

LEA SELF-ASSESSMENT

About the LEA Self-Assessment Tool

The LEA Self-Assessment Tool, developed by the State Transformational Assistance Center (S-TAC) for the California Community Schools Partnership Program (CCSPP), is a companion tool to the *Capacity-Building Strategies: A Developmental Rubric*. The tool aligns with the California Community Schools Framework, its Overarching Values, and CCSPP statutory requirements, and is intended to guide reflection and action planning across each phase of community school implementation. It is intended for internal use, for your learning and improvement, but can also be used to support annual reporting efforts.

As with the Developmental Rubric, the LEA-Self-Assessment Tool is informed by research-based best practices and incorporates feedback from partners and advisors. Its iterative design is reflective of field-generated learning and needs and, as such, will undergo subsequent updates and revisions to ensure that it best serves CCSPP grantees.

How to Use the LEA Self-Assessment Tool

The LEA Self-Assessment Tool should be used by LEA-level implementation teams (e.g., shared decision-making teams, councils, advisories, steering committees) who have committed to transforming their sites through a community school strategy. A site-level assessment tool is also available and should be used by site-level teams to assess progress towards best practice community school implementation. Used together, these tools help users synthesize learning at both the site and LEA levels. This approach is important given the complexity and dynamic nature of the community school strategy.

The LEA Self-assessment Assessment Tool should be used on a regular basis (at least bi-annually) to gauge progress towards building capacity of community schools to deeply engage students, families, educators, community members and partners in the processes that lead to transformation. Conducting self-assessments on a more frequent basis can assist in planning, course corrections and in capturing small wins that will add up to bigger wins and enhance the effort. The tool is designed to facilitate reflective practices and can help a team solidify learning, ground the work in the values embraced by the community, and plan next steps in a way that is responsive to the community.

Perpetual self-assessment and reflection enables teams to determine their readiness to move from one phase of growth and development to another as well as signals the need to revisit a particular capacity-building strategy. *Phases of growth and development are not linear*, and based on progress, weaknesses or gaps in the system, there may be a need for sites or LEAs to



move from “transforming” to do additional “visioning” or “engaging” work. There also may be instances in which sites or LEAs are in more than one phase at the same time.

LEA Self-Assessment Tool: Resources and Documentation

The LEA Self-Assessment Tool provides guidance *and* serves as a tool to assess implementation efforts. To accomplish both of these goals, the self-assessment tool is structured by the capacity-building strategies that build the structural and organizational capacity for collective efficacy and action in meeting shared goals. Designed to help teams deliberate and track their progress towards reimagining their schools, each capacity-building strategy provides a set of example artifacts, evidence and measurement indicators that are illustrative of best practices. Artifacts, evidence and measures are not exhaustive, but representative. Local teams are encouraged to look beyond the examples provided and consider additional evidence and outcome measures that are meaningful for their context and community. Use the space provided to list your meaningful measures and to reflect on your progress. The Appendix provides additional example artifacts, evidence and measures that sites can reference to consider their progress.

The LEA Self-Assessment Tool encourages local teams to capture and reflect on their own areas for growth, learnings, and evidence of progress. Teams should establish a process early on to intentionally collect artifacts and stories to not only ease grant reporting efforts, but to have a well of examples to draw from when regularly sharing information and updates with their interest groups; the self-assessment tool can serve as a repository of successes. Intentionally celebrating shared wins has the potential to fuel engagement and ownership throughout each phase of community school implementation.

As you reflect on your progress to date, consider the following:

- *What other local strategies and activities are you using to continuously reflect upon and improve program effectiveness and student outcomes?*
- *How are you measuring progress in each area? What data is being collected? What artifacts represent your progress?*
- *What are the outcomes for students overall in the key measures? What are the outcomes for your student focal group(s)?*
- *What areas of needed growth have you identified? What solutions have you developed to grow in these areas? What additional supports could be made to foster growth in these areas?*
- *What have you learned and how does this inform your next steps or changes that need to be made? What do you need to change in your system to accomplish these goals?*



Capacity-Building Strategy	Growth and Progress		
	Visioning Envision and explore how community schools can respond to the strengths and needs of the community and begin to organize people, data, and resources.	Engaging Create the LEA-level plan and deepen the skills, capacities, and relationships essential for implementation. Build the infrastructure necessary to implement the strategy in partnership with students, families, educators, community members and partners.	Transforming Implement the community schools strategy, in partnership with students, families, school staff, and community members and use established structures and practices to reflect on data and work towards continuous improvement through possibility thinking.
Shared Commitment, Understanding & 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.	•	•	•
	Example Artifacts, Evidence and Measures (see appendix below) List artifacts, evidence, and measures: 1. 2. 3. (Add Rows/Numbers)		
	Reflections		
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, and funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases	•	•	•
	Example Artifacts, Evidence and Measures (see appendix below) List artifacts, evidence, and measures: 1. 2. 3. (Add Rows/Numbers)		



<p>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.</p>	<p>Reflections</p>		
<p>Collaborative leadership: Shared decision-making ensures that all interest-holders have a voice in the transformation process. Collaborative leadership helps to flip the traditional hierarchical structure of schools and fosters supportive relationships between interest-holders, resulting in decisions that are widely accepted and implemented, improved coordination and alignment of programs and strategies, out-of-the box thinking to address complex problems, and increased sustainability of the effort.</p>	<p>•</p>	<p>•</p>	<p>•</p>
	<p>Example Artifacts, Evidence and Measures (see appendix below) List artifacts, evidence, and measures: 1. 2. 3. (Add Rows/Numbers)</p>		
	<p>Reflections</p>		
<p>Sustaining Staff and Resources: A focus on sustainability ensures that the necessary human and financial resources are available to maintain the community school vision and strategy over time, used effectively to ensure coherence and alignment across policies and initiatives, and to sustain continuous progress and improvement.</p>	<p>•</p>	<p>•</p>	<p>•</p>
	<p>Example Artifacts, Evidence and Measures (see appendix below) List artifacts, evidence, and measures: 1. 2. 3. (Add Rows/Numbers)</p>		
	<p>Reflections</p>		
<p>Strategic Community Partnerships: Developing strategic community partnerships allows schools and LEAs to expand their capacity to</p>	<p>•</p>	<p>•</p>	<p>•</p>
	<p>Example Artifacts, Evidence and Measures (see appendix below)</p>		

<p>achieve the vision of interest-holders. Partners can strengthen and support a broad continuum of priorities, from expanded learning to integrated student and family supports. Partnerships centered on trusting relationships leads to greater support and investment in the strategy.</p>	<p>List artifacts, evidence, and measures:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>(Add Rows/Numbers)</p>
	<p>Reflections</p>

APPENDIX: EXAMPLE ARTIFACTS, EVIDENCE & MEASURES

LEA-LEVEL		
<p>Shared Commitment, Understanding & Priorities</p> <p>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.</p>		
<p>Visioning: To raise awareness and foster shared understanding of the strategy, LEAs collaborate with schools and engage LEA leaders. LEAs leverage existing system-wide structures to facilitate peer-to-peer learning, while data is shared with schools to inform baseline understanding and needs and assets assessment.</p>	<p>Engaging: To foster shared understanding and commitment, LEAs utilize LEA-wide data to monitor progress, develop a strategic plan, and to provide tailored support to schools for conducting a comprehensive needs and assets assessment in collaboration with interest-holders.</p>	<p>Transforming: So that all interest-holders share a commitment to and responsibility for community school success, LEAs refine listening habits to facilitate learning and improvement, share best practices among school-level working groups, and ensure transparency by regularly updating the public on the progress of the initiative.</p>
<p>Example Artifacts:</p> <ul style="list-style-type: none"> • Community school implementation plans and/or School Plan for Student Achievement (SPSA) that is focused on community school implementation • Outreach materials (one-pagers, newsletters, website/social media) • Presentation decks • Meeting and event attendance logs • Work plan template 		



- Community school implementation plans and/or Local Control and Accountability Plan (LCAP) that aligns with community school implementation
- Needs and assets assessment tools
- Needs and assets assessment training decks and materials

Example Evidence and Measures:

- Needs and Assets Assessment engagement rates
- Analysis of system-level data including access and utilization rates related to [Whole Child and Family Supports Inventory](#) (e.g., health and wellness services; mental health services; afterschool and summer programming; nutrition services, etc.)
- School-level outcome measures as defined by CCSPP reporting requirements that include school attendance rates, chronic absenteeism rates, dropout rates, proficiency scores, high school graduation rates, and suspension/expulsion rates
- School climate measures
- Other locally developed measures

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, and 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.

Visioning: LEAs establish the foundation for shared decision-making processes through a steering committee/advisory council, engaging in shared visioning and learning. They model collaborative leadership and provide learning opportunities that emphasize asset-based mindsets.

Engaging: LEAs provide essential guidance to school-level implementers and provide opportunities for them to contribute to the LEA strategy as co-creators.

Transforming: To support site goals that lead to transformational outcomes for students, families, and educators, LEAs establish areas of flexibility. LEAs evolve alongside the steering committee/advisory council in ways that are continuously shaped by interest-holders.

Example Artifacts:

- A community- driven resource collection that includes curricular resources, curriculum maps, and sample lessons
- School climate surveys
- Co-created framework for community-based teaching
- Community school professional learning plan
- CBL-specific training decks and materials
- Professional Learning Communities agendas and materials



Example Evidence and Measures:

- Student, family and community engagement rates
- Shared learning of students and educators via a range of performance assessments (e.g., capstone projects, learning portfolios, learning showcases, community teach-ins, inter-grade and inter-classroom teach-ins, action research presentations, student self-assessment and reflections)
- Locally-determined measures such as completion of seal of civic engagement and seal of biliteracy
- Analysis of student measures of Community-based Learning that include but are not limited to student progress across multiple domains, including mastery of 21st century skills; number of industry certifications earned by students; student reports of feeling of joy, efficacy, and agency around learning; percentage of students who participate in expanded learning opportunities beyond the school day; evidence of inquiry-based learning that is community-connected and culturally-sustaining
- Analysis of data measuring level of engagement in as well as quality and impact of CBL professional learning opportunities such as participation rates in professional learning opportunities; educator reports of self-efficacy and agency; and number of certificates and microcredentials
- Evidence of community connections in lessons.
- School-level outcome measures, as defined by CCSP reporting requirements, including school attendance rates, chronic absenteeism rates, dropout rates, proficiency scores, high school graduation rates, and suspension/expulsion rates.
- Other locally developed measures

Collaborative Leadership

Shared decision-making ensures that all interest-holders have a voice in the transformation process, fostering shared power in shaping the strategy both in planning and implementation. Collaborative leadership helps to flip the traditional hierarchical structure of schools and fosters supportive relationships between interest-holders, resulting in decisions that are widely accepted and implemented, improved coordination and alignment of programs and strategies, out-of-the box thinking to address complex problems, and increased sustainability of the effort.

Visioning: LEAs establish the foundation for shared decision-making processes through a steering committee/advisory council, engaging in shared visioning and learning. They model collaborative leadership and provide learning opportunities that emphasize asset-based mindsets

Engaging: LEAs provide essential guidance to school-level implementers and provide opportunities for them to contribute to the LEA strategy as co-creators.

Transforming: To support site goals that lead to transformational outcomes for students, families, and educators, LEAs establish areas of flexibility. LEAs evolve alongside the steering committee/advisory council in ways that are continuously shaped by interest-holders.

Example Artifacts:

- School climate surveys
- School systems mapping template
- Steering Committee Agendas, Membership Roster and By-Laws
- Steering Committee Meeting Minutes
- Strategic plan that includes a community schools vision statement; initiative goals as well as measures of progress and success; a plan of action including the strategies and tactics that will be used to accomplish the strategic goals; and resources and roles needed to support implementation
- Visioning documents that include: a statement of shared purpose; SMART (Specific-Measurable-Achievable-Realistic- Timely) goals along with who is responsible for supporting these goals; a crosswalk of current policies and initiatives (e.g., expanded learning, college and career pathways, MTSS, dual enrollment, McKinney-Vento) aligned with community schooling; and a map of power structures and policies that need to be influenced as well as influencing opportunities (example: collaborating with a community organizing group working to change a policy that is misaligned to community schools) at the macro level



- Team mapping
- Formal agreements
- Team workplans and agendas
- Planning documents

Example Evidence and Measures:

- Results of school climate surveys and interviews/focus groups that document students', families', and educators' sense of voice and agency in decision-making, feelings of connection, and engagement;
- Shared decision-making team self-assessments
- Surveys that document increased reports of educator efficacy
- Teacher and staff retention rates
- Steering Committee Membership is inclusive of diverse community voices and power sharing
- Other locally developed measures

Sustaining Staff and Resources

A focus on sustainability ensures that the necessary human and financial resources are available to maintain the community school vision and strategy over time, used effectively to ensure coherence and alignment across policies and initiatives, and to sustain continuous progress and improvement.

Visioning: LEAs use the existing inventory of systems and resources; district, city, county, state and federal, to create a strategic plan that supports, aligns with, and fully embraces the community school framework. Ensure policies and financial resources to support the implementation of community schools strategy.

Engaging: Recruit a wide range of staff that will support and strengthen the LEA-wide CS strategy. Provide ongoing learning opportunities for all staff in different capacities both site and LEA-level. LEAs survey and monitor working conditions to secure retention of staff and integrate the CS strategy into the LCAP plan to create coherence and sustainability.

Transforming: Community schooling becomes the “way” of doing school by providing on-going professional learning. Programs and initiatives are integrated and interdependent and long-term funding streams are secured to ensure sustainability. Policies at all governmental levels are coordinated and aligned to support growth and sustainability.

Example Artifacts:

- Job descriptions
- Organizational charts
- SOP for recruitment, screening, development, and evaluation
- District-union Memorandum of Understanding
- Budgets and costing tool

Example Evidence and Measures:

- Analysis of workforce and professional learning data, such as degree to which staff reflect the linguistic, ethnic, and racial diversity of the broader school community; stable or improved teacher and staff retention rates; rate of teachers and staff who report an increased sense of well-being, agency, and efficacy; teacher vacancy rates; teacher attendance rates; percentage of high-quality teachers in the building
- Participation rate in community school technical assistance and professional development
- Rate of teachers and staff who are able to articulate their roles in the community school and understand the goals of the larger strategy
- Budget projections



- Other locally developed measures

Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to expand their capacity to achieve the vision of interest-holders. Partners can strengthen and support a broad continuum of priorities, from expanded learning to integrated student and family supports. Partnerships centered on trusting relationships leads to greater support and investment in the strategy.

Visioning: In order to support sites with the identification and recruitment of partners, LEAs map current and potential partners across the district and develop a central partner repository.

Engaging: LEAs develop a system-level working group to overcome barriers and make broader change. LEAs foster conditions for site partnerships by developing LEA-wide MOUs, data sharing agreements, and Joint Use Agreements.

Transforming: In order to practice collaborative leadership with partners, LEAs engage partners in spaces of learning and decision-making. LEAs use systems-level working group to address common challenges that emerge across multiple community school sites.

Example Artifacts:

- School climate surveys
- District partnership directory
- Power map
- Partner gap analysis
- Surveys
- SOP for and examples of Community School MOUs and
- Data Sharing Agreements
- Feedback data from existing services providers and partners

Example Evidence and Measures:

- Service utilization rates
- Partner attendance
- Number of in-school and out-of-school time learning opportunities (after school, end-of-year programming, internships, real-world learning experiences, etc.)
- Analysis of short-, medium-, and long-term partnership outcomes and measures such as percentage of students, staff, and families reporting physical and mental well-being; percentage of families and students reporting feeling welcomed, valued, and connected to the school; chronic absence rates; number of students accessing out of school time learning opportunities; academic proficiency
- Other locally developed measures