

Program Elements

Communities In Schools of Los Angeles (CISLA) exists to address the critical issues of child poverty and a quality education for low-income students as means to break the cycle of poverty. Our work focuses on achieving a 100% graduation rate at the schools in which we work. We aim to reduce barriers and increase opportunity for underserved students and their families by coordinating supports and resources that they need—in school, in the community, and within the family—so that they can come to school ready to learn and, ultimately, to graduate high school while being college and career ready.

To live our mission, CISLA chooses to serve 9,000 students and their families from historically impoverished neighborhoods of Boyle Heights, Pico-Union, Historic South Central Los Angeles, and areas in West Los Angeles. Currently, we serve students at eight Title 1 LAUSD schools located in Service Planning Areas 4 (Metro), 5 (West) and 7 (East) as follows: Hollenbeck Middle School and Mendez High School in Boyle Heights; Liechty Middle School in Pico-Union; Santee Education Complex and Clinton Middle School in Historic South Central Los Angeles; and Twain Middle School, Webster Middle School and Hamilton High School in West Los Angeles. Beginning in School Year 2019–20, we will expand into three new schools—Grape Street Elementary School, Edwin Markham Middle School, and David Starr Jordan High School—in the Watts community in collaboration with Partnership for Los Angeles Schools.

CISLA's Integrated Student Supports Approach

Communities In Schools of Los Angeles (CISLA) is a collaborator by design, as it exists to broker and coordinate evidence-based student supports to ensure that every student's unique needs are met at our schools. Firstly, we accomplish our work by partnering with LAUSD per a Master Services Agreement that enables us to provide *in-school* academic support, mentoring, positive behavior support, Restorative Justice practices, parent engagement, and case management to low-income, underserved students and their families, which identifies and deems CISLA as acceptable for LAUSD schools.

Secondly, we gather key stakeholders and/or join existing leadership bodies as well as collaborate with community partners at the schools we are present to establish our integrated student supports programming—Our approach is evidence-based and a proven method to promote students' academic success. It consists of three tiers of services: *Tier 1: School-wide Services for All Students; Tier 2: Target Programs for Case-managed Students; and Tier 3: Individualized Supports for Case-managed Students*—This step is critical because it will inform how we best collaborate with partners to allow us to conduct Needs Assessments and planning, create School Support Plans, identify students, create Student Support Plans, engage in ongoing monitoring and adjustments, and evaluate programming. Lastly, we partner with students and their families guided via established Student Support Plans and array of parent engagement services.

We place Site Coordinators, extensively trained social service professionals, directly into partner schools to act as champions for students by supporting both individual student and school-wide needs. At the individual student level (Tiers 2–3), Site Coordinators and school leadership identify 5–10% of students who are *most at risk of dropping out of school* per identifying Early Warning Indicators in attendance, behavior, and course performance. They then act as case managers for those students, recognizing each student's individual challenges and creating an individualized plan of action to help them succeed. At the school-wide level (Tier 1), Site Coordinators and school leaders identify whole-school needs and articulate the most critical priorities and design interventions for the year and formalize them in a School Support Plan.

All in all, Site Coordinators provide direct support to students while also brokering and coordinating school and community-based resources to ensure that every student's unique needs are met at our schools.

Goal, Outcomes, and Evaluation

We place the whole child at the center of our integrated student supports programming. Our work focuses on achieving a 100% graduation rate at the schools in which we work. Among all of the students receiving case management, CISLA expects to see annual improvement in attendance, behavior, and coursework. We consider our program successful if the students on our caseload achieve the following outcomes:

- 1) 75% of off-track students will improve their school attendance;
- 2) 75% of off-track students will reduce number of unsatisfactory behavior marks on report cards;
- 3) 75% of off-track students will reduce the number of failing grades on their report cards; and
- 4) 90% or more of CISLA case-managed seniors will graduate on time.

CISLA is a data-driven organization. Every ten weeks, we track the “ABCs”—attendance, behavior, and course performance—resiliency skills through Success Highways® assessments for each case-managed student, and qualitative data. Our evaluation team consists of the Executive Director, Chief Program Director, Data Manager, Program Managers and involvement from other key staff members such as the Grants Manager. We also track graduation, culmination and grade promotion rates. We use data to guide

our work and to assess the efficacy of interventions, evaluating data based on annual benchmarks on three levels for schools: the individual student, the CISLA caseload, and the whole school.

Price Schedule

Schedule of Fees February 23, 2018 through February 22, 2021

Communities In Schools of Los Angeles (CISLA) will provide LAUSD with Site Coordinators to deliver Integrated Student Supports (ISS) in service of Dropout Prevention Services in LAUSD. Note that services to schools are provided at no mark-up to cost; rather, they are provided at significantly reduced rates as compared to actual costs. With no overhead allocated, the cost per CISLA Site Coordinator ranges between \$40,000 – \$65,000 for their year of service to schools, depending on experience, time with the organization, and competitive market rates; when all other overhead costs are allocated CISLA is matching the total District contribution by a factor of at least 4:1.

The estimated hours provided on form **PSG-1 Attachment A** are based on the average of hours served by CISLA Site Coordinators for the previous year and does not include time spent in training.

Middle School Plan – 2 Member Team

# of Staff Members	Position	Minimum Qualifications	Skills	Annual Cost per Team Member to LAUSD based on 40 hours per week
2	Site Coordinator	<p>Bachelor’s degree required (preferred: MSW, Masters in counseling and/or PPS credential); Experience working with K-12 students; Ability to work with diverse ethnic and cultural backgrounds; Effective written and verbal communication skills; Willingness and ability to tutor students; Familiarity with local health and human service agencies; Flexibility, resourcefulness, enthusiasm, and high energy; Must have a valid California driver’s license and automobile insurance; Criminal background check required.</p>	<p>Site Coordinators shall: Conduct School Needs Assessments; Meet identified School Support Plan benchmarks; Plan and implement whole-school activities in line with School Support Plan; Engage community-based organizations to provide whole-school support services; Ensure students have parental consent prior to services being rendered; Conduct Student Needs Assessments of referred caseload students; Address Individual caseload student needs by linking students and families to community-based organizations and service providers; Implement site-based small group interventions for Targeted caseload students; Build and establish positive relationships with students; Collaborate with school staff to make appropriate linkages to needed academic, physical or social services; Implement field trips; Maintain up-to-date student files; Maintain contact with parents/guardians of caseload students at least once per quarter; Maintain student data on academic performance, behavior, and attendance as shared by school staff and permitted through parent consent; Recruit volunteers for specialized interventions; Attend CISLA staff meetings; trainings, Site Coordinator Certification Course, and outside Professional Development workshops and conferences.</p>	\$19,000

1	Program Manager	Bachelor's degree required (preferred: MSW, Masters in counseling and/or PPS credential); 3-5 years experience working with K-12 students; Ability to work with diverse ethnic and cultural backgrounds; Effective written and verbal communication skills; Familiarity with local health and human service agencies; Flexibility, resourcefulness, enthusiasm, and high energy; Must have a valid California driver's license and automobile insurance; Criminal background check required.	Program Manager shall: Assist in the coordination of Professional Development activities; Oversee CIS model implementation at supervised schools; Ensure that programming is evidence-based and data-driven; Act as liaison between Site Coordinators and Program Director; Coordinate staff training at start of the year in collaboration with Program Director and Executive Director; Support Site Coordinators in interpreting data to ensure that it is used to inform programming; Maintain appropriate linkages with school leadership, faculties and staff, as well as public and private community agencies; Devise strategies for effective and organized program implementation; Establish protocols and structures to ensure effective and streamlined reporting; Coordinate curriculum for special programs; Streamline CISLA tools and documents.	\$12,000
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High School Plan – 2 Member Team

# of Staff Members	Position	Minimum Qualifications	Skills	Annual Cost per Team Member to LAUSD based on 40 hours per week
2 – 3	Site Coordinator	<p>Bachelor’s degree required (preferred: MSW, Masters in counseling and/or PPS credential); Experience working with K-12 students; Ability to work with diverse ethnic and cultural backgrounds; Effective written and verbal communication skills; Willingness and ability to tutor students; Familiarity with local health and human service agencies; Flexibility, resourcefulness, enthusiasm, and high energy; Must have a valid California driver’s license and automobile insurance; Criminal background check required.</p>	<p>Site Coordinators shall: Conduct School Needs Assessments; Meet identified School Support Plan benchmarks; Plan and implement whole-school activities in line with School Support Plan; Engage community-based organizations to provide whole-school support services; Ensure students have parental consent prior to services being rendered; Conduct Student Needs Assessments of referred caseload students; Address Individual caseload student needs by linking students and families to community-based organizations and service providers; Implement site-based small group interventions for Targeted caseload students; Build and establish positive relationships with students; Collaborate with school staff to make appropriate linkages to needed academic, physical or social services; Implement field trips; Maintain up-to-date student files; Maintain contact with parents/guardians of caseload students at least once per quarter; Maintain student data on academic performance, behavior, and attendance as shared by school staff and permitted through parent consent; Recruit volunteers for specialized interventions; Attend CISLA staff meetings; trainings, Site Coordinator Certification Course, and outside Professional Development workshops and conferences.</p>	\$19,000

1	Program Manager	<p>Bachelor's degree required (preferred: MSW, Masters in counseling and/or PPS credential); 3-5 years experience working with K-12 students; Ability to work with diverse ethnic and cultural backgrounds; Effective written and verbal communication skills; Familiarity with local health and human service agencies; Flexibility, resourcefulness, enthusiasm, and high energy; Must have a valid California driver's license and automobile insurance; Criminal background check required.</p>	<p>Program Manager shall: Assist in the coordination of Professional Development activities; Oversee CIS model implementation at supervised schools; Ensure that programming is evidence-based and data-driven; Act as liaison between Site Coordinators and Program Director; Coordinate staff training at start of the year in collaboration with Program Director and Executive Director; Support Site Coordinators in interpreting data to ensure that it is used to inform programming; Maintain appropriate linkages with school leadership, faculties and staff, as well as public and private community agencies; Devise strategies for effective and organized program implementation; Establish protocols and structures to ensure effective and streamlined reporting; Coordinate curriculum for special programs; Streamline CISLA tools and documents.</p>	\$12,000
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