

Communities in Schools Los Angeles

Strategic Plan

June 18, 2021



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1 | Executive Summary

Communities in Schools Los Angeles (CISLA) partnered with Education First to build a three-year strategic plan to deepen its impact on the lives of the students and families it serves



The three-phase process was guided by a strategic plan vision statement:

CISLA will commit its expertise in holistic supports for students, families and partners to empower communities, advocate for systemic improvements and recovery, and shape the field of public education to advance equitable outcomes for student success.

Three overarching goals serve as the foundation to the plan's strategic direction

Strengthened Organizational Infrastructure and Capacity

Strengthening team infrastructure to maximize core strengths as the foundation for future priorities

Expanded Impact and Influence

Increased impact as a champion for community desires and a sought-after resource for holistic supports that produce student success

Growth and Scale

Implementing initial steps for large-scale growth and influencing statewide priorities and decisions

Based on the research themes and takeaways, a set of strategic shifts emerged to strengthen the organization's internal capacity

Research Takeaways

1. **A commitment to provide an ongoing format for staff engagement and input will strengthen team dynamics** and maximize CISLA's amazing talent

2. **Strengthening internal processes and operations is a critical first step** to position CISLA for increased and expanded impact

3. **A commitment to data infrastructure is a lever** that can promote and advance multiple priorities for CISLA

Strategic Shifts and Goals

1. **Increased Focus on Organizational Culture**
Goal: CISLA will engage staff to enhance, define and promote the organization's commitment to diversity, equity and inclusion through the development of shared values, professional standards and team commitments

2. **Strengthening Internal Processes and Operations**
Goal: CISLA will optimize internal processes and systems to improve organizational efficiency and effectiveness

3. **Commitment to Improved Data Management**
Goal: CISLA will increase and improve its data systems and infrastructure to strengthen its program efficacy and advance advocacy and fundraising efforts

...in addition, three transformational strategies will accelerate CISLA's impact and influence

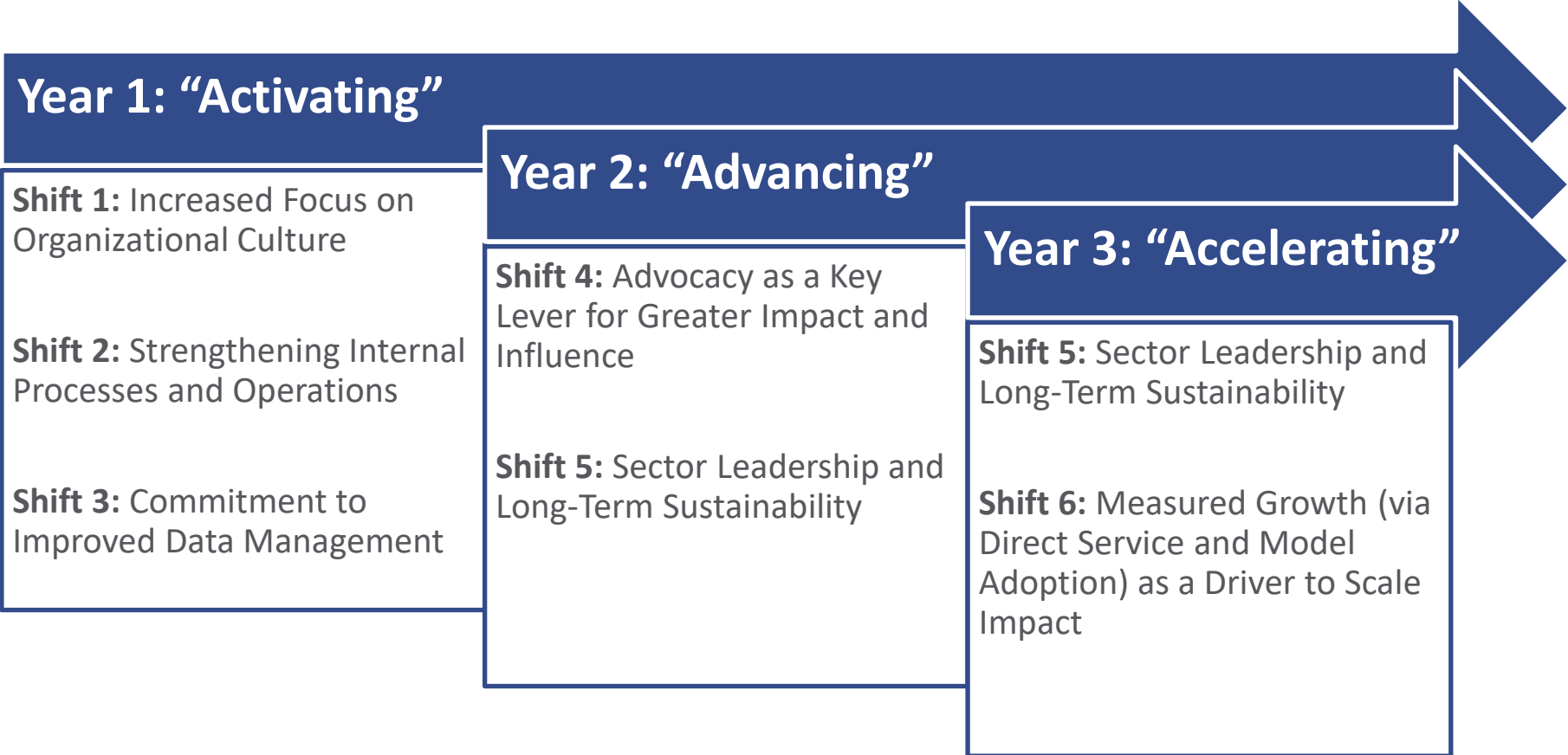
Research Takeaways

4. **Case management, parent engagement, and advocacy are interdependent** and should be seen as critical, interconnected elements to advance CISLA's potential for greater impact and influence
5. **To address funding sustainability, CISLA must establish its leadership position in the field** to align with emerging state and federal priorities
6. **Model replication offers CISLA the potential to scale its impact and influence** while also accessing new funding opportunities and sources

Strategic Shifts and Goals

4. **Advocacy as a Key Lever for Greater Impact and Influence**
Goal: CISLA will position itself as an influential voice for change by building an advocacy infrastructure that leverages its expertise in case management, parent engagement and community partner collaboration
5. **Sector Leadership and Long-Term Sustainability**
Goal: CISLA will establish its leadership and expertise in community-based education strategies in the CA state landscape, including best practice adoption, policy design and resource investment
6. **Measured Growth (via Direct Service and Model Adoption) as a Driver to Scale Impact**
Goal: CISLA will explore targeted partnership opportunities to expand via growth of case managed students at existing schools, the addition of feeder pattern schools and/or by replicating elements of its model to Local Education Agencies (LEAs) and communities in need

A measured approach to strategy implementation will maximize annual budget investments while mitigating impact on internal teams



Over time, CISLA will increase its capacity to deliver on strategic goals by investing in organizational infrastructure

Three Year Growth Plan

	“ACTIVATING” Year 1	“ADVANCING” Year 2	“ACCELERATING” Year 3
Strategic Focus	Strengthening team infrastructure to maximize core strengths as the foundation for future priorities	Increased impact as a champion for community desires and a sought-after resource for holistic supports that produce student success	Influencing statewide priorities and decisions and implementing initial steps for large-scale growth
Capacity & Systems	Organizational culture, efficiency and transparency anchored by new processes for data, knowledge management and teamwork	Enhanced community engagement and business development supported by a growing thought leadership platform	Robust infrastructure and protocols to expand to new communities and advance legislative action
Students Reached	Existing school partnerships + New partnerships with select feeder schools	Elevated family voices + Expanded services via new partnerships + Growing regional ecosystem	Policy design + State budget investment + Multi-community partnerships



2 | Organizational History

Since its establishment in 2007, Communities in Schools Los Angeles (CISLA) has empowered students to stay in school and achieve in life

“Our vision is that every student in Los Angeles’ public schools receives the supports they need in order to **develop the emotional, social and learning skills required to graduate high school** ready for meaningful employment or higher education.”

The organization has experienced significant growth and evolution since its launch in 2007

CISLA is established with seed money from CAA

Schools begin paying for a portion of programming costs

Board begins to recruit more leaders of color and members from other parts of LA

Board engages in diversity and inclusion training

Elmer Roldan is hired as ED

CISLA staff is primarily persons of color and 55% of board members are persons of color

2007

2009

2011

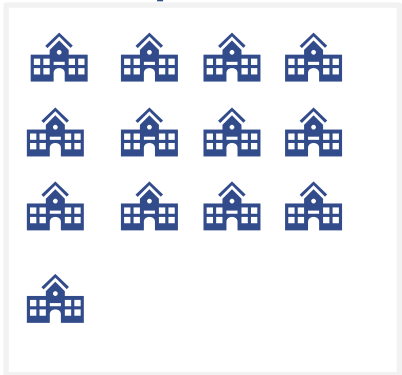
2013

2015

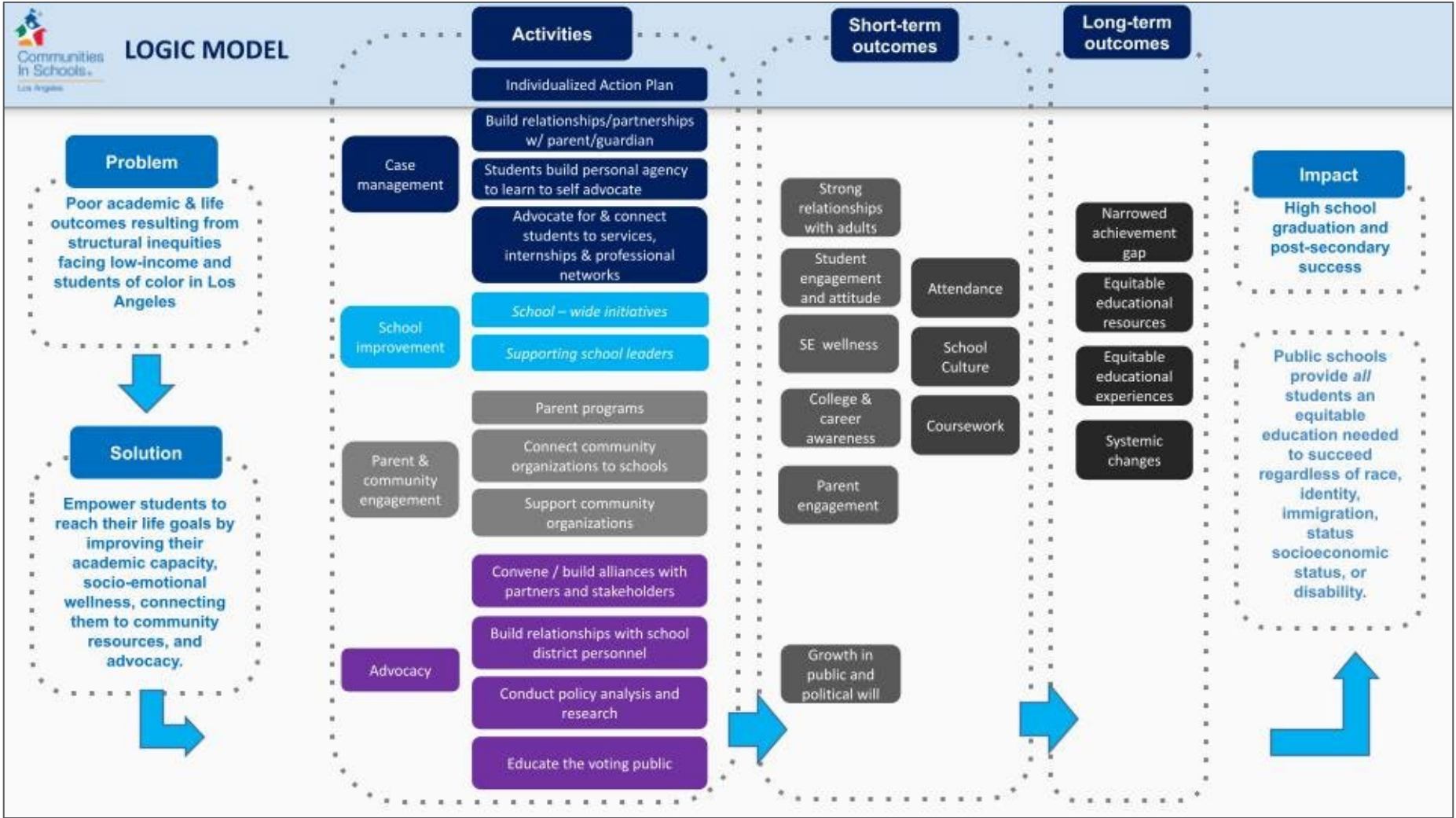
2017

2019

2021



CISLA currently prioritizes four service areas



Thousands of students are reached across CISLA's portfolio of schools



13

Schools



913

Case-
managed
students



12,800

Schoolwide
supported
students

The organization's positive impact on case-managed students and families was especially evident during the challenges of the 2019-20 school year



99%
of CISLA seniors
graduated



97%
of students felt
supported
during school
closures



97%
of families
received either
financial,
educational or
other basic need
resources during
COVID-19



3 | Research Methodology

Equity framework: Commitments to ensure an equity-centered process

Project Launch

We will identify **priority student and stakeholders in the Los Angeles public education landscape** – particularly Black and Latinx communities – and maintain an asset-based perspective in regards to those students and stakeholders.

Research, Literature Review and Analysis

We will identify **the impact of current strategies, policies and programs** in the Los Angeles public education on priority communities and its students and families.

Stakeholder Engagement

We will conduct **stakeholder empathy interviews** to inform our work based on the pursuits of different priority stakeholders in the face of experienced inequities, as well as the historical context shaping those pursuits.

Strategic Plan Development

We will assign more weight in our planning to **strategies expected to have the greatest impact on equity for priority students and stakeholders**, including actionable cross-sector opportunities (e.g., practice, policy, advocacy, etc.).

Research and stakeholder engagement was conducted to form the basis for CISLA's new strategic plan

METHODOLOGY: Ed First conducted research and a deep, thorough analysis to better understand stakeholder needs to inform the development of CISLA's strategy using a mixed methods approach.

- California Department of Education documents
- California state budget proposals
- CISLA documents
- Peer organization websites

Literature and document review



- **52 responses:**
 - + Principals
 - + APs
 - + Counselors
 - + Teachers
 - + Title 1 Coordinators
 - + Restorative Justice Coordinators
 - + Social Workers
 - + Partners
 - + Other school-based coordinators

Survey



- **~70 stakeholders:**
 - + Parents
 - + Students
 - + Site coordinators & directors
 - + Program managers
 - + Board members
 - + Admin team members
 - + Principals & counselors
 - + Partner organizations
 - + LAUSD district staff
 - + Funders

Stakeholder interviews



EQUITY FRAMEWORK: Guided the strategic planning process, including the research and analysis phase

Research and stakeholder engagement focused on four topics



Brand, purpose, and value-add



Program impact and influence



Growth



Funding



4 | Policy and Literature Review

Research identified several state and federal priorities that CISLA could proactively pursue with its district partners

STATE

Governor Newsom’s 2021-22 Budget Proposal Community Schools

- \$265 million in one-time Proposition 98 funding to expand and establish community schools
- Priority given to schools in high-poverty communities

Learning Communities for School Success Program

- Established after passage of Prop 47, the Safe Neighborhoods and Schools Act (SNSA)
- Goals are “to support evidence-based, non-punitive programs and practices to keep the state’s most vulnerable pupils in school.”
- Priority given to LEAs with high rate of chronic absenteeism, dropout, and out-of-school suspension

FEDERAL

H.R. 4220 – Chronic Absenteeism Reduction in Every School (CARES Act)

- Introduced August 2019 (Rep. Tim Ryan, D-OH)
- Allows LEAs to use specified federal funds for activities that address chronically absent students

In addition, CISLA could pursue two key COVID-19 related funding initiatives

STATE

AB-86: COVID-19 relief and school reopening, reporting, and public health requirements

- Funds allocated to LEAs in June 2021 based per pupil
- \$4.6 billion for Expanded Learning Opportunities Grant (summer school, tutoring, mental health, social emotional learning)

FEDERAL

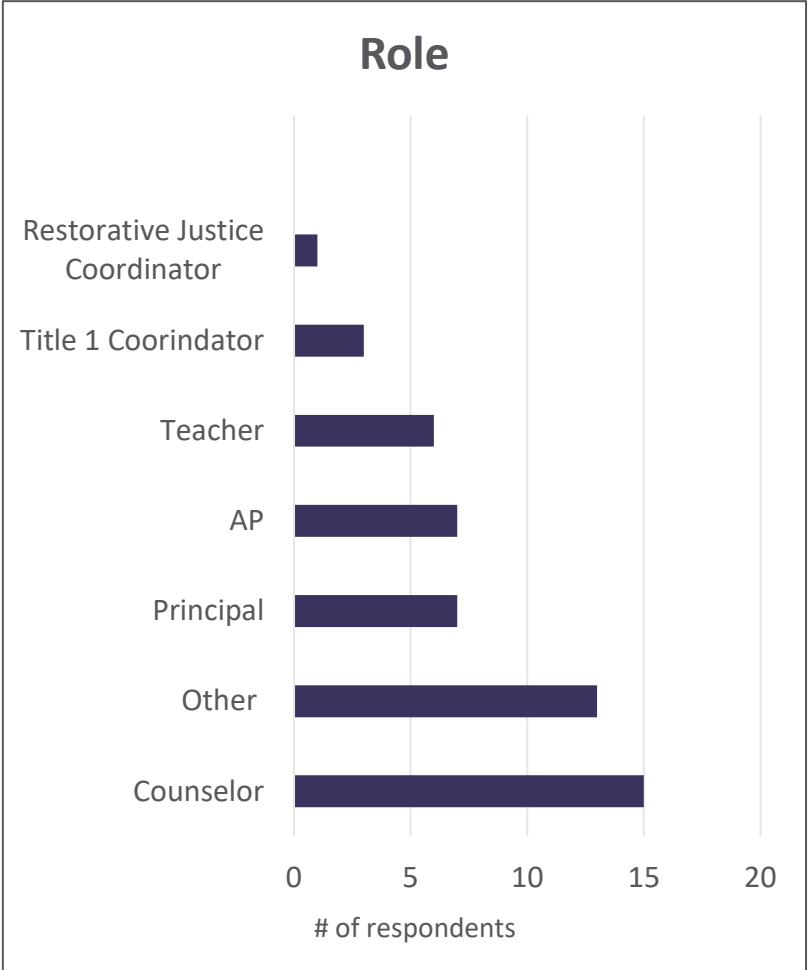
American Rescue Plan Act of 2021 (ARPA)

- Includes \$122.8 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER); the first \$800 million of ESSER funding must be used by states to provide educational and wraparound services to students experiencing homelessness
- States must use at least 5% of ESSER funding to address learning loss through summer learning, extended day, afterschool, or extended school year programs
- A minimum of 1% of funding must be used for afterschool programs that address academic and social and emotional needs



5 | Stakeholder Survey

A survey was conducted with 52 LAUSD principals, teachers, counselors, and other staff from 15 schools to gather insight on CISLA's effectiveness and focus areas



Other roles:

- A-G Counselor
- Health Start Resource Navigator
- Magnet Coordinator
- Other Partner Org
- Partner
- Psychiatric Social Worker
- SIG Coordinator
- Teacher Librarian
- TSP Coordinator

Schools:

- **99th Street ES**
- **107th Street ES**
- **Clinton MS**
- **Daniel Webster MS**
- **Hamilton HS**
- **Hollenbeck MS**
- **Jordan HS**
- **Liechty MS**
- **Mark Twain MS**
- **Markham MS**
- **Mendez HS**
- **Santee Educational Complex**
- Frank Del Olmo ES
- Boyle Heights HS
- STEAM Magnet

*bolded schools are part of CISLA's current portfolio

Most survey respondents agree that the CISLA team is effective at providing services to students and families

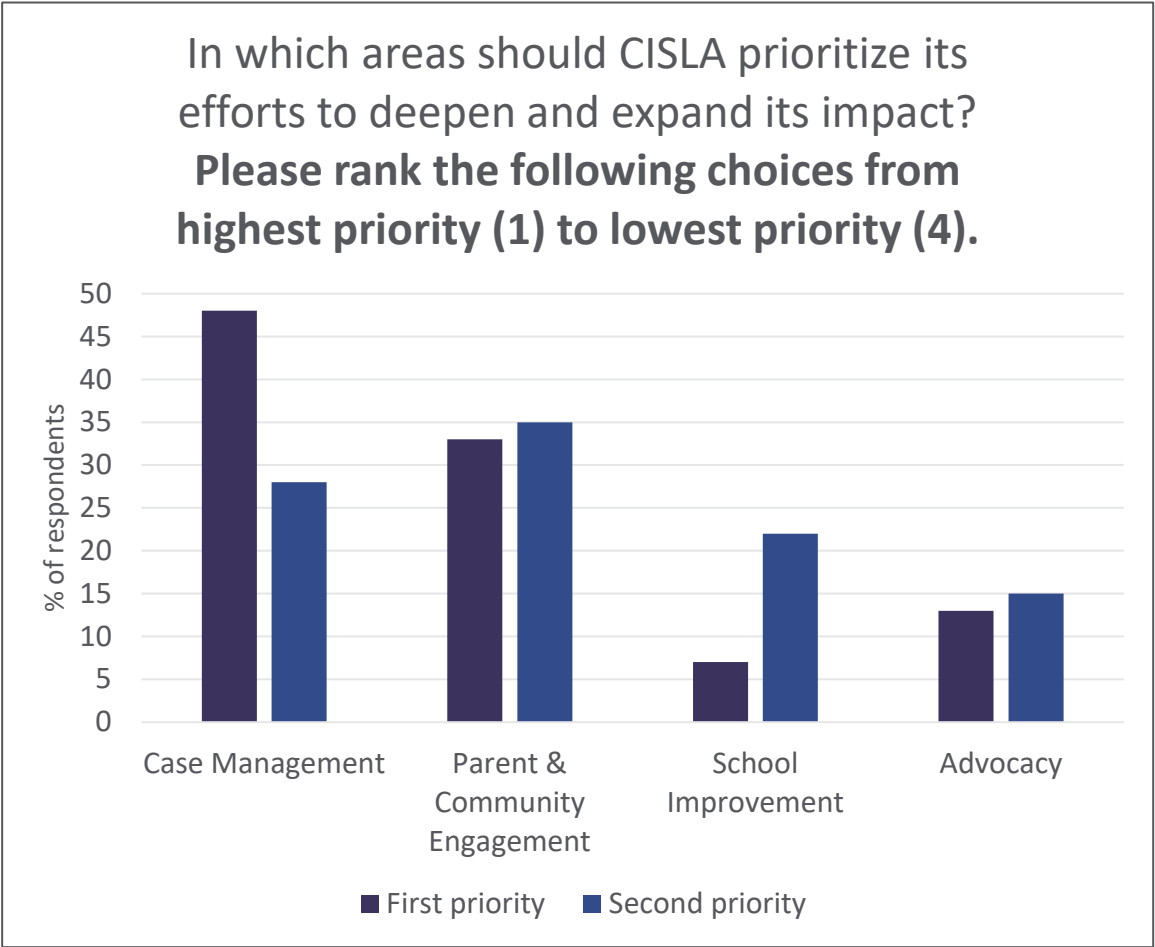
- **94%** agree or strongly agree that the CISLA team is effective at providing support for case managed students
- **90%** agree or strongly agree that the CISLA team is customer service oriented and responsive
- **86%** agree or strongly agree that the CISLA team is effective at providing schoolwide support
- **86%** of survey respondents agree or strongly agree that the CISLA team is effective at parent engagement

“CIS has been an amazing program on campus, **our students and families love the opportunities offered to them** and they love to connect with the CIS coordinator. Especially **because they feel seen, heard, valued, encouraged, and represented on campus.** The current coordinator has done an amazing job and truly puts her heart into our school’s community. I am very grateful to work with such an amazing program.” – *Counselor*

“**The CISLA team goes above and beyond duties within the program.** They are extremely committed and have provided support to the school, staff, students and parents, **providing assistance to all for the betterment of the school.**” – *Teacher*

“I think having CISLA at our campus is a major blessing. Especially, **during these difficult times dealing with COVID-19, CISLA has provided individual case management and support** to [various] families. Thank you for advocating for our student we appreciate all your support. **Empowering families while transforming schools, one family at a time.**” – *Counselor*

Most survey respondents recommend that CISLA prioritize case management or parent and community engagement efforts to deepen and expand its impact



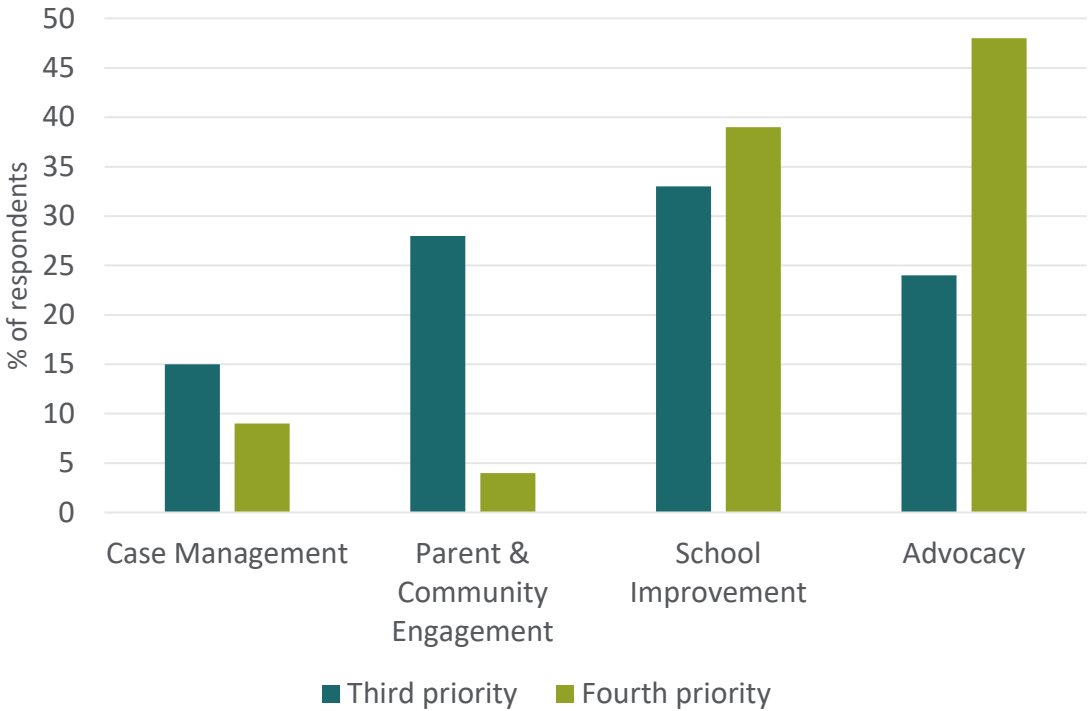
High-Priority Focus Areas

- 76% of respondents ranked case management in their top two priorities
- 68% ranked parent & community engagement in their top two priorities

External stakeholder interviews confirmed these focus areas

The majority of survey respondents cited school improvement and advocacy as secondary priorities

In which areas should CISLA prioritize its efforts to deepen and expand its impact?
Please rank the following choices from highest priority (1) to lowest priority (4).



Lower Priority Focus Areas

- 72% ranked school improvement in their bottom two priorities
- 72% ranked advocacy in their bottom two priorities

Stakeholder interviews emphasize advocacy as an extension of case management and parent engagement work, rather than a separate workstream



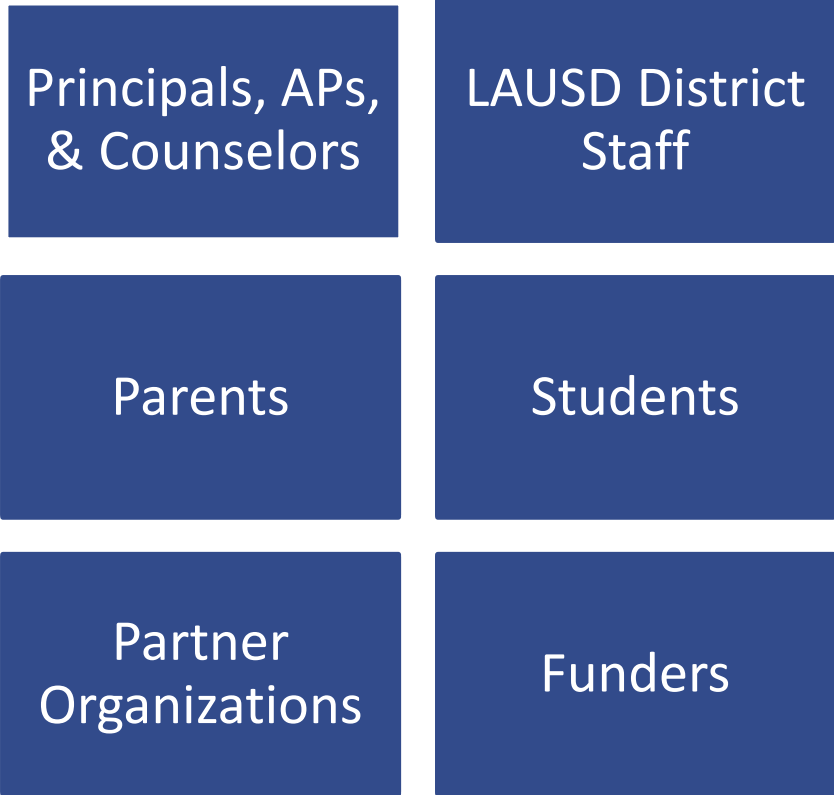
6 | Stakeholder Interviews and Focus Groups

Conversations were held with a diverse group of roughly 70 stakeholders as part of the strategic planning process

Internal



External



Interviews highlighted several themes about CISLA's strengths and unique value-add

Strengths

Site coordinators develop **deep, meaningful relationships** with students and families

CISLA is **flexible and responsive**, especially over the last year in the context of COVID-19

CISLA is **embedded in school buildings and culture**

CISLA staff is **community-based**

Site coordinators provide **holistic, individualized, wraparound** support

CISLA serves as a **convener of partners and a connector of resources**

“They helped students and families by helping us with groceries if we needed them. Sometimes we didn't ask, but they will just give them automatically. They would help us with self-care activities. They gave us headphones, too. And also, they help me with my little sibling that lives with my mom.” – Student

“I also think of them as a bridge, and also sort of like a net - Safety Network. A lot of times there are resources in the community, or in our schools, but sometimes there are families and students that don't always get connected to those resources. So I see them as helping to make those connections and bridge the opportunities for students.” – LAUSD staff member



7 | Research Findings

Research produced six key themes for CISLA to consider as it developed its revised strategy

1. The strength of CISLA is its incredibly diverse and talented team, as such, **organizational culture** should be an ongoing focus and priority
2. **Alignment and optimization** of communication, decision-making, and program quality and efficacy across the organization are important capacity priorities
3. There is an opportunity to improve CISLA's program efficacy with **increased data capabilities**, standardized KPIs, and transparency and collaboration across teams
4. **Advocacy is aligned with CISLA's existing core work**, offering an incredibly potent opportunity for sector leadership; however, there are both benefits and risks to direct student and family supports that carefully need to be considered
5. California's unique context, including COVID-19, presents both risks and new opportunities for CISLA's **long-term sustainability and growth**
6. CISLA's demonstrated success with its model creates an **opportunity to scale its impact** by training others to adopt and implement its model

Each theme offered both internal and external implications that led to a takeaway for CISLA moving forward

Key Themes

1. The **strength of CISLA is its incredibly diverse and talented team**, as such, **organizational culture should be an ongoing focus and priority**
2. **Alignment and optimization of communication, decision-making, and program quality and efficacy** across the organization are important capacity priorities
3. There is an opportunity to **improve CISLA's program efficacy with increased data capabilities, standardized KPIs, and transparency and collaboration** across teams
4. **Advocacy is aligned with CISLA's existing core work**, offering an incredibly potent opportunity for sector leadership; however, there are both benefits and risks to direct student and family supports that carefully need to be considered
5. **California's unique context, including COVID-19, presents both risks and new opportunities** for CISLA's long-term sustainability and growth
6. CISLA's demonstrated success with its model creates **an opportunity to scale its impact by training others to adopt and implement its model**

What does it mean internally?

What does it mean externally?

Takeaway based on key theme

...the next few slides examine these themes, implications and takeaways one by one

Alignment on key components of team culture can improve relationships and capacity



Key Theme

1. The strength of CISLA is its incredibly diverse and talented team, as such, organizational culture should be an ongoing focus and priority

What does this mean internally?

Site staff input indicated a **desire for more transparency around decision-making and representation on the CMT**

There is an opportunity for all staff to **align on organizational mission, vision, and values**

“...there is definitely a **disconnect between admin CMT and site staff...**” – *Staff member*

“...we are not in a place as an **affiliate where I can say that I know what our values are, that I know what our vision is...**”
– *Staff member*

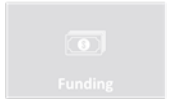
What does this mean externally?

Best practices research shows that to develop and maintain a healthy culture, **organizations must tend to both the employee experience AND to creating effective systems, structures and policies that enable its team to do their best work**

Research also shows that it's not enough to look at org-level analysis-- **leaders need to understand how experiences vary along lines of difference** if they hope to build equitable, inclusive organizations

Takeaway: A commitment to provide an ongoing format for staff engagement and input will strengthen team dynamics and maximize CISLA's amazing talent

Clarifying and improving internal processes will better position CISLA to expand and deepen its impact



Key Theme

2. Alignment and optimization of communication, decision-making, and program quality and efficacy across the organization are important capacity priorities

What does this mean internally?

Staff input indicated a need to **revisit the current coordinator** caseload ratio

There is an opportunity to **clarify internal and external communications** regarding staffing decisions and updates

There is an opportunity for CISLA to **communicate and leverage decision-making protocols** (e.g., RACI, RAPID) to clarify decision-making across the organization

“...do we just want to grow into other schools...are we really **concentrating in terms of the impacts** that we're going to be providing our students and families and communities.” – *Site staff member*

“...we're only supposed to work eight-hour days...**I don't know that our org communicates that to our partners** that we're at, like our school, so our schools don't really understand that.” – *Site staff member*

What does this mean externally?

There is an opportunity for CISLA to **clarify site coordinator roles and responsibilities** with school staff

Investment in organizational and human capacity is a pre-requisite to growth; **the right people in the right positions**

Takeaway: Strengthening internal processes and operations is a critical first step to position CISLA for increased and expanded impact

Increased and improved data can strengthen decision-making, efficacy, and advocacy



Key Theme

3. There is an opportunity to improve CISLA's program efficacy with increased data capabilities, standardized KPIs, and transparency and collaboration across teams

What does this mean internally?

Admin team and board members indicated a need for **increased investment in data management** to strengthen advocacy and fundraising efforts

Site staff requested **better data access and integrity** and **improved technology**

There is an opportunity to **standardize data collection, coding, and analysis** to track impact

"...we need that type of uniformity, the data person or someone is supposed to be saying...**this is what should be recorded and this is how it should be reported...**" –
Site staff member

"...in general, they [students] do better if they've had seven years of support, but **we don't have a lot of evidence from our own program** about that." – *Board member*

What does this mean externally?

External stakeholders see an opportunity for CISLA to **further its advocacy work through strong data**

CISLA can **partner with peer organizations (e.g., City Year, Promesa Boyle Heights)** to develop a set of shared metrics

CISLA can **partner with LAUSD leadership to align on metrics** and optimize data sharing

Takeaway: A commitment to data infrastructure is a lever that can promote and advance multiple priorities for CISLA

CISLA's expertise in case management positions it to be successful in parent engagement and advocacy



Key Theme

4. Advocacy is aligned with CISLA's existing core work, offering an incredibly potent opportunity for sector leadership; however, there are both benefits and risks to direct student and family supports that carefully need to be considered

What does this mean internally?

On-the-ground staff are well-positioned to help **elevate voices of students and families**; however, their **capacity** to take on additional responsibilities is limited

There is an opportunity **to strengthen alignment between programmatic and advocacy efforts**

"...if that's [advocacy] going to be a serious focus...I think a **larger capacity** would be needed." – *Site staff member*

"And I think that their unique role in doing the case management **allows them to uplift those experiences in an authentic way.**" – *Partner*

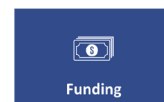
What does this mean externally?

External stakeholders attribute CISLA's **success in** advocating for families and students **to its strong relationships and ties to the community**

Outside of education, there is **space for CISLA to advocate to change other systems affecting its students and families** (e.g., housing, healthcare, food security, etc.)

Takeaway: Case management, parent engagement, and advocacy are interdependent and should be seen as critical, interconnected elements to advance CISLA's potential for greater impact and influence

CISLA can leverage the CA context to address both immediate and long-term impact and sustainability



Key Theme

5. California's unique context, including COVID-19, presents both risks and new opportunities for CISLA's long-term sustainability and growth

What does this mean internally?

The potential to scale CISLA's current operating model of school-based, case management supports is severely hampered by the **lack of steady public funding sources in California**

In the near future, **a train-the-trainer model can be a key to financial sustainability and greater scale**

In the long-term, CISLA can **focus its advocacy leadership on securing more consistent and stable public funding** for strategies aligned to its model and programs

"I think CIS can be really helpful in thinking beyond attendance to **equitable engagement...what [does] meaningful engagement actually mean...CIS is very uniquely positioned to frame that conversation.**" – Funder

"...we pivoted to entirely private fundraising and over time have got some district fundraising, but I think long term if we really want to grow...**we're going to need some government funding.**"
– Board member

What does this mean externally?

COVID-19 has forced funders to prioritize the essential need for many of CISLA's core strengths, including student/family engagement and wrap-around supports

CISLA can **lean into the policy areas where state and federal funding is growing in importance** (e.g., SEL, community schools)

The proliferation of remote technology creates an opportunity to **reach more individual donors through virtual events** and site visits

Takeaway: To address funding sustainability, CISLA must establish its leadership position in the field to align with emerging state and federal priorities

Adopting a train-the-trainer model is a potential strategy for CISLA to scale its impact



Key Theme

6. CISLA's demonstrated success with its model creates an opportunity to scale its impact by training others to adopt and implement its model

What does this mean internally?

Training partner organizations **may require additional internal resources** to develop materials, deliver trainings

A train-the-trainer model would **increase the number of students and families impacted without adding to the caseload** of existing site coordinators and directors

There is an opportunity to **create new revenue streams** through trainings

"...how do we **build capacity of our teaching staff...**to do some of those kinds of things like home visits and...spending 10 minutes with every student and every family..." – *LAUSD district staff member*

"...if it's not CIS, how might that model be available or to **train others that are also well-situated...within community to do some of the same type of work** and support." – *Funder*

What does this mean externally?

Some of CISLA's most trusted partners, including **LAUSD and funders, encourage it to consider training other organizations** to implement its model

CISLA can **support school leadership to build the capacity of teachers and counselors** to provide holistic support to students and families

Takeaway: Model replication offers CISLA the potential to scale its impact and influence while also accessing new funding opportunities and sources



8 | Strategic Shifts, Goals and Strategies

Based on the research themes and takeaways, a set of strategic shifts emerged to strengthen the organization’s internal capacity

Takeaways

- 1. **A commitment to provide an ongoing format for staff engagement and input will strengthen team dynamics** and maximize CISLA’s amazing talent

- 2. **Strengthening internal processes and operations is a critical first step** to position CISLA for increased and expanded impact

- 3. **A commitment to data infrastructure is a lever** that can promote and advance multiple priorities for CISLA

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Goal: CISLA will explore targeted partnership opportunities to expand via growth of case managed students at existing schools, the addition of feeder pattern schools and/or by replicating elements of its model to Local Education Agencies (LEAs) and communities in need



Strategic Shift #1: Increased Focus on Organizational Culture

Goal: CISLA will engage staff to enhance, define and promote the organization's commitment to diversity, equity and inclusion through the development of shared values, professional standards and team commitments

STRATEGIES:

1A. Engage staff regularly to understand employee experiences and concerns

- i. Conduct an annual staff survey to assess employee experience and organizational effectiveness.
- ii. Establish ongoing protocols and opportunities for staff to share feedback.

1B. Incorporate organizational mission, vision and values into operational structures

- i. Integrate best practices and strategies that enable the organization to “live into” its core values, particularly in the areas of employee engagement, team meetings, and talent systems (e.g., including values in interviews, onboarding processes, evaluations, etc. See additional best practices [here](#)).

1C. Develop, adopt, and share with staff clear protocols for decision-making and communications

- i. Provide clear direction and transparent decision-making across teams and hold team members (including executives) accountable for decisions.
- ii. Leverage a decision-making framework for strategic, programmatic decisions (e.g., growth-related decisions, new initiatives, etc. See decision-making best practices [here](#)).
- iii. Improve leadership opportunities for staff with an aim to appropriately balance engagement in decision-making based on scope and impact.
- iv. Establish clear channels for communicating key decisions with internal and external stakeholders.

New Roles or Positions

- HR Generalist

Skills or Leadership Opportunities

- Opportunity to train staff on decision-making tool(s) and process(es)

Systems

- Decision-making framework (e.g., RACI, RAPID)
- Annual internal team survey tool, such as the Thriving Organizational Profile ([TOP](#))



Strategic Shift #2: Strengthening Internal Processes and Operations

Goal: CISLA will optimize internal processes and systems to improve organizational efficiency and effectiveness

STRATEGIES:

2A. Develop an integrated annual action planning and budgeting process with comprehensive systems for input and communication

- i. Establish an organizational level balanced scorecard to facilitate quarterly goal and KPI monitoring at CMT meetings.
- ii. Develop annual department level goals/action plans which facilitate resource planning and decision making during the budgeting process.

2B. Conduct an organizational staffing analysis to optimize staffing levels, increase bandwidth and support year 2 and 3 strategic priorities

- i. Conduct an org structure analysis to identify strengths/weaknesses of the current structure and identify opportunities for realignment.
- ii. Process map key systems and identify opportunities to improve efficiency and effectiveness.
- iii. Analyze staff responsibilities/capacity and benchmark vs high performing peer organizations.

2C. Implement a comprehensive professional development process including onboarding, training and career pathways

- i. Develop a position-specific onboarding process (coordinated with HR and hiring manager) for new staff.
- ii. Develop a staff specific training curriculum with scope and sequence based on identified skill needs and strategic priorities.
- iii. Explore opportunities to integrate career pathway planning into the staff professional development and coaching process.

2D. Build a knowledge management infrastructure to capture subject matter expertise and create a culture of continuous learning

- i. Explore technical solutions that will facilitate training, advocacy and policy discussions, thought leadership efforts and best practice sharing for internal and external stakeholders.

New Roles or Positions

- TBD based on outcome of org structure and staffing analysis

Skills or Leadership Opportunities

- Opportunity for staff to take leadership roles as internal trainers and subject matter experts

Systems

- Knowledge management system with the potential to integrate with CIS affiliates and provide custom content for internal and external stakeholders



Strategic Shift #3: Commitment to Improved Data Management

Goal: CISLA will increase and improve its data systems and infrastructure to strengthen its program efficacy and advance advocacy and fundraising efforts

STRATEGIES:

3A. Conduct an assessment to identify data and infrastructure needs

- i. Create a plan to inventory current data points and sources, and identify any gaps or additional needs in data or infrastructure.
- ii. Engage in conversations with partners, including LAUSD and other school-based providers, to develop or strengthen data sharing agreements.

3B. Increase internal capacity to collect, analyze and communicate data

- i. Strengthen program team members' capacity to collect, analyze and communicate data through establishing standardized tools, metrics and communication outlets across school sites.
- ii. Develop feedback structures to collect annual data from stakeholders, including parents, students, principals, and other school staff.

3C. Leverage annual reporting to support and strengthen stakeholder engagement and sector leadership positioning

- i. Leverage external relations to engage funders, schools and community partner organizations around the importance of CISLA's signature strategies (holistic supports, student and family engagement and community partnerships).

New Roles or Positions

- Data Manager
- Data Consultant
- Marketing/Communications Manager

Skills or Leadership Opportunities

- Training for Program team on how to collect, analyze and present data
- Cross-team collaboration between Program, Marketing and Development teams to compile and share data with external stakeholders

Systems

- Internal dashboard for staff to view data across school sites



Strategic Shift #4: Advocacy as a Key Lever for Greater Impact and Influence

Goal: CISLA will position itself as an influential voice for change by building an advocacy infrastructure that leverages its expertise in case management, parent engagement and community partner collaboration

STRATEGIES:

4A. Promote a culture of advocacy that builds team members' skills across departments and at each level of the organization

- i. Identify and communicate expectations for how each department and staff position will support advocacy.
- ii. Incorporate advocacy training into staff professional development plans and provide org-wide training to educate and build awareness of CISLA policy positions.

4B. Integrate advocacy with case management, schoolwide support and parent engagement work streams

- i. Explore opt-in opportunities and career pathways for Program Managers and Site Coordinators / Directors to take leadership roles in advocacy activities.
- ii. Create efficient communication processes that facilitate information and knowledge sharing between Program Managers and Site Coordinators / Directors and advocacy staff.

4C. Develop an advocacy opportunity plan including strategy, systems and structure

- i. Establish a cross functional exploratory committee to support advocacy opportunity plan development.
- ii. Identify preliminary guidelines detailing how CISLA will and will not engage in advocacy activities.

New Roles or Positions

- External Affairs position
- Community engagement roles

Skills or Leadership Opportunities

- Career pathway opportunities for staff to transition into advocacy roles or to serve on cross functional advocacy teams

Systems

- Knowledge management system with the potential to integrate with CIS affiliates and provide custom content for internal and external stakeholders



Strategic Shift #5: Sector Leadership and Long-term Sustainability

Goal: CISLA will establish its leadership and expertise in community-based education strategies in the CA state landscape, including best practice adoption, policy design and resource investment

STRATEGIES:

5A. Create a thought leadership platform centered on field-based practice and expertise

- i. Frame all thought leadership strategies to shape public narrative about the importance of CISLA’s signature strategies (holistic supports, student and family engagement and community partnerships).
- ii. Establish an annual plan specifically for thought leadership, including a monthly production schedule that balances across multiple platforms (e.g., blogs, toolkits, case vignettes, etc.).

5B. Host an annual convening focused on school-and-community-based partnerships

- i. Launch an annual gathering that promotes community-based strategies and showcases CISLA’s depth as a cross-sector connector
- ii. Leverage the convening each year to strengthen relationships with policy leaders, funders, researchers, parent leaders and community partners

5C. Redefine the CISLA brand to establish a holistic public perception of the organization's expertise

- i. Explicitly reposition the CISLA brand (and all associated external communications) to center on the organization’s leadership and expertise in its signature strategies.
- ii. Redesign the CISLA website around the new brand position, including enhanced features to educate, engage and excite external stakeholders.

5D. Increase CISLA's internal capacity to partner with government-related stakeholders and agencies

- i. Strengthen in-house staff capacity to cultivate relationships with local and state government officials and policy leaders
- ii. Contract with a short-term technical assistance provider to train staff on federal and state grant RFP and application processes

New Roles or Positions

- External Affairs position
- Federal/State grant consultant

Skills or Leadership Opportunities

- Cross-division collaboration between the Program and Development teams to plan the annual school-and-community-based partnership convening

Systems

- Knowledge management system with the potential to integrate with CIS affiliates and provide custom content for internal and external stakeholders



Strategic Shift #6: Measured Growth (via Direct Service and Model Adoption) as a Driver to Scale Impact

Goal: CISLA will explore targeted partnership opportunities to expand via growth of case managed students at existing schools, the addition of feeder pattern schools and/or by replicating elements of its model to Local Education Agencies (LEAs) and communities in need

STRATEGIES:

6A. Initiate exploratory conversations with potential strategic partners

- i. Engage with existing school partners to consider expansion along feeder pattern systems
- ii. Initiate conversations with leaders at LAUSD, LACOE and CDE to discuss their plans and needs for emerging community schools initiatives
- iii. Identify and cultivate new relationships with CMO and turnaround operators to explore the potential of initiating new partnerships

6B. Cultivate funder interest and investment in capacity-building

- i. Leverage the potential of new LEA and/or operator partnerships to engage funders to invest in increased internal capacity to support program growth, program codification and model adoption

6C. Begin in-house development of model adoption offerings and services

- i. Engage with CIS national to discuss RampUp as a structure for CISLA technical assistance offerings for CA-based opportunities
- ii. Identify an internal team member to lead program codification and the development of potential service offerings

New Roles or Positions

- N/A

Skills or Leadership Opportunities

- Internal opportunity to lead the development of program codification and model adoption service offerings
- Model adoption trainers

Systems

- Decision-making criteria for growth opportunities (e.g., staffing ratios, funding projections and internal culture indicators, etc.)

A balanced scorecard with multiple measures to monitor progress and maintain accountability will be key to achieving the goals set forth in this plan

Student-Centered Impact		Organizational Impact	
Impact	Metrics	Impact	Metrics
Rising Student Achievement	<ul style="list-style-type: none"> 4th and 8th grade NAEP scores in reading and math 	Engaged Stakeholders	<ul style="list-style-type: none"> Attendance rates (national conference, issue convenings, webinars) Attendees who become active policy partners/policy champions Number of engaged non-governmental partners Feedback surveys (annual conference, issue convenings) External stakeholder survey
College and Career Readiness	<ul style="list-style-type: none"> Students taking and passing AP courses Students' certification 		
Equitable Educational Outcomes	<ul style="list-style-type: none"> Achievement by ethnic status 		

A comprehensive set of metrics will be identified around impact areas, data metrics and targets, including: DEI, healthy work environment, policy impact, student achievement, family and stakeholder engagement, and growth.

Internal Impact		Organizational Impact	
Impact	Metrics	Impact	Metrics
Healthy Work Environment	<ul style="list-style-type: none"> Staff retention rate Internal climate survey 		<ul style="list-style-type: none"> Restrictive vs. non-restrictive donors Budget raised
		Policy Impact	<ul style="list-style-type: none"> Policy development, adoption, implementation and protection



9 | Organizational Capacity

Over time, CISLA will increase its capacity to deliver on strategic goals by investing in organizational infrastructure

Three Year Growth Plan

	“ACTIVATING” Year 1	“ADVANCING” Year 2	“ACCELERATING” Year 3
Strategic Focus	Strengthening team infrastructure to maximize core strengths as the foundation for future priorities	Increased impact as a champion for community desires and a sought-after resource for holistic supports that produce student success	Influencing statewide priorities and decisions and implementing initial steps for large-scale growth
Capacity & Systems	Organizational culture, efficiency and transparency anchored by new processes for data, knowledge management and teamwork	Enhanced community engagement and business development supported by a growing thought leadership platform	Robust infrastructure and protocols to expand to new communities and advance legislative action
Students Reached	Existing school partnerships + New partnerships with select feeder schools	Elevated family voices + Expanded services via new partnerships + Growing regional ecosystem	Policy design + State budget investment + Multi-community partnerships

This measured approach to strategy implementation will maximize annual budget investments while mitigating impact on internal teams

Year 1: “Activating”

Shift 1: Increased Focus on Organizational Culture

Shift 2: Strengthening Internal Processes and Operations

Shift 3: Commitment to Improved Data Management

Year 2: “Advancing”

Shift 4: Advocacy as a Key Lever for Greater Impact and Influence

Shift 5: Sector Leadership and Long-Term Sustainability

Year 3: “Accelerating”

Shift 5: Sector Leadership and Long-Term Sustainability

Shift 6: Measured Growth (via Direct Service and Model Adoption) as a Driver to Scale Impact

Best practices can be implemented to embed CISLA's values into its organizational culture

Team Meetings

- Begin all staff meetings by **sharing a slide of core values**
- Create space and time during meetings to **celebrate staff members who embody the core values** to motivate and encourage team members' internalization of the core values

Talent Systems

- Incorporate core values into **interviews** and as part of the **onboarding process** for new-hires
- Develop or revise **team feedback structures** that reflect organizational values
- Integrate values into **annual employee evaluations**

Employee Engagement

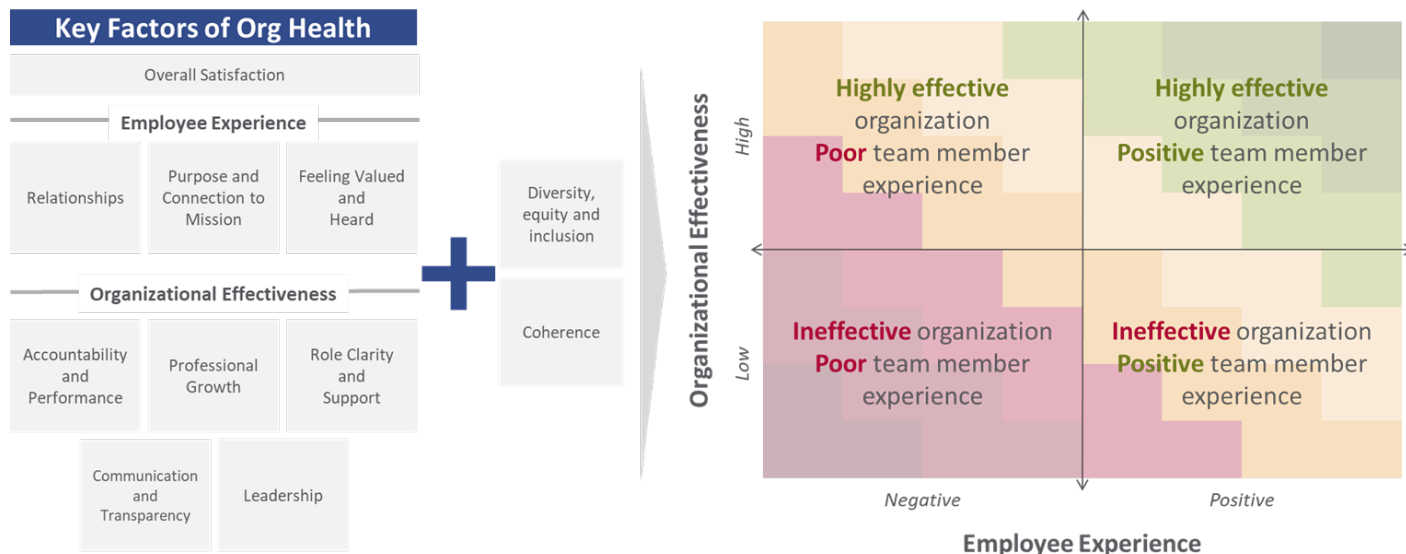
- **Post the core values in a central place** (website, Google Drive, etc.) for team members to consistently access and refer to
- **Determine a plan to revisit the core values** once CISLA has had ample time (e.g., 12-18 months) to live into them
- Develop a plan to **regularly measure employees' experiences**, including how they are experiencing the core values (e.g., Thriving Organizations Profile (TOP) survey)

The Thriving Organizations Profile (TOP) survey is one tool CISLA could consider to manage its organizational health

THRIVING ORGANIZATIONS PROFILE (TOP) FRAMEWORK

A thriving education-focused organization can only achieve its mission and create its desired impact when **every team member is connected, engaged and performing at the top of their game** to get the organizational breakthrough results that make a positive difference for kids.

The Thriving Organizations Profile (TOP)* survey is based on leading practices in the talent and organizational development fields and aims to provide organizations with a view into both aspects of organizational health— **employee experience and organizational effectiveness**—and the key factors that contribute to them.



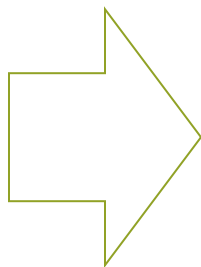


10 | Risk Management

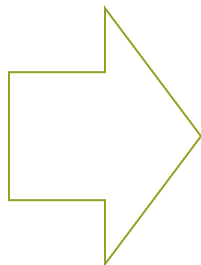
Staff satisfaction and internal processes are important priorities for CISLA's long-term impact and influence

Risk

1. CISLA will need to commit time and resources to develop the **strong staff satisfaction and cultural alignment** necessary to support the organization's goals for transformational change



2. As CISLA's prominence as a leader in holistic supports grows, there will likely be **pressure to scale services prior to improvements** in capacity and organizational efficiency



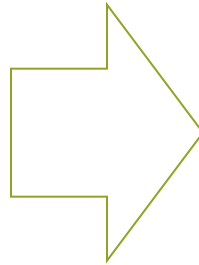
Mitigation Strategies

- Prioritize an increased focus on organizational culture by **rooting all work in CISLA's DEI strategy**. Monitor results and share progress during All Staff meetings.
 - Build trust by holding CMT and managers accountable for meeting staff satisfaction and culture KPI goals
 - Develop rewards and incentives for managers and staff who exemplify the organization's values.
-
- **Prioritize and implement org structure and staff capacity adjustments** prior to undertaking significant increases in services.
 - Create a rubric to evaluate growth opportunities (i.e. adding schools or increasing the number of case managed students at an existing school) and **identify minimum thresholds to "green light" growth**.

CISLA can take steps to mitigate advocacy and sustainability risks via strategic engagement with key stakeholders

Risk

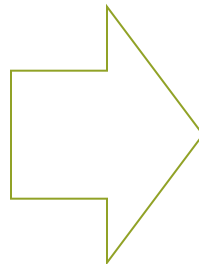
3. Today's complex political environment creates **challenges for CISLA as it adds advocacy as a key pillar** of its work



Mitigation Strategies

- Conduct a **thorough risk assessment and stakeholder analysis** of potential advocacy topics to identify key supporters and resisters across various stakeholder groups.
- Implement **public relations training for leadership team and board members** to build capacity in navigating interviews and sensitive policy questions.
- Engage in reoccurring conversations with school leadership to discuss the goals and impacts of advocacy activities and student and parent interest in advocacy support.

4. The potential to scale CISLA's current operating model of school-based, case management supports is challenged by **the lack of consistent public funding sources in California**



- Conduct pricing analysis and benchmark CIS affiliates and relevant peer organizations for **pricing and fee structure optimization and best practices**.
- **Analyze all School / CISLA contracts and identify opportunities for alignment** with particular attention to services provided, fee structure and contract length.
- Explore opportunities to support unmet school needs by **providing additional a la carte fee based services and supports**.



11 | Path Forward

CISLA should consider these next steps over the next 4-6 months as it begins to implement its strategic plan

1

Develop a change management plan

- **Common vision for change** – ensure all work is aligned with strategic plan priorities (no competing or conflicting priorities)
- **Strong executive leadership** – be the ambassadors of the vision at every opportunity and align key talking points across the CMT for consistent messaging
- **Strategy for communicating with staff** - survey staff on knowledge and perception of change; use feedback to strengthen staff engagement
- **Engage CIS National** – ensure advocacy work is aligned and discuss opportunities to support CISLA technical assistance activities via RampUp

2

Communicate strategic plan to internal and external stakeholders

- **Engage CISLA staff and Board Members** – host department level town hall meetings to discuss strategic plan findings, answer staff questions and obtain feedback
- **Engage LAUSD and other external stakeholders** – facilitate meetings with key LAUSD district and school staff, students, parents and partner organizations to discuss strategic plan priorities, build relationships and answer questions
- **Develop support and alignment with stakeholders** - build awareness, identify opportunities for collaboration and resource support

Capacity building around DEI and parent engagement priorities will also be critical

3

Align DEI workstreams with strategic priorities

- **Conduct joint working sessions** with the Strategic Planning and DEI Committees to identify opportunities to align DEI priorities with the strategic plan
- **Identify DEI related opportunities, challenges and risk factors** for each strategic shift

4

Leverage parent engagement and advocacy synergy opportunities

- **Codify successful family engagement strategies developed during the SY20-21 school closings** and identify opportunities to leverage in SY21-22 as schools return to in-person learning
- Develop parental **feedback systems and opportunities to research, document and prioritize** issues and policy decisions important to CISLA parents and the broader community



Appendix: Additional Research and Sources

Internal Interview Participants

Internal Group 1: Site Coordinators Directors	Internal Group 1b: Program Managers	Internal Group 2: Board Members	Internal Group 3: Admin Team
<ul style="list-style-type: none"> ▪ Paula Frenkiel ▪ Michelle Guevara, Site Director ▪ Vanessa Luna-Delgadillo, Site Director/ Ladies First Lead Facilitator ▪ Jesus Perez, Site Director ▪ Kathy Perez, Site Coordinator ▪ Susana Ponce, Site Coordinator ▪ Darnell Sapps, Site Coordinator 	<ul style="list-style-type: none"> ▪ Paola Schenkelberg ▪ Deseray Rivas 	<ul style="list-style-type: none"> ▪ Jennifer Digrazia, Ariel Investments ▪ Thierry Dubois, Exelint International Co. ▪ Inara George ▪ Selena Juarez ▪ Virginia Lee, Partnership for Los Angeles Schools ▪ Damian Mazotta, The Long Term Partners ▪ Mary-Jane Wagle ▪ Donna Weiss ▪ Ama Nyamekye, Good Influence 	<ul style="list-style-type: none"> ▪ Q Brown, Engagement Manager ▪ Patricia Oliver, Chief Operations Director ▪ Elmer Roldan, Executive Director ▪ Lisa Tang, Grants Manager ▪ Katelyn To, Operations Associate ▪ Yami Villanueva, Chief Development Director ▪ Lauren Wooden, Donor Relations Manager ▪ Nicholas Wu, Chief Program Director

External Interview Participants

External Group 1: School Staff	External Group 2: Funders	External Group 3: Partners	External Group 4: LAUSD District Staff
<ul style="list-style-type: none"> ▪ Sherry Maria Bacon, Hamilton HS ▪ Alex Kim, MS ▪ Marci Williams, Markham MS 	<ul style="list-style-type: none"> ▪ Nadia Funn, Ballmer Group ▪ Michelle Kydd Lee, CAA Foundation ▪ Deborah Marcus, CAA Foundation ▪ Sara Montrose, Weingart Foundation 	<ul style="list-style-type: none"> ▪ Ana Teresa Dahan, Great Public Schools Now ▪ Susy Hernandez, Promesa Boyle Heights at Proyecto Pastoral ▪ Claudia Martinez-Fritzges, Partnership for LA Schools ▪ Jacqueline Meija, City Year, Los Angeles ▪ Kenneth Turner, Hamilton HS ▪ Sharon Chun Wetterau, CSUDH ▪ Guadencio Marquez, CIS National 	<ul style="list-style-type: none"> ▪ Monica Garcia, Board Member ▪ Pedro Salcido, Chief of Staff, Superintendent Austin Beutner ▪ Alison Yoshimoto-Towery, Chief Academic Officer




Desk Research Sources

Topic	Sources
Policy/Funding Opportunities	<ul style="list-style-type: none"> ▪ California Courts, Proposition 47: The Safe Neighborhoods and Schools Act, accessed March 2021 ▪ California Department of Education, Learning Communities for School Success Program, accessed March 2021 ▪ California Department of Education, Learning Loss Mitigation Funding, accessed March 2021 ▪ California Legislative Information, AB-86 COVID-19 relief and school reopening, reporting, and public health requirements, accessed March 2021 ▪ Education Trust West, Ed Trust–West Statement In Response to Governor Newsom’s Budget Proposal for 2021-2022, accessed March 2021 ▪ Learning Policy Institute, Learning in the Time of COVID-19, accessed March 2021 ▪ Legislative Analyst’s Office, The 2021-22 Budget – Community Schools, accessed March 2021 ▪ Library of Congress, H.R.4220 - Chronic Absenteeism Reduction in Every School (CARES) Act, accessed March 2021 ▪ Office of Governor Gavin Newsom, ▪ Governor Newsom, Pro Tem Atkins and Speaker Rendon Highlight New \$6.6 Billion Package to Reopen Schools and Deepen Student Supports, accessed March 2021
Peer Organizations	<ul style="list-style-type: none"> ▪ United Parents and Students, “United Parents and Students,” accessed March 12, 2021, https://unitedparentsandstudents.org/ ▪ Los Angeles Educational Partnership, “What We Do,” accessed March 12, 2021, https://www.laep.org/what-we-do/ ▪ Innerscity Struggle, “Empowering Bois/Boys & Men of Color,” accessed March 12, 2021, https://www.innerscitystruggle.org/brothers_sons_selves ▪ Alliance for a Better Community, “Education,” accessed March 12, 2021, http://www.afabc.org/focus-areas/education/ ▪ College Track, “College Track in Los Angeles,” accessed March 22, 2021, https://collegetrack.org/regions/college-track-in-los-angeles/ ▪ Community Asset Development Re-Defining Education (CADRE), “What We Do,” accessed March 12, 2021, http://cadre-la.org/newhome/whatwedo/ ▪ Innerscity Struggle, “Victories,” accessed March 12, 2021, https://www.innerscitystruggle.org/victories ▪ Promesa Boyle Heights, “About Us,” accessed March 12, 2021, https://www.promesaboyleheights.org/about-us ▪ City Year Los Angeles, “About,” accessed March 12, 2021, https://www.cityyear.org/about/ ▪ Families in Schools, “What We Do,” accessed March 12, 2021, https://www.familiesinschools.org/what-we-do/




Desk Research Sources

Topic	Sources
Growth/Scaling	<ul style="list-style-type: none"><li data-bbox="363 248 1746 311">▪ The Bridgespan Group, Aspire Public Schools: Building the Organizational Capacity for Healthy Growth (2008), accessed April 2021<li data-bbox="363 324 1777 386">▪ The Bridgespan Group, Harlem Children's Zone (HCZ): Transforming the organization while scaling up in a tightly defined local service area (2004), accessed April 2021<li data-bbox="363 399 1763 462">▪ The Edna McConnell Clark Foundation, Scaling What Works: Implications for Philanthropists, Policymakers, and Nonprofit Leaders (2009), accessed April 2021<li data-bbox="363 475 1387 506">▪ The Stanford Social Innovation Review, Scaling Impact (2010), access April 2021



Peer Organizations

Organization	Primary Activities	Accomplishments	Geography
United Parents and Students (UPAS) 	<ul style="list-style-type: none"> Advocacy Community partnership to support engaging parents Runs Parent Academy with free adult ed workshops 	<ul style="list-style-type: none"> In 2019, over 10,000 people completed Parent Academy workshops at Green Dot schools 	<ul style="list-style-type: none"> Focus on Green Dot Public Schools (charter schools, affiliate organization).
Los Angeles Educational Partnership (LAEP) 	<ul style="list-style-type: none"> Early childhood & family engagement programs Whole-school transformation model based on LAEP's six core elements (fee-for-service or philanthropic support) Cultivating Organizational Resilience & Empowerment (CORE) workshops and coaching that focus on trauma-responsive and resilient environments 	<ul style="list-style-type: none"> In 2017, LAEP programs served 759 educators and 14,000+ children from birth through HS. LAEP's partner schools four-year grad rate exceeded LA Unified's by 10.7 percentage points. LAEP operates one of seven state-wide regional academies in a statewide network of collaboration and shared resilience building for CA ed leaders at all levels via County Offices of Education (San Bernardino, Orange, Riverside, San Diego and Imperial, \$3.3M grant). 	<ul style="list-style-type: none"> Across LA region and SoCal counties
Brothers Son Selves(BSS) Coalition 	<ul style="list-style-type: none"> End the criminalization of young boys/boys and men of color by creating and influencing public policy that invests in young people and their future 	<ul style="list-style-type: none"> Successfully advocated for increasing LAUSD's Restorative Justice investment to \$11 million for 2018-2019 SY 	<ul style="list-style-type: none"> Los Angeles Long Beach



Peer Organizations

Organization	Primary Activities	Accomplishments	Geography
<p>Community Asset Development Re-Defining Education (CADRE)</p> 	<ul style="list-style-type: none"> CADRE works to effect policy change and mobilize political will through new parent participation models that preserve and expand the right to education for all South LA children and youth. CADRE focuses on six strategies activities: base building, leadership development, campaigns & movement building, coalition building, policy change and community resiliency. 	<ul style="list-style-type: none"> With other community coalitions - supporting the passage of the #FundBlackStudents in LA Unified. 	<ul style="list-style-type: none"> South Los Angeles
<p>Innercity Struggle</p> 	<ul style="list-style-type: none"> Focuses on people power, training and direct action campaigns to build a powerful and an influential movement of youth and families on the Eastside of Los Angeles to promote healthy, safe and nonviolent communities. 	<ul style="list-style-type: none"> New Wellness Centers at Roosevelt and Mendez High Schools in 2016-17: Helped secure \$173 million for the Roosevelt High School modernization plan, integrating a 5,000 square foot wellness center to provide all members of the community with healthcare services. Also helped secure \$7.4 million commitment to build a Wellness Center at Mendez High School, an envisioned 5,000 square foot facility providing free or low-cost health care services to the community. 	<ul style="list-style-type: none"> Eastside of Los Angeles (Boyle Heights, unincorporated East Los Angeles, El Sereno and Lincoln Heights)
<p>Promesa Boyle Heights</p> 	<ul style="list-style-type: none"> Promesa works toward its vision through a combination of: Community organizing; Parent leadership development; Community-school integration efforts; Restorative justice practices; Tutoring & academic case management; Drop-out prevention efforts; and School-wide events addressing: wellness, post-secondary education & career planning. 	<ul style="list-style-type: none"> Promesa's community schools model in Boyle Heights 	<ul style="list-style-type: none"> Boyle Heights

Peer Organizations

Organization	Primary Activities	Accomplishments	Geography
<p data-bbox="61 225 311 289">Alliance for a Better Community (ABC)</p> 	<ul data-bbox="459 225 873 896" style="list-style-type: none"> Partnerships, advocacy and public awareness to ensure Los Angeles is a region where Latinos can fully participate in, contribute to and benefit from a prosperous, multi-ethnic community. Focus areas include economic development, education and health. Education: Ensure fiscal equity, responsibility and accountability; create equitable access to high quality public schools; advance college & career ready agenda for every student; engage parents as equal partners (Parent Advocate Training Program) 	<ul data-bbox="917 225 1497 582" style="list-style-type: none"> ABC launched a Parent Engagement Initiative in partnership with the Montebello Unified School District to decrease the HS dropout rate ABC is the co-chair of the LA Partnership for Multiple Pathways, and supported the development of LAUSD’s Multiple Pathways Board Resolution and in developing partnerships with leaders at the District, school and community levels 	<ul data-bbox="1555 225 1812 254" style="list-style-type: none"> Los Angeles region
<p data-bbox="61 921 227 949">College Track</p> 	<ul data-bbox="459 921 873 1296" style="list-style-type: none"> Students enroll in College Track for a 10-year journey, starting in HS after school where students participate in three core programs: Academic Affairs, Student Life and Complete Completion. Programs include SEL, financial support for college, and a focus on Dreamers and DACA recipients. 	<ul data-bbox="917 921 1497 1106" style="list-style-type: none"> Launched third center in Crenshaw this year, celebrating first class of college grads from Boyle Heights. Reach/Audience: 672 currently enrolled students, 95% first generation 	<ul data-bbox="1555 921 1754 1053" style="list-style-type: none"> Boyle Heights Crenshaw Watts

Peer Organizations

Organization	Primary Activities	Accomplishments	Geography
<p data-bbox="59 225 324 254">City Year Los Angeles</p> 	<ul data-bbox="459 225 873 396" style="list-style-type: none"> CityYear AmeriCorps members partner with teachers and schools to add more support and to help create positive learning environments. 	<ul data-bbox="923 225 1510 1039" style="list-style-type: none"> 77% of students who worked one-on-one with City Year at Virgil Middle school went from off-track (D or F) to on-track (C or better) in English (Houghton Mifflin Harcourt, 2018-19SY; LAUSD MYData) 69% of students who worked one-on-one with City Year at Roosevelt High School met or exceeded their average growth goals in math (Houghton Mifflin Harcourt, 2018-19SY; LAUSD MYData) A five-year analysis found that City Year L.A. helped schools recover 16,500 days of instruction through student attendance interventions, saving the Los Angeles Unified School District \$1.03 million in lost attendance revenue. (LAUSD MYData) City Year helped 58% of focus list students receiving behavior interventions improve their SEL skills, including self-awareness, self-management and relationship development. (Devereux Student Strengths Assessment, 2018-19SY) 	<ul data-bbox="1561 225 1819 396" style="list-style-type: none"> 31 elementary, middle and high schools throughout Los Angeles and Inglewood
<p data-bbox="59 1058 293 1086">Families in Schools</p> 	<ul data-bbox="459 1058 873 1196" style="list-style-type: none"> Programs and professional development to foster authentic parent engagement; advocacy 	<ul data-bbox="923 1058 1510 1330" style="list-style-type: none"> The Community Engagement Initiative -- ongoing effort to create dialog and build relationships with stakeholders, five-year initiative is a component of the state's System of Support and is a joint project by the CA Collab for Ed Excellence (CCEE), San Bernardino County Superintendent of Schools, the CA Assc. of Bilingual Educators and FIS. 	<ul data-bbox="1561 1058 1729 1086" style="list-style-type: none"> Los Angeles

Decision Making Best Practices

Build a Decision Making Infrastructure

Form Collaborative Teams

Communicate Effectively

Best Practices

A strong correlation exists between decision effectiveness and business performance.

Five Steps to Better Decisions:

1. Analyze CISLA's current decision-making capacity using four dimensions: quality, speed, yield, and effort
2. Identify key decisions for CISLA
3. Clarify the who, what, how, and when for major decisions
4. Create a decision-centered infrastructure:
 - Do we put our best people in the jobs where they can have the biggest impact on decisions?
5. Provide all staff with decision making opportunities

Decision Making Best Practices

Build a Decision Making Infrastructure

Form Collaborative Teams

Communicate Effectively

Best Practices

On average, teams make better decisions 75% of the time, and rarely perform worse than a manager.

1. Build decision making teams of 5 or 6 to maximize effectiveness
2. Fill the right roles with the right people using RAPID
 - Who is **Recommending** alternatives?
 - Who has to **Agree** to with the decision?
 - Who is going to **Perform** the actions required?
 - Who will give **Input** through critical facts and data?
 - Who will make the final **Decision**?

Decision Making Best Practices

Build a Decision Making Infrastructure

Form Collaborative Teams

Communicate Effectively

Best Practices

Effective communication is critical to making quality and timely decisions.

1. Get input separately on the following questions then share perspectives:
 - What are the important goals for the decision?
 - What are the best realistic choices to meet these goals?
2. Gain buy-in by communicating what, why and how everyone helped
3. Provide all the staff opportunity to give input and make decisions