### Exhibit 3. Indicators of Capacity
**“Schools Function Fully as Community Hubs”**

**Leadership and Management**
- 1. Our principal provides supportive leadership.
  - No opinion/Information: 0
  - Strongly disagree: 1
  - Disagree: 2
  - Somewhat disagree: 3
  - Neither agree/disagree: 4
  - Somewhat agree: 5
  - Agree: 6
  - Strongly agree: 7
- 2. A community school coordinator is present on a full-time basis.
- 3. Our coordinator facilitates close communication between the principal, school staff, and community partners.
- 4. The community school coordinator is an active participant on the school leadership team.
- 5. Key stakeholders have agreed upon a clear vision and guiding principles for our community school.
- 6. Teachers view the efforts of community partners as supporting their work.
- 7. Trust is present among school administrators, teachers, parents, family members, and community partners.

**Results and Data**
- 1. Working with staff, families, and community partners, our community school has identified desired results.
- 2. Our community school has identified baseline indicators for measuring students, family, and community progress.
- 3. Our community school uses data-based methods to determine its priorities and assess progress regularly.
- 4. Our community school analyses data and reviews the results to adjust implementation strategies when appropriate.

**Relationships with Partners**
- 1. Community partners see our school as an inviting and productive place to provide programs and services.
- 2. Effective communications mechanisms are in place between school staff and community partners.
- 3. Effective communications mechanisms are used regularly to inform parents, families, and residents, as well as community leaders and the public about the accomplishments and needs of our community school.

**Planning and Decision Making**
- 1. A plan is in place for aligning and coordinating supports and opportunities from the school and the community in order to achieve specific results.
- 2. The plan demonstrates clear linkages between in-school and after-school curriculum.
- 3. A flexible, decision-making group guides the work of the community school.
- 4. The decision-making group’s members represent all key stakeholders, including parents or family members, community residents, school staff, and community partners.

**Parent and Community Participation**
- 1. Our community school welcomes diversity.
- 2. The leaders of our community school facilitate honest conversations among students, families, and residents from different ethnic and racial groups.
- 3. Parents, family members, and community residents play active and effective roles in our community school.
- 4. Community residents use the school as a focal point for addressing community issues and challenges and for celebration.

**Sustainability**
- 1. Our community school has developed a long-range plan for financial sustainability.
- 2. Our community school is the early stages of implementing a long-range financial plan.