favor of becoming a Community School. ❏ 25% of all stakeholders engaged in the voting process. ❏ The school held a vote and demonstrated evidence that they dedicated some time and effort to stakeholder engagement that is required in the application process. ❏ Community was involved in the application process.	❏ 60% - 79% voted in favor of becoming a Community School. ❏ 35% of all stakeholders engaged in the voting process. ❏ The school held a vote and demonstrated evidence that they dedicated significant time and effort to stakeholder engagement that is required in the application process. ❏ Community was involved in the community schools process from the application stage.	❏ Greater than 80% voted in favor of becoming a Community School. ❏ 50% of all stakeholders engaged in the voting process. ❏ The school held a vote and demonstrated evidence that they dedicated significant time and effort to stakeholder engagement that is required in the application process. ❏ Community was extensively involved in the application process.	❏ There were a variety of opportunities for stakeholders to give input at various dates and times. ❏ Input was collected in multiple ways.