# RUBRIC: EVALUATING COMMUNITY SCHOOL DESIGNATION APPLICATIONS 2021

## KEY COMPONENT - HIGH-NEEDS

<table>
<thead>
<tr>
<th></th>
<th>1 - LOWEST</th>
<th>2 - MODERATE-LOW</th>
<th>3 - HIGH</th>
<th>4 - HIGHEST</th>
<th>School's Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOL'S SENI RANKING</strong></td>
<td>Schools with 5-LOWEST SENI scores</td>
<td>Schools with 4-LOW or 3-MODERATE SENI Scores</td>
<td>Schools with 2-HIGH SENI scores</td>
<td>Schools with 1-HIGHEST SENI scores</td>
<td></td>
</tr>
<tr>
<td><strong>SCHOOL'S TITLE I RANKING</strong></td>
<td>Schools with ranking 1000 and above</td>
<td>Schools with ranking 800-999</td>
<td>Schools with ranking 500-799</td>
<td>Schools with ranking 1-499</td>
<td></td>
</tr>
<tr>
<td><strong>SCHOOL'S % OF AFRICAN-AMERICAN STUDENTS</strong></td>
<td>Schools with less than 15% of their student population being African American.</td>
<td>Schools with 15%-29% of their student population being African American.</td>
<td>Schools with 30%-50% of their student population being African American.</td>
<td>Schools with 51% or greater of their student population being African American.</td>
<td></td>
</tr>
<tr>
<td><strong>SCHOOL'S % OF FOSTER YOUTH</strong></td>
<td>Schools with 0% of their student population being Foster Youth.</td>
<td>Schools with 1-2% of their student population being Foster Youth.</td>
<td>Schools with 3-5% of their student population being Foster Youth.</td>
<td>Schools with 6% or greater of their student population being Foster Youth.</td>
<td></td>
</tr>
<tr>
<td><strong>SCHOOL'S % OF STUDENTS EXPERIENCING HOMELESSNESS</strong></td>
<td>Schools with 0% of their student population experiencing homelessness.</td>
<td>Schools with 1-2% of their student population experiencing homelessness.</td>
<td>Schools with 3-5% of their student population experiencing homelessness.</td>
<td>Schools with 6% or greater of their student population experiencing homelessness.</td>
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</table>

## KEY COMPONENT - CONNECTIONS

<table>
<thead>
<tr>
<th></th>
<th>1 - LOWEST</th>
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<th>3 - HIGH</th>
<th>4 - HIGHEST</th>
<th>Evidence of a good answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONNECTIONS WITH NEIGHBORING SCHOOLS</strong></td>
<td>School is considering working with neighboring schools but does not outline specific intent or does not mention desire for connections with feeder schools.</td>
<td>School is considering working with neighboring schools for student matriculation purposes only.</td>
<td>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.</td>
<td>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.</td>
<td>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</td>
</tr>
</tbody>
</table>
**RUBRIC: EVALUATING COMMUNITY SCHOOL DESIGNATION APPLICATIONS 2021**

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

### KEY COMPONENT - READINESS

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<tr>
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</thead>
<tbody>
<tr>
<td><strong>A. Describe your school community’s vision as a Community School and the process by which you developed this vision.</strong> In your answer, reference the four pillars of community schools.</td>
<td>Vision is vague.</td>
<td>Vision is somewhat defined.</td>
<td>Vision is clearly articulated.</td>
<td>Vision is clearly articulated.</td>
<td>School shows evidence of embracing the 4 pillars in their response. Weaving concepts of pillars to help achieve desired goals.</td>
</tr>
<tr>
<td></td>
<td>Process to develop the vision is unclear and/or only includes participation by school staff.</td>
<td>Process to develop the vision is somewhat defined but only involves a few stakeholders.</td>
<td>Process involves multiple stakeholder groups.</td>
<td>Process involves a large number of stakeholders representing all students, staff, families, and community.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No mention of any pillars in the vision.</td>
<td>Vision is developed in a few meetings.</td>
<td>Process takes place over multiple meetings.</td>
<td>Process shows a delineated timeline for the development of the vision.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No existing goals are mentioned.</td>
<td>One or more pillars is included in the vision.</td>
<td>Three or more pillars are included in the vision.</td>
<td>All four pillars are included in the vision.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Existing goals are mentioned but do not connect the Community Schools model to these goals.</td>
<td>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.</td>
<td>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.</td>
<td>Shows evidence that multiple stakeholders were engaged in the development of their vision statement.</td>
<td></td>
</tr>
<tr>
<td><strong>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.</strong></td>
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</table>
## II. Pillar Work: Pillar 1- Integrated Services:

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<tbody>
<tr>
<td>As demonstrated by the school’s narrative describing services for students.</td>
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<td>As demonstrated by the school’s narrative describing services for students.</td>
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</tr>
</tbody>
</table>

### A. What existing partnerships does your school have and how are they aligned to the school’s vision, Single Plan and/or LCAP goals?

- 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.

### B. How do you think becoming a Community School will help you expand/deepen integrated student supports at your school?

- 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.

### Evidence of a good answer:

- 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.
### RUBRIC: EVALUATING COMMUNITY SCHOOL DESIGNATION APPLICATIONS 2021

<table>
<thead>
<tr>
<th>II. <strong>Pillar Work:</strong> Pillar 2- Expanded and Enriched Learning Opportunities</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Evidence of a good answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Insufficient Response</strong></td>
<td>No enrichment opportunities are described.</td>
<td>No enrichment opportunities are described.</td>
<td>Enrichment opportunities are offered to 1 or 2 specific subgroups.</td>
<td>Enrichment opportunities are offered to multiple student subgroups.</td>
<td>❑ Speaks to opportunities beyond remediation and intervention.</td>
</tr>
<tr>
<td>As demonstrated by the school’s narrative describing learning opportunities for students.</td>
<td>Expanded learning opportunities are remediation or intervention in nature.</td>
<td>Expanded learning opportunities are of a prevention or intervention nature.</td>
<td>Expanded learning opportunities are of a prevention, intervention, or acceleration nature.</td>
<td>❑ Speaks to culturally relevant curriculum.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Funding sources may or may not be identified.</td>
<td>Funding sources are identified but may be vague.</td>
<td>Funding sources are clearly identified.</td>
<td>Opportunities reflect what the community values/community culture.</td>
<td>❑ Includes what the community can offer toward students’ education.</td>
</tr>
<tr>
<td></td>
<td>Evidence is not provided or is vague.</td>
<td>Evidence is provided but may be vague.</td>
<td>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.</td>
<td>❑ Tells how the pillars support families as well as students.</td>
<td></td>
</tr>
<tr>
<td><strong>Marginal Response</strong></td>
<td>❑ No enrichment opportunities are described.</td>
<td>❑ Expanded learning opportunities are remediation or intervention in nature.</td>
<td>❑ Enrichment opportunities are offered to 1 or 2 specific subgroups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As demonstrated by the school’s narrative describing learning opportunities for students.</td>
<td>❑ Funding sources may or may not be identified.</td>
<td>❑ Funding sources are identified but may be vague.</td>
<td>❑ Funding sources are clearly identified.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>❑ Evidence is not provided or is vague.</td>
<td></td>
<td>❑ Provides examples/evidence supporting why the school has chosen these enrichment and expanded learning opportunities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Solid Response</strong></td>
<td>❑ Enrichment opportunities are of a prevention and intervention nature.</td>
<td>❑ Funding sources for enrichment and expanded learning opportunities are clearly identified.</td>
<td>❑ Provides examples/evidence supporting why the school has chosen these enrichment and expanded learning opportunities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As demonstrated by the school’s narrative describing learning opportunities for students.</td>
<td>❑ Funding sources are identified.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exceptional Response</strong></td>
<td>❑ Enrichment opportunities are of a prevention, intervention, and acceleration nature.</td>
<td>❑ Funding sources are clearly identified.</td>
<td>❑ Provides examples/evidence supporting why the school has chosen these enrichment and expanded learning opportunities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As demonstrated by the school’s narrative describing learning opportunities for students.</td>
<td>❑ Funding sources are clearly identified.</td>
<td></td>
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</tbody>
</table>

**Evidence of a good answer:**

- 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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**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 school has provided. How was this opportunity/these opportunities funded? What evidence supports the continued use of this opportunity/these opportunities funded? What evidence supports a discontinuance of this/these opportunities?**
### RUBRIC: EVALUATING COMMUNITY SCHOOL DESIGNATION APPLICATIONS 2021

**II. Pillar Work: Pillar 3- Parent/Family and Community Engagement**

<table>
<thead>
<tr>
<th>1 Insufficient Response</th>
<th>2 Marginal Response</th>
<th>3 Solid Response</th>
<th>4 Exceptional Response</th>
<th>Evidence of a good answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>As demonstrated by the school’s narrative.</td>
<td>As demonstrated by the school’s narrative.</td>
<td>As demonstrated by the school’s narrative.</td>
<td>As demonstrated by the school’s narrative.</td>
<td></td>
</tr>
<tr>
<td>A limited vision for family engagement is evident.</td>
<td>A vision for family engagement as true partners in learning is somewhat evident.</td>
<td>A moderate to strong vision for family engagement as true partners in learning and/or decision making is evident.</td>
<td>Strong vision for family engagement as true partners in learning and decision making is evident.</td>
<td></td>
</tr>
<tr>
<td>Very little effort to engage diverse groups of families is exhibited.</td>
<td>Some effort to engage diverse groups of families through written or verbal notification.</td>
<td>Provides examples of family involvement beyond social and compliance-based activities.</td>
<td>Describes significant efforts to engage families that have been historically uninvolved or under involved using differentiated outreach methods.</td>
<td></td>
</tr>
<tr>
<td>Parent involvement is limited to social activities (award assemblies, festivals, movie night...).</td>
<td>Parent involvement includes social activities, compliance activities (i.e. ELAC, SSC, and Title 1 meetings).</td>
<td>Provides examples of leadership development and capacity building opportunities that are currently offered or will be offered for families.</td>
<td>Provides quantitative examples of family engagement (e.g. # of families doing certain things).</td>
<td></td>
</tr>
</tbody>
</table>

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.
### II. **Pillar Work: Pillar 4- Collaborative Leadership Practices:**

<table>
<thead>
<tr>
<th></th>
<th>1 Insufficient Response As demonstrated by the school’s narrative.</th>
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<th>3 Solid Response As demonstrated by the school’s narrative.</th>
<th>4 Exceptional Response As demonstrated by the school’s narrative.</th>
<th>Evidence of a good answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td>❐ No mention of collaboration between school leadership and staff.</td>
<td>❐ Faculty and principal working toward or stating the desire to establish collaborative relationships for making decisions about school management and operations.</td>
<td>❐ Faculty and principal working toward or stating the desire to establish collaborative relationships for making decisions about school management and operations.</td>
<td>❐ Integrated leadership team; Families, staff &amp; community seen as key decision makers.</td>
<td>❐ Training is provided.</td>
</tr>
<tr>
<td></td>
<td>❐ No mention of families working to improve the school.</td>
<td>❐ School leadership team shares ownership and accountability for how students are supported and perform.</td>
<td>❐ Families, staff &amp; community are seen as key stakeholders.</td>
<td>❐ Collaborative leadership of school by school administration, staff, parents, students and community. Parent, student, and community leaders influence the design and delivery of programs.</td>
<td>❐ Assessment and acknowledgment of stakeholder skills and assets.</td>
</tr>
<tr>
<td></td>
<td>❐ Little to no information given on a vision of collaborative leadership.</td>
<td>❐ Some information given on a vision of collaborative leadership.</td>
<td>❐ Regular meetings between principal and site teams; infrequent meetings of other key stakeholder groups.</td>
<td>❐ Regular meetings keeping decision-makers informed and engaged.</td>
<td>❐ Demonstrated ability to incorporate stakeholder skills, assets and input.</td>
</tr>
</tbody>
</table>

### 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.

<table>
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<th>Evidence of a good answer</th>
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<tbody>
<tr>
<td>❐ Faculty and principal working toward or stating the desire to establish collaborative relationships for making decisions about school management and operations.</td>
<td>❐ Some information given on a vision of collaborative leadership.</td>
<td>❐ Established decision-making and communication processes between school stakeholders.</td>
<td>❐ Good amount of information given on a vision of collaborative leadership.</td>
<td>❐ Articulates a strong vision of collaborative leadership.</td>
<td>❐ Trust and relationship building.</td>
</tr>
<tr>
<td>❐ Faculty and principal working toward or stating the desire to establish collaborative relationships for making decisions about school management and operations.</td>
<td>❐ Some information given on a vision of collaborative leadership.</td>
<td>❐ Established decision-making and communication processes between school stakeholders.</td>
<td>❐ Good amount of information given on a vision of collaborative leadership.</td>
<td>❐ Articulates a strong vision of collaborative leadership.</td>
<td>❐ Speaks to restorative practice.</td>
</tr>
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#### III. Planning:

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**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.
- Did not express willingness or desire to document and evaluate process of becoming a community school.
- Express the 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.
- Did not express willingness or desire to document and evaluate process of becoming a community school.
- Express the 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.

#### IV. Student-Centered Data and Supports:

<table>
<thead>
<tr>
<th>Evidence of a good answer:</th>
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</table>

**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.
- Did not express willingness or desire to document and evaluate process of becoming a community school.
- Identifies use of evidence-based pedagogy and practices, used to improve teaching and learning.
- Did not express willingness or 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.
- Did not express willingness or 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.
- Did not express willingness or 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.

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- 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.
- Describes multi-tiered systems of support informed by student and data and evidence-based practices.
- Describes 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
### V. Sustainability

#### 1 Insufficient Response
As demonstrated by the school’s narrative.

- No commitment expressed to maintain the Community School model after 2 years.

#### 2 Marginal Response
As demonstrated by the school’s narrative.

- Commitment expressed to maintain the Community School model but no strategies to maintain the role of the Community School Coordinator.

#### 3 Solid Response
As demonstrated by the school’s narrative.

- Commitment to maintain the Community School model.
- Identifies strategies to retain the Community School Coordinator position.

#### 4 Exceptional Response
As demonstrated by the school’s narrative.

- 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.

**Evidence of a good answer:**

- 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.

- 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.

#### 2 Marginal Response
As demonstrated by the school’s narrative describing the school’s reflection 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.

#### 3 Solid Response
As demonstrated by the school’s narrative describing the school’s reflection 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.

#### 4 Exceptional Response
As demonstrated by the school’s narrative describing the school’s reflection process.

- 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.

**Evidence of a good answer:**

- There were a variety of opportunities for stakeholders to give input at various dates and times.
- Input was collected in multiple ways.