



SITE SELF-ASSESSMENT

About the Site Self-Assessment Tool

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

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

How to Use the Site Self-Assessment Tool

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

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

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



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

Site Self-Assessment Tool: Resources and Documentation

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

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

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

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



Capacity-Building Strategy	Growth and Progress		
	Visioning This phase is focused on the initial stages of raising consciousness and understanding around the strategy. Community school leaders, students, families, educators, and partners envision and explore how the strategy can respond to the strengths and needs of the community and begin to organize people, data, and resources.	Engaging This phase is focused on deepening skills, capacities, and relationships as well as building the organizational infrastructure essential for implementing the strategy.	Transforming This phase is focused on action and the full implementation of the strategy. In partnership with students, families, educators, and partners, community schools operationalize structures and sustainable practices to reflect on data and work collaboratively towards continuous improvement.
Shared Commitment, Understanding & Priorities: When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment and Mapping processes) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.	☐	☐	☐
	Example Look-fors, Evidence and Outcome Measures (see appendix below) List artifacts, evidence, and measures: 1. 2. 3. (Add Rows/Numbers)		
	Reflections		
Centering Community-Based Learning: Community-Based Learning (CBL) builds on the rich, diverse cultural	☐	☐	☐



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and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.	Example Look-fors, Evidence and Outcome Measures (see appendix below) List artifacts, evidence, and measures: 1. 2. 3. (Add Rows/Numbers)		
	Reflections		
Collaborative leadership: Shared decision-making ensures that all interest-holders have a voice in the school transformation process. Collaborative leadership helps to flip the traditional hierarchical structure of schools and fosters supportive relationships between interest-holders, resulting in decisions that are widely shared and implemented, improved coordination and alignment of programs and strategies, possibility thinking to address complex issues, and increased sustainability of the effort.	☐	☐	☐
	Example Look-fors, Evidence and Outcome Measures (see appendix below) List artifacts, evidence, and measures: 1. 2. 3. (Add Rows/Numbers)		
Reflections			
Sustaining Staff and Resources: A focus on sustainability ensures that the necessary human and financial resources are available to maintain the community school vision and strategy	☐	☐	☐
	Example Look-fors, Evidence and Outcome Measures (see appendix below) List artifacts, evidence, and measures:		



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over time. Effectively managing and aligning resources across policies and initiatives can maintain coherence, strengthen long-term impact, and drive continuous progress and improvement. A sustainable approach not only secures ongoing support for existing programs but also fosters adaptability, allowing community schools to evolve in response to emerging needs.	1. 2. 3. (Add Rows/Numbers)		
Strategic Community Partnerships: Developing strategic community partnerships allows schools and LEAs to expand their capacity to achieve the vision of interest-holders. Partners can strengthen and support a broad continuum of priorities, from expanded learning to integrated student and family supports. Partnerships centered on trusting relationships leads to greater support and investment in the strategy.	Reflections		
	☐	☐	☐
	Example Look-fors, Evidence and Outcome Measures (see appendix below) List artifacts, evidence, and measures: 1. 2. 3. (Add Rows/Numbers)		
	Reflections		



APPENDIX: EXAMPLE ARTIFACTS, EVIDENCE & MEASURES

SITE-LEVEL		
Shared Commitment, Understanding & Priorities When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment and Mapping processes) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.		
Visioning: To ensure interest-holders understand and support the community school strategy, sites launch a comprehensive communications campaign, and utilize tools like surveys and staff votes to gauge commitment to the strategy. The site creates a plan for a deep needs and asset assessment and a robust baseline data portfolio.	Engaging: To ensure the voices of all interest-holders are a part of the community school process, a needs and assets assessment engages 75-100% of interest-holders in identifying a shared vision and top priorities. Results are shared through a findings report, leading to an implementation plan that includes indicators of success.	Transforming: So that all interest-holders are engaging in collective action, teams are formed for each identified priority from the needs and assets assessment. Teams foster innovation and possibility thinking. Teams regularly review data and celebrate growth and success.
Example Artifacts: • Outreach materials such (one-pagers, newsletters, website/social media) • Presentation decks • Surveys • Interview/focus group questions • Transcripts and notes for listening activities • Attendance logs • Elect-to-work Agreements • Needs and assets assessment tools, training decks and materials • School-wide engagement plan or roadmap that includes both qualitative and quantitative data collection methods for subgroups, especially historically marginalized and under-resourced groups. Methods such as surveys, one-on-one interviews, focus groups, visioning exercises, meetings and forums • Vision statement • Shared leadership team agendas, including names of facilitators and participants • Engagement team membership • Mapping tools • Presentation decks • Rubrics that determine the schools' criteria for success • Plan-Do-Study-Act diagrams or possibility-thinking approaches		



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- Community school implementation plans and/or School Plan for Student Achievement (SPSA) that aligns with community school implementation
- Community voices and storytelling

Locally Informed Evidence and Measures:

- Needs and Assets Assessment engagement rates
- Community schools implementation plans; SPSA or LCAP
- School/District-level School climate surveys
- Access and utilization rates related to [Whole Child and Family Supports Inventory](#) (e.g., health and wellness services; mental health services; afterschool and summer programming; nutrition services, etc.)

Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Visioning: Sites create shared understanding around the core principles of community-based learning and work to provide the supportive environmental conditions that enable students to better engage in learning and cognitive processes (e.g., relationship-centered practices, social-emotional skill development, restorative practices.)

Engaging: Educators' skill and self-efficacy to implement community-based learning, and to provide supportive learning environments is increased through robust, teacher-led professional learning and collaborative planning as well as curated learning resources and new structures. Addressing the interests, strengths, and learning needs of vulnerable students is prioritized.

Transforming: Community-based learning in restorative, relationship-centered climates forms the basis of the site's academic program with multiple, non-traditional measures of student growth and wellbeing used to monitor progress and growth. Learning is visible to all with families, communities, and partners sharing in success.

Example Artifacts:

- A community- driven resource collection that includes curricular resources, curriculum maps, and sample lessons
- School climate surveys
- Co-created framework for community-based teaching
- Professional learning plan
- Self-assessments
- Unit plans, lesson plans
- Student work protocols
- Professional Learning Communities agendas and materials



Locally Informed Evidence and Measures:

- Increased time dedicated to CBL and collaborative planning
- Improved efficacy of professional learning communities
- School/District-level School climate surveys
- Locally-determined measures such as shared learning of students and educators via a range of performance assessments (e.g., capstone projects, learning portfolios, learning showcases, community teach-ins, inter-grade and inter-classroom teach-ins, action research presentations, student self-assessment and reflections)
- Local-determined measures such as completion of California's seal of civic engagement and seal of biliteracy

Collaborative Leadership

Shared decision-making ensures that all interest-holders have a voice in the school transformation process. Collaborative leadership helps to flip the traditional hierarchical structure of schools and fosters supportive relationships between interest-holders, resulting in decisions that are widely shared and implemented, improved coordination and alignment of programs and strategies, possibility thinking to address complex issues, and increased sustainability of the effort.

Visioning: In order to cultivate a shared vision of increased power and voice, the community school implementation team maps existing spaces of shared decision-making and identifies potential leaders and opportunities for increased voice.

Engaging: In order to build the capacity to share power and voice, schools launch or revamp school site leadership structures or governance councils that are diverse in composition and democratically-built.

Transforming: Student, educator, family, and community voice is increased and operationalized across various spaces of shared decision-making. Major decisions are made through democratic engagement processes that are clear and transparent.

Example Artifacts:

- School climate surveys
- Team agendas, norms, agreements and work plan that shows distributed roles and responsibilities, purviews and mapping
- Committee Agendas, By-Laws, minutes, and membership maps, including representation of various interest holders reflecting diversity of school community
- Guiding documents and vision statements that may include co-created visioning documents; shared purpose statements; organizational charts; decision-making purviews; shared decision-making flow charts; lead roles and responsibilities; conflict resolution processes
- Annual reports and presentations, including list of who presented
- Co-created visioning documents that include: a statement of shared purpose; organizational charts; decision-making purviews; shared decision-making flow charts; lead roles and responsibilities; and conflict resolution processes
- Professional learning plans

Locally Informed Evidence and Measures:

- Shared-decision-making team self-assessments
- Teacher and staff retention rates
- School/District-level School climate surveys that assess students', families', and educators' sense of voice and agency in decision-making, feelings of connection, and engagement
- Student, Family engagement survey items
- Educator Surveys
- Increased number of caregivers on a school campus
- Site-level steering committee satisfaction/engagement/contribution survey



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- Increased number of student-led clubs and spaces

Sustaining Staff and Resources

A focus on sustainability ensures that the necessary human and financial resources are available to maintain the community school vision and strategy over time. Effectively managing and aligning resources across policies and initiatives can maintain coherence, strengthen long-term impact, and drive continuous progress and improvement. A sustainable approach not only secures ongoing support for existing programs but also fosters adaptability, allowing community schools to evolve in response to emerging needs.

Visioning: Schools recognize the important role that all site educators and resources play in successful implementation. Teams acknowledge requisite mindsets, staffing needs, and financial resources needed for successful community school implementation.

Engaging: Teams recruit diverse community school staff, including a community school coordinator/director, and re-imagine the traditional roles of principals and educators while securing sustainable funding sources. Schools track critical workforce and professional learning data (e.g., teacher retention rates, school climate surveys) to improve and maintain working environments where educators want to stay and grow.

Transforming: Monitor culture, climate, and working conditions data to support staff retention and growth, ensuring a “whole teacher” approach. Collaborate with the LEA to develop and update a long-term funding plan that sustains staff, partnerships, programs, and facilities. Fully integrate the community school plan into the SPSA and other improvement plans for a unified approach to school transformation.

Example Artifacts:

- Job descriptions
- Organizational charts
- Teams mapping
- Staff visioning document
- Processes for selecting colleagues and site-aligned interview questions
- SOP for recruitment, screening, development, and evaluation
- Budget committees operationalized in shared leadership teams
- Processes for budget transparency and decision-making

Locally Informed Evidence and Measures:

- Analysis of workforce and professional learning data such as:
 - Staff diversity (linguistic, ethnic/racial, etc.)
 - teacher/staff retention rates
- School/District-level School climate surveys to assess educators’ sense of well-being, agency and efficacy
- Vacancy and staff attendance rates
- Percentage of high-quality teachers (e.g., national board certifications, advanced degrees, specialized credentials)
- Budget projections
- Release time and allocated collaborative planning time
- County/City/Board resolution in support of CS



Strategic Community Partnerships

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

Visioning: Shared leadership teams map local assets to develop and disseminate a resource directory of current and potential partnerships that support learning experiences and the wellbeing of students. Partners understand the mutual benefits and impact of the community school strategy.

Engaging: The results of the needs and assets assessment process are used to create a vision and vetting process for community partnerships to ensure quality and alignment of programs and services. Sites collaborate with partners to streamline service access and delivery.

Transforming: Community partnerships are strengthened and expanded through collaboration and a shared commitment to data-informed continuous improvement. Services and supports provided are embedded into and aligned with existing systems and processes to improve access and coordination. Partnerships evolve based on changing needs and assets.

Example Artifacts:

- School climate surveys
- Partnership directory, visioning documents, and commitment statements
- Process for aligning partnerships
- Goal setting document
- Surveys
- School-wide and family communications
- Contract agreements
- Establishment of memorandum of understanding
- Feedback data from existing services providers and partners

Locally Informed Evidence and Measures:

- Partner attendance
- School/District-level School climate surveys
- Access and utilization rates related to Whole Child and Family Supports Inventory (e.g., health and wellness services; mental health services; afterschool and summer programming; nutrition services, etc.)
- Partner satisfaction survey
- Families satisfaction with services provided by partners