

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

Instructions

This CCSPP Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 2 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support California Community School Partnership Program (CCSPP) grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The LEA is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites are encouraged to work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CCSPP Framework](#).

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning, engaging, and transforming**) and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning
8. Centering community-based curriculum and pedagogy
9. Progress monitoring and collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Central Valley Home School
Kingsburg Elementary Charter School District
Lisa Regier, Principal
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(559) 897-6740

Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

As a recipient of a CCSPP Planning Grant, KECSD has spent the last year engaging with a variety of community and school stakeholders to develop project goals and activities. KECSD established a CCSPP Leadership Team at the district level to present information about the California Community Schools Framework to Central Valley Home School leaders and stakeholder groups. A site-level Advisory Council was formed at Central Valley Home School, featuring a roster of key school leaders, parents, and community representatives. The Leadership Team worked with the Advisory Council and an external evaluator to gather school-site information and resources to conduct a needs assessment, asset mapping, and gap analysis to inform the overall CCSPP Project goals and a site-level implementation plan. This included the development of multiple mechanisms to elicit input (e.g., listening sessions, focus groups, surveys, interviews) on the community schools project from students, parents, faculty and staff, community members, and community partners.

The needs and assets assessment process included the following:

Community Resource Scan: The Leadership Team inventoried community-based service providers operating within district boundaries. This inventory was organized into a “CCSPP Community Schools Partnership Matrix” that outlines the role of each existing partner. In addition to providing a concise summary of active community partnerships, the Matrix also aids in identifying service gaps that may exist or that might contribute to future community schools efforts.

Document Review: The Leadership Team collaborated with Central Valley Home School leaders and stakeholders to gather documentation and artifacts that demonstrate the school’s strengths and improvement areas. This included review of the School Accountability Report Card (SARC), results of locally developed student school climate and staff community schools needs surveys, results of LCAP surveys, evaluation reports from prior projects related to one or more of the Four Pillars of Community Schools, and the 2022-23 KECSD Local Control and Accountability Plan.

Data Analysis: The Leadership Team compiled and analyzed numerical metrics, which included evaluating standardized assessment results, attendance information, school climate survey results, and similar resources that lend perspective about the scope or intensity of phenomenon that may warrant intervention. These efforts included analysis of school and community data sources related to education, health, student/family characteristics, attendance, behavioral data, health statistics, and many other domains. Results of surveys, listening tours, focus groups, and interviews were compiled to identify trends among stakeholders to inform project goals, activities, and planned expenditures.

These efforts resulted in school-site needs assessment and asset mapping reports and development of the following four CCSPP Project goals that are aligned with the KECSD LCAP, each community school’s mission and vision, and all four pillars of the California Community Schools Framework: (1) Build district and school capacity for early identification of student academic and behavioral needs and enhance delivery of mental health services within KECSD’s existing Multi-Tiered System of Support (MTSS) infrastructure. (2) Expand family engagement and educational programming in order to connect KECSD families to community resources, empower parents to fully engage in their children’s education, and foster healthy home learning environments. (3) Develop community partnerships and build the capacity of faculty, staff, and administrators to implement community schools with fidelity. (4) Enhance after school, intersession, and summer learning programs to include new enrichment, socio-emotional growth, and youth development opportunities.

In addition, each school site needs assessment and asset mapping report includes recommendations for additional needs assessment activities that will benefit ongoing project reflection and evaluation in each of the Four Pillars. Examples of recommendations include:

Pillar One - Integrated Student Supports: Track and analyze referral data to understand the overall impact of integrated supports. Referral data might include office referrals as well as referrals to support professionals (e.g., counselors, social workers) who address disruptive behavior.

Pillar Two - Family and Community Engagement: Appraise families’ experiences of engagement efforts. This work would entail exploring opportunities for extensive, culturally and linguistically appropriate, and affirming engagement between families and district personnel.

Pillar Three - Collaborative Leadership and Practices: Investigate the efficacy and impact of site leadership teams. Guided questions about representation of teams, examples of shared goal setting and data analysis, and decision-making would drive this effort.

Pillar Four - Extended Learning Time and Opportunities: Measure participation in enriched and expanded learning opportunities, especially representation across groups.

Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

KECSD has long embodied the Four Pillars and Four Cornerstone Commitments of the California Community Schools Framework by championing the "whole child" approach that features “an integrated focus on academics, health and social services, youth and community development, and community engagement.” This commitment is reflected by the KECSD Mission Statement: “To continually strive to inspire students to learn and grow beyond their potential by (1) fostering a collegial or team atmosphere between home, community, and school for the benefit of each student; (2) imparting a quality education combined with a positive learning experience; (3) providing instruction that meets the individual needs of each student; (4) developing the learning and social skills necessary for lifelong learning; and (5) presenting an open-door policy allowing all people concerned with the well-being of each student to communicate their ideas for improving the district.” KECSD LCAP goals also demonstrate alignment to the Four Cornerstone

Commitments. Future LCAP cycles will incorporate community schools practices and priorities to ensure full implementation of the California Community Schools Framework .

Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increased efficiency and effectiveness in all areas of operation including the provision of high quality and well-maintained facilities, provision of instructional materials, promotion of safe school environments and transportation. **(Assets-Driven and Strength-Based Practice)**

Goal 2: Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards. **(Powerful, Culturally Proficient and Relevant Instruction, Shared Decision Making and Participatory Practices)**

Goal 3: Provide access to a broad and challenging curriculum focused on 21st Century Learning. Students will be successful in mastering the new California Standards (CCSS) and acquire 21st Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs. **(Powerful, Culturally Proficient and Relevant Instruction)**

Goal 4: Provide a positive, safe and welcoming school and district climate. **(Racially Just and Restorative School Climates)**

The KECSD Community Schools Director will work with the Central Valley Home School CCSPP Advisory Council to maintain a rubric that identifies the school’s developmental phase (exploration, emerging, evolving, or excelling) for each of the core commitments along with evidence of commitment and developmental plans for improving fidelity of implementation. Initial developmental plans are outlined in the following table:

Cornerstone Commitment	Phase	Evidence	Developmental Plans
Assets-Driven and Strength-Based Practice	Emerging	Commitments between parents, students, and teachers outlined in school compact	Ensure that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.
Racially Just and Restorative School Climates	Evolving	Restorative practices included within PBIS framework	Explore ways to incorporate culturally responsive pedagogy and universal design for learning.
Powerful, Culturally Proficient and Relevant Instruction	Evolving	Sheltered Instruction Observation Protocol (SIOP) Model	Deliver CCSPP-related professional development in the areas of restorative practices, trauma-informed care, and culturally responsive instruction.
Shared Decision Making and Participatory Practices	Excelling	SSC, ELAC, Parent Advisory Committee, LCAP engagement, California School Dashboard Parent Engagement ratings	Incorporate community schools planning, implementation, and evaluation into all key district and stakeholder engagement opportunities, including LCAP, SSC, and ELAC.

Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee, or group of teams.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Engage students, parents, faculty and staff, community members, and community partners in the community schools planning and implementation.</p> <p>(Aligns with CCSPP Goal 3, LCAP Goal 4)</p>	<ol style="list-style-type: none"> 1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement (annually). 2. Leadership Team and site-level Advisory Councils meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly). 3. Update the Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan to reflect community school stakeholder input (annually). 4. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing). 	<ol style="list-style-type: none"> 1. Annual survey reports and summaries of listening sessions, focus groups from students, parents/families, faculty and staff, and community partners. 2a. Leadership Team and Advisory Council meeting agendas, sign-in sheets, and minutes. 2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle. 3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. 4a. SSC and ELAC meeting agendas, sign-in sheets, and minutes. 4b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes. 4c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

The system of shared governance and site-level leadership is organized into three structures to share leadership:

1. The KECSD CCSPP Leadership Team guides districtwide community schools planning and stakeholder engagement. The Leadership Team will include the Community Schools Director, district leadership (i.e., Assistant Superintendent, Chief Business Officer, Director of Extended Learning and English Learners Programs), Student Services Department staff (psychologists, Director of Special Education), and representatives from select cooperating agencies (e.g., KCAPS, Lions Club). The Leadership Team and site-level Advisory Council will meet quarterly to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement. This meaningful stakeholder engagement and collaboration within and between the school and district will ensure shared governance and shared responsibilities for the process of school transformation.
2. The Central Valley Home School CCSPP Advisory Council will include the Principal, teachers, parents, and student support staff (e.g., school counselors, behavioral assistants). The Advisory Council facilitates communication among school stakeholders and ensures that key school personnel are working together to achieve shared CCSPP goals. The Advisory Council will work to incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC.
3. The Central Valley Home School Administrative Team, led by the school Principal, will oversee the Advisory Council. The Administrative Team is responsible for the day-to-day implementation of the programs, strategies, and activities designed to improve student learning and support families.

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
By the end of project year two, the CCSPP Implementation Plan will be fully incorporated into existing school- and district-wide strategic plans.	<ol style="list-style-type: none"> 1. Review and update Needs Assessment and Asset Mapping/Gap Analysis with the Community Schools Leadership Team, SSC, and ELAC. (annually) 2. Incorporate review and update of Implementation Plan into the LCAP planning process. (annually) 	<ol style="list-style-type: none"> 1a. Quarterly SSC and ELAC agendas and meeting minutes. 1b. Revised Needs Assessment and Asset Mapping/Gap Analysis. (annually) 2a. Revised Community School Implementation Plan. (annually) 2b. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan.

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Community Schools Director is hired to lead the CCSPP Project and oversee overall implementation of the community schools process, programs, partnerships, and strategies at the site and district levels. (Supports LCAP Goals 1 & 2)	<ol style="list-style-type: none"> 1. Post job announcements on KECSD website and social media accounts, EDJOIN.org, etc. (June 2023) 2. Conduct interviews and hire Community Schools Director. (July/August 2023) 	<ol style="list-style-type: none"> 1. Approved Job Description and outreach strategy. 2. Signed contract on file.

Key Staff/Personnel

Community Schools Director (to be hired)	Leads implementation of the CCSPP Project and oversees the community schools programs and partnerships at the site and district levels; chairs district-level CCSPP Leadership Team and site-level Advisory Councils; manages community partnerships and stakeholder engagement.
Tricia Penner, Community Liaison	Provides supports and services to students and families who are considered to be at-risk,

	economically disadvantaged and/or who are Homeless.
Laura North, Director of Expanded Learning and English Learner Programs	Strengthens and aligns the educational and enrichment programs for students by providing leadership in planning, implementing, coordinating, and supervising the district's expanded learning and English Learner programs.
Lisa Regier, Principal	Provides site-level community schools leadership and support; serves on the CCSPP Advisory Committee; works with Community School Director on site-level efforts to prospect, cultivate, and secure partnerships and resources
Sarah Luna, School Psychologist	Coordinates and provides psychological services to students including assessment, counseling, academic and behavioral support and consulting; assists administration, staff and parents in meeting the educational needs of students.
Counselor	Provides a range of psychological and behavioral services to students, including conducting screening and assessment, leading individual and group counseling, coordinating with outside mental health and wraparound services agencies, and leading trainings for teachers and staff in areas such as the effective implementation of restorative practices and trauma-informed care.
Behavior Support Assistants	Assists with the development and implementation of positive behavioral support and intervention techniques and positive behavioral support plans as part of the individual education plan (IEP, 504, RTI, SST) process.
Teachers	Serve on CCSPP Advisory Council

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

During the first two years of the CCSPP Project, the Leadership Team will work with each school-site Advisory Council to develop a sustainability plan to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Leadership Team will incorporate best practices for community school sustainability as informed by the Partnership for the Future of Learning, the Coalition for Community Schools, and the California Department of Education. Potential strategies will include:

- Sharing program evaluation results and cost-benefit analyses to encourage local leaders and stakeholders to reinvest cost savings into the community schools initiative.

- Incorporating review and update of Community School Implementation Plan into the LCAP planning process to better align LCAP goals, actions, and expenditures to the Community Schools Framework.
- Supporting and creating school board policies, internal policies, and inter-governmental policies to help community schools endure.
- Establishing/maintaining local partnerships to provide resources, services, or in-kind contributions to sustain the program.
- Leveraging the LEA Medi-Cal Billing Option Program and School-Based Medi-Cal Administrative Activities program as a way to sustain community school activities.
- Leveraging the federal Early and Periodic Screening, Diagnosis and Treatment program through a partnership with the Fresno County Department of Behavioral Health or other community-based service providers as a way to sustain community school activities.
- Hosting training and planning meetings between personnel and partners, including counselors, teachers, families, students, health professionals, college faculty, governmental agencies, community service organizations, and businesses, to support program sustainability and build awareness in the region of the benefits of community schools.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Establish and cultivate at least one new partnership per year with community-based organizations and local government agencies to align community resources to realize CCSPP goals.</p> <p>(Aligns with LCAP Goal 2 & 3)</p>	<ol style="list-style-type: none"> 1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually) 2. Formalize partnerships with a written agreement. 3. Engage community partners in Community Schools Leadership Team and Advisory Council meetings. (quarterly) 	<ol style="list-style-type: none"> 1. Revised CCSPP Partnership Matrix. (annually) 2. Signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including the services to be provided. 3. Community Schools Leadership Team/Advisory Council meeting agendas, sign-in sheets, and meeting minutes.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

The Community Schools Director will manage existing community schools partnerships, develop new relationships with additional agencies as directed by the Leadership Team, and leverage all available community schools resources to benefit students, families, and community members. Throughout the CCSPP planning process, Kingsburg district and school leaders met with existing partners to share KECSD's vision for the community schools project and invite them to participate in planning activities and update any service contracts or letters of support to include CCSPP goals and activities. The following list includes key existing agencies that have committed to supporting KECSD's CCSPP Implementation Project and/or providing students and their families with wraparound services and extended learning opportunities.

- **Kingsburg Community Assistance Program and Services (KCAPS)** provides Kingsburg families with food, clothing, utility, and housing assistance as well as job training and adult education. KECSD is currently working with KCAPS to strategically expand its services, including partnering with the district to establish an after school tutoring program.
- **Kingsburg City Government** will continue to oversee co-developed city parks that also serve as school playgrounds, co-sponsor after school programs, and provide representatives to serve on KECSD planning committees, including the CCSPP Leadership Team.
- **Kingsburg Police Department (KPD)** will work with KECSD administrators, including the Community Schools Director, to implement a School Resource Officer (SRO) Program. In addition to serving as an active, high profile Law Enforcement Officer, the SRO will work to improve school safety, positive youth development, and perceptions and relations between students, staff, and law enforcement officials. KPD also maintains a Community Resource Guide, aligned with Critical Incident Stress Management principles to aid families in times of crisis.
- **Kingsburg Lions Club** will serve as a linkage between KECSD and the local business community to spearhead projects that benefit the community schools initiative. Proposed projects include a "Farm to School" program to increase access to healthy, fresh food by incorporating local produce in school meals, improving nutrition and agricultural education, and establishing school-based farmers' markets.
- **Fresno County Superintendent of Schools** will provide several services that improve the quality of KECSD community schools implementation, including coaching to support fidelity of MTSS and PBIS implementation as well as FRESH Expanded Learning Program administrative support and staffing.
- **California Teaching Fellows Foundation** will provide highly qualified paraprofessionals to lead after school and summer academic assistance and youth enrichment programming.
- **Fresno State University Office of Community-Based Learning** will assist with recruiting, screening, and referring university students to work in KECSD extended learning programs and provide professional development to staff in "after school-style" academics and youth enrichment programming.
- **Fresno State University Office of Community and Economic Development** will continue to offer adult education classes to Kingsburg families through its Parent University, which includes classes in digital literacy, financial literacy, health and wellness, and parenting skills.

KECSD also conducted a community resource scan to identify community agencies to strengthen relationships with throughout the CCSPP Project. These agencies include healthcare providers (e.g., Fresno County Department of Behavioral Health, Fresno County Office of Public Health, Crestwood Behavioral Health); social services providers (e.g., United Way, Centro La Familia, Central California Food Bank); and Fresno County organizations that can contribute to KECSD parent education and extend learning programs (e.g., Parent Institute for Quality Education, Reading and Beyond, Two Bit Circus).

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Build the capacity of faculty, staff, and administrators to implement community schools with fidelity.</p> <p>(Aligns with LCAP Goal 2 & 3)</p>	<p>1. Community Schools Director will organize professional development opportunities to build collaborative leadership skills, community engagement mechanisms, and understanding of community schools practices and principles. (ongoing)</p> <p>2. Learning Directors/Academic coaches maintain database of teachers receiving professional development and monitor implementation of new intervention strategies and community schools practices. (ongoing)</p>	<p>1. Professional development logs.</p> <p>1b. Professional development materials and resources available to school personnel.</p> <p>2a. Professional Learning Community Calendar of Meetings.</p> <p>2b. Walk Through Observation Forms.</p>

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase educator proficiency in community-based learning (CBL). (Supports LCAP Goals 2 & 3)	<ol style="list-style-type: none"> 1. Incorporate CBL into professional learning opportunities. (ongoing) 2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing) 	<ol style="list-style-type: none"> 1a. Service contracts with professional development providers on file. 1b. Professional Development logs demonstrate number of teachers and staff participating in CBL professional learning opportunities.

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop comprehensive evaluation plan within six months of project start date.	<ol style="list-style-type: none"> 1. Leadership Team inventories existing district and school-site data collection mechanisms to inform data management and works with evaluator to develop evaluation plan. (Fall 2023) 2. Evaluator will establish baseline data at the start of the project period across each measure to be assessed to determine the project's success in accomplishing the four objectives. (Fall 2023) 	<ol style="list-style-type: none"> 1. Data management and evaluation plan on file. 2. Baseline data for CCSPP evaluation.

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The Implementation Plan should be guided by the California Community Schools Framework and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites are encouraged to work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CCSPP Framework](#).

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning**, **engaging**, and **transforming**) and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning
8. Centering community-based curriculum and pedagogy
9. Progress monitoring and collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Lincoln Elementary
Kingsburg Elementary Charter School District
Lauren Galli, Principal
lgalli@kesd.org
(559) 897-5141

Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

As a recipient of a CCSPP Planning Grant, KECSD has spent the last year engaging with a variety of community and school stakeholders to develop project goals and activities. KECSD established a CCSPP Leadership Team at the district level to present information about the California Community Schools Framework to Lincoln Elementary leaders and stakeholder groups. A site-level Advisory Council was formed at Lincoln Elementary, featuring a roster of key school leaders, parents, and community representatives. The Leadership Team worked with the Advisory Council and an external evaluator to gather school-site information and resources to conduct a needs assessment, asset mapping, and gap analysis to inform the overall CCSPP Project goals and a site-level implementation plan. This included the development of multiple mechanisms to elicit input (e.g., listening sessions, focus groups, surveys, interviews) on the community schools project from students, parents, faculty and staff, community members, and community partners.

The needs and assets assessment process included the following:

Community Resource Scan: The Leadership Team inventoried community-based service providers operating within district boundaries. This inventory was organized into a “CCSPP Community Schools Partnership Matrix” that outlines the role of each existing partner. In addition to providing a concise summary of active community partnerships, the Matrix also aids in identifying service gaps that may exist or that might contribute to future community schools efforts.

Document Review: The Leadership Team collaborated with Lincoln Elementary leaders and stakeholders to gather documentation and artifacts that demonstrate the school’s strengths and improvement areas. This included review of the School Accountability Report Card (SARC), results of locally developed student school climate and staff community schools needs surveys, results of LCAP surveys, evaluation reports from prior projects related to one or more of the Four Pillars of Community Schools, and the 2022-23 KECSD Local Control and Accountability Plan.

Data Analysis: The Leadership Team compiled and analyzed numerical metrics, which included evaluating standardized assessment results, attendance information, school climate survey results, and similar resources that lend perspective about the scope or intensity of phenomenon that may warrant intervention. These efforts included analysis of school and community data sources related to education, health, student/family characteristics, attendance, behavioral data, health statistics, and many other domains. Results of surveys, listening tours, focus groups, and interviews were compiled to identify trends among stakeholders to inform project goals, activities, and planned expenditures.

These efforts resulted in school-site needs assessment and asset mapping reports and development of the following four CCSPP Project goals that are aligned with the KECSD LCAP, each community school’s mission and vision, and all four pillars of the California Community Schools Framework: (1) Build district and school capacity for early identification of student academic and behavioral needs and enhance delivery of mental health services within KECSD’s existing Multi-Tiered System of Support (MTSS) infrastructure. (2) Expand family engagement and educational programming in order to connect KECSD families to community resources, empower parents to fully engage in their children’s education, and foster healthy home learning environments. (3) Develop community partnerships and build the capacity of faculty, staff, and administrators to implement community schools with fidelity. (4) Enhance after school, intersession, and summer learning programs to include new enrichment, socio-emotional growth, and youth development opportunities.

In addition, each school site needs assessment and asset mapping report includes recommendations for additional needs assessment activities that will benefit ongoing project reflection and evaluation in each of the Four Pillars. Examples of recommendations include:

Pillar One - Integrated Student Supports: Track and analyze referral data to understand the overall impact of integrated supports. Referral data might include office referrals as well as referrals to support professionals (e.g., counselors, social workers) who address disruptive behavior.

Pillar Two - Family and Community Engagement: Appraise families’ experiences of engagement efforts. This work would entail exploring opportunities for extensive, culturally and linguistically appropriate, and affirming engagement between families and district personnel.

Pillar Three - Collaborative Leadership and Practices: Investigate the efficacy and impact of site leadership teams. Guided questions about representation of teams, examples of shared goal setting and data analysis, and decision-making would drive this effort.

Pillar Four - Extended Learning Time and Opportunities: Measure participation in enriched and expanded learning opportunities, especially representation across groups.

Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

KECSD has long embodied the Four Pillars and Four Cornerstone Commitments of the California Community Schools Framework by championing the "whole child" approach that features “an integrated focus on academics, health and social services, youth and community development, and community engagement.” This commitment is reflected by the KECSD Mission Statement: “To continually strive to inspire students to learn and grow beyond their potential by (1) fostering a collegial or team atmosphere between home, community, and school for the benefit of each student; (2) imparting a quality education combined with a positive learning experience; (3) providing instruction that meets the individual needs of each student; (4) developing the learning and social skills necessary for lifelong learning; and (5) presenting an open-door policy allowing all people concerned with the well-being of each student to communicate their ideas for improving the district.” KECSD LCAP goals also demonstrate alignment to the Four Cornerstone Commitments. Future LCAP cycles will incorporate community schools practices and priorities to ensure full implementation of the California Community Schools Framework .

Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increased efficiency and effectiveness in all areas of operation including the provision of high quality and well-maintained facilities, provision of instructional

materials, promotion of safe school environments and transportation. **(Assets-Driven and Strength-Based Practice)**

Goal 2: Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards. **(Powerful, Culturally Proficient and Relevant Instruction, Shared Decision Making and Participatory Practices)**

Goal 3: Provide access to a broad and challenging curriculum focused on 21st Century Learning. Students will be successful in mastering the new California Standards (CCSS) and acquire 21st Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs. **(Powerful, Culturally Proficient and Relevant Instruction)**

Goal 4: Provide a positive, safe and welcoming school and district climate. **(Racially Just and Restorative School Climates)**

The KECSD Community Schools Director will work with the Lincoln Elementary CCSPP Advisory Council to maintain a rubric that identifies the school’s developmental phase (exploration, emerging, evolving, or excelling) for each of the core commitments along with evidence of commitment and developmental plans for improving fidelity of implementation. Initial developmental plans are outlined in the following table:

Table 1. CCSPP Cornerstone Commitments Evaluation Rubric

Cornerstone Commitment	Phase	Evidence	Developmental Plans
Assets-Driven and Strength-Based Practice	Emerging	Commitments between parents, students, and teachers outlined in school compact	Ensure that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.
Racially Just and Restorative School Climates	Evolving	Restorative practices included within PBIS framework	Explore ways to incorporate culturally responsive pedagogy and universal design for learning.
Powerful, Culturally Proficient and Relevant Instruction	Evolving	Sheltered Instruction Observation Protocol (SIOP) Model	Deliver CCSPP-related professional development in the areas of restorative practices, trauma-informed care, and culturally responsive instruction.
Shared Decision Making and Participatory Practices	Excelling	SSC, ELAC, Parent Advisory Committee, LCAP engagement, California School Dashboard Parent Engagement ratings	Incorporate community schools planning, implementation, and evaluation into all key district and stakeholder engagement opportunities, including LCAP, SSC, and ELAC.

Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood

teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee, or group of teams.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Engage students, parents, faculty and staff, community members, and community partners in the community schools planning and implementation. (Aligns with CCSPP Goal 3, LCAP Goal 4)	<ol style="list-style-type: none"> 1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement (annually). 2. Leadership Team and site-level Advisory Councils meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly). 3. Update the Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan to reflect community school stakeholder input (annually). 4. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing). 	<ol style="list-style-type: none"> 1. Annual survey reports and summaries of listening sessions, focus groups from students, parents/families, faculty and staff, and community partners. 2a. Leadership Team and Advisory Council meeting agendas, sign-in sheets, and minutes. 2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle. 3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. 4a. SSC and ELAC meeting agendas, sign-in sheets, and minutes. 4b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes. 4c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

The system of shared governance and site-level leadership is organized into three structures to share leadership:

1. The KECSD CCSPP Leadership Team guides districtwide community schools planning and stakeholder engagement. The Leadership Team will include the Community Schools Director, district leadership (i.e., Assistant Superintendent, Chief Business Officer, Director of Extended Learning and English Learners Programs), Student Services Department staff (psychologists, Director of Special Education), and representatives from select cooperating agencies (e.g., KCAPS, Lions Club). The Leadership Team and site-level Advisory Council will meet quarterly to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement. This meaningful stakeholder engagement and collaboration within and between the school and district will ensure shared governance and shared responsibilities for the process of school transformation.
2. The Lincoln Elementary CCSPP Advisory Council will include the Principal, an Academic Coach or Learning Director, teachers, parents, and student support staff (e.g., school counselors, behavioral assistants). The Advisory Council facilitates communication among school stakeholders and ensures that key school personnel are working together to achieve shared CCSPP goals. The Advisory Council will work to incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC.
3. The Lincoln Elementary Administrative Team, which includes the school Principal and Learning Directors, will oversee the Advisory Council. The Administrative Team is responsible for the day-to-day implementation of the programs, strategies, and activities designed to improve student learning and support families.

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
By the end of project year two, the CCSPP Implementation Plan will be fully incorporated into existing school- and district-wide strategic plans.	1. Review and update Needs Assessment and Asset Mapping/Gap Analysis with the Community Schools Leadership Team, SSC, and ELAC. (annually)	1a. Quarterly SSC and ELAC agendas and meeting minutes. 1b. Revised Needs Assessment and Asset Mapping/Gap Analysis. (annually)
	2. Incorporate review and update of Implementation Plan into the LCAP planning process. (annually)	2a. Revised Community School Implementation Plan. (annually) 2b. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan.

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Community Schools Director is hired to lead the CCSPP Project and oversee overall implementation of the community schools process, programs, partnerships, and strategies at the site and district levels. (Supports LCAP Goals 1 & 2)	1. Post job announcements on KECSD website and social media accounts, EDJOIN.org, etc. (June 2023) 2. Conduct interviews and hire Community Schools Director. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Family Liaison is hired to support at-risk students and economically disadvantaged families with accessing supports and services. (Supports LCAP Goals 1 & 2)	1. Post job announcements on KECSD website and social media accounts, EDJOIN.org, etc. (June 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.

Key Staff/Personnel

Community Schools Director (to be hired)	Leads implementation of the CCSPP Project and oversees the community schools programs and partnerships at the site and district levels; chairs district-level CCSPP Leadership Team and site-level Advisory Councils; manages community partnerships and stakeholder engagement.
Family Liaison (to be hired)	Provides supports and services to students and families who are considered to be at-risk, economically disadvantaged and/or who are Homeless.
Laura North, Director of Expanded Learning and English Learner Programs	Strengthens and aligns the educational and enrichment programs for students by providing leadership in planning, implementing, coordinating, and supervising the district's expanded learning and English Learner programs.
Lauren Galli, Principal	Provides site-level community schools leadership

	and support; serves on the CCSPP Advisory Committee; works with Community School Director on site-level efforts to prospect, cultivate, and secure partnerships and resources
Sarah Luna, School Psychologist	Coordinates and provides psychological services to students including assessment, counseling, academic and behavioral support and consulting; assists administration, staff and parents in meeting the educational needs of students.
Ginger Summers, Counselor	Provides a range of psychological and behavioral services to students, including conducting screening and assessment, leading individual and group counseling, coordinating with outside mental health and wraparound services agencies, and leading trainings for teachers and staff in areas such as the effective implementation of restorative practices and trauma-informed care.
Ashley Valdez, Learning Director	Provides leadership to stimulate and encourage personal growth and professional development of the staff. Assists in evaluation and making recommendations for improving the educational program of the school.
Behavior Support Assistants	Assists with the development and implementation of positive behavioral support and intervention techniques and positive behavioral support plans as part of the individual education plan (IEP, 504, RTI, SST) process.
Teachers	Serve on CCSPP Advisory Council

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

During the first two years of the CCSPP Project, the Leadership Team will work with each school-site Advisory Council to develop a sustainability plan to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Leadership Team will incorporate best practices for community school sustainability as informed by the Partnership for the Future of Learning, the Coalition for Community Schools, and the California Department of Education. Potential strategies will include:

- Sharing program evaluation results and cost-benefit analyses to encourage local leaders and stakeholders to reinvest cost savings into the community schools initiative.
- Incorporating review and update of Community School Implementation Plan into the LCAP planning process to better align LCAP goals, actions, and expenditures to the Community Schools Framework.

- Supporting and creating school board policies, internal policies, and inter-governmental policies to help community schools endure.
- Establishing/maintaining local partnerships to provide resources, services, or in-kind contributions to sustain the program.
- Leveraging the LEA Medi-Cal Billing Option Program and School-Based Medi-Cal Administrative Activities program as a way to sustain community school activities.
- Leveraging the federal Early and Periodic Screening, Diagnosis and Treatment program through a partnership with the Fresno County Department of Behavioral Health or other community-based service providers as a way to sustain community school activities.
- Hosting training and planning meetings between personnel and partners, including counselors, teachers, families, students, health professionals, college faculty, governmental agencies, community service organizations, and businesses, to support program sustainability and build awareness in the region of the benefits of community schools.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Establish and cultivate at least one new partnership per year with community-based organizations and local government agencies to align community resources to realize CCSPP goals.</p> <p>(Aligns with LCAP Goal 2 & 3)</p>	<ol style="list-style-type: none"> 1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually) 2. Formalize partnerships with a written agreement. 3. Engage community partners in Community Schools Leadership Team and Advisory Council meetings. (quarterly) 	<ol style="list-style-type: none"> 1. Revised CCSPP Partnership Matrix. (annually) 2. Signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including the services to be provided. 3. Community Schools Leadership Team/Advisory Council meeting agendas, sign-in sheets, and meeting minutes.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

The Community Schools Director will manage existing community schools partnerships, develop new relationships with additional agencies as directed by the Leadership Team, and leverage all available community schools resources to benefit students, families, and community members. Throughout the CCSPP planning process, Kingsburg district and school leaders met with existing partners to share KECSD's vision for the community schools project and invite them to participate in planning activities and update any service contracts or letters of support to include CCSPP goals and activities. The following list includes key existing agencies that have committed to supporting KECSD's CCSPP Implementation Project and/or providing students and their families with wraparound services and extended learning opportunities.

- **Kingsburg Community Assistance Program and Services (KCAPS)** provides Kingsburg families with food, clothing, utility, and housing assistance as well as job training and adult education. KECSD is currently working with KCAPS to strategically expand its services, including partnering with the district to establish an after school tutoring program.
- **Kingsburg City Government** will continue to oversee co-developed city parks that also serve as school playgrounds, co-sponsor after school programs, and provide representatives to serve on KECSD planning committees, including the CCSPP Leadership Team.
- **Kingsburg Police Department (KPD)** will work with KECSD administrators, including the Community Schools Director, to implement a School Resource Officer (SRO) Program. In addition to serving as an active, high profile Law Enforcement Officer, the SRO will work to improve school safety, positive youth development, and perceptions and relations between students, staff, and law enforcement officials. KPD also maintains a Community Resource Guide, aligned with Critical Incident Stress Management principles to aid families in times of crisis.
- **Kingsburg Lions Club** will serve as a linkage between KECSD and the local business community to spearhead projects that benefit the community schools initiative. Proposed projects include a "Farm to School" program to increase access to healthy, fresh food by incorporating local produce in school meals, improving nutrition and agricultural education, and establishing school-based farmers' markets.
- **Fresno County Superintendent of Schools** will provide several services that improve the quality of KECSD community schools implementation, including coaching to support fidelity of MTSS and PBIS implementation as well as FRESH Expanded Learning Program administrative support and staffing.
- **California Teaching Fellows Foundation** will provide highly qualified paraprofessionals to lead after school and summer academic assistance and youth enrichment programming.
- **Fresno State University Office of Community-Based Learning** will assist with recruiting, screening, and referring university students to work in KECSD extended learning programs and provide professional development to staff in "after school-style" academics and youth enrichment programming.
- **Fresno State University Office of Community and Economic Development** will continue to offer adult education classes to Kingsburg families through its Parent University, which includes classes in digital literacy, financial literacy, health and wellness, and parenting skills.

KECSD also conducted a community resource scan to identify community agencies to strengthen relationships with throughout the CCSPP Project. These agencies include healthcare providers (e.g., Fresno County Department of Behavioral Health, Fresno County Office of Public Health, Crestwood Behavioral Health); social services providers (e.g., United Way, Centro La Familia, Central California Food Bank); and Fresno County organizations that can contribute to KECSD parent education and extend learning programs (e.g., Parent Institute for Quality Education, Reading and Beyond, Two Bit Circus).

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Build the capacity of faculty, staff, and administrators to implement community schools with fidelity.</p> <p>(Aligns with LCAP Goal 2 & 3)</p>	<p>1. Community Schools Director will organize professional development opportunities to build collaborative leadership skills, community engagement mechanisms, and understanding of community schools practices and principles. (ongoing)</p> <p>2. Learning Directors/Academic coaches maintain database of teachers receiving professional development and monitor implementation of new intervention strategies and community schools practices. (ongoing)</p>	<p>1. Professional development logs.</p> <p>1b. Professional development materials and resources available to school personnel.</p> <p>2a. Professional Learning Community Calendar of Meetings.</p> <p>2b. Walk Through Observation Forms.</p>

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase educator proficiency in community-based learning (CBL). (Supports LCAP Goals 2 & 3)	<ol style="list-style-type: none"> 1. Incorporate CBL into professional learning opportunities. (ongoing) 2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing) 	<ol style="list-style-type: none"> 1a. Service contracts with professional development providers on file. 1b. Professional Development logs demonstrate number of teachers and staff participating in CBL professional learning opportunities.

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop comprehensive evaluation plan within six months of project start date.	<ol style="list-style-type: none"> 1. Leadership Team inventories existing district and school-site data collection mechanisms to inform data management and works with evaluator to develop evaluation plan. (Fall 2023) 2. Evaluator will establish baseline data at the start of the project period across each measure to be assessed to determine the project's success in accomplishing the four objectives. (Fall 2023) 	<ol style="list-style-type: none"> 1. Data management and evaluation plan on file. 2. Baseline data for CCSPP evaluation.

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

Instructions

This CCSPP Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 2 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support California Community School Partnership Program (CCSPP) grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The LEA is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites are encouraged to work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CCSPP Framework](#).

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning**, **engaging**, and **transforming**) and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning
8. Centering community-based curriculum and pedagogy
9. Progress monitoring and collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Rafer Johnson Jr. High School
Kingsburg Elementary Charter School District
Melody Lee, Principal
mlee@kesd.org
(559) 897-1091

Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

As a recipient of a CCSPP Planning Grant, KECSD has spent the last year engaging with a variety of community and school stakeholders to develop project goals and activities. KECSD established a CCSPP Leadership Team at the district level to present information about the California Community Schools Framework to Rafer Johnson Jr. High leaders and stakeholder groups. A site-level Advisory Council was formed at Rafer Johnson Jr. High, featuring a roster of key school leaders, parents, and community representatives. The Leadership Team worked with the Advisory Council and an external evaluator to gather school-site information and resources to conduct a needs assessment, asset mapping, and gap analysis to inform the overall CCSPP Project goals and a site-level implementation plan. This included the development of multiple mechanisms to elicit input (e.g., listening sessions, focus groups, surveys, interviews) on the community schools project from students, parents, faculty and staff, community members, and community partners.

The needs and assets assessment process included the following:

Community Resource Scan: The Leadership Team inventoried community-based service providers operating within district boundaries. This inventory was organized into a “CCSPP Community Schools Partnership Matrix” that outlines the role of each existing partner. In addition to providing a concise summary of active community partnerships, the Matrix also aids in identifying service gaps that may exist or that might contribute to future community schools efforts.

Document Review: The Leadership Team collaborated with Rafer Johnson Jr. High leaders and stakeholders to gather documentation and artifacts that demonstrate the school’s strengths and improvement areas. This included review of the School Accountability Report Card (SARC), results of locally developed student school climate and staff community schools needs surveys, results of LCAP surveys, evaluation reports from prior projects related to one or more of the Four Pillars of Community Schools, and the 2022-23 KECSD Local Control and Accountability Plan.

Data Analysis: The Leadership Team compiled and analyzed numerical metrics, which included evaluating standardized assessment results, attendance information, school climate survey results, and similar resources that lend perspective about the scope or intensity of phenomenon that may warrant intervention. These efforts included analysis of school and community data sources related to education, health, student/family characteristics, attendance, behavioral data, health statistics, and many other domains. Results of surveys, listening tours, focus groups, and interviews were compiled to identify trends among stakeholders to inform project goals, activities, and planned expenditures.

These efforts resulted in school-site needs assessment and asset mapping reports and development of the following four CCSPP Project goals that are aligned with the KECSD LCAP, each community school’s mission and vision, and all four pillars of the California Community Schools Framework: (1) Build district and school capacity for early identification of student academic and behavioral needs and enhance delivery of mental health services within KECSD’s existing Multi-Tiered System of Support (MTSS) infrastructure. (2) Expand family engagement and educational programming in order to connect KECSD families to community resources, empower parents to fully engage in their children’s education, and foster healthy home learning environments. (3) Develop community partnerships and build the capacity of faculty, staff, and administrators to implement community schools with fidelity. (4) Enhance after school, intersession, and summer learning programs to include new enrichment, socio-emotional growth, and youth development opportunities.

In addition, each school site needs assessment and asset mapping report includes recommendations for additional needs assessment activities that will benefit ongoing project reflection and evaluation in each of the Four Pillars. Examples of recommendations include:

Pillar One - Integrated Student Supports: Track and analyze referral data to understand the overall impact of integrated supports. Referral data might include office referrals as well as referrals to support professionals (e.g., counselors, social workers) who address disruptive behavior.

Pillar Two - Family and Community Engagement: Appraise families’ experiences of engagement efforts. This work would entail exploring opportunities for extensive, culturally and linguistically appropriate, and affirming engagement between families and district personnel.

Pillar Three - Collaborative Leadership and Practices: Investigate the efficacy and impact of site leadership teams. Guided questions about representation of teams, examples of shared goal setting and data analysis, and decision-making would drive this effort.

Pillar Four - Extended Learning Time and Opportunities: Measure participation in enriched and expanded learning opportunities, especially representation across groups.

Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

KECSD has long embodied the Four Pillars and Four Cornerstone Commitments of the California Community Schools Framework by championing the "whole child" approach that features “an integrated focus on academics, health and social services, youth and community development, and community engagement.” This commitment is reflected by the KECSD Mission Statement: “To continually strive to inspire students to learn and grow beyond their potential by (1) fostering a collegial or team atmosphere between home, community, and school for the benefit of each student; (2) imparting a quality education combined with a positive learning experience; (3) providing instruction that meets the individual needs of each student; (4) developing the learning and social skills necessary for lifelong learning; and (5) presenting an open-door policy allowing all people concerned with the well-being of each student to communicate their ideas for improving the district.” KECSD LCAP goals also demonstrate alignment to the Four Cornerstone

Commitments. Future LCAP cycles will incorporate community schools practices and priorities to ensure full implementation of the California Community Schools Framework .

Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increased efficiency and effectiveness in all areas of operation including the provision of high quality and well-maintained facilities, provision of instructional materials, promotion of safe school environments and transportation. **(Assets-Driven and Strength-Based Practice)**

Goal 2: Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards. **(Powerful, Culturally Proficient and Relevant Instruction, Shared Decision Making and Participatory Practices)**

Goal 3: Provide access to a broad and challenging curriculum focused on 21st Century Learning. Students will be successful in mastering the new California Standards (CCSS) and acquire 21st Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs. **(Powerful, Culturally Proficient and Relevant Instruction)**

Goal 4: Provide a positive, safe and welcoming school and district climate. **(Racially Just and Restorative School Climates)**

The KECSD Community Schools Director will work with the Rafer Johnson Jr. High CCSPP Advisory Council to maintain a rubric that identifies the school’s developmental phase (exploration, emerging, evolving, or excelling) for each of the core commitments along with evidence of commitment and developmental plans for improving fidelity of implementation. Initial developmental plans are outlined in the following table:

Cornerstone Commitment	Phase	Evidence	Developmental Plans
Assets-Driven and Strength-Based Practice	Emerging	Commitments between parents, students, and teachers outlined in school compact	Ensure that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.
Racially Just and Restorative School Climates	Evolving	Restorative practices included within PBIS framework	Explore ways to incorporate culturally responsive pedagogy and universal design for learning.
Powerful, Culturally Proficient and Relevant Instruction	Evolving	Sheltered Instruction Observation Protocol (SIOP) Model	Deliver CCSPP-related professional development in the areas of restorative practices, trauma-informed care, and culturally responsive instruction.
Shared Decision Making and Participatory Practices	Excelling	SSC, ELAC, Parent Advisory Committee, LCAP engagement, California School Dashboard Parent Engagement ratings	Incorporate community schools planning, implementation, and evaluation into all key district and stakeholder engagement opportunities, including LCAP, SSC, and ELAC.

Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee, or group of teams.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Engage students, parents, faculty and staff, community members, and community partners in the community schools planning and implementation. (Aligns with CCSPP Goal 3, LCAP Goal 4)	<ol style="list-style-type: none"> 1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement (annually). 2. Leadership Team and site-level Advisory Councils meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly). 3. Update the Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan to reflect community school stakeholder input (annually). 4. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing). 	<ol style="list-style-type: none"> 1. Annual survey reports and summaries of listening sessions, focus groups from students, parents/families, faculty and staff, and community partners. 2a. Leadership Team and Advisory Council meeting agendas, sign-in sheets, and minutes. 2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle. 3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. 4a. SSC and ELAC meeting agendas, sign-in sheets, and minutes. 4b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes. 4c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

The system of shared governance and site-level leadership is organized into three structures to share leadership:

1. The KECSD CCSPP Leadership Team guides districtwide community schools planning and stakeholder engagement. The Leadership Team will include the Community Schools Director, district leadership (i.e., Assistant Superintendent, Chief Business Officer, Director of Extended Learning and English Learners Programs), Student Services Department staff (psychologists, Director of Special Education), and representatives from select cooperating agencies (e.g., KCAPS, Lions Club). The Leadership Team and site-level Advisory Council will meet quarterly to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement. This meaningful stakeholder engagement and collaboration within and between the school and district will ensure shared governance and shared responsibilities for the process of school transformation.
2. The Rafer Johnson Jr. High CCSPP Advisory Council will include the Principal, an academic coach or learning director, teachers, parents, and student support staff (e.g., school counselors, behavioral assistants). The Advisory Council facilitates communication among school stakeholders and ensures that key school personnel are working together to achieve shared CCSPP goals. The Advisory Council will work to incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC.
3. The Rafer Johnson Jr. High Administrative Team, which includes the school Principal and Learning Directors, will oversee the Advisory Council. The Administrative Team is responsible for the day-to-day implementation of the programs, strategies, and activities designed to improve student learning and support families.

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
By the end of project year two, the CCSPP Implementation Plan will be fully incorporated into existing school- and district-wide strategic plans.	1. Review and update Needs Assessment and Asset Mapping/Gap Analysis with the Community Schools Leadership Team, SSC, and ELAC. (annually)	1a. Quarterly SSC and ELAC agendas and meeting minutes. 1b. Revised Needs Assessment and Asset Mapping/Gap Analysis. (annually)
	2. Incorporate review and update of Implementation Plan into the LCAP planning process. (annually)	2a. Revised Community School Implementation Plan. (annually) 2b. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan.

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Community Schools Director is hired to lead the CCSPP Project and oversee overall implementation of the community schools process, programs, partnerships, and strategies at the site and district levels. (Supports LCAP Goals 1 & 2)	1. Post job announcements on KECSD website and social media accounts, EDJOIN.org, etc. (June 2023) 2. Conduct interviews and hire Community Schools Director. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Family Liaison is hired to support at-risk students and economically disadvantaged families with accessing supports and services. (Supports LCAP Goals 1 & 2)	1. Post job announcements on KECSD website and social media accounts, EDJOIN.org, etc. (June 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.

Key Staff/Personnel

Community Schools Director (to be hired)	Leads implementation of the CCSPP Project and oversees the community schools programs and partnerships at the site and district levels; chairs district-level CCSPP Leadership Team and site-level Advisory Councils; manages community partnerships and stakeholder engagement.
Family Liaison (to be hired)	Provides supports and services to students and families who are considered to be at-risk, economically disadvantaged and/or who are Homeless.
Laura North, Director of Expanded Learning and English Learner Programs	Strengthens and aligns the educational and enrichment programs for students by providing leadership in planning, implementing, coordinating, and supervising the district's expanded learning and English Learner programs.
Melody Lee, Principal	Provides site-level community schools leadership and support; serves on the CCSPP Advisory Committee; works with Community School Director on site-level efforts to prospect, cultivate, and secure partnerships and resources
Sarah Luna, School Psychologist	Coordinates and provides psychological services to students including assessment, counseling, academic and behavioral support and consulting; assists administration, staff and parents in meeting the educational needs of students.
Shelby Byrd, Counselor	Provides a range of psychological and behavioral services to students, including conducting screening and assessment, leading individual and group counseling, coordinating with outside mental health and wraparound services agencies, and leading trainings for teachers and staff in areas such as the effective implementation of restorative practices and trauma-informed care.
Linda Simmons, Learning Director	Provides leadership to stimulate and encourage personal growth and professional development of the staff. Assists in evaluation and making recommendations for improving the educational program of the school.
Behavior Support Assistants	Assists with the development and implementation of positive behavioral support and intervention techniques and positive behavioral support plans as part of the individual education plan (IEP, 504, RTI, SST) process.

Teachers

Serve on CCSPP Advisory Council

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

During the first two years of the CCSPP Project, the Leadership Team will work with each school-site Advisory Council to develop a sustainability plan to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Leadership Team will incorporate best practices for community school sustainability as informed by the Partnership for the Future of Learning, the Coalition for Community Schools, and the California Department of Education. Potential strategies will include:

- Sharing program evaluation results and cost-benefit analyses to encourage local leaders and stakeholders to reinvest cost savings into the community schools initiative.
- Incorporating review and update of Community School Implementation Plan into the LCAP planning process to better align LCAP goals, actions, and expenditures to the Community Schools Framework.
- Supporting and creating school board policies, internal policies, and inter-governmental policies to help community schools endure.
- Establishing/maintaining local partnerships to provide resources, services, or in-kind contributions to sustain the program.
- Leveraging the LEA Medi-Cal Billing Option Program and School-Based Medi-Cal Administrative Activities program as a way to sustain community school activities.
- Leveraging the federal Early and Periodic Screening, Diagnosis and Treatment program through a partnership with the Fresno County Department of Behavioral Health or other community-based service providers as a way to sustain community school activities.
- Hosting training and planning meetings between personnel and partners, including counselors, teachers, families, students, health professionals, college faculty, governmental agencies, community service organizations, and businesses, to support program sustainability and build awareness in the region of the benefits of community schools.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Establish and cultivate at least one new partnership per year with community-based organizations and local government agencies to align community resources to realize CCSPP goals.</p> <p>(Aligns with LCAP Goal 2 & 3)</p>	<ol style="list-style-type: none"> 1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually) 2. Formalize partnerships with a written agreement. 3. Engage community partners in Community Schools Leadership Team and Advisory Council meetings. (quarterly) 	<ol style="list-style-type: none"> 1. Revised CCSPP Partnership Matrix. (annually) 2. Signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including the services to be provided. 3. Community Schools Leadership Team/Advisory Council meeting agendas, sign-in sheets, and meeting minutes.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

The Community Schools Director will manage existing community schools partnerships, develop new relationships with additional agencies as directed by the Leadership Team, and leverage all available community schools resources to benefit students, families, and community members. Throughout the CCSPP planning process, Kingsburg district and school leaders met with existing partners to share KECSD's vision for the community schools project and invite them to participate in planning activities and update any service contracts or letters of support to include CCSPP goals and activities. The following list includes key existing agencies that have committed to supporting KECSD's CCSPP Implementation Project and/or providing students and their families with wraparound services and extended learning opportunities.

- **Kingsburg Community Assistance Program and Services (KCAPS)** provides Kingsburg families with food, clothing, utility, and housing assistance as well as job training and adult education. KECSD is currently working with KCAPS to strategically expand its services, including partnering with the district to establish an after school tutoring program.
- **Kingsburg City Government** will continue to oversee co-developed city parks that also serve as school playgrounds, co-sponsor after school programs, and provide representatives to serve on KECSD planning committees, including the CCSPP Leadership Team.
- **Kingsburg Police Department (KPD)** will work with KECSD administrators, including the Community Schools Director, to implement a School Resource Officer (SRO) Program. In addition to serving as an active, high profile Law Enforcement Officer, the SRO will work to improve school safety, positive youth development, and perceptions and relations between students, staff, and law enforcement officials. KPD also maintains a Community Resource Guide, aligned with Critical Incident Stress Management principles to aid families in times of crisis.
- **Kingsburg Lions Club** will serve as a linkage between KECSD and the local business community to spearhead projects that benefit the community schools initiative. Proposed projects include a "Farm to School" program to increase access to healthy, fresh food by incorporating local produce in school meals, improving nutrition and agricultural education, and establishing school-based farmers' markets.

- **Fresno County Superintendent of Schools** will provide several services that improve the quality of KECSD community schools implementation, including coaching to support fidelity of MTSS and PBIS implementation as well as FRESH Expanded Learning Program administrative support and staffing.
- **California Teaching Fellows Foundation** will provide highly qualified paraprofessionals to lead after school and summer academic assistance and youth enrichment programming.
- **Fresno State University Office of Community-Based Learning** will assist with recruiting, screening, and referring university students to work in KECSD extended learning programs and provide professional development to staff in “after school-style” academics and youth enrichment programming.
- **Fresno State University Office of Community and Economic Development** will continue to offer adult education classes to Kingsburg families through its Parent University, which includes classes in digital literacy, financial literacy, health and wellness, and parenting skills.

KECSD also conducted a community resource scan to identify community agencies to strengthen relationships with throughout the CCSPP Project. These agencies include healthcare providers (e.g., Fresno County Department of Behavioral Health, Fresno County Office of Public Health, Crestwood Behavioral Health); social services providers (e.g., United Way, Centro La Familia, Central California Food Bank); and Fresno County organizations that can contribute to KECSD parent education and extend learning programs (e.g., Parent Institute for Quality Education, Reading and Beyond, Two Bit Circus).

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Build the capacity of faculty, staff, and administrators to implement community schools with fidelity. (Aligns with LCAP Goal 2 & 3)	<p>1. Community Schools Director will organize professional development opportunities to build collaborative leadership skills, community engagement mechanisms, and understanding of community schools practices and principles. (ongoing)</p> <p>2. Learning Directors/Academic coaches maintain database of teachers receiving professional development and monitor implementation of new intervention strategies and community schools practices. (ongoing)</p>	<p>1. Professional development logs.</p> <p>1b. Professional development materials and resources available to school personnel.</p> <p>2a. Professional Learning Community Calendar of Meetings.</p> <p>2b. Walk Through Observation Forms.</p>

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase educator proficiency in community-based learning (CBL). (Supports LCAP Goals 2 & 3)	1. Incorporate CBL into professional learning opportunities. (ongoing) 2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing)	1a. Service contracts with professional development providers on file. 1b. Professional Development logs demonstrate number of teachers and staff participating in CBL professional learning opportunities.

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop comprehensive evaluation plan within six months of project start date.	<ol style="list-style-type: none"> 1. Leadership Team inventories existing district and school-site data collection mechanisms to inform data management and works with evaluator to develop evaluation plan. (Fall 2023) 2. Evaluator will establish baseline data at the start of the project period across each measure to be assessed to determine the project’s success in accomplishing the four objectives. (Fall 2023) 	<ol style="list-style-type: none"> 1. Data management and evaluation plan on file. 2. Baseline data for CCSPP evaluation.

Developed by the California Department of Education and State Transformational Assistance Center, February, 2023.

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

Instructions

This CCSPP Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 2 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support California Community School Partnership Program (CCSPP) grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The LEA is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites are encouraged to work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CCSPP Framework](#).

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning, engaging, and transforming**) and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning
8. Centering community-based curriculum and pedagogy
9. Progress monitoring and collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Reagan Elementary
Kingsburg Elementary Charter School District
Kerry Pickrell, Principal
kpickrell@kesd.org
(559) 897-6986

Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

As a recipient of a CCSPP Planning Grant, KECSD has spent the last year engaging with a variety of community and school stakeholders to develop project goals and activities. KECSD established a CCSPP Leadership Team at the district level to present information about the California Community Schools Framework to Reagan Elementary leaders and stakeholder groups. A site-level Advisory Council was formed at Reagan Elementary, featuring a roster of key school leaders, parents, and community representatives. The Leadership Team worked with the Advisory Council and an external evaluator to gather school-site information and resources to conduct a needs assessment, asset mapping, and gap analysis to inform the overall CCSPP Project goals and a site-level implementation plan. This included the development of multiple mechanisms to elicit input (e.g., listening sessions, focus groups, surveys, interviews) on the community schools project from students, parents, faculty and staff, community members, and community partners.

The needs and assets assessment process included the following:

Community Resource Scan: The Leadership Team inventoried community-based service providers operating within district boundaries. This inventory was organized into a “CCSPP Community Schools Partnership Matrix” that outlines the role of each existing partner. In addition to providing a concise summary of active community partnerships, the Matrix also aids in identifying service gaps that may exist or that might contribute to future community schools efforts.

Document Review: The Leadership Team collaborated with Reagan Elementary leaders and stakeholders to gather documentation and artifacts that demonstrate the school’s strengths and improvement areas. This included review of the School Accountability Report Card (SARC), results of locally developed student school climate and staff community schools needs surveys, results of LCAP surveys, evaluation reports from prior projects related to one or more of the Four Pillars of Community Schools, and the 2022-23 KECSD Local Control and Accountability Plan.

Data Analysis: The Leadership Team compiled and analyzed numerical metrics, which included evaluating standardized assessment results, attendance information, school climate survey results, and similar resources that lend perspective about the scope or intensity of phenomenon that may warrant intervention. These efforts included analysis of school and community data sources related to education, health, student/family characteristics, attendance, behavioral data, health statistics, and many other domains. Results of surveys, listening tours, focus groups, and interviews were compiled to identify trends among stakeholders to inform project goals, activities, and planned expenditures.

These efforts resulted in school-site needs assessment and asset mapping reports and development of the following four CCSPP Project goals that are aligned with the KECSD LCAP, each community school’s mission and vision, and all four pillars of the California Community Schools Framework: (1) Build district and school capacity for early identification of student academic and behavioral needs and enhance delivery of mental health services within KECSD’s existing Multi-Tiered System of Support (MTSS) infrastructure. (2) Expand family engagement and educational programming in order to connect KECSD families to community resources, empower parents to fully engage in their children’s education, and foster healthy home learning environments. (3) Develop community partnerships and build the capacity of faculty, staff, and administrators to implement community schools with fidelity. (4) Enhance after school, intersession, and summer learning programs to include new enrichment, socio-emotional growth, and youth development opportunities.

In addition, each school site needs assessment and asset mapping report includes recommendations for additional needs assessment activities that will benefit ongoing project reflection and evaluation in each of the Four Pillars. Examples of recommendations include:

Pillar One - Integrated Student Supports: Track and analyze referral data to understand the overall impact of integrated supports. Referral data might include office referrals as well as referrals to support professionals (e.g., counselors, social workers) who address disruptive behavior.

Pillar Two - Family and Community Engagement: Appraise families’ experiences of engagement efforts. This work would entail exploring opportunities for extensive, culturally and linguistically appropriate, and affirming engagement between families and district personnel.

Pillar Three - Collaborative Leadership and Practices: Investigate the efficacy and impact of site leadership teams. Guided questions about representation of teams, examples of shared goal setting and data analysis, and decision-making would drive this effort.

Pillar Four - Extended Learning Time and Opportunities: Measure participation in enriched and expanded learning opportunities, especially representation across groups.

Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

KECSD has long embodied the Four Pillars and Four Cornerstone Commitments of the California Community Schools Framework by championing the "whole child" approach that features “an integrated focus on academics, health and social services, youth and community development, and community engagement.” This commitment is reflected by the KECSD Mission Statement: “To continually strive to inspire students to learn and grow beyond their potential by (1) fostering a collegial or team atmosphere between home, community, and school for the benefit of each student; (2) imparting a quality education combined with a positive learning experience; (3) providing instruction that meets the individual needs of each student; (4) developing the learning and social skills necessary for lifelong learning; and (5) presenting an open-door policy allowing all people concerned with the well-being of each student to communicate their ideas for improving the district.” KECSD LCAP goals also demonstrate alignment to the Four Cornerstone Commitments. Future LCAP cycles will incorporate community schools practices and priorities to ensure full implementation of the California Community Schools Framework .

Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increased efficiency and effectiveness in all areas of operation including the provision of high quality and well-maintained facilities, provision of instructional

materials, promotion of safe school environments and transportation. **(Assets-Driven and Strength-Based Practice)**

Goal 2: Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards. **(Powerful, Culturally Proficient and Relevant Instruction, Shared Decision Making and Participatory Practices)**

Goal 3: Provide access to a broad and challenging curriculum focused on 21st Century Learning. Students will be successful in mastering the new California Standards (CCSS) and acquire 21st Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs. **(Powerful, Culturally Proficient and Relevant Instruction)**

Goal 4: Provide a positive, safe and welcoming school and district climate. **(Racially Just and Restorative School Climates)**

The KECSD Community Schools Director will work with the Reagan Elementary CCSPP Advisory Council to maintain a rubric that identifies the school’s developmental phase (exploration, emerging, evolving, or excelling) for each of the core commitments along with evidence of commitment and developmental plans for improving fidelity of implementation. Initial developmental plans are outlined in the following table:

Table 1. CCSPP Cornerstone Commitments Evaluation Rubric

Cornerstone Commitment	Phase	Evidence	Developmental Plans
Assets-Driven and Strength-Based Practice	Emerging	Commitments between parents, students, and teachers outlined in school compact	Ensure that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.
Racially Just and Restorative School Climates	Evolving	Restorative practices included within PBIS framework	Explore ways to incorporate culturally responsive pedagogy and universal design for learning.
Powerful, Culturally Proficient and Relevant Instruction	Evolving	Sheltered Instruction Observation Protocol (SIOP) Model	Deliver CCSPP-related professional development in the areas of restorative practices, trauma-informed care, and culturally responsive instruction.
Shared Decision Making and Participatory Practices	Excelling	SSC, ELAC, Parent Advisory Committee, LCAP engagement, California School Dashboard Parent Engagement ratings	Incorporate community schools planning, implementation, and evaluation into all key district and stakeholder engagement opportunities, including LCAP, SSC, and ELAC.

Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood

teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee, or group of teams.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Engage students, parents, faculty and staff, community members, and community partners in the community schools planning and implementation. (Aligns with CCSPP Goal 3, LCAP Goal 4)	<ol style="list-style-type: none"> 1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement (annually). 2. Leadership Team and site-level Advisory Councils meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly). 3. Update the Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan to reflect community school stakeholder input (annually). 4. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing). 	<ol style="list-style-type: none"> 1. Annual survey reports and summaries of listening sessions, focus groups from students, parents/families, faculty and staff, and community partners. 2a. Leadership Team and Advisory Council meeting agendas, sign-in sheets, and minutes. 2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle. 3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. 4a. SSC and ELAC meeting agendas, sign-in sheets, and minutes. 4b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes. 4c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

The system of shared governance and site-level leadership is organized into three structures to share leadership:

1. The KECSD CCSPP Leadership Team guides districtwide community schools planning and stakeholder engagement. The Leadership Team will include the Community Schools Director, district leadership (i.e., Assistant Superintendent, Chief Business Officer, Director of Extended Learning and English Learners Programs), Student Services Department staff (psychologists, Director of Special Education), and representatives from select cooperating agencies (e.g., KCAPS, Lions Club). The Leadership Team and site-level Advisory Council will meet quarterly to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement. This meaningful stakeholder engagement and collaboration within and between the school and district will ensure shared governance and shared responsibilities for the process of school transformation.
2. The Reagan Elementary CCSPP Advisory Council will include the Principal, an Academic Coach or Learning Director, teachers, parents, and student support staff (e.g., school counselors, behavioral assistants). The Advisory Council facilitates communication among school stakeholders and ensures that key school personnel are working together to achieve shared CCSPP goals. The Advisory Council will work to incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC.
3. The Reagan Elementary Administrative Team, which includes the school Principal and Learning Directors, will oversee the Advisory Council. The Administrative Team is responsible for the day-to-day implementation of the programs, strategies, and activities designed to improve student learning and support families.

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
By the end of project year two, the CCSPP Implementation Plan will be fully incorporated into existing school- and district-wide strategic plans.	1. Review and update Needs Assessment and Asset Mapping/Gap Analysis with the Community Schools Leadership Team, SSC, and ELAC. (annually)	1a. Quarterly SSC and ELAC agendas and meeting minutes. 1b. Revised Needs Assessment and Asset Mapping/Gap Analysis. (annually)
	2. Incorporate review and update of Implementation Plan into the LCAP planning process. (annually)	2a. Revised Community School Implementation Plan. (annually) 2b. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan.

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Community Schools Director is hired to lead the CCSPP Project and oversee overall implementation of the community schools process, programs, partnerships, and strategies at the site and district levels. (Supports LCAP Goals 1 & 2)	<ol style="list-style-type: none"> 1. Post job announcements on KECSD website and social media accounts, EDJOIN.org, etc. (June 2023) 2. Conduct interviews and hire Community Schools Director. (July/August 2023) 	<ol style="list-style-type: none"> 1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Family Liaison is hired to support at-risk students and economically disadvantaged families with accessing supports and services. (Supports LCAP Goals 1 & 2)	<ol style="list-style-type: none"> 1. Post job announcements on KECSD website and social media accounts, EDJOIN.org, etc. (June 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023) 	<ol style="list-style-type: none"> 1. Approved Job Description and outreach strategy. 2. Signed contract on file.

Key Staff/Personnel

Community Schools Director (to be hired)	Leads implementation of the CCSPP Project and oversees the community schools programs and partnerships at the site and district levels; chairs district-level CCSPP Leadership Team and site-level Advisory Councils; manages community partnerships and stakeholder engagement.
Family Liaison (to be hired)	Provides supports and services to students and families who are considered to be at-risk, economically disadvantaged and/or who are Homeless.
Laura North, Director of Expanded Learning and English Learner Programs	Strengthens and aligns the educational and enrichment programs for students by providing leadership in planning, implementing, coordinating, and supervising the district's expanded learning and English Learner programs.
Kerry Pickrell, Principal	Provides site-level community schools leadership

	and support; serves on the CCSPP Advisory Committee; works with Community School Director on site-level efforts to prospect, cultivate, and secure partnerships and resources
Sarah Luna, School Psychologist	Coordinates and provides psychological services to students including assessment, counseling, academic and behavioral support and consulting; assists administration, staff and parents in meeting the educational needs of students.
Kristen Gonzalez, Counselor	Provides a range of psychological and behavioral services to students, including conducting screening and assessment, leading individual and group counseling, coordinating with outside mental health and wraparound services agencies, and leading trainings for teachers and staff in areas such as the effective implementation of restorative practices and trauma-informed care.
Amie Rogers, Learning Director	Provides leadership to stimulate and encourage personal growth and professional development of the staff. Assists in evaluation and making recommendations for improving the educational program of the school.
Behavior Support Assistants	Assists with the development and implementation of positive behavioral support and intervention techniques and positive behavioral support plans as part of the individual education plan (IEP, 504, RTI, SST) process.
Teachers	Serve on CCSPP Advisory Council

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

During the first two years of the CCSPP Project, the Leadership Team will work with each school-site Advisory Council to develop a sustainability plan to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Leadership Team will incorporate best practices for community school sustainability as informed by the Partnership for the Future of Learning, the Coalition for Community Schools, and the California Department of Education. Potential strategies will include:

- Sharing program evaluation results and cost-benefit analyses to encourage local leaders and stakeholders to reinvest cost savings into the community schools initiative.
- Incorporating review and update of Community School Implementation Plan into the LCAP planning process to better align LCAP goals, actions, and expenditures to the Community Schools Framework.

- Supporting and creating school board policies, internal policies, and inter-governmental policies to help community schools endure.
- Establishing/maintaining local partnerships to provide resources, services, or in-kind contributions to sustain the program.
- Leveraging the LEA Medi-Cal Billing Option Program and School-Based Medi-Cal Administrative Activities program as a way to sustain community school activities.
- Leveraging the federal Early and Periodic Screening, Diagnosis and Treatment program through a partnership with the Fresno County Department of Behavioral Health or other community-based service providers as a way to sustain community school activities.
- Hosting training and planning meetings between personnel and partners, including counselors, teachers, families, students, health professionals, college faculty, governmental agencies, community service organizations, and businesses, to support program sustainability and build awareness in the region of the benefits of community schools.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Establish and cultivate at least one new partnership per year with community-based organizations and local government agencies to align community resources to realize CCSPP goals.</p> <p>(Aligns with LCAP Goal 2 & 3)</p>	<ol style="list-style-type: none"> 1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually) 2. Formalize partnerships with a written agreement. 3. Engage community partners in Community Schools Leadership Team and Advisory Council meetings. (quarterly) 	<ol style="list-style-type: none"> 1. Revised CCSPP Partnership Matrix. (annually) 2. Signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including the services to be provided. 3. Community Schools Leadership Team/Advisory Council meeting agendas, sign-in sheets, and meeting minutes.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

The Community Schools Director will manage existing community schools partnerships, develop new relationships with additional agencies as directed by the Leadership Team, and leverage all available community schools resources to benefit students, families, and community members. Throughout the CCSPP planning process, Kingsburg district and school leaders met with existing partners to share KECSD's vision for the community schools project and invite them to participate in planning activities and update any service contracts or letters of support to include CCSPP goals and activities. The following list includes key existing agencies that have committed to supporting KECSD's CCSPP Implementation Project and/or providing students and their families with wraparound services and extended learning opportunities.

- **Kingsburg Community Assistance Program and Services (KCAPS)** provides Kingsburg families with food, clothing, utility, and housing assistance as well as job training and adult education. KECSD is currently working with KCAPS to strategically expand its services, including partnering with the district to establish an after school tutoring program.
- **Kingsburg City Government** will continue to oversee co-developed city parks that also serve as school playgrounds, co-sponsor after school programs, and provide representatives to serve on KECSD planning committees, including the CCSPP Leadership Team.
- **Kingsburg Police Department (KPD)** will work with KECSD administrators, including the Community Schools Director, to implement a School Resource Officer (SRO) Program. In addition to serving as an active, high profile Law Enforcement Officer, the SRO will work to improve school safety, positive youth development, and perceptions and relations between students, staff, and law enforcement officials. KPD also maintains a Community Resource Guide, aligned with Critical Incident Stress Management principles to aid families in times of crisis.
- **Kingsburg Lions Club** will serve as a linkage between KECSD and the local business community to spearhead projects that benefit the community schools initiative. Proposed projects include a "Farm to School" program to increase access to healthy, fresh food by incorporating local produce in school meals, improving nutrition and agricultural education, and establishing school-based farmers' markets.
- **Fresno County Superintendent of Schools** will provide several services that improve the quality of KECSD community schools implementation, including coaching to support fidelity of MTSS and PBIS implementation as well as FRESH Expanded Learning Program administrative support and staffing.
- **California Teaching Fellows Foundation** will provide highly qualified paraprofessionals to lead after school and summer academic assistance and youth enrichment programming.
- **Fresno State University Office of Community-Based Learning** will assist with recruiting, screening, and referring university students to work in KECSD extended learning programs and provide professional development to staff in "after school-style" academics and youth enrichment programming.
- **Fresno State University Office of Community and Economic Development** will continue to offer adult education classes to Kingsburg families through its Parent University, which includes classes in digital literacy, financial literacy, health and wellness, and parenting skills.

KECSD also conducted a community resource scan to identify community agencies to strengthen relationships with throughout the CCSPP Project. These agencies include healthcare providers (e.g., Fresno County Department of Behavioral Health, Fresno County Office of Public Health, Crestwood Behavioral Health); social services providers (e.g., United Way, Centro La Familia, Central California Food Bank); and Fresno County organizations that can contribute to KECSD parent education and extend learning programs (e.g., Parent Institute for Quality Education, Reading and Beyond, Two Bit Circus).

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Build the capacity of faculty, staff, and administrators to implement community schools with fidelity.</p> <p>(Aligns with LCAP Goal 2 & 3)</p>	<p>1. Community Schools Director will organize professional development opportunities to build collaborative leadership skills, community engagement mechanisms, and understanding of community schools practices and principles. (ongoing)</p> <p>2. Learning Directors/Academic coaches maintain database of teachers receiving professional development and monitor implementation of new intervention strategies and community schools practices. (ongoing)</p>	<p>1. Professional development logs.</p> <p>1b. Professional development materials and resources available to school personnel.</p> <p>2a. Professional Learning Community Calendar of Meetings.</p> <p>2b. Walk Through Observation Forms.</p>

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase educator proficiency in community-based learning (CBL). (Supports LCAP Goals 2 & 3)	<ol style="list-style-type: none"> 1. Incorporate CBL into professional learning opportunities. (ongoing) 2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing) 	<ol style="list-style-type: none"> 1a. Service contracts with professional development providers on file. 1b. Professional Development logs demonstrate number of teachers and staff participating in CBL professional learning opportunities.

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop comprehensive evaluation plan within six months of project start date.	<ol style="list-style-type: none"> 1. Leadership Team inventories existing district and school-site data collection mechanisms to inform data management and works with evaluator to develop evaluation plan. (Fall 2023) 2. Evaluator will establish baseline data at the start of the project period across each measure to be assessed to determine the project's success in accomplishing the four objectives. (Fall 2023) 	<ol style="list-style-type: none"> 1. Data management and evaluation plan on file. 2. Baseline data for CCSPP evaluation.

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

Instructions

This CCSPP Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 2 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support California Community School Partnership Program (CCSPP) grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The LEA is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites are encouraged to work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CCSPP Framework](#).

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning, engaging, and transforming**) and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning
8. Centering community-based curriculum and pedagogy
9. Progress monitoring and collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Roosevelt Elementary
Kingsburg Elementary Charter School District
Shawn Marshall, Principal
smarshall@kesd.org
(559) 897-5193

Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

As a recipient of a CCSPP Planning Grant, KECSD has spent the last year engaging with a variety of community and school stakeholders to develop project goals and activities. KECSD established a CCSPP Leadership Team at the district level to present information about the California Community Schools Framework to Roosevelt Elementary leaders and stakeholder groups. A site-level Advisory Council was formed at Roosevelt Elementary, featuring a roster of key school leaders, parents, and community representatives. The Leadership Team worked with the Advisory Council and an external evaluator to gather school-site information and resources to conduct a needs assessment, asset mapping, and gap analysis to inform the overall CCSPP Project goals and a site-level implementation plan. This included the development of multiple mechanisms to elicit input (e.g., listening sessions, focus groups, surveys, interviews) on the community schools project from students, parents, faculty and staff, community members, and community partners.

The needs and assets assessment process included the following:

Community Resource Scan: The Leadership Team inventoried community-based service providers operating within district boundaries. This inventory was organized into a “CCSPP Community Schools Partnership Matrix” that outlines the role of each existing partner. In addition to providing a concise summary of active community partnerships, the Matrix also aids in identifying service gaps that may exist or that might contribute to future community schools efforts.

Document Review: The Leadership Team collaborated with Roosevelt Elementary leaders and stakeholders to gather documentation and artifacts that demonstrate the school’s strengths and improvement areas. This included review of the School Accountability Report Card (SARC), results of locally developed student school climate and staff community schools needs surveys, results of LCAP surveys, evaluation reports from prior projects related to one or more of the Four Pillars of Community Schools, and the 2022-23 KECSD Local Control and Accountability Plan.

Data Analysis: The Leadership Team compiled and analyzed numerical metrics, which included evaluating standardized assessment results, attendance information, school climate survey results, and similar resources that lend perspective about the scope or intensity of phenomenon that may warrant intervention. These efforts included analysis of school and community data sources related to education, health, student/family characteristics, attendance, behavioral data, health statistics, and many other domains. Results of surveys, listening tours, focus groups, and interviews were compiled to identify trends among stakeholders to inform project goals, activities, and planned expenditures.

These efforts resulted in school-site needs assessment and asset mapping reports and development of the following four CCSPP Project goals that are aligned with the KECSD LCAP, each community school’s mission and vision, and all four pillars of the California Community Schools Framework: (1) Build district and school capacity for early identification of student academic and behavioral needs and enhance delivery of mental health services within KECSD’s existing Multi-Tiered System of Support (MTSS) infrastructure. (2) Expand family engagement and educational programming in order to connect KECSD families to community resources, empower parents to fully engage in their children’s education, and foster healthy home learning environments. (3) Develop community partnerships and build the capacity of faculty, staff, and administrators to implement community schools with fidelity. (4) Enhance after school, intersession, and summer learning programs to include new enrichment, socio-emotional growth, and youth development opportunities.

In addition, each school site needs assessment and asset mapping report includes recommendations for additional needs assessment activities that will benefit ongoing project reflection and evaluation in each of the Four Pillars. Examples of recommendations include:

Pillar One - Integrated Student Supports: Track and analyze referral data to understand the overall impact of integrated supports. Referral data might include office referrals as well as referrals to support professionals (e.g., counselors, social workers) who address disruptive behavior.

Pillar Two - Family and Community Engagement: Appraise families’ experiences of engagement efforts. This work would entail exploring opportunities for extensive, culturally and linguistically appropriate, and affirming engagement between families and district personnel.

Pillar Three - Collaborative Leadership and Practices: Investigate the efficacy and impact of site leadership teams. Guided questions about representation of teams, examples of shared goal setting and data analysis, and decision-making would drive this effort.

Pillar Four - Extended Learning Time and Opportunities: Measure participation in enriched and expanded learning opportunities, especially representation across groups.

Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

KECSD has long embodied the Four Pillars and Four Cornerstone Commitments of the California Community Schools Framework by championing the "whole child" approach that features “an integrated focus on academics, health and social services, youth and community development, and community engagement.” This commitment is reflected by the KECSD Mission Statement: “To continually strive to inspire students to learn and grow beyond their potential by (1) fostering a collegial or team atmosphere between home, community, and school for the benefit of each student; (2) imparting a quality education combined with a positive learning experience; (3) providing instruction that meets the individual needs of each student; (4) developing the learning and social skills necessary for lifelong learning; and (5) presenting an open-door policy allowing all people concerned with the well-being of each student to communicate their ideas for improving the district.” KECSD LCAP goals also demonstrate alignment to the Four Cornerstone

Commitments. Future LCAP cycles will incorporate community schools practices and priorities to ensure full implementation of the California Community Schools Framework .

Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increased efficiency and effectiveness in all areas of operation including the provision of high quality and well-maintained facilities, provision of instructional materials, promotion of safe school environments and transportation. **(Assets-Driven and Strength-Based Practice)**

Goal 2: Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards. **(Powerful, Culturally Proficient and Relevant Instruction, Shared Decision Making and Participatory Practices)**

Goal 3: Provide access to a broad and challenging curriculum focused on 21st Century Learning. Students will be successful in mastering the new California Standards (CCSS) and acquire 21st Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs. **(Powerful, Culturally Proficient and Relevant Instruction)**

Goal 4: Provide a positive, safe and welcoming school and district climate. **(Racially Just and Restorative School Climates)**

The KECSD Community Schools Director will work with the Roosevelt Elementary CCSPP Advisory Council to maintain a rubric that identifies the school’s developmental phase (exploration, emerging, evolving, or excelling) for each of the core commitments along with evidence of commitment and developmental plans for improving fidelity of implementation. Initial developmental plans are outlined in the following table:

Table 1. CCSPP Cornerstone Commitments Evaluation Rubric

Cornerstone Commitment	Phase	Evidence	Developmental Plans
Assets-Driven and Strength-Based Practice	Emerging	Commitments between parents, students, and teachers outlined in school compact	Ensure that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.
Racially Just and Restorative School Climates	Evolving	Restorative practices included within PBIS framework	Explore ways to incorporate culturally responsive pedagogy and universal design for learning.
Powerful, Culturally Proficient and Relevant Instruction	Evolving	Sheltered Instruction Observation Protocol (SIOP) Model	Deliver CCSPP-related professional development in the areas of restorative practices, trauma-informed care, and culturally responsive instruction.
Shared Decision Making and Participatory Practices	Excelling	SSC, ELAC, Parent Advisory Committee, LCAP engagement, California School Dashboard Parent Engagement ratings	Incorporate community schools planning, implementation, and evaluation into all key district and stakeholder engagement opportunities, including LCAP, SSC, and ELAC.

Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee, or group of teams.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Engage students, parents, faculty and staff, community members, and community partners in the community schools planning and implementation. (Aligns with CCSPP Goal 3, LCAP Goal 4)	<ol style="list-style-type: none"> 1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement (annually). 2. Leadership Team and site-level Advisory Councils meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly). 3. Update the Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan to reflect community school stakeholder input (annually). 4. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing). 	<ol style="list-style-type: none"> 1. Annual survey reports and summaries of listening sessions, focus groups from students, parents/families, faculty and staff, and community partners. 2a. Leadership Team and Advisory Council meeting agendas, sign-in sheets, and minutes. 2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle. 3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. 4a. SSC and ELAC meeting agendas, sign-in sheets, and minutes. 4b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes. 4c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

The system of shared governance and site-level leadership is organized into three structures to share leadership:

1. The KECSD CCSPP Leadership Team guides districtwide community schools planning and stakeholder engagement. The Leadership Team will include the Community Schools Director, district leadership (i.e., Assistant Superintendent, Chief Business Officer, Director of Extended Learning and English Learners Programs), Student Services Department staff (psychologists, Director of Special Education), and representatives from select cooperating agencies (e.g., KCAPS, Lions Club). The Leadership Team and site-level Advisory Council will meet quarterly to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement. This meaningful stakeholder engagement and collaboration within and between the school and district will ensure shared governance and shared responsibilities for the process of school transformation.
2. The Roosevelt Elementary CCSPP Advisory Council will include the Principal, an Academic Coach or Learning Director, teachers, parents, and student support staff (e.g., school counselors, behavioral assistants). The Advisory Council facilitates communication among school stakeholders and ensures that key school personnel are working together to achieve shared CCSPP goals. The Advisory Council will work to incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC.
3. The Roosevelt Elementary Administrative Team, led by the school Principal, will oversee the Advisory Council. The Administrative Team is responsible for the day-to-day implementation of the programs, strategies, and activities designed to improve student learning and support families.

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
By the end of project year two, the CCSPP Implementation Plan will be fully incorporated into existing school- and district-wide strategic plans.	<ol style="list-style-type: none"> 1. Review and update Needs Assessment and Asset Mapping/Gap Analysis with the Community Schools Leadership Team, SSC, and ELAC. (annually) 2. Incorporate review and update of Implementation Plan into the LCAP planning process. (annually) 	<ol style="list-style-type: none"> 1a. Quarterly SSC and ELAC agendas and meeting minutes. 1b. Revised Needs Assessment and Asset Mapping/Gap Analysis. (annually) 2a. Revised Community School Implementation Plan. (annually) 2b. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan.

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Community Schools Director is hired to lead the CCSPP Project and oversee overall implementation of the community schools process, programs, partnerships, and strategies at the site and district levels. (Supports LCAP Goals 1 & 2)	<ol style="list-style-type: none"> 1. Post job announcements on KECSD website and social media accounts, EDJOIN.org, etc. (June 2023) 2. Conduct interviews and hire Community Schools Director. (July/August 2023) 	<ol style="list-style-type: none"> 1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Family Liaison is hired to support at-risk students and economically disadvantaged families with accessing supports and services. (Supports LCAP Goals 1 & 2)	<ol style="list-style-type: none"> 1. Post job announcements on KECSD website and social media accounts, EDJOIN.org, etc. (June 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023) 	<ol style="list-style-type: none"> 1. Approved Job Description and outreach strategy. 2. Signed contract on file.

Key Staff/Personnel

Community Schools Director (to be hired)	Leads implementation of the CCSPP Project and oversees the community schools programs and partnerships at the site and district levels; chairs district-level CCSPP Leadership Team and site-level Advisory Councils; manages community partnerships and stakeholder engagement.
Family Liaison (to be hired)	Provides supports and services to students and families who are considered to be at-risk, economically disadvantaged and/or who are Homeless.
Laura North, Director of Expanded Learning and English Learner Programs	Strengthens and aligns the educational and enrichment programs for students by providing leadership in planning, implementing, coordinating, and supervising the district's expanded learning and English Learner programs.
Shawn Marshall, Principal	Provides site-level community schools leadership and support; serves on the CCSPP Advisory Committee; works with Community School Director on site-level efforts to prospect, cultivate, and secure partnerships and resources
Sarah Luna, School Psychologist	Coordinates and provides psychological services to students including assessment, counseling, academic and behavioral support and consulting; assists administration, staff and parents in meeting the educational needs of students.
Ginger Summers, Counselor	Provides a range of psychological and behavioral services to students, including conducting screening and assessment, leading individual and group counseling, coordinating with outside mental health and wraparound services agencies, and leading trainings for teachers and staff in areas such as the effective implementation of restorative practices and trauma-informed care.
Behavior Support Assistants	Assists with the development and implementation of positive behavioral support and intervention techniques and positive behavioral support plans as part of the individual education plan (IEP, 504, RTI, SST) process.
Teachers	Serve on CCSPP Advisory Council

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

During the first two years of the CCSPP Project, the Leadership Team will work with each school-site Advisory Council to develop a sustainability plan to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Leadership Team will incorporate best practices for community school sustainability as informed by the Partnership for the Future of Learning, the Coalition for Community Schools, and the California Department of Education. Potential strategies will include:

- Sharing program evaluation results and cost-benefit analyses to encourage local leaders and stakeholders to reinvest cost savings into the community schools initiative.
- Incorporating review and update of Community School Implementation Plan into the LCAP planning process to better align LCAP goals, actions, and expenditures to the Community Schools Framework.
- Supporting and creating school board policies, internal policies, and inter-governmental policies to help community schools endure.
- Establishing/maintaining local partnerships to provide resources, services, or in-kind contributions to sustain the program.
- Leveraging the LEA Medi-Cal Billing Option Program and School-Based Medi-Cal Administrative Activities program as a way to sustain community school activities.
- Leveraging the federal Early and Periodic Screening, Diagnosis and Treatment program through a partnership with the Fresno County Department of Behavioral Health or other community-based service providers as a way to sustain community school activities.
- Hosting training and planning meetings between personnel and partners, including counselors, teachers, families, students, health professionals, college faculty, governmental agencies, community service organizations, and businesses, to support program sustainability and build awareness in the region of the benefits of community schools.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Establish and cultivate at least one new partnership per year with community-based organizations and local government agencies to align community resources to realize CCSPP goals.</p> <p>(Aligns with LCAP Goal 2 & 3)</p>	<ol style="list-style-type: none"> 1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually) 2. Formalize partnerships with a written agreement. 3. Engage community partners in Community Schools Leadership Team and Advisory Council meetings. (quarterly) 	<ol style="list-style-type: none"> 1. Revised CCSPP Partnership Matrix. (annually) 2. Signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including the services to be provided. 3. Community Schools Leadership Team/Advisory Council meeting agendas, sign-in sheets, and meeting minutes.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

The Community Schools Director will manage existing community schools partnerships, develop new relationships with additional agencies as directed by the Leadership Team, and leverage all available community schools resources to benefit students, families, and community members. Throughout the CCSPP planning process, Kingsburg district and school leaders met with existing partners to share KECSD's vision for the community schools project and invite them to participate in planning activities and update any service contracts or letters of support to include CCSPP goals and activities. The following list includes key existing agencies that have committed to supporting KECSD's CCSPP Implementation Project and/or providing students and their families with wraparound services and extended learning opportunities.

- **Kingsburg Community Assistance Program and Services (KCAPS)** provides Kingsburg families with food, clothing, utility, and housing assistance as well as job training and adult education. KECSD is currently working with KCAPS to strategically expand its services, including partnering with the district to establish an after school tutoring program.
- **Kingsburg City Government** will continue to oversee co-developed city parks that also serve as school playgrounds, co-sponsor after school programs, and provide representatives to serve on KECSD planning committees, including the CCSPP Leadership Team.
- **Kingsburg Police Department (KPD)** will work with KECSD administrators, including the Community Schools Director, to implement a School Resource Officer (SRO) Program. In addition to serving as an active, high profile Law Enforcement Officer, the SRO will work to improve school safety, positive youth development, and perceptions and relations between students, staff, and law enforcement officials. KPD also maintains a Community Resource Guide, aligned with Critical Incident Stress Management principles to aid families in times of crisis.
- **Kingsburg Lions Club** will serve as a linkage between KECSD and the local business community to spearhead projects that benefit the community schools initiative. Proposed projects include a "Farm to School" program to increase access to healthy, fresh food by incorporating local produce in school meals, improving nutrition and agricultural education, and establishing school-based farmers' markets.

- **Fresno County Superintendent of Schools** will provide several services that improve the quality of KECSD community schools implementation, including coaching to support fidelity of MTSS and PBIS implementation as well as FRESH Expanded Learning Program administrative support and staffing.
- **California Teaching Fellows Foundation** will provide highly qualified paraprofessionals to lead after school and summer academic assistance and youth enrichment programming.
- **Fresno State University Office of Community-Based Learning** will assist with recruiting, screening, and referring university students to work in KECSD extended learning programs and provide professional development to staff in “after school-style” academics and youth enrichment programming.
- **Fresno State University Office of Community and Economic Development** will continue to offer adult education classes to Kingsburg families through its Parent University, which includes classes in digital literacy, financial literacy, health and wellness, and parenting skills.

KECSD also conducted a community resource scan to identify community agencies to strengthen relationships with throughout the CCSPP Project. These agencies include healthcare providers (e.g., Fresno County Department of Behavioral Health, Fresno County Office of Public Health, Crestwood Behavioral Health); social services providers (e.g., United Way, Centro La Familia, Central California Food Bank); and Fresno County organizations that can contribute to KECSD parent education and extend learning programs (e.g., Parent Institute for Quality Education, Reading and Beyond, Two Bit Circus).

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Build the capacity of faculty, staff, and administrators to implement community schools with fidelity. (Aligns with LCAP Goal 2 & 3)	<p>1. Community Schools Director will organize professional development opportunities to build collaborative leadership skills, community engagement mechanisms, and understanding of community schools practices and principles. (ongoing)</p> <p>2. Learning Directors/Academic coaches maintain database of teachers receiving professional development and monitor implementation of new intervention strategies and community schools practices. (ongoing)</p>	<p>1. Professional development logs.</p> <p>1b. Professional development materials and resources available to school personnel.</p> <p>2a. Professional Learning Community Calendar of Meetings.</p> <p>2b. Walk Through Observation Forms.</p>

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Increase educator proficiency in community-based learning (CBL).</p> <p>(Supports LCAP Goals 2 & 3)</p>	<p>1. Incorporate CBL into professional learning opportunities. (ongoing)</p> <p>2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing)</p>	<p>1a. Service contracts with professional development providers on file.</p> <p>1b. Professional Development logs demonstrate number of teachers and staff participating in CBL professional learning opportunities.</p>

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop comprehensive evaluation plan within six months of project start date.	<ol style="list-style-type: none"> 1. Leadership Team inventories existing district and school-site data collection mechanisms to inform data management and works with evaluator to develop evaluation plan. (Fall 2023) 2. Evaluator will establish baseline data at the start of the project period across each measure to be assessed to determine the project's success in accomplishing the four objectives. (Fall 2023) 	<ol style="list-style-type: none"> 1. Data management and evaluation plan on file. 2. Baseline data for CCSPP evaluation.

Developed by the California Department of Education and State Transformational Assistance Center, February, 2023.

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

Instructions

This CCSPP Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 2 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support California Community School Partnership Program (CCSPP) grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The LEA is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites are encouraged to work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CCSPP Framework](#).

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning, engaging, and transforming**) and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning
8. Centering community-based curriculum and pedagogy
9. Progress monitoring and collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Washington Elementary
Kingsburg Elementary Charter School District
Amy Winchell, Principal
awinchell@kesd.org
(559) 897-2955

Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

As a recipient of a CCSPP Planning Grant, KECSD has spent the last year engaging with a variety of community and school stakeholders to develop project goals and activities. KECSD established a CCSPP Leadership Team at the district level to present information about the California Community Schools Framework to Washington Elementary leaders and stakeholder groups. A site-level Advisory Council was formed at Washington Elementary, featuring a roster of key school leaders, parents, and community representatives. The Leadership Team worked with the Advisory Council and an external evaluator to gather school-site information and resources to conduct a needs assessment, asset mapping, and gap analysis to inform the overall CCSPP Project goals and a site-level implementation plan. This included the development of multiple mechanisms to elicit input (e.g., listening sessions, focus groups, surveys, interviews) on the community schools project from students, parents, faculty and staff, community members, and community partners.

The needs and assets assessment process included the following:

Community Resource Scan: The Leadership Team inventoried community-based service providers operating within district boundaries. This inventory was organized into a “CCSPP Community Schools Partnership Matrix” that outlines the role of each existing partner. In addition to providing a concise summary of active community partnerships, the Matrix also aids in identifying service gaps that may exist or that might contribute to future community schools efforts.

Document Review: The Leadership Team collaborated with Washington Elementary leaders and stakeholders to gather documentation and artifacts that demonstrate the school’s strengths and improvement areas. This included review of the School Accountability Report Card (SARC), results of locally developed student school climate and staff community schools needs surveys, results of LCAP surveys, evaluation reports from prior projects related to one or more of the Four Pillars of Community Schools, and the 2022-23 KECSD Local Control and Accountability Plan.

Data Analysis: The Leadership Team compiled and analyzed numerical metrics, which included evaluating standardized assessment results, attendance information, school climate survey results, and similar resources that lend perspective about the scope or intensity of phenomenon that may warrant intervention. These efforts included analysis of school and community data sources related to education, health, student/family characteristics, attendance, behavioral data, health statistics, and many other domains. Results of surveys, listening tours, focus groups, and interviews were compiled to identify trends among stakeholders to inform project goals, activities, and planned expenditures.

These efforts resulted in school-site needs assessment and asset mapping reports and development of the following four CCSPP Project goals that are aligned with the KECSD LCAP, each community school’s mission and vision, and all four pillars of the California Community Schools Framework: (1) Build district and school capacity for early identification of student academic and behavioral needs and enhance delivery of mental health services within KECSD’s existing Multi-Tiered System of Support (MTSS) infrastructure. (2) Expand family engagement and educational programming in order to connect KECSD families to community resources, empower parents to fully engage in their children’s education, and foster healthy home learning environments. (3) Develop community partnerships and build the capacity of faculty, staff, and administrators to implement community schools with fidelity. (4) Enhance after school, intersession, and summer learning programs to include new enrichment, socio-emotional growth, and youth development opportunities.

In addition, each school site needs assessment and asset mapping report includes recommendations for additional needs assessment activities that will benefit ongoing project reflection and evaluation in each of the Four Pillars. Examples of recommendations include:

Pillar One - Integrated Student Supports: Track and analyze referral data to understand the overall impact of integrated supports. Referral data might include office referrals as well as referrals to support professionals (e.g., counselors, social workers) who address disruptive behavior.

Pillar Two - Family and Community Engagement: Appraise families’ experiences of engagement efforts. This work would entail exploring opportunities for extensive, culturally and linguistically appropriate, and affirming engagement between families and district personnel.

Pillar Three - Collaborative Leadership and Practices: Investigate the efficacy and impact of site leadership teams. Guided questions about representation of teams, examples of shared goal setting and data analysis, and decision-making would drive this effort.

Pillar Four - Extended Learning Time and Opportunities: Measure participation in enriched and expanded learning opportunities, especially representation across groups.

Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

KECSD has long embodied the Four Pillars and Four Cornerstone Commitments of the California Community Schools Framework by championing the "whole child" approach that features “an integrated focus on academics, health and social services, youth and community development, and community engagement.” This commitment is reflected by the KECSD Mission Statement: “To continually strive to inspire students to learn and grow beyond their potential by (1) fostering a collegial or team atmosphere between home, community, and school for the benefit of each student; (2) imparting a quality education combined with a positive learning experience; (3) providing instruction that meets the individual needs of each student; (4) developing the learning and social skills necessary for lifelong learning; and (5) presenting an open-door policy allowing all people concerned with the well-being of each student to communicate their ideas for improving the district.” KECSD LCAP goals also demonstrate alignment to the Four Cornerstone

Commitments. Future LCAP cycles will incorporate community schools practices and priorities to ensure full implementation of the California Community Schools Framework .

Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increased efficiency and effectiveness in all areas of operation including the provision of high quality and well-maintained facilities, provision of instructional materials, promotion of safe school environments and transportation. **(Assets-Driven and Strength-Based Practice)**

Goal 2: Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards. **(Powerful, Culturally Proficient and Relevant Instruction, Shared Decision Making and Participatory Practices)**

Goal 3: Provide access to a broad and challenging curriculum focused on 21st Century Learning. Students will be successful in mastering the new California Standards (CCSS) and acquire 21st Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs. **(Powerful, Culturally Proficient and Relevant Instruction)**

Goal 4: Provide a positive, safe and welcoming school and district climate. **(Racially Just and Restorative School Climates)**

The KECSD Community Schools Director will work with the Washington Elementary CCSPP Advisory Council to maintain a rubric that identifies the school’s developmental phase (exploration, emerging, evolving, or excelling) for each of the core commitments along with evidence of commitment and developmental plans for improving fidelity of implementation. Initial developmental plans are outlined in the following table:

Table 1. CCSPP Cornerstone Commitments Evaluation Rubric

Cornerstone Commitment	Phase	Evidence	Developmental Plans
Assets-Driven and Strength-Based Practice	Emerging	Commitments between parents, students, and teachers outlined in school compact	Ensure that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.
Racially Just and Restorative School Climates	Evolving	Restorative practices included within PBIS framework	Explore ways to incorporate culturally responsive pedagogy and universal design for learning.
Powerful, Culturally Proficient and Relevant Instruction	Evolving	Sheltered Instruction Observation Protocol (SIOP) Model	Deliver CCSPP-related professional development in the areas of restorative practices, trauma-informed care, and culturally responsive instruction.
Shared Decision Making and Participatory Practices	Excelling	SSC, ELAC, Parent Advisory Committee, LCAP engagement, California School Dashboard Parent Engagement ratings	Incorporate community schools planning, implementation, and evaluation into all key district and stakeholder engagement opportunities, including LCAP, SSC, and ELAC.

Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee, or group of teams.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Engage students, parents, faculty and staff, community members, and community partners in the community schools planning and implementation. (Aligns with CCSPP Goal 3, LCAP Goal 4)	<ol style="list-style-type: none"> 1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement (annually). 2. Leadership Team and site-level Advisory Councils meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly). 3. Update the Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan to reflect community school stakeholder input (annually). 4. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing). 	<ol style="list-style-type: none"> 1. Annual survey reports and summaries of listening sessions, focus groups from students, parents/families, faculty and staff, and community partners. 2a. Leadership Team and Advisory Council meeting agendas, sign-in sheets, and minutes. 2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle. 3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. 4a. SSC and ELAC meeting agendas, sign-in sheets, and minutes. 4b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes. 4c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

The system of shared governance and site-level leadership is organized into three structures to share leadership:

1. The KECSD CCSPP Leadership Team guides districtwide community schools planning and stakeholder engagement. The Leadership Team will include the Community Schools Director, district leadership (i.e., Assistant Superintendent, Chief Business Officer, Director of Extended Learning and English Learners Programs), Student Services Department staff (psychologists, Director of Special Education), and representatives from select cooperating agencies (e.g., KCAPS, Lions Club). The Leadership Team and site-level Advisory Council will meet quarterly to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement. This meaningful stakeholder engagement and collaboration within and between the school and district will ensure shared governance and shared responsibilities for the process of school transformation.
2. The Washington Elementary CCSPP Advisory Council will include the Principal, an Academic Coach or Learning Director, teachers, parents, and student support staff (e.g., school counselors, behavioral assistants). The Advisory Council facilitates communication among school stakeholders and ensures that key school personnel are working together to achieve shared CCSPP goals. The Advisory Council will work to incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC.
3. The Washington Elementary Administrative Team, led by the school Principal, will oversee the Advisory Council. The Administrative Team is responsible for the day-to-day implementation of the programs, strategies, and activities designed to improve student learning and support families.

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
By the end of project year two, the CCSPP Implementation Plan will be fully incorporated into existing school- and district-wide strategic plans.	<ol style="list-style-type: none"> Review and update Needs Assessment and Asset Mapping/Gap Analysis with the Community Schools Leadership Team, SSC, and ELAC. (annually) Incorporate review and update of Implementation Plan into the LCAP planning process. (annually) 	<ol style="list-style-type: none"> Quarterly SSC and ELAC agendas and meeting minutes. Revised Needs Assessment and Asset Mapping/Gap Analysis. (annually) <ol style="list-style-type: none"> Revised Community School Implementation Plan. (annually) LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan.

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Community Schools Director is hired to lead the CCSPP Project and oversee overall implementation of the community schools process, programs, partnerships, and strategies at the site and district levels. (Supports LCAP Goals 1 & 2)	<ol style="list-style-type: none"> Post job announcements on KECSD website and social media accounts, EDJOIN.org, etc. (June 2023) Conduct interviews and hire Community Schools Director. (July/August 2023) 	<ol style="list-style-type: none"> Approved Job Description and outreach strategy. Signed contract on file.
Family Liaison is hired to support at-risk students and economically disadvantaged families with accessing supports and services. (Supports LCAP Goals 1 & 2)	<ol style="list-style-type: none"> Post job announcements on KECSD website and social media accounts, EDJOIN.org, etc. (June 2023) Conduct interviews and hire School Counselor. (July/August 2023) 	<ol style="list-style-type: none"> Approved Job Description and outreach strategy. Signed contract on file.

Key Staff/Personnel

Community Schools Director (to be hired)	Leads implementation of the CCSPP Project and oversees the community schools programs and partnerships at the site and district levels; chairs district-level CCSPP Leadership Team and site-level Advisory Councils; manages community partnerships and stakeholder engagement.
Family Liaison (to be hired)	Provides supports and services to students and families who are considered to be at-risk, economically disadvantaged and/or who are Homeless.
Laura North, Director of Expanded Learning and English Learner Programs	Strengthens and aligns the educational and enrichment programs for students by providing leadership in planning, implementing, coordinating, and supervising the district's expanded learning and English Learner programs.
Amy Winchell, Principal	Provides site-level community schools leadership and support; serves on the CCSPP Advisory Committee; works with Community School Director on site-level efforts to prospect, cultivate, and secure partnerships and resources
Sarah Luna, School Psychologist	Coordinates and provides psychological services to students including assessment, counseling, academic and behavioral support and consulting; assists administration, staff and parents in meeting the educational needs of students.
Ginger Summers, Counselor	Provides a range of psychological and behavioral services to students, including conducting screening and assessment, leading individual and group counseling, coordinating with outside mental health and wraparound services agencies, and leading trainings for teachers and staff in areas such as the effective implementation of restorative practices and trauma-informed care.
Behavior Support Assistants	Assists with the development and implementation of positive behavioral support and intervention techniques and positive behavioral support plans as part of the individual education plan (IEP, 504, RTI, SST) process.
Teachers	Serve on CCSPP Advisory Council

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

During the first two years of the CCSPP Project, the Leadership Team will work with each school-site Advisory Council to develop a sustainability plan to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Leadership Team will incorporate best practices for community school sustainability as informed by the Partnership for the Future of Learning, the Coalition for Community Schools, and the California Department of Education. Potential strategies will include:

- Sharing program evaluation results and cost-benefit analyses to encourage local leaders and stakeholders to reinvest cost savings into the community schools initiative.
- Incorporating review and update of Community School Implementation Plan into the LCAP planning process to better align LCAP goals, actions, and expenditures to the Community Schools Framework.
- Supporting and creating school board policies, internal policies, and inter-governmental policies to help community schools endure.
- Establishing/maintaining local partnerships to provide resources, services, or in-kind contributions to sustain the program.
- Leveraging the LEA Medi-Cal Billing Option Program and School-Based Medi-Cal Administrative Activities program as a way to sustain community school activities.
- Leveraging the federal Early and Periodic Screening, Diagnosis and Treatment program through a partnership with the Fresno County Department of Behavioral Health or other community-based service providers as a way to sustain community school activities.
- Hosting training and planning meetings between personnel and partners, including counselors, teachers, families, students, health professionals, college faculty, governmental agencies, community service organizations, and businesses, to support program sustainability and build awareness in the region of the benefits of community schools.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Establish and cultivate at least one new partnership per year with community-based organizations and local government agencies to align community resources to realize CCSPP goals.</p> <p>(Aligns with LCAP Goal 2 & 3)</p>	<ol style="list-style-type: none"> 1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually) 2. Formalize partnerships with a written agreement. 3. Engage community partners in Community Schools Leadership Team and Advisory Council meetings. (quarterly) 	<ol style="list-style-type: none"> 1. Revised CCSPP Partnership Matrix. (annually) 2. Signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including the services to be provided. 3. Community Schools Leadership Team/Advisory Council meeting agendas, sign-in sheets, and meeting minutes.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

The Community Schools Director will manage existing community schools partnerships, develop new relationships with additional agencies as directed by the Leadership Team, and leverage all available community schools resources to benefit students, families, and community members. Throughout the CCSPP planning process, Kingsburg district and school leaders met with existing partners to share KECSD's vision for the community schools project and invite them to participate in planning activities and update any service contracts or letters of support to include CCSPP goals and activities. The following list includes key existing agencies that have committed to supporting KECSD's CCSPP Implementation Project and/or providing students and their families with wraparound services and extended learning opportunities.

- **Kingsburg Community Assistance Program and Services (KCAPS)** provides Kingsburg families with food, clothing, utility, and housing assistance as well as job training and adult education. KECSD is currently working with KCAPS to strategically expand its services, including partnering with the district to establish an after school tutoring program.
- **Kingsburg City Government** will continue to oversee co-developed city parks that also serve as school playgrounds, co-sponsor after school programs, and provide representatives to serve on KECSD planning committees, including the CCSPP Leadership Team.
- **Kingsburg Police Department (KPD)** will work with KECSD administrators, including the Community Schools Director, to implement a School Resource Officer (SRO) Program. In addition to serving as an active, high profile Law Enforcement Officer, the SRO will work to improve school safety, positive youth development, and perceptions and relations between students, staff, and law enforcement officials. KPD also maintains a Community Resource Guide, aligned with Critical Incident Stress Management principles to aid families in times of crisis.
- **Kingsburg Lions Club** will serve as a linkage between KECSD and the local business community to spearhead projects that benefit the community schools initiative. Proposed projects include a "Farm to School" program to increase access to healthy, fresh food by incorporating local produce in school meals, improving nutrition and agricultural education, and establishing school-based farmers' markets.

- **Fresno County Superintendent of Schools** will provide several services that improve the quality of KECSD community schools implementation, including coaching to support fidelity of MTSS and PBIS implementation as well as FRESH Expanded Learning Program administrative support and staffing.
- **California Teaching Fellows Foundation** will provide highly qualified paraprofessionals to lead after school and summer academic assistance and youth enrichment programming.
- **Fresno State University Office of Community-Based Learning** will assist with recruiting, screening, and referring university students to work in KECSD extended learning programs and provide professional development to staff in “after school-style” academics and youth enrichment programming.
- **Fresno State University Office of Community and Economic Development** will continue to offer adult education classes to Kingsburg families through its Parent University, which includes classes in digital literacy, financial literacy, health and wellness, and parenting skills.

KECSD also conducted a community resource scan to identify community agencies to strengthen relationships with throughout the CCSPP Project. These agencies include healthcare providers (e.g., Fresno County Department of Behavioral Health, Fresno County Office of Public Health, Crestwood Behavioral Health); social services providers (e.g., United Way, Centro La Familia, Central California Food Bank); and Fresno County organizations that can contribute to KECSD parent education and extend learning programs (e.g., Parent Institute for Quality Education, Reading and Beyond, Two Bit Circus).

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Build the capacity of faculty, staff, and administrators to implement community schools with fidelity. (Aligns with LCAP Goal 2 & 3)	<p>1. Community Schools Director will organize professional development opportunities to build collaborative leadership skills, community engagement mechanisms, and understanding of community schools practices and principles. (ongoing)</p> <p>2. Learning Directors/Academic coaches maintain database of teachers receiving professional development and monitor implementation of new intervention strategies and community schools practices. (ongoing)</p>	<p>1. Professional development logs.</p> <p>1b. Professional development materials and resources available to school personnel.</p> <p>2a. Professional Learning Community Calendar of Meetings.</p> <p>2b. Walk Through Observation Forms.</p>

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Increase educator proficiency in community-based learning (CBL).</p> <p>(Supports LCAP Goals 2 & 3)</p>	<p>1. Incorporate CBL into professional learning opportunities. (ongoing)</p> <p>2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing)</p>	<p>1a. Service contracts with professional development providers on file.</p> <p>1b. Professional Development logs demonstrate number of teachers and staff participating in CBL professional learning opportunities.</p>

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop comprehensive evaluation plan within six months of project start date.	<ol style="list-style-type: none">1. Leadership Team inventories existing district and school-site data collection mechanisms to inform data management and works with evaluator to develop evaluation plan. (Fall 2023)2. Evaluator will establish baseline data at the start of the project period across each measure to be assessed to determine the project's success in accomplishing the four objectives. (Fall 2023)	<ol style="list-style-type: none">1. Data management and evaluation plan on file.2. Baseline data for CCSPP evaluation.

Developed by the California Department of Education and State Transformational Assistance Center, February, 2023.