

LOS ANGELES COUNTY OFFICE OF EDUCATION

CONTRACT  
FOR PARTICIPATION IN CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP  
PROGRAM

The LOS ANGELES COUNTY OFFICE OF EDUCATION, a public educational agency, located at 9300 Imperial Highway, Downey, California 90242-2890, hereinafter referred to as "LACOE," and **AZUSA UNIFIED SCHOOL DISTRICT**, hereinafter referred to as "District". LACOE and District may be referred to individually as "Party" or collectively as "Parties" hereinafter.

RECITALS

WHEREAS, the Parties previously entered with an MOU through which the District participates in the Community Schools Initiative (CSI), July 1, 2019 and included as Exhibit 1, attached hereto and made a part hereof; and

WHEREAS, LACOE has been awarded grant funding by the California Department of Education (CDE) for the operation of the California Community Schools Partnership Program (CCSPP), the application and approval letter for which are included as Exhibit 2, attached hereto and made a part hereof; and

WHEREAS, through the CCSPP, LACOE staff will provide direct services to students and families at CSI sites at no cost to District, and District desires to allow such direct services to be provided to the District's community.

NOW, THEREFORE, in consideration of the terms, conditions and mutual covenants contained herein, the sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. BASIS OF CONTRACT

This Contract sets forth the District's rights and responsibilities as a participating member of the CCSPP, including the facilities and services made available by the District in support of the CCSPP and data sharing necessary for implementation of the CCSPP. The District and LACOE agree to work collaboratively to ensure the effective implementation of the CCSPP. The facilities to be utilized by LACOE are indicated on Exhibit 3, attached hereto and made a part hereof. These facilities are to be used only during the pendency of the CCSPP and solely for those purposes.

## 2. TERM

Subject to the availability of funds, this Contract is effective July 1, 2021 and shall remain in full force and effect through September 30, 2023 unless early termination occurs in accordance with the terms of this Contract or this Contract is extended by a written amendment signed by both parties.

- a. If LACOE receives written notice from CDE that CDE will not be renewing its agreement (Exhibit 2) for the next fiscal year, or if the agreement between CDE and LACOE is terminated on a date prior to the end of a fiscal year, LACOE shall provide written notice to the District of such non-renewal or termination, within fifteen (15) days of LACOE receiving notice of the termination/non-renewal.
- b. District shall notify LACOE in writing at least one hundred and twenty (120) days in advance of the end of the fiscal year if District will not renew the Contract for the next fiscal year.
- c. LACOE shall notify District in writing at least one hundred and twenty (120) days in advance if LACOE will not renew the Contract for the next fiscal year, if the non-renewal is for reasons other than unavailability of funds or other than as set forth in Section 2(a).
- d. If District's participation in the CSI ends for any reason, District's participation in the CCSPP shall end on the same date.

## 3. NO COST TO EITHER PARTY

The services provided by LACOE to District under this Contract shall be without cost to the District. The facilities and related services provided by District to LACOE under this Contract shall be without cost to LACOE.

LACOE shall provide a stipend in the amount of Three Thousand Dollars (\$3,000.00) per year for a Champion Teacher selected by the District. LACOE shall provide direct reimbursement to the District in an amount not to exceed One Thousand Eight Hundred Forty Dollars (\$1,840.00) for the costs of his/her release time to attend to the required Champion Teacher duties as specified in Section 14 of this Contract. Reimbursements shall be made upon completion and acceptance of the reimbursement documentation as required under the terms of this Contract.

LACOE shall reimburse the District an amount not to exceed Ten Thousand Dollars (\$10,000.00) as specified in Section 15 of this Contract. Any work performed, or reimbursement sought by the District in excess of this amount shall not be considered by LACOE, unless this Contract is so amended by written amendment. Reimbursements shall be made upon completion and

acceptance of the reimbursement documentation required under the terms of this Contract.

#### 4. FACILITIES

District shall provide the following at the facilities indicated on Exhibit 3:

- a. Custodial Services – District shall provide custodial services at the same level as the District provides to its regular office space not occupied by LACOE and/or CCSPP staff.
- b. Normal Building Maintenance – District shall be responsible for maintaining the facilities provided under this Contract in a manner generally accepted for office use. District shall immediately correct any and all deficiencies noted by LACOE, or shall provide suitable, acceptable alternative facilities.
- c. Utilities – In addition to customary utilities, District shall provide telephone service and internet access, including Wi-Fi, at the same level as the District provides to regular office space not occupied by LACOE and/or CCSPP staff.
- d. Other expenses inherent in the rental of office space.

#### 5. USE OF FACILITIES BY LACOE STAFF PROVIDING SERVICES UNDER THE CCSPP

LACOE staff shall be permitted to provide and deliver appropriate services at the District school site. LACOE has received grant funding to hire a mental health provider, senior program specialist psychological social workers, parent coaches, and interns who may provide direct services to District's community. The District will receive enrichment contracted services with a focus on enrichment services, support for loss of instruction, professional development, as well as evidence based parent training and technology to support parent training and engagement.

LACOE shall execute agreements with various Community Based Organizations (CBOs) and provide a list to the District. District shall select which CBO shall be contracted by LACOE to provide and deliver services to District students.

In accordance with Education Code § 45125.1, District shall determine whether a CBO's employees will have more than limited contact with District pupils in the performance of work under the CSI. District shall fingerprint any CBO employees who are determined to have more than limited contact with District pupils. LACOE staff participating in the CCSPP program will be fingerprinted in compliance with Education Code section 45125.1. LACOE

will have no responsibility for the actions of the CBO's employees on District property nor shall they be considered officers, agents or employees of LACOE.

6. INDEMNIFICATION

a. LACOE's Indemnification

LACOE agrees to defend, indemnify, and hold harmless District from and against any and all demands, debts, liens, claims, losses, damages, liability, cost, expenses (including, but not by way of limitation, attorney's fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury or damage (including, but not limited to death) to any person or property to the extent that such injury or damage results from negligent acts by LACOE or LACOE's officers, employees, contractors or agents. LACOE shall have no obligations under this section for any acts of CBOs on District property, and such CBOs shall not be considered officers, employees, or agents of LACOE.

b. District's Indemnification

District agrees to defend, indemnify, and hold harmless LACOE from and against any and all demands, debts, liens, claims, losses, damages, liability, cost, expenses (including, but not by way of limitation, attorney's fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury or damage (including, but not limited to death) to any person or property to the extent that such injury or damage results from negligent acts by District or District's officers, employees, contractors, or agents, or District-approved CBOs.

7. INSURANCE

Both LACOE and District shall maintain programs of insurance including general liability, property damage, workers' compensation, and automobile protection in amounts adequate to protect LACOE and District as their interests may appear. Insurance may be by a self-insurance program. District's insurance policy under this section shall name LACOE as additional insured, and LACOE's insurance policy under this section shall name District as additional insured.

8. DATA SHARING

District agrees to provide LACOE with personally identifiable information from student education records. For purposes of implementing the CCSPP, LACOE shall be considered a school official with legitimate educational interests

performing an institutional service or function for which the District would otherwise use employees, allowing the District to disclose personally identifiable information from education records of students without the consent required by 34 C.F.R. § 99.30 and Education Code § 49076(a). Data will be shared between District and LACOE via the Educational Passport System (EPS), in addition to other mutually agreed upon methods, pursuant to the amendment previously entered into between the parties for operation of the CSI.

#### 9. SHARING OF STUDENT DATA BY LACOE WITH THIRD PARTIES

LACOE shall provide CDE with de-identified information, and shall assign unique identification numbers to participating students to allow program monitoring. LACOE shall only share District-provided student data with other third-party entities if LACOE first determines that such disclosure is permissible under state and federal law, or a specific release form from the educational rights holder is presented via EPS.

#### 10. CONFIDENTIALITY OF STUDENT DATA

Other than as otherwise specified in this Contract, the Parties will maintain the confidentiality of any and all student data exchanged by each as a part of this Contract. The confidentiality requirements under this paragraph shall survive the termination or expiration of this Contract or any subsequent agreement intended to supersede this Contract. To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this Contract, the Parties shall establish a system of safeguards that will at minimum include the following:

- a. Procedures and systems that ensure all student records are kept in secured facilities and access to such records is limited to personnel who are authorized to have access to said data under this section of the Contract.
- b. All designated staff at the educational institutions involved in the handling, transmittal, and/or processing of data as part of this Contract are bound under this Contract to maintain the confidentiality of all student related personally identifiable information.
- c. Assurances that each Party shall comply with the access log requirements of Education Code section 49064.
- d. Procedures and systems shall require the use of secured passwords to access computer databases used to process, store, or transmit data provided under this Contract.

- e. Procedures and systems, such as good practices for assigning passwords, shall be developed and implemented to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit data provided under this Contract.
- f. Procedures and systems that ensure that all confidential student data processed, stored, and/or transmitted under the provisions of this Contract shall be maintained in a secure manner that is reasonably designed to prevent the interception, diversion, or other unauthorized access to said data.
- g. The right of access granted shall not include the right to add, delete, or alter data without the written permission of the agency holding the data.
- h. The procedures and systems developed and implemented to process, store, or transmit data provided under this Contract shall ensure that any and all disclosures of confidential student data comply with all provisions of the “Family Educational Rights and Privacy Act” and California law relating to the privacy rights of students, such as but not limited to, the Information Practices Act and the California Public Records Act insofar as such laws are applicable to the parties to this Contract.

11. INDEPENDENT CONTRACTOR STATUS OF LACOE

LACOE is an independent entity and not an agent or representative of the District. LACOE and its staff performing work under this Contract shall not at any time or in any manner represent that LACOE or any of its officers, employees, or agents are employees of the District. LACOE shall have sole responsibility for supervising and assigning work to LACOE employees performing work under this Contract, and for complying with all applicable labor laws. LACOE may, at its own expense, employ consultants or additional support staff as LACOE deems necessary to perform the services required by this agreement. District shall have no authority to assign other duties to LACOE staff or to direct the performance of LACOE staff.

12. INDEPENDENT CONTRACTOR STATUS OF DISTRICT

District is an independent entity and not an agent or representative of LACOE. District and its staff performing work under this Contract shall not at any time or in any manner represent that District or any of its officers, employees, or agents are employees of LACOE. District shall have sole responsibility for supervising and assigning work to District employees performing work under this Contract, and for complying with all applicable labor laws.

### 13. LOCAL TRAININGS

As described in the CSI MOU, CSI staff shall support District in developing staff training that is applicable to each District host school site based on the needs of the school community and awareness around the community schools framework. LACOE staff funded under the CCSPP may be utilized to provide such training.

### 14. CHAMPION TEACHER/RELEASE TIME

Each site participating in the CCSPP shall select a Champion Teacher, who will support the Community School Specialist in various aspects of the CSI. An individual must have the approval of the site Principal to be considered for the position of Champion Teacher. The Champion Teacher duties will include:

- Participation in all Advisory Council meetings, including recruitment, planning and preparation
- Support in developing youth-led activities and programming
- Support in advocating and outreaching on behalf of Community Schools, to all stakeholders
- Leading specialized projects and activities that include leading and supporting Professional Development related to Community Schools.

### 15. EQUIPMENT

Upon LACOE receipt of a signed Contract, an Equipment Stipend will be advanced to the District for the purchase of computer equipment as listed on Exhibit 4. Purchase receipts must be emailed to Gonzalez\_Jose@lacoed.edu immediately after the purchase is executed. The use of the devices shall be limited to CCSPP trainings and engagements. District agrees to exercise due diligence to protect and conserve these devices. The equipment shall be managed by the District and shall adhere to the District's network mobile device management protocols. The District shall be solely responsible for the management, maintenance, and support of these devices. LACOE shall not be held responsible and/or liable for the management, maintenance and support of these devices.

### 16. DISTRICT NOTIFICATION OF CCSPP STAFF ABSENCE

All LACOE staff assigned to this initiative will participate in professional development trainings and meetings. LACOE may also require staff to attend and/or present at trainings, meetings, or other events. LACOE will, in a timely manner, notify the District school site administrator of dates that assigned staff will be absent from the District site to participate in such trainings, meetings, or other events.

17. OUTCOME MEASURING TOOLS

Ongoing assessment and monitoring of the project is essential to determine the impact of its services in reducing risk factors and increasing protective factors for participating children and families. LACOE staff will review information collected from teachers, students, and parents/guardians, as well as LACOE reports to evaluate and track program outcomes. District input shall be sought and provided for purposes of evaluating the local program, including outcomes, and LACOE staff.

18. DISTRICT COOPERATION WITH CCSPP REPORTING

District acknowledges that per the master agreement between LACOE and CDE, LACOE must submit reports and data to meet specific CDE deadlines. When applicable, District shall provide LACOE with information and assistance to allow LACOE to meet those deadlines.

19. COMMUNICATION REGARDING CCSPP

It is expected that participating schools and Districts will support LACOE in communication around the CCSPP programs. District support may be requested, such as by adding links to a school's website, displaying banners associated with the CCSPP, and providing support with the use of established school communication systems. LACOE shall submit any such requests to the school site administrator for review in accordance with District policy.

20. DISPUTE RESOLUTION/ATTORNEY'S FEES

The Parties agree to submit to binding arbitration to address any controversy or claim arising out of, or relating to this Contract. The arbitration award shall be binding upon the Parties and shall be enforceable in any court of competent jurisdiction. Both Parties shall share the cost of the dispute resolution process equally although attorneys and witnesses or specialists and their fees and expenses shall be the direct responsibility of each party who calls them and/or retains their services. Each party shall bear their own attorneys' fees. This Contract shall be governed by the laws of the State of California with venue in Los Angeles County.

21. ENTIRE AGREEMENT

This document states the entire agreement between the Parties with respect to its subject matter and supersedes any previous and contemporaneous or oral representations, statements, negotiations, or agreements.



22. EXECUTION

Each of the persons signing this Contract on behalf of a party or entity other than a natural person represents that he or she has authority to sign on behalf and to bind such party. If governing board ratification is required to bind District, District shall provide evidence of such ratification to LACOE.

23. SEVERABILITY

If any provision of this Contract is held to be illegal, invalid, or unenforceable by a court of competent jurisdiction, or under present or future laws effective during the term of this Contract, such provision shall be fully severable. This Contract shall remain in full force and effect unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this Contract.

24. WAIVER

Waiver by any signatory to this Contract of any breach of any provision of this Contract or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this Contract shall not operate as a waiver of such right. All rights and remedies provided for in this Contract are cumulative.

25. FORCE MAJEURE

In the event that performance on the part of any party hereto shall be delayed or suspended as a result of circumstances beyond the reasonable control and without the fault or negligence of said party, none of the parties shall incur any liability to the other parties as a result of such delay or suspension. Circumstances deemed to be beyond the control of the parties hereunder shall include, but not be limited to, acts of God or of the public enemy, insurrection, acts of the federal government or any unit of state or local government in sovereign capacity, fires, floods, epidemics, pandemics, quarantine restrictions, strikes, freight embargoes or delays in transportation, to the extent that such circumstances are not caused by the party's willful or negligent acts or omissions, and to the extent that they are beyond the party's reasonable control.

26. RECORD RETENTION AND INSPECTION

District agrees that LACOE shall have access to and the right to examine, audit, excerpt, copy or transcribe any pertinent records pertaining to this Contract. All records shall be kept and maintained by District and made available to LACOE during the entire term of this Contract and for a period not less than five (5) years after final payment hereunder by LACOE.

27. NON-DISCRIMINATION AND NON-SEGREGATION

During the performance of this Contract, both parties hereby agrees to comply with all Federal, state and local laws respecting non-discrimination in employment and non-segregation of facilities including, but not limited to requirements set out in 41 CFR 60-1.4, 60-250.4 and 60-741.4, which equal opportunity clauses are hereby incorporated by reference.

28. TOBACCO AND MARIJUANA-FREE SCHOOL AND FACILITIES

When at LACOE-owned or LACOE-leased buildings, both parties hereby agree to comply with the Los Angeles County Board of Education's Policy 3513.3 which states: The County Board recognizes the health hazards associated with smoking and the use of tobacco and/or marijuana products including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. The County Board prohibits the use of tobacco and/or marijuana products at any time in LACOE-owned or leased buildings, on LACOE property and in LACOE vehicles.

29. ALCOHOL AND DRUG-FREE WORKPLACE

Both parties hereby certify under penalty of perjury under the laws of the State of California that District will comply with the requirements of the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et. seq.), and the Los Angeles County Board of Education's Alcohol and Drug-Free Workplace Policy 4020.

30. CERTIFICATION REGARDING DEBARMENT, SUSPENSION OR OTHER INELIGIBILITY (Federal Executive Order 12549)

By executing this contractual instrument, District certifies to the best of its knowledge and belief that it and its principals:

- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal Department or Agency;
- b. Have not, within a three-year period preceding the execution of this contractual instrument, been convicted of, or had a civil judgment rendered against them, for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public transaction (Federal, State or Local) or contract under a public transaction; or violation of Federal or State antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

- c. Are not presently indicted for, or otherwise criminally or civilly charged by any government entity (Federal, State or Local), with commission of any of the offenses enumerated in Section 30.b above, of this certification; and,
- d. Have not, within a three-year period preceding the execution of this contractual instrument, had one or more public transactions (Federal, State or Local) terminated for cause of default.

31. MODIFICATION AND AMENDMENTS

This Contract may be amended or modified at any time by written mutual agreement of the authorized representatives of the signatories to this Contract. LACOE and the District further agree to amend this Contract to the extent amendments are required by an applicable law or policy issued by an appropriate regulatory authority if the amendment does not materially affect the provisions of this Contract. However, if new laws, policies, or regulations applicable to the educational institutions are implemented which materially affect the intent of a provision of this Contract, the authorized representatives of the signatories to this Contract shall meet within a reasonable period of time, e.g. 20 business days from the date of notice of such change of law, policy, or regulations, to confer regarding how and/or if those laws, policies, or regulations will be applied or excepted.

LOS ANGELES COUNTY  
OFFICE OF EDUCATION

AZUSA UNIFIED  
SCHOOL DISTRICT

By \_\_\_\_\_  
Terri Lyttaker  
Controller

By \_\_\_\_\_  
Dayna Mitchell, Ed.D.  
\_\_\_\_\_  
Typed or Printed Name

Date \_\_\_\_\_  
mc 11-30  
Report 1/3/2022

Title Assistant Superintendent, Ed. Srvs.  
Date \_\_\_\_\_

# EXHIBIT 1

C-19591:19:22

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
LOS ANGELES COUNTY OFFICE OF EDUCATION  
AND  
AZUSA UNIFIED SCHOOL DISTRICT  
FOR PARTICIPATION IN COMMUNITY SCHOOLS INITIATIVE**

This Memorandum of Understanding, herein referred to as "MOU", is entered into by and between the Los Angeles County Office of Education ("LACOE") and the Azusa Unified School District ("District"). LACOE and District may be referred to collectively as the "Parties."

## RECITALS

**WHEREAS**, LACOE has entered with an MOU with the Department of Mental Health (DMH) through which LACOE will operate the Community Schools Initiative (CSI), included as Exhibit 1, attached hereto and made a part hereof; and

**WHEREAS**, the purpose of the Community Schools Initiative is to build equity for students by highlighting areas of need and leveraging community resources so that students are healthy, prepared for college, and career and civic ready; and

**WHEREAS**, using public schools as hubs, the CSI shall offer a range of supports and opportunities to children, youth, families, and communities to improve student outcomes, support trauma and resiliency-informed practices, and strengthen community partnerships by building new alliances and networks; and

**WHEREAS**, the purpose of this MOU is for District to participate in the CSI, to provide the CSI's supports and opportunities to the District's community; and

**WHEREAS**, the Parties acknowledge and agree that without District's commitment to the terms and conditions set forth herein, LACOE will not include the District in the CSI.

**NOW, THEREFORE**, in consideration of the terms, conditions and mutual covenants contained herein, the sufficiency of which are hereby acknowledged, the Parties agree as follows:

### 1. Basis of Agreement

This MOU sets forth the District's rights and responsibilities as a participating member of the CSI, including the facilities and services made available by the District in support of the CSI and data sharing necessary for implementation of the CSI. The District and LACOE agree to work collaboratively to ensure the effective implementation of the CSI. The facilities to be utilized by LACOE are indicated on Exhibit 2, attached hereto and made a part hereof. These facilities are to be used only during the pendency of the CSI and solely for those purposes.

## 2. Term of MOU.

Subject to the availability of funds, this MOU is effective from July 1, 2019 and shall remain in effect through June 30, 2022 and may be amended only by mutual written consent of the parties.

- a. If LACOE receives written notice from DMH that DMH will not be renewing its agreement (Exhibit 1) for the next fiscal year, or if the agreement between DMH and LACOE is terminated upon a date prior to the end of a fiscal year, LACOE shall provide written notice to the District of such non-renewal or termination, within fifteen (15) days of LACOE receiving notice of the termination/non-renewal.
- b. District shall notify LACOE in writing at least one hundred and twenty (120) days in advance of the end of the fiscal year if District will not renew the MOU for the next fiscal year.
- c. LACOE shall notify District in writing at least one hundred and twenty (120) days in advance if LACOE will not renew the MOU for the next fiscal year, if the non-renewal is for reasons other than unavailability of funds or other than as set forth in Section 2(a).

## 3. No Cost to Either Party

The services provided by LACOE to District under this MOU shall be without cost to the District. The facilities and services provided by District to LACOE under this MOU shall be without cost to LACOE.

## 4. Facilities

District shall provide the following at the facilities indicated on Exhibit 2:

- a. Custodial Services – District shall provide custodial service at the same level as the District provides to regular office space not occupied by LACOE or CSI staff.
- b. Normal Building Maintenance – District shall be responsible for maintaining the facilities provided under this MOU in a manner generally accepted for office use. District shall immediately correct any and all deficiencies noted by LACOE, or shall provide suitable, acceptable alternative facilities.
- c. Utilities – In addition to customary utilities, District shall provide telephone service and internet access, including Wi-Fi, at the same level as the District provides to regular office space not occupied by LACOE or CSI staff.
- d. Other expenses inherent in the rental of office space.

5. Use of Facilities by Community Based Organizations

LACOE's CSI staff shall be permitted to allow District-approved Community Based Organizations (CBOs) to provide and deliver appropriate services at the District school site, as identified by school needs assessments. District, in its sole discretion, shall determine which CBOs shall be permitted to provide and deliver services to District students. In accordance with Education Code § 45125.1, District shall determine whether a CBO's employees will have more than limited contact with District pupils in the performance of work under the CSI. District shall fingerprint in compliance with Education Code section 45125.1 any CBO employees who are determined to have more than limited contact with District pupils.

6. Indemnification

a. LACOE's Indemnification

LACOE agrees to defend, indemnify, and hold harmless District from and against any and all demands, debts, liens, claims, losses, damages, liability, cost, expenses (including, but not by way of limitation, attorneys fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury or damage (including, but not limited to death) to any person or property to the extent that such injury or damage results from negligent acts by LACOE or LACOE's officers, employees, contractors or agents. LACOE shall have no obligations under this section for any acts of CBOs on District property, and such CBOs shall not be considered officers, employees, contractors or agents of LACOE.

b. District's Indemnification

District agrees to defend, indemnify, and hold harmless LACOE from and against any and all demands, debts, liens, claims, losses, damages, liability, cost, expenses (including, but not by way of limitation, attorneys fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury or damage (including, but not limited to death) to any person or property to the extent that such injury or damage results from negligent acts by District or District's officers, employees, contractors, agents or District-approved CBOs.

7. Insurance

Both LACOE and District shall maintain programs of insurance including general liability, property damage, workers' compensation, and automobile protection in amounts adequate to protect LACOE and District as their interests may appear. Insurance may be by a self-insurance program. District's insurance policy under this section shall name LACOE as additional insured, and LACOE's insurance policy under this section shall name District as additional insured.

#### 8. Data Sharing

District agrees to provide LACOE with personally identifiable information from student education records. For purposes of implementing the CSI, LACOE shall be considered a school official with legitimate educational interests performing an institutional service or function for which the District would otherwise use employees, allowing the District to disclose personally identifiable information from education records of students without the consent required by 34 C.F.R. § 99.30 and Education Code § 49076(a). Data will be shared between District and LACOE via the Educational Passport System (EPS), in addition to other mutually agreed upon methods. An amendment to the EPS is attached as Exhibit 3.

#### 9. Sharing of Student Data by LACOE with Third Parties

LACOE shall provide DMH with de-identified information and shall assign unique identification numbers to participating students to allow program monitoring. LACOE shall only share District-provided student data with other third-party entities if LACOE first determines that such disclosure is permissible under state and federal law, or a specific release form from the educational rights holder is presented via EPS.

#### 10. District to Obtain Parental Consent

District shall obtain written consent from the parent or education rights holder of each student who shall participate in the CSI program. Such consent shall authorize the disclosure of data as provided in this MOU.

#### 11. Confidentiality of Student Data

Other than as otherwise specified in this MOU, the Parties will maintain the confidentiality of any and all student data exchanged by each as a part of this MOU. The confidentiality requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU. To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this MOU, the Parties shall establish a system of safeguards that will at minimum include the following:

- a. Procedures and systems that ensure all student records are kept in secured facilities and access to such records is limited to personnel who are authorized to have access to said data under this section of the MOU.
- b. All designated staff at the educational institutions involved in the handling, transmittal, and/or processing of data as part of this MOU are bound under this MOU to maintain the confidentiality of all student related personally identifiable information.

- c. Assurances that each Party shall comply with the access log requirements of Education Code section 49064.
- d. Procedures and systems shall require the use of secured passwords to access computer databases used to process, store, or transmit data provided under this MOU.
- e. Procedures and systems, such as good practices for assigning passwords, shall be developed and implemented to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit data provided under this MOU.
- f. Procedures and systems that ensure that all confidential student data processed, stored, and/or transmitted under the provisions of this MOU shall be maintained in a secure manner that is reasonably designed to prevent the interception, diversion, or other unauthorized access to said data.
- g. The right of access granted shall not include the right to add, delete, or alter data without the written permission of the agency holding the data.
- h. The procedures and systems developed and implemented to process, store, or transmit data provided under this MOU shall ensure that any and all disclosures of confidential student data comply with all provisions of the "Family Educational Rights and Privacy Act" and California law relating to the privacy rights of students, such as but not limited to, the Information Practices Act and the California Public Records Act insofar as such laws are applicable to the parties to this MOU.

#### 12. Independent Contractor Status of LACOE

LACOE is an independent entity and not an agent or representative of the District. LACOE and its staff performing work under this MOU shall not at any time or in any manner represent that LACOE or any of its officers, employees, or agents are employees of the District. LACOE shall have sole responsibility for supervising and assigning work to LACOE employees performing work under this MOU, and for complying with all applicable labor laws. LACOE may, at its own expense, employ consultants or additional support staff as LACOE deems necessary to perform the services required by this agreement.

#### 13. Independent Contractor Status of District

District is an independent entity and not an agent or representative of LACOE. District and its staff performing work under this MOU shall not at any time or in any manner represent that District or any of its officers, employees, or agents are employees of LACOE. District shall have sole responsibility for supervising and assigning work to District employees performing work under this MOU, and for complying with all applicable labor laws.



#### 14. District Assistance in Hiring Local CSI Staff

LACOE and the District agree that CSI staff must have a unique understanding and knowledge of each participating District's local community. As such, District feedback shall be sought and provided in the evaluation of each CSI candidate's local knowledge, but all CSI staff shall be employees of LACOE, LACOE shall be solely responsible for determining whether to hire a specific candidate, and District shall not be considered a joint employer of CSI staff. Prior to LACOE hiring, District shall inform LACOE of non-private information regarding any previous or existing employment relationship between a candidate and District.

#### 15. Role of CSI Staff in Developing and Implementing District CSI Model

CSI staff assigned to support the CSI shall support the District's development and implementation of the CSI model. CSI staff shall be supervised by LACOE's Director of Community Schools, and the primary duty of CSI staff is to perform CSI-related work. District shall have no authority to assign other duties to CSI staff or to direct the performance of CSI staff.

#### 16. Local Trainings

As described in LACOE's master agreement with DMH, CSI staff shall support District in developing staff training that is applicable to each District host school site based on the needs of the school community and awareness around the community schools framework.

#### 17. Local Services

A variety of services may be delivered at the community school site, which shall be identified through a needs-based assessment and subject to approval by the District Superintendent or designee. Examples of services that may be provided include, but are not limited to:

- Transcendental Meditation
- Crisis Prevention
- Family Therapy
- Family Counseling
- Family Engagement
- Arts Education
- Mental Health

#### 18. District Notification of CSI Staff Absence

All LACOE staff assigned to this initiative will participate in professional development trainings and meetings. LACOE may also require CSI staff to attend and/or present at trainings, meetings, or other events. LACOE will, in a timely manner, notify the District school site administrator of dates that CSI staff will be absent from the District site to participate in such trainings, meetings, or other events.

### 19. Outcome Measuring Tools

Ongoing assessment and monitoring of the CSI project is essential to determine the impact of its services in reducing risk factors and increasing protective factors for participating children and families. CSI staff will review information collected from teachers, students, and parents/guardians, as well as LACOE reports to evaluate and track program outcomes. District input shall be sought and provided for purposes of evaluating the local CSI program, including outcomes, and CSI staff.

### 20. District Cooperation with CSI Reporting

District acknowledges that per the master agreement between LACOE and DMH, LACOE must submit reports and data to meet specific DMH deadlines. When applicable, District shall provide LACOE with information and assistance to allow LACOE to meet those deadlines.

### 21. Communication Regarding CSI

It is expected that participating schools and Districts will support LACOE in communication around the CSI. District support may be requested, such as by adding links to a school's website, displaying banners associated with the CSI, and providing support with the use of established school communication systems. LACOE shall submit any such requests to the school site administrator for review in accordance with District policy.

### 22. School Climate Survey

To measure school climate change, LACOE will utilize a Climate Survey that allows the District to document, track, and advance District quality and sustainability improvement goals, and assess trauma responsiveness. Any surveys administered will comply with all legal obligations under state and federal law. The survey will be administered at both the beginning and end of the school year to educators, students, and parents.

### 23. Community School Advisory Boards

Each community school site will create a Community School Advisory Board that will meet at least bi-monthly. The Advisory Board will support the work and the integration of the community school practices. The Advisory Board will collaborate, by being actively involved in the work and vision of the school community. Membership will include but not be limited to the following: host school site administrator (or designee), CSI staff, parents, school staff and students, as well as members of the local community. The Advisory Board will work to contribute to the Initiative, in supporting and ensuring program messaging, program integration and program success, while advising on the needs of the school community. Ongoing program data and outcomes will be provided to the Advisory Board on a regular basis to help the Advisory Board assess community school needs and review program implementation. LACOE's Community Schools Program, with the support of the school site administration, shall identify Community School Advisory Board Members.

#### 24. Dispute Resolution/Attorneys' Fees

The Parties agree to submit to binding arbitration to address any controversy or claim rising out of, or relating to this MOU. The arbitration award shall be binding upon the Parties and shall be enforceable in any court of competent jurisdiction. Both Parties shall share the cost of the dispute resolution process equally although attorneys and witnesses or specialists and their fees and expenses shall be the direct responsibility of each party who calls them and/or retains their services. Each party shall bear their own attorneys' fees. This MOU shall be governed by the laws of the State of California with venue in Los Angeles County.

#### 25. Entire Agreement

This document states the entire agreement between the Parties with respect to its subject matter and supersedes any previous and contemporaneous or oral representations, statements, negotiations, or agreements.

#### 26. Execution

Each of the persons signing this MOU on behalf of a party or entity other than a natural person represents that he or she has authority to sign on behalf and to bind such party. If governing board ratification is required to bind District, District shall provide evidence of such ratification to LACOE.

#### 27. Severability

If any provision of this MOU is held to be illegal, invalid, or unenforceable by a court of competent jurisdiction, or under present or future laws effective during the term of this MOU, such provision shall be fully severable. This MOU shall remain in full force and effect unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this MOU.

#### 28. Waiver

Waiver by any signatory to this MOU of any breach of any provision of this MOU or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this MOU shall not operate as a waiver of such right. All rights and remedies provided for in this MOU are cumulative.

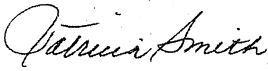
#### 29. Modification and Amendments

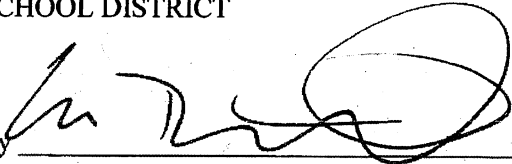
This MOU may be amended or modified at any time by written mutual agreement of the authorized representatives of the signatories to this MOU. LACOE and the District further agree to amend this MOU to the extent amendments are required by an applicable law or policy issued by an appropriate regulatory authority if the amendment does not materially affect the provisions of this MOU. However, if new laws, policies, or regulations applicable to the educational

institutions are implemented which materially affect the intent of a provision of this MOU, the authorized representatives of the signatories to this MOU shall meet within a reasonable period of time, e.g. 20 business days from the date of notice of such change of law, policy, or regulations, to confer regarding how and/or if those laws, policies, or regulations will be applied or excepted.

LOS ANGELES COUNTY  
OFFICE OF EDUCATION

AZUSA UNIFIED  
SCHOOL DISTRICT

By   
Patricia Smith  
Chief Financial Officer

By 

ab  
AB

Marc Bommarito  
Typed or Printed Name

Title Assistant Superintendent

Date Oct 15, 2019  
ab Revised 8/12  
Report - 5/6/19

Date 10/2/2019

# CONTRACTOR'S COPY

## MEMORANDUM OF AGREEMENT BETWEEN THE LOS ANGELES DEPARTMENT OF MENTAL HEALTH AND THE LOS ANGELES COUNTY OFFICE OF EDUCATION FOR COMMUNITY SCHOOLS INITIATIVE SERVICES

### I. OVERVIEW

On January 15, 2019 the Los Angeles County Board of Supervisors (Board) approved Motion No. 19-2422 instructing the Department of Mental Health (DMH) to provide funding to the Los Angeles Unified School District (LAUSD) to enhance mental health and wellbeing services among students, families, and staff. The Board approved a subsequent amendment to this motion instructing the Director of DMH, in partnership with the Los Angeles County Office of Education (LACOE), the Los Angeles County Chief Executive Office (CEO), and the Auditor-Controller (A-C), to develop a countywide plan for providing school based mental health services, including but not limited to, prevention services, education, support, and outreach.

DMH, in partnership with LACOE, CEO, and the A-C, will enhance school mental health services countywide by providing supportive services, training, and coordination at selected school sites. The proposed framework focuses on three key initiatives, including:

1. Develop trauma-informed schools
2. Implement the Community Schools Initiative (CSI) approach focused on developing community partnerships that reinforce mental health supports
3. DMH School Based Services Coordination Teams to develop and improve the infrastructure of school mental health services

These initiatives will ensure optimal coordination of services and leveraging of available resources.

### II. OBJECTIVE

DMH proposes the following framework, incorporating the development of trauma-informed schools and the implementation of Community Schools as a way to enhance mental health and wellbeing:

#### A. *Developing Trauma-Informed Schools*

Educating school staff and administrators on the impact of trauma and how to apply a trauma-informed lens in schools is essential to providing comprehensive school-based services. The goal of these trainings is to facilitate a discussion to help staff understand the impact of trauma on students and learn strategies to support mental wellbeing and resilience.

## B. *Implementing Community Schools*

The Community Schools (CS) Model is an evidence-based school improvement framework that recognizes the role of family and community as key stakeholders who can collaborate with educators to address external factors influencing student achievement, such as family circumstances, traumatic events (including adverse childhood experiences), poverty, and health concerns, while incorporating cultural differences, and student engagement. Additionally, Community Schools represent a site-based strategy of schools partnering with community agencies and allocating resources on campus to provide an accessible and integrated focus on academics, health and social services, youth and community development, and community engagement and development. The four pillars that appear in most Community Schools are:

1. Integrated student supports: address out-of-school barriers to learning through partnerships with social and health service agencies and providers.
2. Expanded learning time and opportunities: are thoughtfully selected additional enrichment supports and partnerships during and beyond the school day for students and their families; they are associated with positive academic and non-academic outcomes, including improvements in student attendance, behavior, and academic enrichment.
3. Family and community engagement: brings parents and other community members into the school as partners with shared decision-making power in their children's education.
4. Collaborative leadership and practice: build a culture of professional learning, collective trust, and shared responsibility.

Family involvement in children's learning, both at home and school, promotes strong student performance outcomes. The goal of Community Schools, as the centers of the community, is to engage and strengthen families and communities so that they can contribute more effectively to student learning and development (Community Schools: Engaging Parents and Families). The hope is that through deep engagement and collaboration, students, families, communities and schools become partners with mutually agreed upon strategies to help create a more nurturing, safe, and respectful school climate.

To promote family and community engagement and collaborative practices, LACOE CS staff plan to conduct ongoing needs assessments with students, families, and community members to identify services needed. In addition, CS will provide leadership, integrated health, social supports and opportunities for families to build their capacity to support themselves and their children. Effective engagement will increase family and community participation in school activities and decision making which in turn will build parent leadership in the school community.

Overall, trauma-informed schools and community schools are dedicated to building school capacity to increase protective factors and reduce risk factors for

children, youth, and families in jeopardy of developing serious emotional mental disturbances.

### **III. LACOE BACKGROUND**

LACOE is a state-funded public agency that promotes academic excellence and financial stability in the county's 80 K-12 public school districts. There are reportedly 1.5 million K-12 students enrolled in LACOE's school districts; approximately 84% are students of color, 4.7% are homeless, 1.3% are foster youth, and 67% receive free/reduced priced meals.

LACOE is uniquely situated to participate in the Community Schools Initiative as it oversees all other school districts in LA County that are outside of Los Angeles Unified School District. By partnering with LACOE, DMH can leverage LACOE's partnerships with all 80 public school districts to provide preventative mental health services countywide.

### **IV. SERVICES TO BE PROVIDED**

LACOE, in collaboration with DMH, intends to provide comprehensive, culturally sensitive, strengths-based services to increase protective factors and promote social-emotional wellbeing. Services will be tailored to meet the needs of each school district's Community School. Interventions will target the universal and selective prevention tiers. The CS project will focus on three priority improvement areas including:

1. Developing trauma-informed schools;
2. Developing community partnerships; and
3. Supporting strong student performance outcomes

The overall goal of CS is to improve the academic, emotional, and physical wellbeing of participating students to improve their educational outcomes. CS services will include school-based services for students and their families by providing:

1. Access to school-based mental health, including workshops on wellbeing
2. Access to concrete supports, education, counseling and referrals to appropriate services when needs are identified
3. Expanded peer-led wellness activities for the school community
4. Increased enrichment opportunities for families, such as parent education regarding teen mental health and health related topics
5. Increased school and community engagement and collaboration
6. Expanded learning times and engagement/participation

LACOE will partner with Margaret's Place to provide on-site mental health prevention services for the Community Schools sites that do not have a current DMH mental health provider on site. Margaret's Place utilizes the Youth Empowered to Speak (YES) curriculum which educates middle and high school aged youth about issues

related to violence and empower them to seek alternatives to violence. The topics are intended to educate, elicit personal responses and support students in engaging in reflection. Topics include:

- Understanding violence
- Impact of trauma
- Coping skills and safety strategies
- How to help a friend and be a responsible bystander
- Empowerment

## V. TARGET POPULATION

The target population to be served in the CS Initiative includes children, youth and families residing in school districts overseen by LACOE. A CS hub will be located at one identified school site per school district. LACOE has identified 15 school districts to implement the CS Project (refer to **Addendum A**).

LACOE will target at least one school in each of the five (5) Supervisorial Districts utilizing the analysis of data included in *Measure of America's Portrait of LA County and LACDPH's Education and Health in LA County Report*. This data includes the education index, underrepresented students, high school graduation rates, graduates with A-G<sup>1</sup> requirements, suspension rates, chronic absenteeism, and violent crimes. Santa Monica-Malibu Unified was selected based on a comparison with other school districts within its respective supervisorial district. Factors compared include attendance, chronic absenteeism, homelessness, poverty rates, and mental health needs.

The intended outcome is for selected schools to become a "hub in its neighborhood, uniting educators, community partners, and families to provide all students with top-quality academics, enrichment, health and social services, and opportunities to learn and thrive" (Coalition for Community Schools).

## VI. TRAININGS

Educating school staff and administrators on the impact of trauma and how to apply a trauma-informed lens in schools is essential to providing comprehensive school-based services. To achieve this goal, DMH has partnered with the UCLA Center of Excellence to develop a trauma-based curriculum to provide trauma- and resilience-informed trainings. Trauma-informed trainings will be available to educators, parents, and community partners to support an understanding of children's behaviors utilizing a trauma-informed lens. The training plan includes on-line trainings for educators and school mental health professional and paraprofessional staff to support implementation of the CSI model. The plan integrates trauma-informed parent

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<sup>1</sup> To be eligible to enter a four-year public college, students must meet a series of course requirements called A through G.



engagement, early childhood supports, tiered prevention curriculum, and cross services training.

In addition, Transcendental Meditation (TM) Trainings through the David Lynch Foundation will be provided at selected school sites to teachers and other appropriate school staff (e.g. school counselors). School staff will be trained on how to set up opportunities in the school day for meditation sessions and to prepare them on potential issues that may arise when students begin TM. After the training, consultation services will be available to the trained staff. A certain number of students and parents/caregivers will also be trained.

LACOE will assess the training needs of each community school and evaluate for additional workforce development trainings needed to ensure that school communities are trauma-informed. LACOE shall, as part of their continued community developments, leverage their resources to continue to train staff in trauma- and resilience- informed practices. Educational engagement will also be delivered to parents/caregivers and others within the school community to cultivate a deeper understanding of trauma and the factors that shape young children's social emotional development.

## **VII. OUTCOME MEASURES**

The intention of Community Schools is to reduce risk factors and increase protective factors, which aligns with the MHSA Regulations. Community Schools will offer a range of supports and opportunities to achieve improvement from a baseline in the following five goals:

1. Students attending school consistently
2. Students succeeding academically
3. Students engaging in learning and participating in their communities
4. Families engaging with their children's education
5. Healthy students - physically, socially, and emotionally

### Deliverables

The Community Schools Program Specialist (CSPS), Educational Community Worker (ECW), and Coordinator I under the Director of Community Schools Development, will assist in the implementation of the Community Schools Initiative in school districts overseen by LACOE. A dedicated CSPS and ECW will be assigned to each of the identified school districts.

These school-based positions will liaise with multiple Los Angeles County offices and agencies to assist the school community in understanding the Community Schools' framework, navigate the process of developing a Community School, identify resources, and foster partnerships with county agencies and community-based organizations. The CSPS and ECW will engage in a professional learning community that will share, learn, and support one another.

### Outcome Measure Tools

Ongoing assessment and monitoring of the Community Schools project is essential to determine the impact of its services in reducing risk factors and increasing protective factors with participating children and families. Community Schools' staff will review the outcome measures collected from teachers, students, and parent/caregivers, as well as LACOE reports to evaluate and track the program outcomes. A battery of assessment and screening tools will be determined in collaboration with DMH and UCLA Center of Excellence (COE).

DMH and LACOE will collaborate on identifying data elements and developing data collection methods to evaluate wellbeing and educational outcomes that are consistent with MHSA regulations, demonstrating an increase in protective factors and decrease in risk factors for program participants.

### School Climate Survey

To measure climate change, LACOE CS will utilize an approved Climate Survey that allows the school district to document, track, and advance their quality and sustainability improvement goals, and assess trauma responsiveness. The survey will be completed at the beginning of the school year and at the end of the school year by educators, students, and parents and submitted to DMH at the end of each fiscal year, no later than July 15<sup>th</sup>. A survey assessing school climate through observation will be completed by the Community Schools Program Specialist (CSPS) or Educational Community Worker (ECW).

## **VIII. DATA COLLECTION**

LACOE will cooperate with DMH in the regularly scheduled monitoring of the Community Schools, including the review of the agency and program records, site visits, telephonic conferences, correspondences, and attendance at any meetings where LACOE adherence to the performance-based criteria will be assessed or evaluated as part of LACOE's performance of this Memorandum of Agreement (MOA). LACOE will partner with UCLA COE to develop a process for systematically collecting required service delivery evaluation data. LACOE/CSI staff will administer surveys to evaluate the CSI program and/or prepare linked student and school data to transmit to UCLA COE. UCLA will support the program evaluation design, survey collection platform, data analysis and evaluation reports on the CSI initiative as partners to LACOE. LACOE and each participating LACOE school district will develop a Data Use Agreement (DUA) with UCLA which will enable sharing of unidentified student level data including academic, attendance, climate, social emotional and well-being metrics outlined in this MOA that can be linked to analyze the impact of CSI services. LACOE will provide UCLA COE with the necessary fields to link across data sets or will link the data prior to delivery. Data will be provided to UCLA twice annually so that UCLA can work with LACOE to produce a semi-annual report during the 3-months following receipt of the data. This report will be transmitted to DMH to complete the reporting requirements of this funding.

UCLA COE will conduct qualitative interviews and/or focus groups with school personnel, parents and students as part of the qualitative evaluation of the CSI, analyze these data and develop reports for LACOE and DMH. Data will be analyzed by LACOE and UCLA COE no less than every six (6) months to complete the required semi-annual and annual reporting requirements of this funding. LACOE will prepare and submit an annual summative report to DMH; DMH will provide LACOE with the template.

**Development of Data Tracking Processes**

LACOE will collaborate with the UCLA COE to develop a process for systematically collecting required data elements. LACOE will share data with DMH to monitor and evaluate the required data elements, as well as evaluate the quality and performance indicators and outcomes at the program level. Should there be a change in federal, State, and/or County policies/regulations, DMH at its sole discretion, may amend these performance-based criteria via an amendment to this MOA.

**Socio-Demographic Data**

LACOE will gather and report client socio-demographic information in accordance with the reporting guidelines identified in the MHSA Regulations. LACOE will share socio-demographic information with UCLA COE as needed for data analysis and reporting. Data will be reported to DMH as outlined in the regulations.

**Data Report and Schedule**

Data will be gathered and reflected in the required semi-annual and annual reports submitted to DMH:

<b>Data Required</b>	<b>Report Form</b>	<b>Submission Dates</b>
Numbers Served: Students/Parents/Families Staff	Non-Identified Raw Data & Aggregate Summary	Semi-Annually January 15 & July 15
Numbers Linked to: Concrete supports Community resources	Non-Identified Raw Data & Aggregate Summary	Semi-Annually January 15 & July 15
Demographic Data	Non-Identified Raw Data & Aggregate Summary	Semi-Annually January 15 & July 15
Outcome Measures Data	Non-Identified Raw Data & Aggregate Summary	Semi-Annually January 15 & July 15

**Data Sharing**

Data will be collected with individual identifiers by LACOE. LACOE will link data elements and shared de-identified linked data (such as individual student universal screening outcomes, academic outcomes and service participation) with UCLA COE and DMH. Linking student level service participation and outcome data will be central to the evaluation. LACOE will share non-identified raw and aggregate data with DMH and UCLA COE. LACOE will provide data requested under section Performance-Based Criteria.

**IX. PERFORMANCED BASED CRITERIA**

The Community School model will allow the selected school districts to have hubs for community school programming that will improve the academic, emotional, and physical wellbeing of participating students so they improve their educational outcomes. The Community Schools Initiative will be measured by all of the following performance-based criteria:

<b>PERFORMANCE BASED CRITERIA</b>	<b>METHODS OF DATA COLLECTION</b>	<b>PERFORMANCE TARGETS</b>
Professional Development	Training Evaluation Surveys	Program and school staff will report increased knowledge about trauma-informed practices
Community Collaborative Development	LACOE Reports Collaborative meeting Sign-in sheets	Increase number of MOUs with community partners
Decrease Absenteeism	LACOE Reports School Site Attendance Reports California Longitudinal Pupil Achievement Data System (CALPADS)	Show a decrease in absenteeism at the school site and students who participate in CS services
Increase social connectedness	Number of events Sign-in sheets Evaluation Surveys Climate Surveys LACOE reports	Parents/Caregivers and community partners will report increased knowledge about trauma-informed care; Increased involvement in the school site council, advisory committee, and community forums
Referral and Linkage	LACOE Reports Educational Passport System (EPS) Report by Service Type	Successful linkages of students and families to concrete supports and community resources (e.g. mental health, health, housing, legal) in the community

<b>PERFORMANCE BASED CRITERIA</b>	<b>METHODS OF DATA COLLECTION</b>	<b>PERFORMANCE TARGETS</b>
Reduce suspensions and expulsions	LACOE Reports State Reports CALPADS EPS	Show a reduction in suspensions and expulsions at the school site and students who participate in CS services
Increase graduation rates	LACOE Reports State Reports EPS	Show an increase in graduation rates at the school site and students who participate in CS services
Expanded learning times and opportunities	LACOE Reports	Show an increase in enrichment and educational support programming

Further evaluation of the impact of the Community School model implementation includes the identification of a comparison school within the same school district. LACOE will collect and transmit to UCLA COE the following data elements from the comparison schools to evaluate the impact of Community Schools on these universal data points. UCLA can provide consultation on selection of comparison schools within each school district.

<b>COMPARISON SCHOOL DATA ELEMENTS</b>		
<b>CATEGORY</b>	<b>DESCRIPTION</b>	<b>METHODS OF DATA COLLECTION</b>
Absenteeism	The average number of days students in each grade level miss in a school year	LACOE Reports School Site Attendance Reports California Longitudinal Pupil Achievement Data System (CALPADS)
Suspensions and expulsions	The total number of suspensions in expulsions in a school year	LACOE Reports State Reports CALPADS EPS
Graduation rates	The total number of students who graduated in the school year	LACOE Reports State Reports EPS

## **X. BUDGET**

The total amount of funding committed for CSI implementation at LACOE pilot sites is \$16,264,886. This funding will be allocated over three (3) fiscal years beginning FY 2019-20. The budget is outlined in **Addendum B – LACOE budget**.

A. Staffing

LACOE will hire or contract for staff at their own discretion to meet the needs of the CSI, including a unit to oversee the administration of services and meet the responsibilities of LACOE as outlined in this MOA. LACOE will seek input from each school district during the hiring process to identify candidates that have knowledge of the districts and communities to be served. The unit will be comprised of the staff items listed below:

1. LACOE Community Schools Director of Development

The Community Schools Director of Development, under the Chief Academic Officer, will be a driving force for the CSI in Los Angeles County. The Director will work strategically with Los Angeles County departments, local city services, community-based organizations, businesses and LACOE staff, as appropriate, to build partnerships and a network of high-quality resources. The Director will provide guidance and technical assistance to school districts, LACOE stakeholders, and as appropriate, to external stakeholders – county and city departments, community-based organizations and businesses.

*Duties:*

- a. Provide outreach to school districts to engage school personnel and increase awareness of Community Schools as an evidence-based school improvement framework.
- b. Organize ongoing professional development for schools, county agencies, community partners, businesses, LACOE staff, and institutes of higher education to support the Community Schools Initiative.
- c. Utilize a Community School framework from a strengths-based, solution-focused perspective.
- d. Establish a community of practice for Community School Leaders.
- e. Use resource-mapping methodology annually to identify assets and resources that can be used to build Community Schools.
- f. Develop a resource network of high-quality programs and services available to schools. Resources can include but are not limited to expanded learning opportunities, health services, mental health services, parent/family engagement, and direct material assistance.
- g. Serve as a liaison for agencies and programs interested in partnering with school districts.
- h. Provide a forum for stakeholders to build capacity and sustain the Community Schools.
- i. Monitor progress of schools in the development and expansion of Community Schools.
- j. Review progress and use data to report on outcomes of the Community School Initiative in Los Angeles County.

- k. Develop a systematic referral process for Community Schools' programming, such as linkage to mental health services and concrete supports.

## 2. Coordinator I – Community Schools Development

The Coordinator I, Community Schools Development, shall provide administrative support to the Los Angeles County Office of Education's Community Schools Initiative. Position will assist with the oversight and monitoring of initiative by providing direction with the implementation of the community school strategy at participating school districts. This will include providing and developing professional development focused on building a comprehensive community school model.

### *Duties:*

- a. Will monitor and support the development of professional development sessions over the community schools initiative.
- b. Will also provide individualized support to each schools professional development plans related to social emotional learning.
- c. Will facilitate the creation and coordination of Community School Advisory Boards.
- d. Will provide support and assistance with Coordination of Services Teams that meet regularly to monitor delivery of services.
- e. Will provide coaching to Program Specialist and Educational Community Workers in their support to improving their practice.
- f. Support with the data requirements and evaluation practices of the initiative.

## 3. Coordinator I – Psychiatric Social Worker

Promotes early identification of students with behavioral, social, and/or emotional problems and provides opportunities for ameliorative intervention; and recommends procedures for dealing with those effects on a student's learning and behavior under the supervision of Director of Educational Programs.

### *Duties:*

- a. Conducts staff development to address barriers to learning and restore and maintain a safe and healthy learning environment for students, staff, and parents, including: Impact of Trauma and Learning, Mental Health First Aid, Crisis Intervention, Threat Assessment and Management, and Suicide Prevention Services.
- b. Collaborates with teachers and school staff providing mental health consultation to develop strategies for classroom management, designing and monitoring behavioral contracts, and positive behavior support planning and implementation.

- c. Provides community referrals, linkages, and collaborations with District and community resources to address student and family needs.
- d. Plans, coordinates, and participates in multidisciplinary teams, including: Coordination of Services Team (COST), Student Success Teams (SST), Resource Coordinating Council, School Wide Positive Behavior Support (SWPBS), and other activities.
- e. Participates in school, central and decentralized District Crisis Teams and Threat Assessment Teams.
- f. Provides student and parent psycho-education on topics that include mental health, trauma awareness, social skills, conflict mediation, grief, drug prevention, and other social emotional issues that impact learning.
- g. Promotes parent engagement in the educational process.
- h. Provides direct supervision and instruction to University Interns in Social Work programs that are assigned to support school programs.

#### 4. Community Schools Program Specialist (CSPS)

The Community Schools Program Specialist is a dedicated staff member responsible for coordinating and supporting programs that address the learning barriers for students. In partnership with the site administrator, the CSPS will develop a system of support for students, families, and community members. Additionally, the CSPS is responsible for implementing administrative systems, procedures, and policies; monitoring administrative projects; and maintaining program fidelity.

##### *Duties:*

- a. Conduct a needs assessment and identify community school district priorities by working with school administrators, teachers, partner agencies, parents and students to identify barriers to learning, available resources, and gaps in services.
- b. Identify, engage, and recruit partners to offer programs and services to students and families based on the community's needs assessment. Develop administrative agreements/MOUs with partners to provide services.
- c. Develop the continuum of services for the students, families and community members within the school neighborhood.
- d. Create a referral system to assist with linkage and assist directly with information sharing and referral services to maintain an effective referral process to community resources.
- e. Develop, maintain, and publicize a schedule of programs and activities offered at the school.
- f. Create, strengthen and maintain the bridge between the school and the community by creating regular and ongoing, minimum of bi-monthly, opportunities for shared leadership and trust; this can be done through the stakeholder group / Community School Advisory Board.
- g. Facilitate and provide leadership through collaboration in order to resolve related issues to service delivery, access and coordination.



- h. Assess for improvement and shared accountability between partnerships.
- i. Advocate for students, families and community members within the school neighborhood.
- j. Facilitate an awareness of needs and trends within the community
- k. Coordinate all services and trainings to support the CSI plan that take place during and beyond the school day. Services can include, but are not limited to, expanded learning opportunities, health services, mental health services, parent/family engagement and concrete supports.
- l. Serve as the liaison between the expanded learning staff, teachers, and community partners.
- m. Administer/collect/review outcomes/progress through observation and identified data collection tools and assist in the preparation of outcome reports.

5. Educational Community Worker (ECW)

Meaningful family and community engagement is associated with positive student outcomes and increased trust between students, parents, and staff. The ECW will support the enhancement of family and community engagement within the Community School.

*Duties:*

- a. Assist the CSPS in the creation and implementation of CSI plan for their assigned school district.
- b. Assist in the community needs assessment to prioritize services, identify gaps in services, and build on existing supports.
- c. Assist with the coordination of all services and trainings to support the CSI plan that take place during and beyond the school day. Services can include but are not limited to expanded learning opportunities, health services, mental health services, parent/family engagement, and concrete supports.
- d. Establish and facilitate a regularly scheduled (a minimum of bi-monthly) parent group which will include parent trainings to educate parents on topics related to student success and trauma-informed responsiveness.
- e. Create, strengthen and maintain the bridge between the school and the community by creating regular and ongoing, minimum of bi-monthly, opportunities for shared leadership and trust; this can be done through the stakeholder group / Community School Advisory Board.
- f. Assist with referrals to community resources and follow up on linkages provided to students and families, including those for concrete supports.
- g. Identify, collaborate and build relationships with community-based organizations that can support and provide services to the school site. Serve as a liaison for agencies, parents/caregivers and programs interested in partnering with the school district.

- h. Administer/collect/review outcomes/progress through observation and identified data collection tools and assist in the preparation of outcome reports.
- i. Communicate with caregivers/parents to ensure the family's needs are being met and services are being maximized to the extent possible. Communication should occur on a routine basis.
- j. Work with CSPA and school site administration to ensure that the voice and choice of the family is being heard.

6. Research and Evaluation Coordinator (REC)

Under administrative direction, the REC provides technical support and advisement to LACOE divisions and school districts throughout Los Angeles County in the areas of research design, data collection analysis and reporting activities.

*Duties:*

- a. Collaborate with participating school district staff in the design of research collection methods, analysis, interpretation, and reporting of data.
- b. Collaborate with Director of Development to construct a report and provide data informed feedback and program recommendations to school districts.
- c. Conduct research to support data, recommendations, inquiries, training requests, and other matters as necessary.
- d. Collaborate with the Director of Development and CSPA in developing a method of assessing the need for technical assistance (TA), an implementation plan for the TA, and providing the TA within subject matter expertise.
- e. Develop reports, tracking systems, solution-focused plans, and written communications utilizing various software applications to ensure that all projects are delivered within an appropriate timeframe.
- f. Collaborate with CSPA to collect data from the various CS groups, develop a method of discriminating relevant data, tracking, developing solution-focused plans to address identified issues within an appropriate time frame, and ensuring that the goals are met.
- g. Develop and maintain networks with community-based organizations, providers, and other CS members. Ensure that all communication, verbal and written, are delivered in a culturally humble manner.
- h. Develop and deliver formal presentations to CS, stakeholders, and Countywide. In collaboration with the Director and CSPA, develop policies and procedures to guide the resolution of issues or conflict in the CS and ensure that CS stakeholder input is received and incorporated.

## **XI. FUNDING & PAYMENT PROVISIONS**

- A. DMH will establish an annual funding amount to provide MHSA funding for the LACOE CSI project as indicated in **Addendum B – LACOE budget**. Up to 10% of the Project Budget may be reallocated within services. LACOE must notify the DMH Project Manager in writing via signed memo on letterhead at least 10 days in advance if 10% of the Project Budget is reallocated within services. Signed notification can be transmitted to the DMH Program Manager electronically via email and must be accompanied by the proposed revised budget reflecting the reallocated budget amounts.
- B. Funding in the second and third year of this agreement is contingent upon (a) changes in the availability of funds; (b) an acceptable level of performance as evidenced by DMH monitoring of Performance Based Criteria listed in section IX of this MOA; (c) receipt of semi-annual and annual outcome and demographic data collection progress; (d) receipt of quarterly financial reports, including numbers served and socio-demographic data; and (e) receipt of annual report (please refer to section XII Term of MOA).
- C. The budget and MOA may be adjusted in the second or third year of the agreement according to any change in availability of funding allocation and the performance of LACOE. Please refer to section XII Term of MOA and section IX Performance Based Criteria for more information.
- D. DMH shall reimburse LACOE the costs for services provided to LACOE CSI Project participants under this MOA from funds DMH has allocated for services to LACOE CSI Project based on funding availability.
- E. Reimbursement claims must be submitted using Addendum C, Invoice, each quarter on the following dates: **October 15, January 15, April 15 and July 15**.
- F. Reimbursement to LACOE will be based on review and approval of invoices. Reimbursement to LACOE will be provided on a quarterly basis from July through May, within 30 days of the approved invoice. Reimbursement to LACOE for services provided in June will be billed in accordance with the Auditor-Controller Fiscal Year Closing Instruction deadline, and paid within 30 days of the approved invoice. Invoices submitted to DMH from LACOE must reflect or be accompanied by documentation that provides the following information:
1. Actual number of students/families/staff served under the universal and selective levels of Prevention.
  2. Itemized indirect costs.
  3. Payroll data to determine staff salaries and employee benefits and expenditures data to validate services and supplies relating to program services and supports expenses, i.e. workshops, mentoring, O&E activities, individual and group activities, personal development skills training, facility and equipment rentals, materials, etc.
- G. Submission of outcome measures that adhere to MHSA regulation requirements. In the event the MOA needs to be revised, DMH and LACOE

shall prepare and submit the revised MOA to LACOE. The revised MOA shall be signed and returned to DMH within thirty-five (35) working days. Any unresolved issues relating to the revised MOA shall be elevated to the level of LACOE and DMH executive management level for resolution.

- H. In the event of State, and/or County audit exceptions that result in fiscal sanction or claim disallowance that arise out of this MOA LACOE and its contractors/ subcontractors shall be liable for any sanctions or disallowed costs.
- I. Increases or decreases in workload that result in any increase/decrease in funding may be made upon mutual agreement of the parties and memorialized through a formal amendment as provided in section XII (D), below.
- J. Invoices for services rendered under this MOA shall be electronically submitted to the County's Project Manager:  

Darlesh K. Horn, Administrative Services Manager III  
[dhorn@dmh.lacounty.gov](mailto:dhorn@dmh.lacounty.gov)
- K. All invoices submitted by the Contractor for payment must have the written approval of the County's Project Manager prior to any payment thereof. In no event shall the County be liable or responsible for any payment prior to such written approval. Approval for payment will not be unreasonably withheld

## **XII. TERM OF MOA**

- A. Subject to the availability of funds, the term of this MOA shall commence upon execution by both parties, through the end of the Fiscal Year (FY) on June 30, 2022, unless sooner terminated or extended, in whole or in part, as provided in this MOA.
- B. DMH shall notify LACOE in writing of the funding available for the second and third years, by April 1<sup>st</sup> of the preceding FY.
- C. Renewal of the MOA and continuation of the LACOE CSI Project beyond the agreed upon term will be subject to each Party signing a renewal MOA in whole or in part at least fifteen (15) days before the end of the FY 2021-22.
- D. Either Party may request changes to this MOA. Any changes, modifications, revisions or amendments to this MOA that are mutually agreed upon by and between the Parties shall be incorporated in writing, and effective when executed and signed by the Parties.

## **XIII. TERMINATION**

- A. Both parties involved in this MOA may terminate the MOA at any time without cause provided that a written notice is given at least 30 days in advance to the other party.

#### **XIV. CONFIDENTIALITY**

- A. LACOE will ensure that adequate provisions for disposing and keeping DMH participant records confidential are included in contracts and agreements entered into with third parties and other outside agents or agencies. Documents for record and retention purposes in accordance with this MOA are to be maintained for a period of five (5) years.
- B. LACOE will maintain the confidentiality of all records and information, including but not limited to, claims, County records, patient/client records and information, in accordance with Welfare and Institutions Code (WIC) sections 5328 through 5330, inclusive, and all other applicable County, State, and federal laws, ordinances, rules, regulations, manuals, guidelines, and directives related to confidentiality and privacy. Additionally, LACOE will ensure that all data received from participants is appropriately used only for the purpose set forth in this document and/or any subsequent agreements between LACOE and DMH. This will be in accordance with WIC sections 17006 and 10850, and CDSS Manual of Policies and Procedures Chapter 19-000.
- C. LACOE will not publish, disclose, or permit or cause to be published or disclosed, or include in any way the name, address, or any personal-identifying information concerning the condition or circumstances of any student, or family member if applicable, from whom, or about whom, information is obtained. Should a report be published using data provided by LACOE, DMH retains the right to review, comment on, and edit all such reports prior to distribution.
- D. DMH agrees that it may create, receive from or on behalf of LACOE, or have access to, records or record systems that are subject to the Family Educational Rights and Privacy Act ("FERPA"), 10 U.S.C. Section 1232g (collectively, the "FERPA Records"). DMH represents, warrants, and agrees that it will: (1) hold the FERPA Records in strict confidence and will not use or disclose the FERPA Records except as (a) permitted or required by this MOA, (b) required by law, or (c) otherwise authorized by LACOE in writing; (2) safeguard the FERPA Records according to commercially reasonable administrative, physical and technical standards that are no less rigorous than the standards by which DMH protects its own confidential information; and (3) continually monitor its operations and take any action necessary to assure that the FERPA Records are safeguarded.

#### **XV. DMH RESPONSIBILITIES**

- A. Designate a DMH Project Manager responsible for the oversight of this program.
- B. Ensure all applicable policies and guidelines for the County's MHSa Plan are provided to LACOE CSI Project Manager.
- C. Monitor and evaluate LACOE's performance under this MOA utilizing data submitted by LACOE through semi-annual reports due December 15<sup>th</sup> and June 15<sup>th</sup>. Reports submitted by LACOE shall confirm services provided and associated costs are valid. Monitoring activities shall address utilization and

results of outcome measures, as well as fiscal, administrative, and service delivery reviews.

- D. Identify deficiencies that may place the performance of this MOA in jeopardy and require that LACOE initiate corrective action measures.
- E. Retain on file, copies of all notices sent to LACOE that pertain to this MOA.
- F. Develop collaborative meetings and resources to increase service and resource access for program participants.
- G. Reimburse LACOE for services based on DMH approved quarterly invoices.

#### **XVI. LACOE RESPONSIBILITIES**

- A. Designate a LACOE CSI Project Program Manager responsible for oversight of this program.
- B. Designate a staff person to serve as the LACOE CSI liaison between DMH and LACOE for the CSI Program.
- C. Provide DMH a program description outlining the individualized services and goals per site before implementation.
- D. Coordinate quarterly telephone conferences between DMH and LACOE CSI Project Manager and/or liaison(s) to discuss implementation issues.
- E. Deliver the services of the LACOE CSI Project as outlined in this MOA to the target population.
- F. LACOE will ensure services provided support the outcome and goals established in this document.
- G. LACOE will be responsible for developing an MOU with any community-based organization and/or department that can partner with the school site to provide supports to students and their families.
- H. LACOE shall ensure outreach protocols are established to maintain a consistent level of student, family and community participation.
- I. LACOE will utilize a referral tracking system to report referrals made and linkage outcomes.
- J. LACOE will administer a climate survey to students, families, and school staff at the beginning of the school year and end of school year. LACOE shall make this information available to DMH by July 15<sup>th</sup> for the previous fiscal year.
- K. Require and ensure potential LACOE CSI Project referral agencies and providers receive education and/or training to support CSI services.
- L. Gather and report client socio-demographic for CSI participants in accordance with the reporting guidelines identified in the MHSR Regulations. Data shall be reported to DMH as outlined in the regulations.
- M. Keep a record of services that were provided, dates, agendas and sign-in sheets, for all LACOE CSI Project components for five (5) years.

- N. Invoice DMH for LACOE CSI Project expenditures with appropriate back up documentation to DMH for all services.
- O. Comply with State and County MESA policies and procedures for claiming, invoicing and reporting of data and outcomes for MESA funded programs.
- P. Ensure that all data collected is entered into the LACOE identified or developed database templates.
- Q. Be responsible for collecting, managing, and submitting specific demographic, and outcome data on a semi-annual basis to DMH to demonstrate client outcomes inclusive of guidelines set forth by DMH and the State. This includes collecting outcome data to assess the LACOE CSI Project and make mid-course corrections, as necessary, to ensure the achievement of positive client and program outcomes.
- R. Submit semi-annual reports on December 15<sup>th</sup> and June 15<sup>th</sup>, as required by this MOA.
- S. Provide DMH all correspondence with inquiries regarding this MOA to:

Darlesh K. Horn, DPA, Administrative Services Manager III  
Department of Mental Health  
600 S. Commonwealth Ave., 6th Floor  
Los Angeles, California 90005  
Email address: [DHorn@dmh.lacounty.gov](mailto:DHorn@dmh.lacounty.gov)

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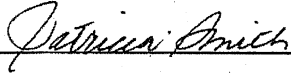
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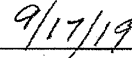
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This Memorandum of Agreement shall remain effective from the signature date below. Modifications shall be added by mutual agreement of the parties.





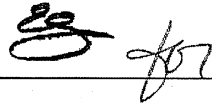


Patricia Smith

Date

Chief Financial Officer

Los Angeles County Office of Education



JONATHAN E. SHERIN, M.D., Ph.D.

Date

Director

Los Angeles County Department of Mental Health

**COUNTY OF LOS ANGELES – DEPARTMENT OF MENTAL HEALTH  
PREVENTION SERVICES ADMINISTRATION  
ADDENDUM B – LACOE Budget**

	FY 2019-2020	FY 2020-2021	FY 2021-2022	TOTAL
<b>Personnel Director I (50%)</b>				
Salary (@ 4% COLA)	\$138,996	\$144,556	\$150,338	\$433,890
Benefits	\$40,355	\$41,794	\$43,290	\$125,439
Total S&B	\$179,351	\$186,350	\$193,628	\$559,329
<b>Total @ 50%</b>	<b>\$89,676</b>	<b>\$93,175</b>	<b>\$96,814</b>	<b>\$279,664</b>
<b>Program Specialist (Certificated)</b>				
Salary (@ 4% COLA)	\$98,000	\$101,675	\$105,742	\$305,417
Benefits	\$44,000	\$45,000	\$46,000	\$135,000
Total S&B	\$142,000	\$146,675	\$151,742	\$440,417
<b>Total 15 Items</b>	<b>\$2,130,000</b>	<b>\$2,200,125</b>	<b>\$2,276,130</b>	<b>\$6,606,255</b>
<b>Para-educator (Classified)</b>				
Salary (@ 4% COLA)	\$48,000	\$49,920	\$51,916	\$149,836
Benefits	\$40,000	\$40,000	\$41,000	\$121,000
Total S&B	\$88,000	\$89,920	\$92,916	\$270,836
<b>Total 15 Items</b>	<b>\$1,320,000</b>	<b>\$1,348,800</b>	<b>\$1,393,740</b>	<b>\$4,062,540</b>
<b>Research and Evaluation Coordinator (Classified)</b>				
Salary (@ 4% COLA)	\$110,000	\$114,404	\$118,980	\$343,384
Benefits	\$64,000	\$66,000	\$67,500	\$197,500
Total S&B	\$174,000	\$180,404	\$186,480	\$540,884
<b>Total 2 Items</b>	<b>\$348,000</b>	<b>\$360,808</b>	<b>\$372,960</b>	<b>\$1,081,768</b>
<b>Coordinator I</b>				
Salary (@ 4% COLA)	\$110,448	\$114,866	\$119,461	\$344,774
Benefits	\$46,847	\$47,908	\$49,011	\$143,766
Total S&B	\$157,295	\$162,774	\$168,472	\$488,540
<b>Total 2 Items</b>	<b>\$314,590</b>	<b>\$325,548</b>	<b>\$336,943</b>	<b>\$977,081</b>
<b>OTHER PROGRAM EXPENSES</b>				
Margaret's Place	\$982,307	\$982,609	\$999,803	\$2,964,719
Transcendental Meditation	\$101,250	\$0	\$0	\$101,250
<b>OTHER EXPENSES</b>				
Mileage	\$7,000	\$7,000	\$7,000	\$21,000
Workshop/Training	\$7,000	\$7,000	\$7,000	\$21,000
Supplies	\$25,000	\$25,000	\$25,000	\$75,000
Stipends	\$20,000	\$20,000	\$20,000	\$60,000
<b>Total Other Expenses</b>	<b>\$1,142,557</b>	<b>\$1,041,609</b>	<b>\$1,058,803</b>	<b>\$3,242,969</b>
<b>Total Operational Cost</b>	<b>\$5,344,823</b>	<b>\$5,370,064</b>	<b>\$5,535,390</b>	<b>\$16,250,277</b>
Indirect Costs	\$4,805	\$4,828	\$4,976.32	\$14,609
<b>TOTAL PROPOSAL</b>	<b>\$5,349,628</b>	<b>\$5,374,892</b>	<b>\$5,540,336</b>	<b>\$16,264,886</b>

**COUNTY OF LOS ANGELES – DEPARTMENT OF MENTAL HEALTH  
PREVENTION SERVICES ADMINISTRATION  
ADDENDUM A – LACOE CSI SITES**

A Community Schools (CS) hub will be located at one identified school site per school district. LACOE identified the following school districts to implement the CS Project:

- Antelope Valley Union High
- Azusa Unified
- Baldwin Park
- Bassett Unified
- Bellflower Unified
- Compton Unified
- Duarte Unified
- Inglewood Unified
- Lynwood Unified
- Montebello Unified
- Norwalk-La Mirada Unified
- Paramount Unified
- Pasadena Unified
- Pomona Unified
- Santa Monica-Malibu Unified

Pursuant to Agreement between Los Angeles County Office of Education and  
Los Angeles County Department of Mental Health

Date Submitted: [MM/DD/YYYY]

Invoice Number: [XXXX]

**Submitted to:**

Darlesh K., DPA,  
Administrative Services Manager  
MHSA Programs and Special Projects  
Office of Administrative Operations  
Los Angeles County Department of Mental Health  
c/o Darlesh Horn, [dhorn@dmh.lacounty.gov](mailto:dhorn@dmh.lacounty.gov)

**Submitted by:**

Patricia A. Smith,  
Interim Chief Financial Officer Business Services  
Los Angeles County Office of Education  
9300 Imperial Highway EC-109  
Downey, CA 90242-2890  
c/o Patricia Smith, [Smith\\_Pat@lacoedu](mailto:Smith_Pat@lacoedu)

Description	Cost	Total
Personnel and program expenses, covering month of [MONTH, YEAR] <ul style="list-style-type: none"> <li>● <b>Salaries, Benefits and S&amp;B</b> <ol style="list-style-type: none"> <li>1. Personnel Director (.5 FTE)</li> <li>2. Program Specialist (15 FTEs)</li> <li>3. Para-Educator (15 FTEs)</li> <li>4. Research &amp; Eval Coord. (2 FTEs)</li> <li>5. Coordinator I (2 FTEs)</li> </ol> </li> <li>● <b>Payroll taxes</b></li> <li>● <b>Magaret's Place</b></li> <li>● <b>Transcendental Meditation</b></li> <li>● <b>Other Program Costs and Expenses (please list)</b></li> <li>● <b>Operational and Indirect Costs</b></li> </ul>		
<b>TOTAL</b>	[\$XXXX]	

**Please address and send payment to:**  
Los Angeles County Office of Education  
9300 Imperial Highway EC-109  
Downey, CA 90242-2890

(AGENCY LOGO)

INVOICE

ADDENDUM C

**Please address any questions to:**

**Jose Gonzalez**

**Director - Community Schools Development**

Los Angeles County Office of Education

12830 Columbia Way, Downey, CA 90242

562-401-5367 office

[Gonzalez\\_Jose@lacoed.edu](mailto:Gonzalez_Jose@lacoed.edu)

## **EXHIBIT 2 - FACILITIES LIST**

Agency shall provide LACOE with the following space for program use:

Azusa High School  
240 N. Cerritos Avenue  
Azusa, CA 91702  
Main Office – Program Specialist  
PO1 – Educational Community Worker

**EXHIBIT 3**

**AMENDMENT #1**

**TO**

**LOS ANGELES COUNTY FOSTER YOUTH DATA SHARING  
MEMORANDUM OF UNDERSTANDING  
LOS ANGELES COUNTY OFFICE OF EDUCATION  
AND  
AZUSA UNIFIED SCHOOL DISTRICT**

This Memorandum of Understanding, herein referred to as "MOU" between the Los Angeles County Office of Education (LACOE) and the **AZUSA UNIFIED SCHOOL DISTRICT**, hereinafter referred to as "Agency" shall be amended to include services as indicated below:

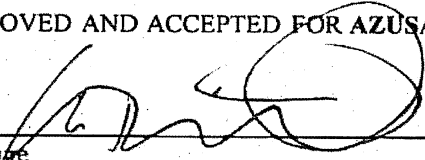
\*Please check all student populations and/or system for which Agency agrees to participate:

- Foster Youth
- Homeless Youth
- Electronic Cumulative Folder System for all students (Scanned documents you can share within your district or with other districts upon student transfers).
- Student data for those receiving services from Community Schools Initiative (CSI) as well as district wide student data for comparison purposes related to CSI services.

This MOU is effective upon execution. Any dates set forth in the original MOU and/or prior Amendment(s) shall be deemed updated/revise, if necessary, to be compatible with this Amendment. All other terms and conditions of the original MOU and/or prior Amendment(s) shall remain the same.

**APPROVED AND ACCEPTED FOR AZUSA UNIFIED SCHOOL DISTRICT**

Signature



10/2/2019

Date

Marc Bommarito, Assistant Superintendent

Print Name, Title

mbommarito@azusa.org

Email

626-858-6162

Contact Number

# EXHIBIT 2

## Form B-2: Cover Sheet California Community Schools Partnership Program Request for Applications

Please complete the following for an application consisting of a consortium of community schools:

**Lead Local Educational Agency (LEA):** Los Angeles County Office of Education

**Lead LEA's Mailing Address:** 9300 Imperial Hwy., Downey, CA 90242-2890

**Lead LEA's County-District-School Code:** 19101990000000

**Program Primary Contact:**

**Name:** Jose Gonzalez

**Title:** Director

**Phone:** 562-401-5367

**Email:** gonzalez\_jose@lacoed.edu

**Program Secondary Contact:**

**Name:** Jason Hasty

**Title:** Executive Director

**Phone:** 562-803-8451

**Email:** hasty\_jason@lacoed.edu

Azusa High School	19642791930528
Baldwin Park High School	19642871930601
Bassett High School	19642951930700
Bellflower High School	19643031930775
Centennial High School	19734371931567
Duarte High School	19644691932482
Ganesha High School	19649071933175
Littlerock High School	19642461995406
Lynwood High School	19647741935436
Montebello High School	19648081935998
Morningside High School	19646341936046
Paramount High School	19648731936749
Pasadena High School	19648811936822
Santa Monica High School	19649801938000

I support this application for a California Community Schools Partnership Program (CCSPP) grant. I assure that the LEAs applying for the CCSPP grant will adhere to the intent and letter of California Senate Bill 820, Chapter 110, and the Budget Act of 2020 along with the grant requirements and specifications identified in the Request for Applications. By signing/typing your name electronically, you are agreeing that your electronic signature is the legal equivalent of your manual signature on this Form. Sign and date below.



Dec 3, 2020

E-Signature of LEA Superintendent or Designee

Date

Martin O. Gomez, Azusa High Principal  
Martin O. Gomez, Azusa High Principal (Dec 3, 2020 09:44 PST)

Dec 3, 2020

E-Signature of Lead LEA Site Principal

Date



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## **FORM C: Project Abstract**

Los Angeles County Office of Education (LACOE) is applying to the California Community Schools Partnership Program (CCSPP) to strengthen and sustain the current model that is in place across various high schools in Los Angeles County. The model was launched at the start of the 2019-20 school year with 15 high schools. LACOE has partnered with high need schools and districts throughout Los Angeles County in an effort to address longstanding inequities in the different communities we serve. For this grant opportunity, our consortium will be referenced as 14 schools due to the fact that one of the participating school districts will be applying as part of a consortium within their district. The LACOE Community Schools strategy meets the needs of students and families by bringing community agencies, partnerships, and resources into the school for convenient accessibility by all. Critical at each site is a dedicated Coordinator and a Parent Engagement Liaison with the sole focus on supporting the efforts of the model by coordinating resources and connecting the community to the school. Funding made possible through this grant will be used to strengthen identified areas of need in partner communities. All schools have identified priorities through established Advisory Councils. With the impact of COVID-19, attention has shifted more to engagement, mitigating the loss of instruction, mental well-being of adults and students, and support with basic needs. Major partnerships supporting the LACOE Community Schools model are the Los Angeles County Department of Mental Health and the Los Angeles County Workforce Development Board. Other key partners in our initiative include the following: Los Angeles County Department of Consumer and Business Affairs, Los Angeles County Department of Public Health, Los Angeles County Department of Public Social Services, and Los Angeles County Department of Probation.

## **Section I: Background Information**

I.1: The vision of the Los Angeles County Office of Education Community Schools Initiative (LACOE CSI) is to build equity for students by identifying areas of need and leveraging community resources so that students are healthy, prepared for college and career, and civic ready. Our mission is to provide comprehensive academic, social, and health services for students, students' family members, and community members that will result in improved educational outcomes for children.

To ensure that implementation of the Community Schools model is occurring with fidelity, LACOE has adopted the LACOE Community School's Standards, which is a framework adapted from the National Community School standards that details specific implementation benchmarks that each community school should strive to achieve. Individual community schools are able to self-assess their level of implementation across these standards determining areas of strength and growth.

As a result, LACOE CSI is able to monitor their ability to address a comprehensive, whole-child approach to school improvement and student success. First, each school site regularly convenes an Advisory Council, which is a leadership team comprised of multiple stakeholders engaged in the implementation of the initiative. This team, is involved in the assessment of needs, alignment of resources, collection and analysis of data and the creation, implementation and monitoring of each site's Community School Plan. Integration of services, including student supports, enrichment activities during and beyond the school day, and parent and community engagement supports are coordinated through the Advisory Councils. Resources are leveraged from county agencies, school districts and other public and private community-based organizations. Families and

community members are involved in all aspects of decision making, both through this Advisory Council, as well as other school teams.

I.2: LACOE CSI launched in July of 2019 and served a total of 24,911 total students in the 2019-2020 school year. The schools vary in size and the average enrollment per school was 1,743 students, with the largest being Paramount High School boasting 4,361 students and the smallest being Morningside High School with 678 students. The ethnic breakdown for the 14 schools, collectively, is as follows: Hispanic/Latino 79.7%, White 7.9%, African American 6.8%, Asian 2.1%, Filipino 1.0%, Other 2.5%, with 79% of students qualifying for free or reduced lunch and 82% identified as socioeconomically disadvantaged.

One of the true strengths of the LACOE CSI is the breadth of its partners that have committed to this effort. Among them are a myriad of Los Angeles County agencies, food pantries, faith-based organizations and many other community-based organizations (CBOs). Currently, LACOE CSI counts on over 30 established partners.

As a result of this robust collaborative effort, LACOE CSI sites currently provide school-based or school-linked physical and mental health services, comprehensive case management services, parent education workshops and trainings, academic tutoring and staff professional development around topics including trauma-informed practices, positive behavior interventions and support, and social-emotional learning among many other services.

I.3: Collectively, 79% of LACOE CSI students qualify for free or reduced lunch and 82% are identified as socioeconomically disadvantaged. During the 2019-2020 school year,

nearly 30% of parents of students in these schools had earned less than a high school diploma and 14% of students were chronically absent. Each site is tasked with undertaking semi-annual needs assessments, as well as mapping community assets. Their needs assessment is multi-dimensional, utilizing semi-annual student, parent and staff surveys, community questionnaires, personalized phone calls to parents and community member and stakeholder interviews. As a result of these methods, schools identified academic, health and social service priority needs, as well as existing school and community assets. Among the collective priority needs were improving student absenteeism and engagement, improving student wellness (including access to physical and mental health support), assistance with access to basic needs for families, and focus on improved parent engagement. Existing school-site assets included academic intervention programs, supports for special populations, access to county contracted mental health services for students and, college-bound programs, including college counseling

The COVID-19 crisis exacerbated longstanding inequities in our communities. Student engagement, resulting from distance learning, greatly diminished and student mental health needs increased substantially. As a result, all LACOE CSI sites responded to the crisis, accordingly. Outreaching efforts were undertaken to assess individual student and family needs through personalized phone calls, emails, text messages, and social media. School webpages were reconfigured to provide easy access to resources. Electronic resource directories were created and distributed. Moreover, additional partnerships were secured to ensure families were triaged and linked to services.

## Section II: Statement of Need

II.1: As previously stated, our consortium of community schools will be serving approximately 24,911 enrolled students. The weighted average percentage of the total number of students enrolled in our consortium that qualify for free and reduced-price meals was 78.6% and 81.5 % were “Socioeconomically Disadvantaged” for the 2019-2020 school year. Taking these poverty indicators in its totality, they show that our consortium of schools approximates the 80% CA state “high-poverty school” standard and exceed the 75% “high-poverty school” National Center for Education Statistics (NCES) standard.

Below is the list of our consortium community schools (listed by | school district name, high school name, total 2019-2020 student enrollment, and 2019-2020 percentage of enrolled students qualifying for Free/Reduced Price Meals | ) - | Antelope Valley, Littlerock HS, 1,441, 79.40% | Azusa, Azusa HS, 1,094, 79.80% | Baldwin Park, Baldwin Park HS 1,736, 83.20% | Bassett free and reduced price meals, Bassett HS, 919, 92.50% | Bellflower, Bellflower HS, 2,339, 74.10% | Compton, Centennial HS, 1,440; 95.10% | Duarte, Duarte HS, 797, 70.40% | Inglewood, Morningside HS, 678, 65% | Lynwood, Lynwood HS, 2,137, 85.70% | Montebello, Montebello HS, 2,375, 87.90% | Paramount, Paramount HS, 4,361, 95.10% | Pasadena, Pasadena HS, 1,858, 72% | Pomona, Ganesha HS, 920, 94.10% | Santa Monica, Santa Monica HS, 2,816, 31.30% |

II.2: As previously described in section I.3, each community school conducted their semi-annual needs assessments. As a result of this process, we identified the following collective priority areas of improvement: (1) student engagement and absenteeism, (2) student wellness (including access to physical and mental health supports), (3) access to

basic needs for families, (4) parent engagement and support. We also reviewed and synthesized our consortium school districts' Learning Continuity and Attendance Plans (LCP) to identify the most critical needs of our stakeholders at the district level. As a result of this review, our stakeholders predominantly identified mental health support and social and emotional well-being/connectedness as an area of great need.

Due to COVID-19 prevention measures and distance learning implementation, our stakeholders specifically expressed the need for additional counseling support for students' mental social/emotional well-being, additional professional development activities pertaining to mental health and wellness for staff and related workshops for parents, and the need for increased intra/inter-group interactions among students/parents and between students/parents and school staff.

Furthermore, according to multiple data sources which include Los Angeles County Department of Public Health reports and Advancement Project California reports, COVID-19 has generally impacted our consortium school districts the strongest in comparison to other districts in Los Angeles County. Since most of our school districts tend to be more densely populated, have less access to healthcare, have higher percentages of essential workers, are predominantly populated by people of color, and serve higher poverty communities, our consortium has been riddled with higher cases of COVID-19 rates. Additionally, most of our schools have been identified as having a high prevalence of serious mental health illnesses prior to the pandemic and likely to have increased after the pandemic.

### **Section III: Partnerships**

III.1: Our consortium of community schools includes 14 high schools from 14 high school districts located in the Los Angeles County area (See Section II.1, second paragraph for our consortium list of community schools).

LACOE serves as the overarching agency to coordinate and align site activities, ensure best practices are performed, establish standardized effectiveness measurement metrics, leverage LACOE resources, advance centralized policies, and strategically mobilize funding to implement the Community Schools framework and maximize its impact throughout Los Angeles County. LACOE also provides coordinated and scalable support to our community schools depending on needs and priorities, which include 1) professional development to school site teams to ensure clear understanding in the implementation of the Community Schools framework; 2) facilitate continuous improvement activities by sharing best practices and learned lessons; and 3) provide individualized school site support to differentiate implementation strategies based on school community needs.

III.2: Advisory Councils have been implemented in all of our 14 schools and consist of a diverse group of stakeholders including school site staff, community partners (who provide updates on services and share information on upcoming events), members of various governmental offices (e.g., city councils), higher education partners, parents and students. LACOE CSI site staff have innovatively engaged students. At Bassett High School, the ASB Resource Committee was created due to students requesting to learn more about community resources. The Community School Site Coordinator utilized this



opportunity to gather information from them on needs, identify student-led strategies and coordinate informational presentations for them by community partners.

Our Advisory Councils, which meet on a monthly basis, embody the principle of shared responsibility and work collaboratively to develop data driven strategies to support students academically, reduce chronic absenteeism, and provide critical assistance to the most vulnerable student populations. The councils review a variety of school and student data to develop and implement strategies, connect with the students and their families and refer them to the needed support services and resources.

III.3: Establish Community Partnerships: **See Form D**

III.4: LACOE CSI has been keen in developing partner consortiums which has paved the way to reach formalized agreements with partners and further solidify our partnerships. Our efforts are signified by the number and variety of formalized partnerships through Memorandums of Understanding (MOU). Below are descriptions of our formalized partnerships with agencies listed in the previous section.

LACOE CSI engaged and partnered with the Los Angeles County Department of Workforce Development, Aging and Community Services which is now resulting in the development of policy for its America's Job Center of California contracted partners to collaborate and coordinate services with the Community Schools. In addition, LACOE CSI has partnered with the Department of Consumer of Business Affairs to implement virtual workshops for families in Community School sites. Our partnership with the Department of Mental Health has resulted in the addition of Regional Mental Health Teams that are tasked with supporting and strengthening coordination and communication between mental health providers and school sites. Their purpose is to

build capacity and support the coordination of services by providing preventive school-based supports.

Furthermore, LACOE CSI has brought together school site leaders from all 14 participating schools and representatives from 11 different County agencies to collaboratively identify areas of need and the assets needed to address those needs.

Additionally, at the school site level, through the Advisory Council, Community School Site Coordinators have secured MOUs with a variety of organizations to best address service gaps. As a result of this approach, we established or enhanced 33 partnerships, 13 of which required new formal agreements across the 14 sites.

#### **Section IV: Program Implementation and Outcome Measures**

IV.1: The 14 Community School Site Coordinators are responsible for executing the coordination and alignment of resources within their assigned community school to achieve desired educational outcomes. The Community School Site Coordinator carries out all of the work in partnership with students, families and the community - under the vision and support of the school administrative team and LACOE. The Community Schools Site Coordinator conducts needs assessments by working with school administrators, teachers, partner agencies, parents and students to identify barriers to learning, available resources, and gaps in services. They are also responsible for convening the Advisory Council.

IV.2: LACOE CSI staff conduct needs assessments, including meeting with administrators to identify and prioritize needs and reviewing school and community data. Community

Schools staff also engage with staff, students, and parents to gather information on the barriers they experienced in achieving the academic success of students.

Advisory Councils also serve as a vehicle to determine the needs of students and families. At the beginning of the pandemic, Advisory Councils evolved to serve as crisis response teams where they developed strategies to promptly identify community needs, locate resources based on availability and accessibility, and coordinate deployment of services and delivery of supports to ensure that basic needs were met. To promptly identify student and family needs, our staff organized teams to assess every single student's family's needs, regularly updating resource directories, and meeting weekly to discuss trends and individual families that required more intensive support.

The monies received by the Community Schools Partnership Program grant would further maintain and strengthen this process by increasing staff resources and integrating technologies for better coordination and implementation. The investment in building a data infrastructure will provide stakeholders with real-time aggregated data for data driven decision-making. The addition of the Psychiatric Social Workers will strengthen the coordinated referral system, which will provide greater opportunities to gather key aggregate data about student and family needs and the release time for school staff will strengthen the Advisory Councils and their associated work groups.

IV.3: Prior to the implementation of our initiative, many of the schools had systems of support in which coordination of services and communication between stakeholders was limited. As a result, goals were developed to implement interdisciplinary teams tasked with coordinating services for students and families utilizing models including Coordination of Services Team (COST).

Currently, Community Schools are utilizing attendance and engagement data identifying students who are struggling with the transition to distance learning. LACOE Community Schools have developed teams to contact families to provide support and learn more about their challenges. Additionally, referrals from teachers about students that are struggling continue and are being followed up by the teams. Teams are responsible for re-evaluating services based on newly collected data. This process occurs every few weeks or months, depending on the service. Other strategies have included the implementation of Virtual Parent Centers and Virtual Parent Drop-ins where parents could either submit a self-referral for support or drop in during a scheduled drop-in session to seek support and schedule an individual meeting with Community School staff.

The Psychiatric Social Workers that would be funded by the Community Schools Partnership Program would assist in the implementation of the coordinated referral system that is monitored and reviewed by the multidisciplinary team, of which they and the Bachelor of Arts level interns would be part of. The Psychiatric Social Workers would also provide clinical expertise to address mental health needs, and the interns would be assigned cases for follow up and linkage to services.

The monies from the Community Schools Partnership Program Grant would also fund increased access to opportunities for students including, expanded and enriched learning activities through contracted partners and additional supports for loss of instruction through an online credit recovery and tutoring program for all 14 sites. Additional supports for parents will include, funding evidence based parent training and workshops and the purchase of computer carts with 25 laptops for all 14 sites to support parent training.

Finally, grant funds will also provide access to critical professional development opportunities for other key stakeholders including teachers that would improve student and community outcomes, including release time for teachers to attend training on Restorative Practices, Trauma Informed, and Emotional Wellbeing for students, staff, and administrators. Funding will also include release time for stakeholders in order to allow them the opportunities to fully participate in the Advisory Council and other functions that will strengthen the coordination and provision of services.

IV.4: The LACOE CSI overarching approach is to utilize its Advisory Council to develop a Community School Plan to address the school's needs. The Advisory Council engages in program implementation, monitoring and continuous improvement. Initially, the Advisory Council, led by the Community School Specialists, utilized the results of the needs assessments and asset map to identify SMART goals aimed at addressing the priority needs. The Advisory Council has worked to align projects to the program goals that will help attain the desired outcomes. Workgroups were created made up of members that had specific expertise to address the need, for example, a mental health partner would be a part of the mental health workgroup where goals and strategies were identified and discussed. Members are assigned to the projects, timelines are created, and individual tasks are identified, along with measures of effectiveness. This process itself provides a clear example of collaborative leadership and practices, while the other guiding pillars are addressed through the Community Schools Plan. Below is a summary of some of the priority needs aligned by pillar:

Integrated Support Services:

- Increase awareness of preventative behavioral interventions and supports for students and families
- Increase student engagement and attendance for students identified as chronically absent or disengaged or at risk of being chronically absent or disengaged

#### Family and Community Engagement

- Enhance parent engagement and education by coordinating parent workshops and outreach opportunities based on identified needs
- Increase families' awareness and capacity to access services and provide support to their children

#### Expanded Learning Time and Opportunities

- Increase the number expanded and enriched learning opportunities including mental health supports to increase academic and social emotional learning for students
- Increase the number of students participating in tutoring and intervention programs

IV.5. Each of our Community Schools initiates and completes the semi-annual process of identifying or updating their needs, priorities, and SMART goals. These processes are collaborative in nature and involves a diverse group of stakeholders consisting of school administrators, staff, parents, students, and/or community members. As a result of our most recent needs assessment, we have formulated our goals and ordered them by our pillars and progress indicators. Please note that our list below is a **sample non-exhaustive** list. Baseline assessments of our indicators is explained in the next section.

Pillar I - Integrated Student Supports: **Goal** - Expand and strengthen the mental health/wellness referral process. **Indicator** - Increased rates and number of unique students referred to services. **Goal** - Expand and strengthen support services. **Indicator** - Increased number of partnerships and services to serve and address the wide variety of needs.

Pillar II - Active Family and Community Engagement: **Goal** - Create opportunities for families and teachers to build trusting relationships and partnerships to support student success. **Indicator** - Increased number of formal and informal family engagement and community opportunities to support student learning and enrichment.

Pillar III - Collaborative Leadership and Practices: **Goal** - Maintain and strengthen an interdisciplinary Community School Advisory Council. **Indicator** - Increased levels of collaborative decision-making among members of the Advisory Council (students, school site staff and families).

Pillar IV - Expanded and Enriched Learning Time and Opportunities: **Goal** - Provide academic support and expanded and enriched learning time opportunities to students. **Indicator** - Increased participation rates and number of unique students.

IV.6. Our plan for collecting and analyzing data consists of using our data collection systems and modalities, such as surveys & focus groups, to validly and reliably measure our indicators, utilize statistical software programs to analyze the data and information, report and share the data/analysis to stakeholders, and generate recommendations for continuous improvement.

Data Collection / Methodology: LACOE CSI will retrieve pre-initiative school level data from our consortium and comparison schools (see impact section below) to establish a baseline measurement. Goal (output and outcome) progress indicators are subsequently captured via surveys/focus groups and retrieved from school databases after the commencement of our initiative.

Data Reporting Frequency/Schedule: LACOE CSI goal outputs/activities and programmatic outcome indicators will be recorded from the day of their occurrence and reported on a monthly basis to staff and selective stakeholders. Bi-annual surveys and/or focus groups will be utilized to measure shared decision-making governance from our Advisory Councils. School-level outcome data will be retrieved and assessed on an annual basis to track progress and for reporting purposes.

Impact Measurement and Analysis: To adequately measure our impact, LACOE CSI will collect baseline measures of student absenteeism, suspensions/expulsions, graduation rates from community school sites and non-community school sites within the same school district or comparable region. Both sets of data will then be compared and analyzed with subsequent data retrievals to determine any statistically significant differences and effect size. Impact data will also be independently analyzed and evaluated by University of California Los Angeles (UCLA) to ensure accuracy.

## **Section V: Capability and Sustainability**

V.1 LACOE has established the Community Schools Financial Sustainability Work Group to focus on sustaining and expansion within the districts and other sites across Los Angeles County. In looking at sustainability, school communities must identify resources,



partnerships, and activities in place that can be used to leverage additional funding. The work group has explored all funding options available and has engaged with sustainability experts from the state. We have specifically targeted the use of Medi-Cal Administrative Activities (MAA) as a funding source and have looked at opportunities for districts to maximize this opportunity. We have also worked very closely with our organization's philanthropic organization, The Greater LA Education Foundation, to identify public and private funding that can strengthen and support initiatives in place.

LACOE has a unique position to be able to engage with many county partners that expressed a commitment to supporting the model through services and partnerships. LACOE has facilitated the partnership of various county departments by convening meetings that bring school site leaders and county department leaders to engage in opportunities to partner and collaborate in supporting the school. As a convener, LACOE has successfully bridged the gap that exists between county departments' ability to connect with school sites and schools having the bandwidth to actively engage with partners.

LACOE has also worked very closely with partner sites to provide relevant professional development and developed an Advisory Council at each site with a focus on supporting a model that builds capacity and sustainability. Through professional development efforts, all sites have received training on Trauma-Informed Care, Mental Wellness, and Emotional Intelligence. This year we have also supported training on how to better support staff and students during a pandemic and how to respond to racial injustice. We will also be providing professional development on Restorative Practices and Post-Traumatic Growth.

V.2 LACOE is in the process of finalizing a dedicated database platform that will allow participating sites to make data-based informed decisions that extend beyond traditional education measures captured by school information systems. The aim of this database is to allow districts to look at the whole child with fingertip information that can better support learning. The goal of this data is to provide districts with a wealth of information not previously available that can be used to address identified needs in their Local Control and Accountability Plans, as well as inform decision making around funding related to school climate, student and parent engagement,

## **Section VI: Budget and Budget Narrative**

VI.1 LACOE will have a dedicated staff member responsible for oversight of this program. LACOE will hold quarterly conferences with leads at each of the participating school sites to discuss implementation issues. In collaboration with each site, LACOE will ensure services outlined in the budget narrative are delivered to target populations and ensure appropriate documentation is in place for services. LACOE will support individual sites in establishing MOUs with each community-based partner, as appropriate. LACOE will support each site with developing a system of recordkeeping for services delivered, providing agendas and sign-ins for training, and developing surveys to support implementation. LACOE will be responsible for submitting reports as outlined in this grant agreement.

## Form D: Partner Roles and Responsibilities Chart

List each partner and describe the partner’s roles and responsibilities. Roles and responsibilities should be clearly defined in terms of specific tasks, services, and/or support that they will provide. Limit three pages.

Name	Title	Organization and Organization Type	Roles, Responsibilities, and Support
Luther Evans	Division Chief	L.A. County Department of Public Social Services <b>Basic Needs Services</b>	Provides workshops and services for MEDI-CAL, CAL-FRESH, and CAL-WORKS enrollment and support.
Wendy Mour	Director of School-Based Services	Foothill Family Services <b>Mental Health</b>	Provider will conduct parent presentation on Mental Health awareness and support in collaboration with Community School Specialist
Maritza Dubie-Uribe	Senior Deputy Director Los Angeles County Workforce Development Board	Workforce Development Board / Workforce Development, Aging & Community and Services <b>Employment Services</b>	Provides employer/industry engagement opportunities to map and identify prospective employee competencies, curriculum assistance, work-based learning opportunities, and job training.
Rigoberto Reyes	Executive Director for the Office of Immigrant Affairs	Dept. of Consumer and Business Affairs <b>Immigrant Services</b>	Agency will provide support to school sites including workshops and services for immigrant families.
Kevin Lasley	Director	Social Justice Learning Institute <b>Youth Diversion</b>	Provider will develop mentorship program for identified at-risk young men of color by providing SEL curriculum, College Preparation, and Leadership Opportunities.
Typhani Carter,	Vice President of Programs	Joe Torre Safe at Home Foundation (Margaret's Place) <b>Mental Health</b>	Provider will support with developing a dedicated safe room in schools where students can feel engaged, connected, and safe on campus. There will also be individual and group counseling provided by a licensed therapist, peer leadership programs, and school-wide awareness campaigns.

Linda Bustamante	Program Manager	211LA <b>Basic Needs</b>	Provider will offer staffing at all 14 sites to provider linkages to basic need services to students and families through referrals coordinated by Community School Specialist
Ericka Logan	Youth Service Coordinator	Los Angeles Centers for Alcohol and Drug Abuse <b>Substance Abuse Prevention</b>	Community School Specialist coordinated a referral process whereby Student are referred by staff to provider for substance abuse intervention in lieu of suspension
Ellen Sanchez	Program Manager	LAC-Department of Public Health (DPH) <b>Public Health</b>	LAC-DPH established school-based well-being centers at 6 Community Schools to promote the well-being of youth through leadership training, support for emotional and social skill building, and sexual health services
Kanchana Tate	Program Manager	LAC-Department of Mental Health (DMH) <b>Mental Health</b>	LAC-DMH will work with all 14 community schools sites to support trauma-informed practices and improving the infrastructure of school mental health services by providing training, support services and coordination.
Dr. Alex Kelman	Director of Training	UCLA – Center of Excellence <b>Professional Development Support</b>	UCLA will provide PD support across all 14 sites, particularly around health and wellness. PD will be provided at individual school sites for staff, as well as through convening program-wide school teams
Dr. Todd Franke	Professor	UCLA – Luskin School of Public Affairs <b>Data and Evaluation Support</b>	UCLA will support the data collection and evaluation of the Community School Initiative, including engaging in the implementation of climate surveys and informative interviews across all sites.

## **Form E: 2020-2021 Budget Narrative**

For the 2020-2021 fiscal year, grant funds will be used to address loss of learning due to the COVID-19 crisis, as well as expanded learning opportunities during Spring and early Summer. In-kind funds will be identified through previously funded administrative staffing that will be responsible for coordination of these services

In order to address and mitigate for loss of instruction, we will be allocating each school site funding to support with an online credit recovery and tutoring program. Eighty-six thousand dollars (\$86,000) of the total \$186,000 budget allocated for this item will be expended during the 2020-2021 school year. Moreover, will also utilize \$140,000 of the \$280,000 budget to provide funding to each school to support with enrichment activities where schools can partner with community based organizations to develop enrichment programs like Robotics, Peer-Leadership, Mentorship Programs, or other as appropriate during this fiscal year.

LACOE has funding in place through other streams to support staffing of 2 full-time Administrative Coordinators that support the work of Community School Site Coordinators at 14 sites. Ten percent (10%) of their salary will be allocated as in-kind contribution for this fiscal year for the intent of this application. The work from these coordinators will be needed to identify and coordinate the credit recovery and tutoring programs, as well as contract with the agencies that will be providing the enrichment activities and coordinate their services.

## **Form F:2021-22 Budget Narrative**

The funding requested through this will be used to strengthen our existing initiative based on identified needs. We currently have funding in place to support staffing of coordinators and parent engagement staff at each of the 14 school sites that make up this consortium. We are considering 20% of their salaries as in-kind contribution for the intent of this application.

Mental health is of high need and is a priority area of all sites. Through the proceeds of this grant we will be funding Psychiatric Social Workers that will be able to provide direct services to students and also work with school sites to establish prevention programs that can support a tiered approach and provide supervision of master level interns. We also will be allocating release time for school staff to attend professional development training around mental health and wellness.

To address parent engagement, we will also staff two FTE parent coaches that can provide direct training with an emphasis on technology and engagement, as well as funding to each school site to contract with a Community Based Organization that can provide evidenced-based workshops on active family engagement strategies. Funding will also continue for the online credit recovery and tutoring program and the enrichment activities mentioned in the previous year's narrative

Finally, funding will also be used to provide stipends to teacher leaders at all sites facilitate and support Advisory Councils and Workgroups at each Community School. In addition, we will also be using funds to build a data infrastructure to provide stakeholders with real-time aggregated data for data driven decision making.

# APPENDIX



December 1, 2020

Dr. Debora Durado  
Superintendent  
Los Angeles County Office of Education  
12830 Columbia Way  
Downey, CA 90242

Re: The California Community Schools Partnership Program

Dear Dr. Durado:

The Los Angeles County Workforce Development Board (WDB) supports the Los Angeles County Office of Education (LACOE) in its pursuit of the California Community Schools Partnership program grant application. This effort directly aligns with the Los Angeles County Community Schools Initiative and our long-term efforts to boost and rebuild the local economy in response to the current pandemic. Your effort is also consistent with our vision to join with partners that are committed to implementing accelerated career pathways involving employer engagement.

Should the grant be awarded to your team, the WDB commits to working alongside LACOE with our network of America's Job Centers of California to provide leadership in setting strategic direction aligned with County initiatives and by leveraging the following employer/industry engagement opportunities:

- Inform the identification of and mapping the necessary skills and competencies for identified programs, as needed
- Assist with curriculum development, dual enrollment and program design, as needed
- Leverage work-based learning opportunities such as: company tours, project-based learning using employer case studies, career fairs, internships for students,
- Provide parents and caregivers with facilitated access and information about current job opportunities and training
- Guest Speaking at Planned Online Career Forums

In addition, we commit to providing the partnership with ongoing feedback during the performance period, leveraging our relationships with the County family, and participating in sector strategies assessments to ensure for focused alignment of deliverables and employment outcomes across the entire ecosystem and the L.A. Basin.

Respectfully,

Martha Molina-Aviles  
Executive Director

**Holly Schroeder, Chair**

*Santa Clarita Economic Development Corporation*

**Darrel Saucedo, Vice Chair**

*Associated Construction Services  
Nominee Fourth Supervisorial District*

**Lola Smallwood Cuevas, Secretary-Treasurer**

*UCLA Labor Center  
Nominee Second Supervisorial District*

**Corinne Sanchez**

*El Proyecto del Barrio, Inc.  
Nominee First Supervisorial District*

**Gustavo Camacho**

*Mayor Pro-Tem, City of Pico Rivera  
Nominee First Supervisorial District*

**Erick Verduzco-Vega**

*South Bay Latino Chamber of Commerce  
Nominee Second Supervisorial District*

**Russell Barnard**

*Hospitality Industry Management Group  
Nominee Third Supervisorial District*

**Dr. Patricia Ramos**

*Santa Monica College  
Nominee Third Supervisorial District*

**Keith Harkey**

*Iron Workers, Local 433  
Nominee Fourth Supervisorial District*

**Mary Hewitt**

*Alliance of Boys and Girls Clubs  
Nominee Fifth Supervisorial District*

**Shalonda Baldwin**

*Los Angeles County Metropolitan Transportation Authority*

**Jose Gardea**

*Urbanism Advisor*

**Berenice Nuñez**

*AltaMed*

**Karla Sayles**

*Warner Brothers*

**Michelle Roth**

*NASA's Jet Propulsion Laboratory*

**Matthew Lough**

*Amazon Web Services*

**Jessica Ku Kim**

*Los Angeles County Economic Development Corporation*

**Jamarah Hayner**

*JHK Consulting*

**Jesse Cuevas**

*State of California Employment Development Department*

**Wan-Chun Chang**

*California Department of Rehabilitation*

**Dr. Enrique Medina**

*Pomona Unified School District*

**Antonio Sanchez**

*IBEW, Local 11*

**Jeremy Diaz**

*UA Plumbers, Local 78*

**Anne McMonigle**

*L.A/Orange Counties Building & Construction Trades Council*

**Martha Molina-Aviles, Executive Director**

*Los Angeles County Workforce Development Board*

**Maritza Dubie-Uribe, Deputy Director**

*Los Angeles County Workforce Development Board*



# DEPARTMENT OF MENTAL HEALTH

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**JONATHAN E. SHERIN, M.D., Ph.D.**  
Director

**Gregory C. Polk, M.P.A.**  
Chief Deputy Director

**Curley L. Bonds, M.D.**  
Chief Medical Officer

**Lisa H. Wong, Psy.D.**  
Senior Deputy Director

November 20, 2020

Dear Community Schools Partnership Program Selection Committee,

## **COMMUNITY SCHOOLS REQUEST FOR PROPOSAL**

The Los Angeles County Department of Mental Health (DMH) is pleased to serve as a key partner and supporter of the Los Angeles County Office of Education's (LACOE) California Community Schools Partnership Program proposal.

Due to the COVID-19 pandemic, and resulting stressors, Los Angeles (LA) County is experiencing an unprecedented level of demand for mental health services and social supports.

DMH addresses the wellbeing and mental health needs of LA County's 10 million residents. We are committed to the strategic and disciplined use of available resources to serve our community by supporting outreach and engagement methods, streamlining access to care, expanding holistic paradigms for healing, and maintaining contact with those we serve for as long as needed. Our partnership with the LACOE Community Schools aligns with DMH's commitment to bring resources closest to the people who need them. As schools serve as the hub of many communities, they provide a key opportunity to implement these strategies and services.

DMH has been an active partner with LACOE and will continue to support the implementation of the Community Schools Initiative in 15 school districts across LA County. Through that partnership DMH and LACOE we strive to improve the education and wellbeing for students and families by engaging in collaborative strategies.

We look forward to increasing our collective impact for the benefit of students, families, and communities in LA County.

Sincerely,



Jonathan E. Sherin, M.D., Ph.D.  
Director

JES:KT



**Grant Award Notification**

<b>GRANTEE NAME AND ADDRESS</b> Los Angeles County Office of Education 9300 Imperial Highway Downey, CA 90242			<b>CDE GRANT NUMBER</b>			
			<b>FY</b>	<b>PCA</b>	<b>Vendor Number</b>	<b>Suffix</b>
			2020	15537	10199	00
<b>Attention</b> Dr. Debra Duardo			<b>STANDARDIZED ACCOUNT CODE STRUCTURE</b>			<b>COUNTY</b>
<b>Program Office</b> Superintendent's Office			<b>Resource Code</b>	<b>Revenue Object Code</b>		19
<b>Telephone</b> 562-922-6127			3211	8290	<b>INDEX</b>	
<b>Name of Grant Program</b> California Community Schools Partnership Program						0615
<b>GRANT DETAILS</b>	<b>Original/Prior Amendments</b>	<b>Amendment Amount</b>	<b>Total</b>	<b>Amend. No.</b>	<b>Award Starting Date</b>	<b>Award Ending Date</b>
	\$3,000,000.00		\$3,000,000.00		03/15/2020	09/30/2022
<b>CFDA Number</b>	<b>Federal Grant Number</b>	<b>Federal Grant Name</b>			<b>Federal Agency</b>	
84.425	S425D200016	Elementary and Secondary School Emergency Relief Fund			Department of Education	
<p>I am pleased to inform you that you have been funded for the California Community Schools Partnership Program.</p> <p>This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.</p> <p>Please return the original, signed Grant Award Notification (AO-400) to:</p> <p style="text-align: center;">Lisa Reimers, Education Programs Consultant          Career and College Transition Division          California Department of Education          1430 N Street, Suite 4202          Sacramento, CA 95814-5901</p>						
<b>California Department of Education Contact</b> Lisa Reimers				<b>Job Title</b> Education Programs Consultant		
<b>E-mail Address</b> LReimers@cde.ca.gov					<b>Telephone</b> 916-322-1762	
<b>Signature of the State Superintendent of Public Instruction or Designee</b> 					<b>Date</b> March 24, 2021	
<b>CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS</b>						
<i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.</i>						
<b>Printed Name of Authorized Agent</b>				<b>Title</b>		
<b>E-mail Address</b>					<b>Telephone</b>	
<b>Signature</b> 					<b>Date</b>	

**Grant Award Notification (Continued)**

The following conditions apply to this grant award:

1. The grant award will be processed upon receipt of the signed Grant Award Notification (AO-400). This AO-400 must be signed by the superintendent or authorized official and returned within **10 working days**.
2. According to the published Request for Applications (RFA), page 5, the grant period began on March 13, 2020, and continues through September 30, 2022.
3. According to the RFA, page 12, to ensure the successful implementation of the California Community Schools Partnership Program (CCSPP), grantees are required to submit a yearly expenditure report, a yearly progress report, and one end-of-project report to show that (1) school-level outcome measures, (2) program outcome measures, and (3) program deliverables are being met. These must include any and all elements required by the California Department of Education (CDE) as well as any locally determined measures. The applicant is responsible for submitting all data required by the CDE in a format to be determined by the CDE.
4. Funding is contingent on the grantee implementing the community school program(s) articulated in the grantee's application. Changes and/or adjustments in the program(s) require the advance approval of the CDE. Absent this advance approval, the CDE may require the grantee to reimburse the state for any funds associated with the change and/or adjustment.
5. Funding is contingent on the grantee's continuing compliance with all CDE requests for information and data regarding the development and implementation of the targeted community school(s) funded by the grant award.

If you have questions regarding the requirements of this grant, please contact Lisa Reimers, Education Programs Consultant, High School Innovations and Initiatives Office, by phone at 916-322-1762 or by email at [lreimers@cde.ca.gov](mailto:lreimers@cde.ca.gov).



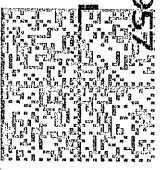
CALIFORNIA  
 DEPARTMENT OF  
 EDUCATION  
 1430 N STREET  
 SACRAMENTO, CA  
 95814-5901

**TONY THURMOND**

State Superintendent of  
 Public Instruction

SACRAMENTO CA 957

RETURN SERVICE  
 REQUESTED  
 23 APR 2021 PM 7

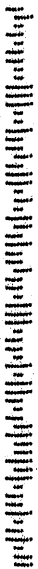


U.S. POSTAGE  
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Dr. Debra Duardo  
 Los Angeles County Office of  
 Education  
 9300 Imperial Highway  
 Downey, CA 90242

90242-289099



### **EXHIBIT 3 – FACILITIES LIST**

Agency shall provide LACOE with the following space for program use:

Azusa High School  
240 N. Cerritos Avenue  
Azusa, CA 91702

Room Location:

Main Office – Program Specialist  
PO1 – Educational Community Worker

## EXHIBIT 4 – EQUIPMENT STIPEND & HARDWARE SPECIFICATIONS

- Upon LACOE receipt of a signed contract, an Equipment Stipend will be advanced to the districts for the purchase of twenty-five (25) digital devices and one (1) charging cart for district upload of program content, project implementation and for support of stakeholder trainings and meetings. Purchase receipts must be emailed to [Gonzalez\\_Jose@lacoedu](mailto:Gonzalez_Jose@lacoedu) immediately after the purchase is executed.
- The use of the devices will be limited to official CCSPP business only. District agrees to exercise due diligence to protect and conserve these devices.
- The equipment obtained by District will be owned, managed and customized by District to adhere to the District network’s device management protocols. End-users are not permitted to change any device settings.
- District will be solely responsible for the management, maintenance, and support of these devices. LACOE will not be held responsible and/or liable for the management, maintenance, and/or support of these devices.
- The District will use the Equipment Stipend to purchase the following recommended equipment for their participants OR an option to purchase devices which satisfies the organization’s device policies and management configuration.
- If there is a remaining balance from purchased equipment, District will NOT be required to reimburse LACOE. However, the remaining balance shall be applied towards the purchase of additional equipment for the same intended use. Equipment Stipend shall NOT EXCEED Ten Thousand Dollars (\$10,000.00).

Hardware	Minimal Specifications	Desired Specifications
<b>Chromebook</b>		
<ul style="list-style-type: none"> <li>➤ Dell</li> <li>➤ Lenovo</li> <li>➤ Acer</li> <li>➤ HP</li> <li>➤ Samsung</li> </ul>	<ul style="list-style-type: none"> <li>➤ 4GB RAM</li> <li>➤ 32GB SSD</li> <li>➤ Intel Celeron N4010 (or better) processor</li> </ul>	<ul style="list-style-type: none"> <li>➤ 8GB RAM</li> <li>➤ 64GB SSD</li> <li>➤ Intel Core i3/i5 processor</li> </ul>
<b>Laptop / Desktop</b>		
<ul style="list-style-type: none"> <li>➤ Dell</li> <li>➤ Lenovo</li> <li>➤ HP</li> </ul>	<ul style="list-style-type: none"> <li>➤ 8GB RAM</li> <li>➤ 128GB SSD</li> </ul>	<ul style="list-style-type: none"> <li>➤ 16GB RAM</li> <li>➤ 256GB SSD</li> </ul>

➤ Apple	<ul style="list-style-type: none"> <li>➤ Intel Core i3/i5 processor</li> <li>➤ WIFI AC</li> </ul>	<ul style="list-style-type: none"> <li>➤ Intel Core i5/i7 /M1 processor</li> <li>➤ Bluetooth</li> <li>➤ WIFI AC</li> </ul>
Laptop Cart		
➤ Anywhere Cart	<ul style="list-style-type: none"> <li>➤ AC-Slim 36 Bay</li> <li>➤ AC-Plus 36 Bay</li> <li>➤ AC-Lite 30 Bay</li> <li>➤ AC-GO 32 Bay</li> </ul>	<ul style="list-style-type: none"> <li>➤ AC-Sync 36 Bay</li> <li>➤ AC-Max 36 Bay</li> <li>➤ AC Lite PW45 – 30 bay</li> </ul>