

Landscape Scan & Rubric Framework



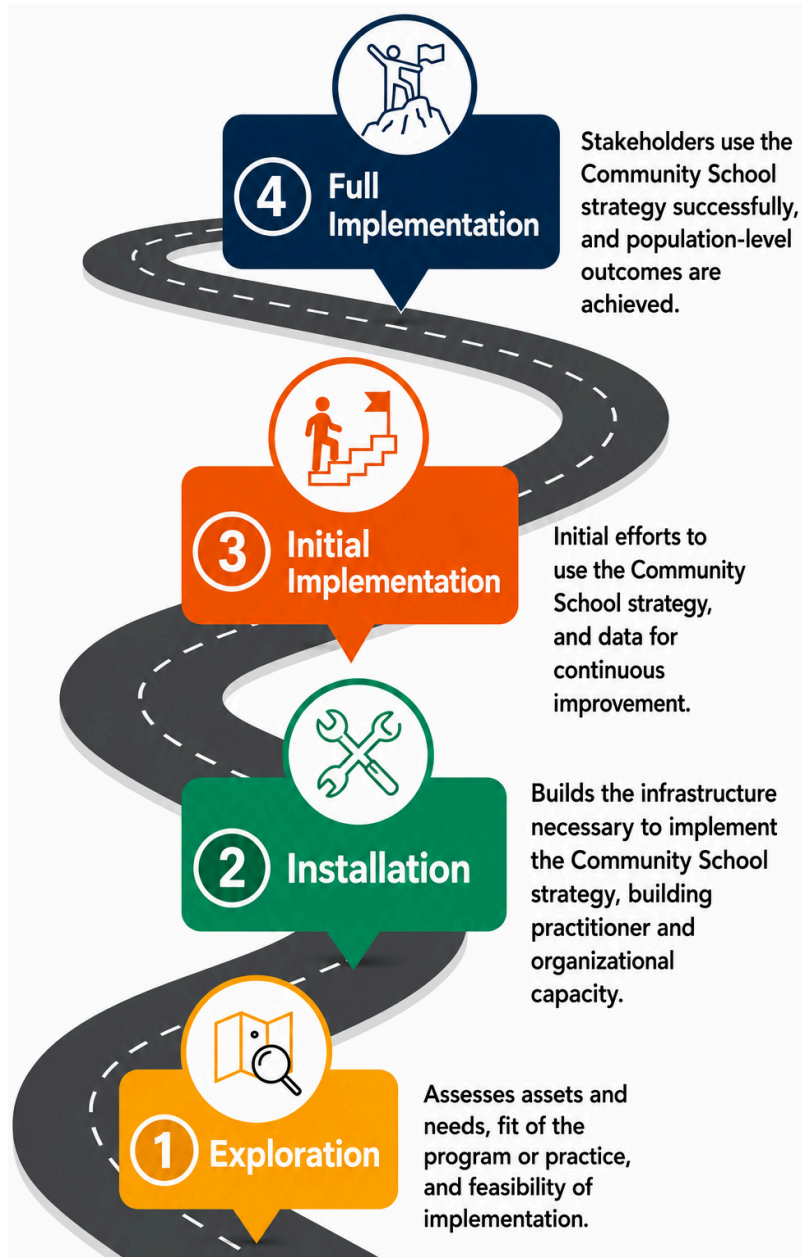
Family, School,
and Community
Partnerships



District Readiness Rubric

Introduction

Assessing existing practices, strategies, and initiatives is a critical step in determining readiness for change because it creates an opportunity for leaders to approach the community schools strategy with strategic integration in mind and avoid initiative overload. **The District, School, and Lead Partner Agency Readiness Rubrics** were developed to take stock of what is already in place in a school, district, or lead partner agency that will ultimately support or align with the community schools strategy. Recognizing current strategies that are already working helps build a culture of success and strengthens relational trust among stakeholders.



Descriptions of current strategies and practices are provided across the rubrics. These descriptions show what these strategies and practices look like at an ‘excelling’ level of performance, emphasizing a commitment to educational equity and improving youth, family, and community outcomes ([CDE, 2020](#)). Schools, districts, and agencies with excelling strategies and practices will demonstrate high levels of implementation across the [Essentials for Community School Transformation Framework](#) (CDE, 2020; Community Schools Forward, 2023).

Readiness

Know Before You Go!

Before entering the Exploration phase, consider the following:

- **Why is that destination where you want to go?**
Your “why” and data snapshot
- **Who is helping you plan the trip?**
Your team
- **What do you already know about your destination?**
What more do you need to learn?
Learning about CSs
- **What do you already have that will help you get there?**
Your landscape analysis and data snapshot
- **Who needs to know your travel plans?**
Engaging stakeholders and building awareness

Key Actions

We recommend moving through the **Landscape Scan** in a process of self-reflection and guided discussion:

- **Step One:** The Readiness Team meets. Team leads outline the process of completing the rubrics/self-reflections.
- **Step Two:** Each individual team member establishes their own reflections on the different components of the **Essentials for Community School Transformation Framework** for their specific system (school, district, partner agency). Individuals may be “assigned” colleagues to interview in order to collect needed information while avoiding overwhelming colleagues with interview requests.

- **Step Three:** Individuals complete the rubric summary sheet before the next team meeting.
- **Step Four: The Readiness Team** meets for a collaborative discussion about their reflections and findings.
 - ◆ We encourage members to be honest and transparent, which may mean engaging in hard conversations that lead to uncomfortable truths. It is crucial that all members feel comfortable, seen, heard, and safe.
 - ◆ Whether your team is large or small, consider inviting key internal and external stakeholders to this specific meeting as thought partners.
- **Step Five:** The team comes to a consensus regarding the community schools strategy being a good “fit” for their school, district, or agency and decides on next steps for building readiness.
 - ◆ Recommendations for next steps will vary based on the site/system, team make-up, and findings of the rubrics. We have provided examples of next steps for school-based, district-based, and lead partner agency-based teams on each associated rubric.

Key Outputs

Completing this Landscape Scan is a crucial step in understanding how ready your system may or may not be for exploring and implementing the community schools strategy. Completing the Landscape Scan will lead to a short summary that pulls together the most important readiness considerations for your team. This summary sheet will be useful during the collaborative discussion as members discuss their individual reflections and findings. Whether your team is school-based, district-based, or agency-based, the Landscape Scan will provide a comprehensive overview of how current initiatives, existing teams, community partnerships, and staff roles and responsibilities align with the community schools strategy. With this information in hand, your **Readiness Team** will make a well-informed plan for the team’s next steps.

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District Readiness Rubric

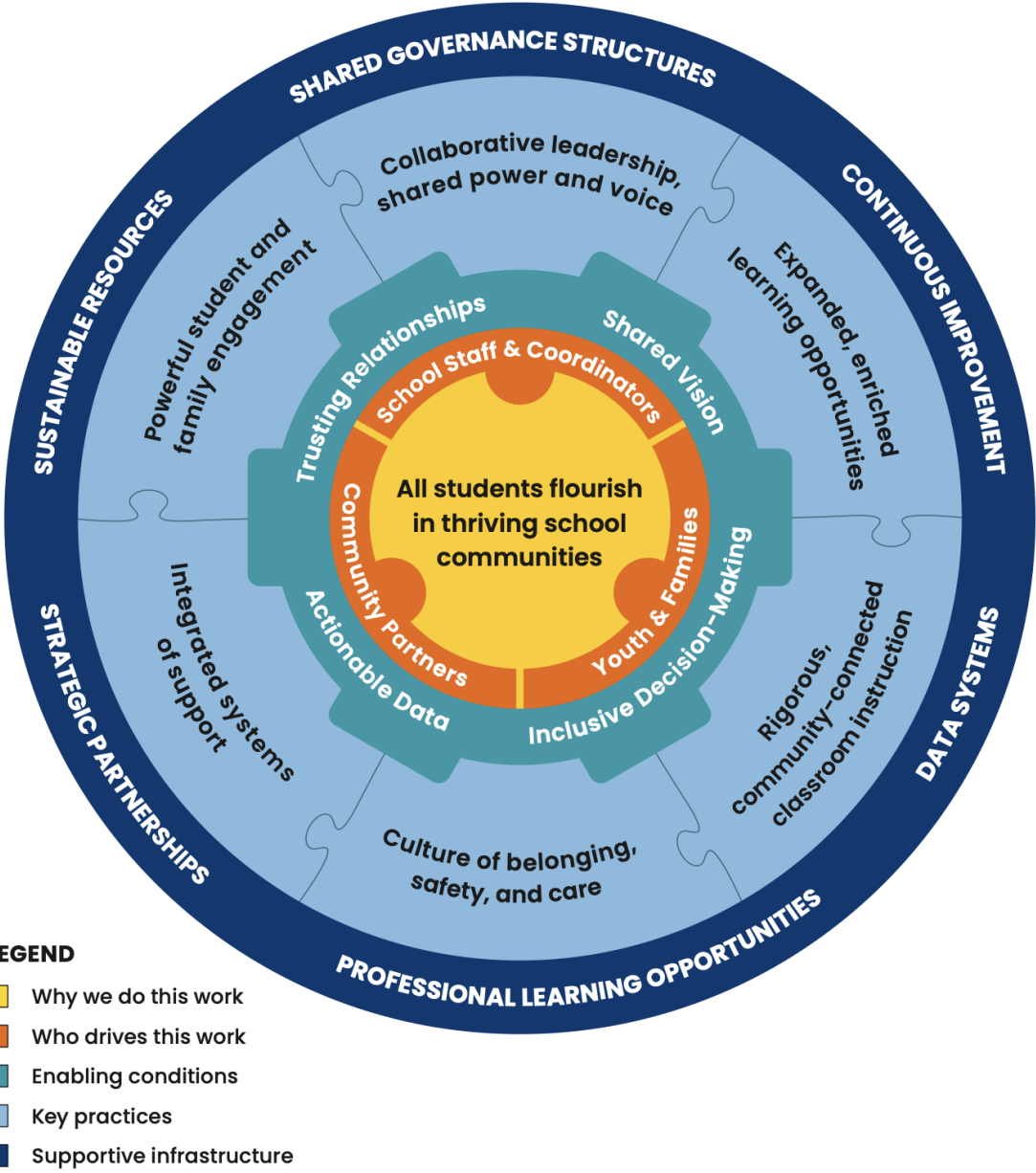
Building on the [Essentials for Community School Transformation](#) Framework (2023), this rubric provides district leaders and staff an opportunity to consider how the components of the framework may already be in place across their school district. The first section is on the Enabling Conditions: *Trusting Relationships, Actionable Data, Shared Vision, and Inclusive Decision-Making*. When fully realized, the enabling conditions create a system within which school- and district-level transformation is possible and encouraged.

The second section of the District Readiness Rubric explores the Supportive Infrastructure currently in place, as organized by the Essentials for Community School Transformation framework: *Shared Governance Structures, Continuous Improvement, Data Systems, Strategic Partnerships, Professional Learning Opportunities, and Sustainable Resources* (2023). This section may require deeper exploration into the systems and processes within the district through artifact reviews and one-on-one conversations with colleagues. Later activities in this guide will help you connect these conditions and infrastructure to community mapping and assets and needs assessments that typically happen once a district decides to move forward with this strategy.

The descriptions provided for the components are written to a high standard with examples considered to be excelling. It is not expected that the district utilizing the rubrics would be meeting this high-level of performance for each component. They are written this way so that through self-reflection, users can identify to what extent their district aligns with that description. Along with self-reflection questions, a continuum is included.

Completing the rubrics is an iterative process - not a one-time activity. Individual team members, and the team as a whole, can and should return to the readiness rubrics to track progress and build towards sustainability.

Figure 1. Essentials for Community School Transformation

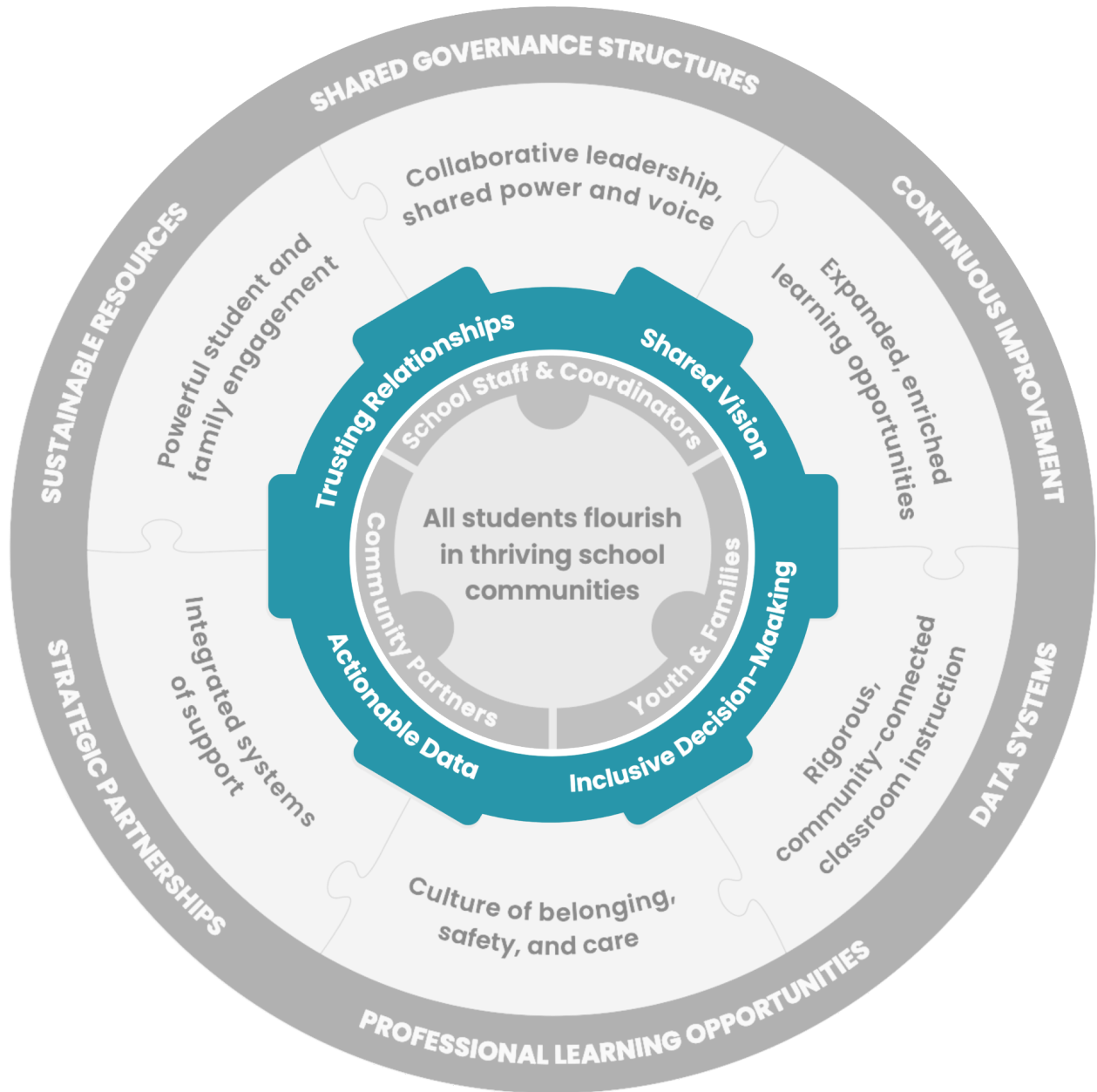


Source: Community Schools Forward. (2023).

Enabling Conditions

The enabling conditions of the community schools strategy—trusting relationships, actionable data, shared vision, and inclusive decision-making—create a foundational ecosystem that shifts a school district from a rigid, isolated institution to an adaptive, collaborative partner. These conditions are represented in the teal layer of the Essentials of Community Schools Transformation framework ([Community Schools](#)

[Forward, 2023](#)). Instead of functioning as an independent silo, these four conditions act as a self-reinforcing system that drives transformation across the district and its schools.



Trusting Relationships

Trusting relationships are formed through social interactions within communities and environments. Elements that make up trusting relationships include competence, respect, integrity, care, shared vision, culture of listening, and interactions ([Brookings, 2024](#)). The following description shows a high standard of trusting relationship practices in school districts, with examples considered to be *excelling*:

District leadership promotes transparency, equity, and family engagement through ongoing communication and shared data practices. These efforts include:

- Sharing data with families and community partners about overall levels of achievement, discipline, and site performance
- Engaging families and community partners in conversations about goal setting, strategies to improve student outcomes, and overall district or site improvement
- Presenting student performance and attendance data disaggregated by race, gender, and other student or family characteristics to support equity and social justice goals
- Sending email communications to families at least every other week and encouraging families to respond with questions or concerns

The district creates meaningful opportunities for school staff, students, families, and community partners to participate in decision-making, leadership, and engagement efforts. Examples include:

- Public events, such as **District Accountability Committee (DAC)** meetings and School Board meetings, that include dedicated time for school staff, students, families, and community partners to share experiences and concerns
- Soliciting student and family input on desired programs and activities to help guide planning and implementation
- Gathering feedback and input from school staff, students, families, and community partners to improve district practices and inform future actions
- District-level program coordinators, such as *Culturally and Linguistically Diverse Coordinators*, *Special Education Coordinators*, and *Family Coordinators*, building relationships with families and ensuring families know how to contact district-level staff
- District-level coordinators supporting school-level staff in strengthening relationships with families to improve child development and student learning
- Providing leadership training for school staff, families, and community members focused on district goals, family and community engagement practices, and community ambassador roles

- Offering leadership opportunities for district staff, families, and community members within partnership work, including serving as integral members of the DAC



Self-Reflection



After reading the above description, what patterns or trends stand out to you regarding **trusting relationships** across your district?



Where Does Our District Fall?

Use the continuum below to reflect on the current strength of trusting relationships with students, families, and community partners.



Why did you place your district here on the continuum? _____



What are some areas where strong trusting relationships currently exist, and what are the opportunities where trusting relationships can be or need to be built?

Existing Trusting Relationships (Areas of Strength)	Opportunities for Building Trusting Relationships (Areas for Growth)
_____	_____
_____	_____
_____	_____
_____	_____

Actionable Data

Actionable data is defined as information that is clear, specific, and timely enough to lead directly to a decision. It provides the context necessary to determine next steps. The following description shows a high standard of actionable data practices in school districts, with examples considered to be *excelling*:

Information is intentionally collected, analyzed, and shared with all stakeholders to drive continuous improvement and inclusive decision-making (Learning Policy Institute, 2023). The school's data practices include:

- Collecting both quantitative data (e.g., attendance, test scores, behavior) and qualitative data (e.g., surveys, empathy interviews, home visits)
- Making data available in real time, or frequently enough to allow for mid-course corrections rather than only end-of-year reflections
- Presenting data through user-friendly and accessible dashboards
- Disaggregating data by student groups to identify achievement gaps ([Burch & Miller, 2022](#))
- Collecting data from more than 70% of families regarding community needs and satisfaction with the school ([CDE, 2020](#))
- Evaluating how teachers implement evidence-based practices aimed at improving student outcomes and strengthening teacher-family relationships ([CDE, 2020](#))
- Collecting annual data from families and community partners about community assets and resources ([CDE, 2020](#))
- Engaging families and community partners in discussions about how community resources can support the academic, social-emotional, health, and financial needs of students and families
- Analyzing current school performance in relation to local, state, and federal metrics and expectations, including **School Performance Framework** metrics and **Every Student Succeeds Act** indicators ([CDE, 2025](#))



Self-Reflection



After reading the above description, what patterns or trends stand out to you regarding **actionable data** across your district?



Where Does Our District Fall?

Use the continuum below to reflect on how the district collects and uses data from families and the local community.



Why did you place your district here on the continuum? _____



What are some areas where strong actionable data currently exists, and what are the opportunities where strong actionable data is needed?

Existing Actionable Data (Areas of Strength)

Needed Actionable Data (Areas for Growth)

Shared Vision

A shared vision is a collective agreement outlining a district's image of a desired future and may include core values and long-term goals for students. The following description shows a high standard of shared vision practices in school districts, with examples considered to be *excelling*:

The district's vision serves as an anchor for decision-making related to student academics, behavior, and social-emotional development and ensures that interventions, programs, and schools are aligned toward shared goals. The district's vision:

- Is co-created by school leaders, school staff, students, families, and community members
- Encourages collective responsibility for the experiences and outcomes of all students across the district
- Is reflected in school board policy and the district's strategic plan
- Is communicated consistently across the district's communication platforms



Self-Reflection

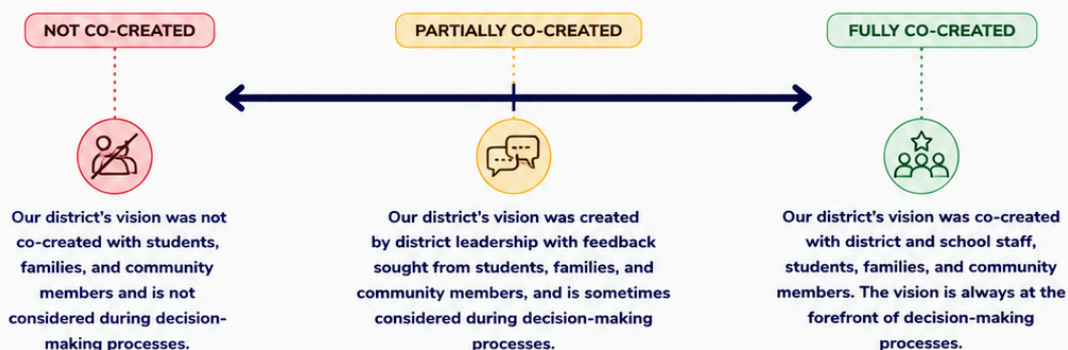


After reading the above description, what patterns or trends stand out to you regarding a *shared vision* across your district?



Where Does Our District Fall?

Use the continuum below to reflect on the co-creation and centrality of the vision in our district's decision-making processes.



Why did you place your district here on the continuum? _____



How was your district's vision created? What are the strengths of your district's vision? What is needed to make it more impactful?

Strengths of the Current Vision

Needed to Strengthen Impact

Inclusive Decision-Making

Inclusive decision-making is a process where those affected by a choice—especially people from underrepresented groups—have a meaningful opportunity to influence the outcome. It ensures diverse perspectives are not just heard, but actively integrated into the final decision to ensure equity and better results. The following description shows a high standard of inclusive decision-making practices in school districts, with examples considered to be *excelling*:

The district prioritizes collaborative leadership and shared decision-making by ensuring diverse voices and perspectives help shape district priorities, policies, and practices. Examples include:

- Bringing diverse stakeholders to the table to provide input on budget decisions, curriculum, resources, and supports
- Engaging stakeholders who have direct connections to students, resulting in more relevant and effective solutions, increased trust, greater identification of inequities, and stronger ownership among school staff, families, students, and community members
- Empowering individual schools to form interdisciplinary teams that include principals, educators, other school staff, students, families, and community partners
- Sharing actionable data with all stakeholders, not just administrators, to support collective identification and addressing of inequities
- Creating formal partnerships with community organizations that establish shared goals and responsibilities and ensure community voices are reflected in high-level budget and policy decisions
- Using consensus-building processes, rather than top-down mandates, to guide district decision-making
- Convening district-level committees made up of various stakeholders to advise the superintendent on matters such as the Student Code of Conduct and the district's strategic plan



Self-Reflection



After reading the above description, what patterns or trends stand out to you regarding **inclusive decision-making** across your district?



Where Does Our District Fall?

Use the continuum below to reflect on the current level of inclusive decision-making in our district's decision-making processes.



Why did you place your district here on the continuum? _____



What are some areas where inclusive-decision making currently exists, and where are the opportunities for integrating stronger inclusive decision-making?

Existing Inclusive Decision-Making (Areas of Strength)

Opportunities to Integrate Inclusive Decision-Making (Areas for Growth)

Supportive Infrastructure

The supportive infrastructure of the community schools strategy functions as a stabilizing and scaling mechanism that transitions a district from a collection of siloed departments and schools into a cohesive, transformational system. This infrastructure provides the "scaffolding" necessary to sustain the enabling conditions (trusting relationships, actionable data, shared vision, and inclusive decision-making) over time. These conditions are represented in the dark blue layer of the Essentials of Community Schools Transformation framework ([Community Schools Forward, 2023](#)). The interaction of these six elements creates a system that moves beyond temporary fixes toward permanent institutional change.



Shared Governance Structures

Shared governance is when district leadership and staff, youth, families, school leadership and staff, and community members work together as a formal team, such as a District Accountability Committee. They decide together on goals and budgets, and make sure everyone does their part to reach positive student outcomes. Shared governance structures begin in district policy. The following description shows a high standard of shared data governance structures in school districts, with examples considered to be *excelling*:

District Policy

District policies lead to shared governance structures within and across the system by establishing the formal rules and frameworks that redistribute decision-making power from a central district office to a collaborative group of stakeholders. These policies create a supportive infrastructure for community schools by legitimizing and funding the roles, teams, resources, and processes necessary to integrate community partners and resources into schools across the district.



Self-Reflection



In what ways does the district strategic plan prioritize whole-child metrics—such as mental health, chronic absenteeism, and social-emotional growth - alongside standardized test scores?



In what ways does district policy require annual needs and assets assessments that involve a broad spectrum of the community, or are strategic plans built primarily on internal district data?

District Accountability Committee

All districts are required by Colorado state law to convene an Accountability Committee (C.R.S. 22-11-302). The District Accountability Committee (DAC) provides the district with the organizational structure and authority for making program, policy, fiscal, and standards decisions and implementing best practices. The benefits of accountability committees include:

For families:

- Increased awareness of policies and opportunities to provide input
- A greater sense of ownership and involvement
- Shared experiences and stronger connections with professionals and other families

For education professionals:

- Greater awareness of community values and perspectives

- Increased confidence and ability to partner with families
- Opportunities to engage and collaborate with family representatives in leadership roles ([CDE, 2019](#)).

Each local school board is responsible for either appointing or creating a process for electing the members of a DAC. Use the following table to identify the membership roles of your DAC and to what extent your DAC is engaging in the statutory requirements. If you are not a member of your DAC and are unsure of the following items, reach out to your DAC Chairperson and schedule time with them to discuss.

DAC Membership Roles	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> At least three parents of students enrolled in the district; <input type="checkbox"/> At least one teacher employed by the district; <input type="checkbox"/> At least one school administrator employed by the district; and <input type="checkbox"/> At least one person involved in business in the community within the district boundaries. 	
DAC Responsibilities	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Recommending to its local school board priorities for spending school district moneys; <input type="checkbox"/> Submitting recommendations to the local school board concerning preparation of the district's Performance, Improvement, Priority Improvement or Turnaround plan (whichever is applicable); <input type="checkbox"/> Reviewing any charter school applications received by the local school board and, if the local school board receives a charter school renewal application and upon request of the district and at the DAC's option, reviewing any renewal application prior to consideration by the local school board; <input type="checkbox"/> At least annually, cooperatively determining, with the local school 	

board, the areas and issues, in addition to budget issues, that the DAC shall study and make recommendations upon;

- Providing input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations.
- For districts receiving ESEA funds, consulting with all required stakeholders with regard to federally funded activities;
- Publicizing opportunities to serve and soliciting parents to serve on the DAC;
- Assisting the district in implementing the district's parent engagement policy; and
- Assisting school personnel to increase parents' engagement with educators, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans, and plans to address habitual truancy.

Continuous Improvement

Continuous improvement is the ongoing habit of making small, steady changes to do things better over time. Rather than waiting for a single "giant fix," it focuses on constantly looking for ways to spot mistakes, cut out waste, and make work or life a little smoother every day. To support continuous improvement, the [Education Accountability Act of 2009](#) requires each Colorado school district to create an [annual improvement plan](#). The following description shows a high standard of continuous improvement practices in school districts, with examples considered to be *excelling*:

Tip: Review your district's Unified Improvement Plan (UIP) before considering the following description. Discuss with colleagues if you are not typically involved in the district's improvement planning process.

The district engages in a cycle of continuous improvement to strengthen student learning and overall system effectiveness. These practices include:

- Developing an annual improvement plan that focuses on the most significant challenges facing students and families and establishes clear targets for improvement
- Using evidence-based strategies to address the root causes of student challenges and drive progress on identified priorities
- Outlining a logical implementation process within the improvement plan, including how adjustments will be made when needed
- Maintaining systems and structures that support school-level planning and implementation
- Ensuring school-level Unified Improvement Plans are aligned with district strategies and goals
- Approaching continuous improvement as a collaborative, whole-child process that involves the broader community rather than relying on a top-down model



Self-Reflection



Where Does Our District Fall?

Use the continuum below to reflect on current district policies related to inclusive planning and decision-making.



Why did you place your district here on the continuum? _____



In what ways does the district strategic plan prioritize whole-child metrics—such as mental health, chronic absenteeism, and social-emotional growth - alongside standardized test scores?



In what ways does district policy require annual needs and assets assessments that involve a broad spectrum of the community, or are strategic plans built primarily on internal district data?

Data Systems

Data systems are the digital tools and organized methods a group uses to collect, store, and find information. They provide educators a pathway to clear evidence of what students and families need in order to succeed. The following description shows a high standard of data systems in school districts, with examples considered to be *excelling*:

The district's data systems support continuous improvement, informed decision-making, and coordinated student and family support. These systems include:

- Continuous improvement systems, such as those embedded within the district improvement planning process
- Academic and student engagement data
- Student and family support referral systems
- Needs assessments
- Visual tools, such as data dashboards that integrate ongoing student progress and end-of-year outcomes
- Data-sharing agreements with community partners that maintain student and family privacy

Data is used to inform decision-making and action planning by identifying problems or patterns that need to be understood before selecting interventions.



Self-Reflection



Refer back to your Data Snapshot (Section 4) and review the data systems in place in your district. Consider the following questions.

- What is not currently being tracked or collected that you feel is important?
- To what extent are the data systems in place accessible to key stakeholders beyond district staff?
- What processes are in place to communicate district level data to families and the local community?



Where Does Our District Fall?

Use the continuum below to reflect on your district's data systems and data sharing practices.



Professional Learning Opportunities

Professional learning opportunities are chances for people to gain new skills, knowledge, or ideas to do their jobs better. They include things like workshops, mentoring, or hands-on projects that help someone grow in their career and stay up-to-date in their field. High quality professional development can boost student achievement and create safer, more supportive schools. The following description shows a high standard of professional learning practices in school districts, with examples considered to be *excelling*:

The district provides professional learning opportunities that link educator and staff growth to student outcomes, including:

- Professional learning focused on strengthening teacher-student relationships
- Professional learning focused on strengthening teacher-family relationships
- Shared learning opportunities, such as professional learning communities, that demonstrate a direct impact on teaching practices
- Data demonstrating that the professional learning opportunities offered contribute to higher teacher retention across the district system



Self-Reflection



Does the district offer professional learning opportunities focused on:

- Collaborative leadership
- Restorative practices
- Trauma-informed teaching practices
- Family engagement
- Integrating the local community into classroom lessons and activities

If available, provide 2 examples.



Where Does Our District Fall?

Use the continuum below to reflect on the district's professional learning opportunities.

LIMITED



The district does not provide or encourage participation in professional learning opportunities for district staff.

DEVELOPING



The district offers brief professional learning opportunities in staff meetings and encourages staff to engage in professional learning on their own time.

STRONG



The district builds a culture of professional learning by integrating it all staff trainings and meetings. The district encourages participation in external professional learning and provides support to do so.



What professional learning opportunities currently exist within the district? What opportunities are needed to strengthen staff capacity and deepen implementation?

Existing Professional Learning Strengths

Opportunities to Expand Professional Learning

Strategic Partnerships

Strategic partnerships are long-term agreements where two or more groups team up to reach a goal that neither could easily achieve alone. Partners share their unique strengths, tools, or expertise to solve a specific problem or create something new. The following description shows a high standard of strategic partnership practices in school districts, with examples considered to be *excelling*:

The district maintains strategic partnerships that are formal, mutually beneficial, long-term relationships with community organizations to support students and families through shared governance and pooled resources. These partnerships are characterized by:

- A shared vision that both partners agree is better achieved together
- A focus on addressing identified student and family needs
- Formal agreements, such as Memorandums of Understanding (MOUs), that define roles, responsibilities, and conflict resolution processes
- Braiding and sharing of resources
- Joint performance metrics and shared data tracking to measure agreed-upon outcomes and impact
- Incorporation of trusted community partner organizations into district operations (Community School Playbook, 2018)

Strategic partnerships may be:

- Programmatic, where the district and its partners combine expertise to implement specific initiatives
- Resource-based, where infrastructure such as physical space, staffing, or administrative support is shared

These partnerships are grounded in a culture of shared responsibility between the district and its community partners.



Self-Reflection



How are initiatives launched, maintained, and sustained within your district? What common barriers tend to show up?



Where Does Our District Fall?

Use the continuum below to reflect on the consistency, availability, and sustainability of resources in your district.



To what extent does the district have access to the following funding sources? If so, how are the funds designated and utilized?

Federal:

- 21st CCLC
- Titles I, II, and IV
- IDEA
- Medicaid
- Substance Abuse and Mental Health Services
- Americorps
- Workforce Investment and Opportunities Act

State:

- EASI grant funds
- Colorado Out-of-School Time grant funds (COAPP, NPOST)
- Public and school-based health funds
- Health and nutrition programs
- Early childhood programs
- College access funds

Municipal:

- Dedicated revenue from city/county
- District general funds
- Juvenile justice and crime prevention programs
- Parks and recreation centers

Private:

- Philanthropy
- Local businesses
- Chamber of Commerce
- Local nonprofits



How does the district provide staffing for family and/or community engagement staff?



What are some examples of sustainable resources that currently exist in your district, and what opportunities are there to expand and add to the sustainable resources?

Existing Sustainable Resources

Opportunities to Expand and/or Add Sustainable Resources

Sustainable Resources

Sustainable resources are tools, money, or materials that are managed so they don't run out. It means having a steady supply of what is needed—like funding, staff, or energy—in a way that keeps the work going for the long haul without exhausting the people or the budget. The following description shows a high standard of sustainable resource practices in school districts, with examples considered to be *excelling*: (CDE, 2020):

The district supports long-term sustainability through coordinated systems, strategic resource alignment, and continuous evaluation practices. These efforts include:

- Regular use of braided and blended funding practices
- Long-term formal agreements with community partner organizations
- Data systems that demonstrate a proven return on investment
- Dedicated human capital and policy integration to sustain systems and supports over time
- Structures that ensure programs and supports remain in place during leadership transitions

The district also maintains dedicated teams responsible for coordinating programming, partnerships, and evaluation efforts. These practices include:

- A district-level team that coordinates programming and evaluation and has dedicated funding to support its work
- Team membership that includes district administrators, school administrators, teachers, families representing diverse perspectives, students when appropriate, and community representatives
- Maintaining files, guides, or implementation notebooks documenting how events, practices, and activities are organized and carried out
- Conducting evaluations of each implemented practice or intervention and discussing opportunities for improvement
- Providing time during staff or district leadership meetings to discuss how programs and interventions contribute to district, school, and student improvement
- A district-level team dedicated specifically to coordinating community partnership programming and evaluation
- Annual collection of data from families and community partners regarding community assets and resources
- Ongoing discussions with families and community partners about how community resources can support the academic, social-emotional, health, and financial needs of students and families



Self-Reflection



How are initiatives launched, maintained, and sustained within your district? What common barriers tend to show up?



Where Does Our District Fall?

Use the continuum below to reflect on the consistency, availability, and sustainability of resources in your district.

LIMITED & INCONSISTENT



Resources within and provided by our district are limited and inconsistent. They frequently diminish when changes in staff occur.

MODERATE & VARIED



Resources within and provided by our district vary in scope and availability but efforts are generally made to procure what is needed and provide access to those who need it.

CONSISTENT & SUSTAINED



Resources within and provided by our district are consistent and access is structured to meet immediate and future need. Resources are maintained despite changes within the district.



To what extent does the district have access to the following funding sources? If so, how are the funds designated and utilized?

Federal:

- 21st CCLC
- Titles I, II, and IV
- IDEA
- Medicaid
- Substance Abuse and Mental Health Services
- Americorps
- Workforce Investment and Opportunities Act

State:

- EASI grant funds
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Municipal:

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- Philanthropy
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How does the district provide staffing for family and/or community engagement staff?



What are some examples of sustainable resources that currently exist in your district, and what opportunities are there to expand and add to the sustainable resources?

Existing Sustainable Resources

Opportunities to Expand and/or Add Sustainable Resources

Recommendations for Next Steps

After completing the rubrics, the next steps for a school district may include, but are not limited to, the following:

- Pausing to determine if there is more learning needed about the community schools strategy and returning to Section 3 of this guide;
- Re-starting the rubrics with newly invited team members;
- Creating a plan for addressing gaps or areas in need of improvement as revealed by the rubrics;
- Moving onto Section 6: Identifying Key Stakeholders and Section 7: Building Awareness;
- Developing a system for data tracking and progress monitoring focused on the district's community schools strategy initiative;
- Connecting with a technical assistance provider to deepen district staff's expertise and consulting ability on the community schools strategy;
- Establishing a sub-committee of the District Accountability Committee to support the development of community schools in the district;
- Identify the school(s) within the district that may be willing to explore the community schools strategy; and/or
- Determine what future partnerships the district may need to support their community schools initiative.

District Readiness Rubric Summary

Review your responses on the previous self-reflection questions and summarize them in the below table.

Enabling Conditions	
<p>Trusting Relationships: What patterns or trends stand out to you regarding trusting relationships for your school district?</p> <ul style="list-style-type: none">•••	<p>How might you elevate trusting relationships to align with the community school strategy?</p> <hr/> <hr/> <hr/> <hr/>
<p>Actionable Data: What patterns or trends stand out to you regarding actionable data within your school district?</p> <ul style="list-style-type: none">•••	<p>How might you elevate your district's approach to actionable data to align with the community school strategy?</p> <hr/> <hr/> <hr/> <hr/>
<p>Shared Vision: What patterns or trends stand out to you regarding shared vision practices for your school district?</p> <ul style="list-style-type: none">•••	<p>How might you elevate your district's approach to a shared vision to align with the community school strategy?</p> <hr/> <hr/> <hr/> <hr/>

<p>Inclusive Decision-Making: What patterns or trends stand out to you regarding inclusive decision-making practices within your school district?</p> <ul style="list-style-type: none"> • • • 	<p>How might you elevate inclusive decision-making practices to align with the community school strategy?</p> <hr/> <hr/> <hr/> <hr/>
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Supportive Infrastructure	
<p>Shared Governance Structures: What patterns or trends stand out to you regarding shared governance structures for your school district?</p> <ul style="list-style-type: none"> • • • 	<p>How can you elevate your shared governance structures to align with the community school strategy?</p> <hr/> <hr/> <hr/> <hr/>
<p>Continuous Improvement: What patterns or trends stand out to you regarding continuous improvement practices within your school district?</p> <ul style="list-style-type: none"> • • • 	<p>How can you elevate your continuous improvement processes to align with the community school strategy?</p> <hr/> <hr/> <hr/> <hr/>

<p>Data Systems: What patterns or trends stand out to you regarding data systems within your school district?</p> <ul style="list-style-type: none"> • • • 	<p>How can you elevate your district's data systems to align with the community school strategy?</p> <hr/> <hr/> <hr/> <hr/>
<p>Professional Learning Opportunities: What patterns or trends stand out to you regarding professional learning opportunities within your school district?</p> <ul style="list-style-type: none"> • • • 	<p>How can you elevate professional learning opportunities to align with the community school strategy?</p> <hr/> <hr/> <hr/> <hr/>
<p>Strategic Partnerships: What patterns or trends stand out to you regarding strategic partnership practices for your school district?</p> <ul style="list-style-type: none"> • • • 	<p>How can you elevate your district's strategic partnerships to align with the community school strategy?</p> <hr/> <hr/> <hr/> <hr/>
<p>Sustainable Resources: What patterns or trends stand out to you regarding sustainable resources for your school district?</p> <ul style="list-style-type: none"> • • • 	<p>How can you elevate your district's sustainable resources to align with the community school strategy?</p> <hr/> <hr/> <hr/> <hr/>

