

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (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 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support 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 school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (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](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must 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), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS 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. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS 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.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the *Capacity-Building Strategies: A Developmental Rubric*.

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 CA CS Framework](#).

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

John F. Kennedy Elementary
 Dinuba Unified School District
 Josie Velasquez, Principal
josefina.velazquez@dinuba.k12.ca.us
 (559) 595-7300

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

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. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

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

Dinuba Unified School District's (DUSD) long-standing vision of "ending generational poverty through

education” has led to the development of a whole-child learning approach that embodies the four pillars and four cornerstone commitments of the California Community Schools Framework. The CCSPP Project builds upon community schools-related initiatives established through a 2019 U.S. Department of Education School Climate Transformation (SCT) Grant. SCT funding allowed DUSD to strategically link the district’s Positive Behavioral Interventions and Support (PBIS) framework, Response to Instruction and Intervention (RTI) model, Restorative Justice practices, and school mental health services. As a part of the SCT Project, DUSD faculty, staff, and administrators received training in Trauma Informed Practices in Schools (TIPS), Cognitive Behavioral Intervention for Trauma in Schools (CBITS), and Youth Mental Health First Aid (YMHFA). DUSD also implemented the Second Step Social Emotional Learning curriculum and the Olweus Bullying Prevention Program to help transform school climate. The CCSPP Project leverages the strengths of each of these practices, creates greater connections between academic and social-emotional learning programs, better coordinates delivery of wraparound services to promote academic achievement and positive youth development, and continues to develop the four cornerstone commitments.

The Community Schools Coordinator works with Kennedy Elementary to plan professional development that is responsive to school needs in the areas of assets-driven and strength-based practice, restorative practices, culturally responsive instruction, and engaging parents and community interest-holders. The Kennedy Elementary CCSPP Advisory Council (1) tracks CCSPP-related professional development participation (2) identifies the school’s developmental phase (exploration, emerging, evolving, or excelling) for each of the core commitments, and (3) outlines future plans for improving fidelity of implementation.

In addition to developing new professional development opportunities, DUSD incorporates review and discussion of the Community Schools Framework into the LCAP interest-holder engagement process to ensure Implementation Plan alignment with the LCAP Goals, Actions, and Budgeted Expenditures. Current LCAP goals and actions demonstrate shared understanding around the Core Commitments.

LCAP Goal 1: Improve student achievement in English Language Arts and Mathematics so that all students graduate from high school with the skills necessary to enter college or pursue the career of their choice including technology use and integration. (Assets-Driven and Strength-Based Practice)

LCAP Goal 2: Ensure all facilities are in good repair and provide a safe environment for students, staff and parents and promote a sense of pride in all schools. (Racially Just and Restorative School Climates)

LCAP Goal 3: Enhance the social-emotional wellbeing of students by providing appropriate supports and services, using evidence-based protocols to improve behavioral practices (PBIS) to reduce suspensions and expulsions and improve pupil attendance and truancy rates. (Racially Just and Restorative School Climates and Powerful, Culturally Proficient and Relevant Instruction)

LCAP Goal 4: Increase parent involvement and engagement by expanding the learning opportunities for parents so that they are better equipped to support the learning of their students. (Shared Decision Making and Participatory Practices)

LCAP Goal 5: Improve the rate at which our English Learners acquire the English Language. (Assets-Driven and Strength-Based Practice, Culturally Proficient and Relevant Instruction)

LCAP Goal 6: Improve student achievement in English Language Arts and Mathematics of DUSD Students with Disabilities. (Assets-Driven and Strength-Based Practice, Culturally Proficient and Relevant Instruction)

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

To prepare for the CCSPP, Dinuba Unified School District (DUSD) established a CCSPP Leadership Team at the district level, led by the Special Student Services Department, to present information about the California Community Schools Framework to school site-level leaders and interest-holder groups. Site-level Advisory Councils were formed at each community school site, featuring a roster of key school leaders, parents, and community representatives. The Leadership Team worked with each Advisory Council 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 site-level implementation plans. Since the fall of 2022, the CCSPP Leadership Team has partnered with Kennedy Elementary leaders to 1) conduct a number of needs assessments, which include administering to students the California Healthy Kids Survey and administering to students, staff, and parents/families PBIS School Climate Surveys; (2) deliver community schools presentations followed by administering a survey to gather interest-holder input; and (3) collect qualitative feedback on the delivery of integrated student supports and extended learning programming during LCAP, ELAC, and SSC meetings. The Leadership Team's needs assessment also included the following:

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.

Document Review: The Leadership Team collaborated with Kennedy Elementary leaders and interest-holders to gather documentation and artifacts that demonstrate the school’s strengths and improvement areas. This included review of the School Accountability Report Card (SARC), PBIS School Climate Surveys, evaluation reports from prior projects (e.g., 2019 U.S. Department of Education School Climate Transformation Grant) related to one or more of the Four Pillars of Community Schools, and Dinuba Unified Local Control and Accountability Plans.

Community Resource Scan: The Leadership Team inventoried community-based service providers operating within Kennedy Elementary and 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.

The results of the needs and asset assessment were shared with the Kennedy Elementary CCSPP Advisory Council and presented at district-level community schools planning meetings, which included broad representation of school and community partner representatives. Through these collaborative planning efforts, DUSD and its community school leaders established three CCSPP goals as well as key activities, responsible personnel, budgeted expenditures, and evaluation mechanisms related to each goal.

- (1) Improved coordination and delivery of student support services that result in improved academic achievement, socio-emotional wellness, and positive youth development.
- (2) Enhance and expand support services provided by DUSD and its community partners that result in improved the physical and mental well-being of students and families.
- (3) Build the capacity of parents, families, community members, and district staff to support the holistic development of DUSD students.

DUSD utilizes various methods of engaging marginalized student and family groups, including formal and informal strategies.

Formal engagement opportunities facilitated by the district include a yearly Parent Voice workshop facilitated by Dr. Hernandez (DUSD Superintendent) and the District English Learner Advisory Committee (DELAC). Parent Voice workshops provide all parents opportunities to provide direct feedback to the Superintendent regarding the school community. DELAC provides parents of English Learners opportunities to provide input into the development of a district master plan for education programs and services for English learners. DUSD provides bilingual translation for all flyers and parent meetings provided at the district and site level.

Formal engagement opportunities facilitated by school site teams include parent teacher conferences, English Learner Advisory Committee (ELAC), Student Support Team Meetings (SST), Individualized Education Plan Meetings (IEP), and Child Family Team Meetings (CFT). Parent teacher conferences are held at least once per year for every student. ELAC meetings, held throughout the year, provide parents of English Learners opportunities to provide input in the most effective ways to support full participation of their children, the most effective ways to ensure regular

school attendance, learn more about the programs offered to their children, and participate in the school's needs assessment. IEP meetings are scheduled, at least once a year, for students with disabilities. SST meetings are scheduled, as needed, to support students who may be struggling. CFTs are scheduled, as needed, by Child Welfare Services for students who have been removed (foster youth) or are at-risk for removal from their homes.

DUSD staff also engages in informal one-on-one conversations with parents held during student drop off, pick up, and/or school events. District Community Liaisons and Administrative Assistants are bilingual and provide families with additional support during enrollment and registration to ensure all documents are collected and students are enrolled as soon as possible. District Community Liaisons also connect with families to check in, as needed throughout the year.

Student feedback is also obtained from student counseling sessions, and informal conversations held with students throughout the school day. To support participation and engagement of foster youth, homeless youth, and students from low income households, school sites adopt families each year for school carnivals, whereas families receive prepaid tickets. This removes the financial barrier for families with limited financial means. School sites also work closely with our community based partner, Campus Life, to ensure marginalized students are engaged and prioritized for mentor support.

All marginalized populations are prioritized for summer school, attendance support, parent teacher conferences, and more.

DUSD will develop additional targeted intentional strategies to engage marginalized populations and provide additional opportunities to provide feedback and input throughout the school year. DUSD will engage student leadership teams to obtain feedback through focus groups. Student leadership teams will then assist with obtaining peer feedback through the use of surveys. DUSD will require additional Parent Teacher conferences for marginalized populations and seek additional resources through community partnerships to address student and family needs. As we expand our network and increase collective resources for DUSD students and families in the 24-25 school year, interest-holder meetings will be held on a monthly basis and new partners will be invited to participate.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
<p>Improved coordination and delivery of student support services that result in improved academic achievement, socio-emotional wellness, and positive youth development</p>	<ol style="list-style-type: none"> 1. Improve interest-holder understanding and appreciation of the Community School Model 2. Increase accessibility to mental health and other support services for students and families 3. Improve coordination and delivery of student support services 4. Increase awareness of available school and community services 5. Improve student attendance 6. Improved academic achievement, social-emotional growth, and youth development
<p>Enhance and expand support services provided by DUSD and its community partners that result in improved the physical and mental well-being of students and families.</p>	<ol style="list-style-type: none"> 1. Decrease behavioral incidents 2. Increase access to in-school physical health supports 3. Improve student health and school attendance 4. Decrease chronic absenteeism and truancy rates 5. Increase number of students enrolled in expanded learning programs. 6. Increase access to mental health supports 7. Enhance and expanded partnerships with community schools, partners, and interest-holders
<p>Build the capacity of parents, families, community members, and district staff to support the holistic development of DUSD students.</p>	<ol style="list-style-type: none"> 1. Increase participation and engagement in shared leadership teams, councils, and committees. 2. Increase capacity to support DUSD students 3. Increase opportunities for families to engage in academic curriculum 4. Improve student health and school attendance

Strategy 2: Centering Community-Based Learning

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

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase educator proficiency in community-based learning (CBL) to support English Language Arts, Mathematics, and English Language Development instruction.	<ol style="list-style-type: none"> 1. Incorporate CBL into professional learning opportunities. 2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

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.

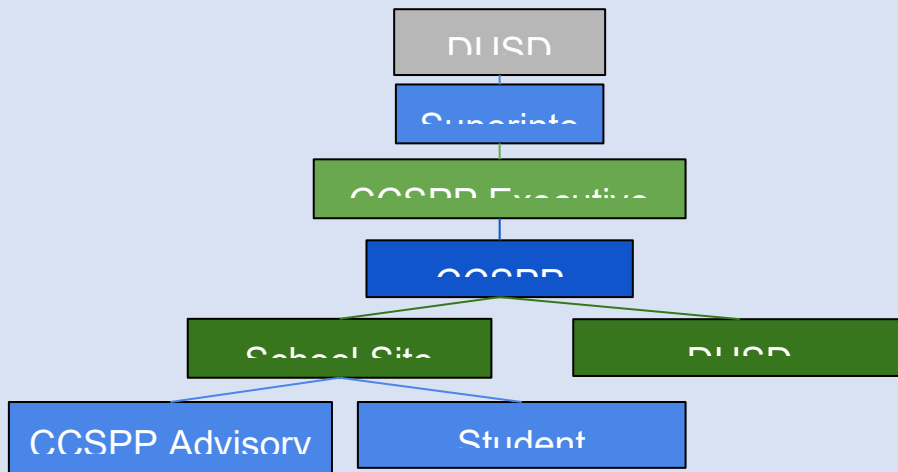
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Meaningfully involve students, parents/families, school personnel, and community partners in community schools decision-making processes.</p> <p>(Supports LCAP Goals 2 and 4)</p>	<ol style="list-style-type: none"> 1. Hold quarterly Leadership Team and Community School Advisory Council meetings. 2. Conduct bi-annual site self assessments 3. Conduct surveys of students, parents/families, school personnel, and community partners to collect community information on priorities and emerging needs. (annually) 4. Collect qualitative feedback on delivery of integrated student supports and extended learning programming during LCAP, ELAC, and SSC meetings. (ongoing) 5. Advisory Council reviews and updates Needs Assessment, Asset Mapping & Gap Analysis Report and Implementation Plan. (annually) 6. Incorporate review and update of Implementation Plan into the LCAP planning process. (annually)

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):

Dinuba Unified has formalized district-level and site-level CCSPP Leadership Teams to guide districtwide community schools planning and interest-holder engagement. This includes an Executive Leadership team, CCSPP Leadership Team, Community Schools Collaborative, a School-Site Leadership Team, CCSPP Advisory Council, and Student Leadership Committee. The Executive Leadership Team includes the Community Schools Coordinator, District Leadership, Special Student Services Department Administrators, the Superintendent, and the external evaluation consultant. The CCSPP Leadership Team includes the Community Schools Coordinator, Special Student Services Department administrators, and principals from all district CCSPP funded sites. The Community Schools Collaborative includes the Community Schools Coordinator representatives from each DUSD Community School, Learning, Guidance, and Student Support Services Center staff, and representatives from community based organizations. The Kennedy Elementary Advisory Council includes the principal, teachers, school counselor, and parents from both the English Learners Advisory Committee and the School Site Council. The Student Leadership Committee includes 4th-6th grade student leaders. The district- and site- level leadership teams collaborate and share resources as detailed in the organizational chart below.



Dinuba Unified builds site- and district-level capacity to coordinate and deliver high-quality integrated student support services through a full-time Community Schools Coordinator to (1) serve as the Dinuba Unified lead in implementing the CCSPP Project and oversee overall implementation of the community schools process, programs, partnerships, and strategies at the site and district levels; (2) leads district-level CCSPP Leadership Team and supports site-level Advisory Councils; (3) manage partnerships and communications across DUSD community schools, partners, and interest-holders; (4) participate in community meetings to build relationships and collaboration with community organizations and to leverage all available services that benefit DUSD students, families, and community members; (5) oversee site- and district-level data management related to CCSPP Project goals; and (6) collaborate with the external evaluation consultant to assess the project's success and engage all DUSD interest-holders in ongoing project review and continuous quality improvement efforts. A district-funded Administrative Assistant provides clerical support and reports directly to the Community Schools Coordinator. The Administrative Assistant duties include organizing and assisting in the coordination of district and site trainings, coordination of travel and arrival of presenters, and other administrative duties related to the evaluation and reporting of CCSPP Project outcomes.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves 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
<p>Maintain Community Schools Coordinator to lead the CCSPP Project and oversee overall implementation of the community schools process, programs, partnerships, and strategies at the site and district levels.</p> <p>(Supports LCAP Goals 1-4)</p>	<ol style="list-style-type: none"> 1. Fund position through CCSPP and explore new funding sources for sustainability. 2. Approved Job Description on file 3. Signed contract on file.
<p>Maintain CCSPP School Counselor to reduce pupil-to-counselor ratio and ensure each community school has a dedicated counselor.</p> <p>(Supports LCAP Goals 2 & 3)</p>	<ol style="list-style-type: none"> 1. Fund position through CCSPP and explore new funding sources for sustainability. 2. Approved Job Description on file 3. Signed contract on file.
<p>Maintain CCSPP Licensed Vocational Nurse to provide health-related services to students and actively collaborate with parents to refer students in need of medical care or welfare assistance to the appropriate private or community resources.</p> <p>(Supports LCAP Goals 2 & 3)</p>	<ol style="list-style-type: none"> 1. Fund position through CCSPP and explore new funding sources for sustainability. 2. Approved Job Description on file 3. Signed contract on file.

Key Staff/Personnel

<p>Cynthia Garcia, Community School Coordinator</p>	<p>Serves as the Dinuba Unified lead in implementing the CCSPP Project and oversees the overall implementation of the community schools process, programs, partnerships, and strategies at the site and district levels; chairs district-level CCSPP Leadership Team, supports site Leadership Teams, and Advisory Councils; manages partnerships and communications across DUSD community schools, partners, and interest-holders.</p>
---	---

Jeanny Spence, 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 service providers; serves on site-level CCSPP Advisory Council.
Anna Sanchez, Licensed Vocational Nurse	Provides nursing and other health-related services to students, including specialized direct physical healthcare services and referral services.
Angela Del Rio,, Community Liaison	Works closely with DUSD health care staff to ensure students with chronic absenteeism issues are not experiencing health issues that would keep them out of school.
Maria Rizo, Licensed Clinical Social Worker	Ensures that the needs of families are met through direct services provided in the Learning, Guidance, and Student Support Services Center or by a referral process to outside agencies.
Josie Velazquez, 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.
Leo Mejia, Psychologist	Provides psychological, intellectual, and behavioral evaluation and recommends appropriate educational and psychological services in terms of the child's unique learning and psychological needs; serves on site-level CCSPP Advisory Council.
Adriana Ramos, Teacher	Serves on site-level CCSPP Advisory Council.
Patty Mariscal, Teacher	Serves on site-level CCSPP Advisory Council.
Lucy Gonzalez, Teacher	Serves on site-level CCSPP Advisory Council.

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

DUSD has formalized a research-informed sustainability plan to ensure core staffing is sustained through long-term funding that includes four primary strategies and is implemented and monitored under the direction of the Community Schools Coordinator and the Leadership Team. First, as documented in the CCSPP Implementation Budget, DUSD has committed a significant level of district matching funds and leveraged resources. This includes (1) release time for teachers to participate in collaborative planning time, (2) contracts with community partners to provide services related to CCSPP Pillar 4: Expanded Learning Time and Opportunities; (3) a contract with Tulare County Office of Education for community schools-related professional development; and (4) staffing of the Learning, Guidance, and Student Services Support Center.

Second, the CCSPP's rigorous evaluation plan will document key outcomes and impacts that will be shared with school and community interest-holders. The Leadership Team will develop formal presentations that highlight program successes and target specific groups of interest-holders (e.g., DUSD Governing Board). These presentations will quantify the CCSPP's return on investment resulting from reduced local expenditures on teacher recruitment and retention, resources needed to support struggling first-year teachers, the need for extra adults in classrooms, along with increased funding due to increased average daily attendance as a result of improved student support.

Third, cost-benefit analyses will be shared to encourage local leaders and interest-holders to reinvest cost savings into the community schools initiative. The Leadership Team will convene at the beginning of each program year to discuss fiscal planning and revise the program budget as necessary, which will include braiding increased financial support generated through cost savings resulting from community schools impacts.

Lastly, the Community Schools Coordinator will collaborate with community partners and government agencies to secure in-kind donations and direct funding from diverse sources, including the LEA MediCal Billing Option Program, the School-Based Medi-Cal Administrative Activities program, and the federal Early and Periodic Screening, Diagnosis and Treatment program.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the 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 your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>During the 24-25 school year, prospect and cultivate at least one new partnership with community-based organizations to leverage available community resources that benefit and sustain the community schools initiative. (Supports LCAP Goal 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 DUSD Community Collaborative Team Meetings. (monthly)

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 Coordinator will manage existing community schools partnerships, develop new relationships with additional agencies under the guidance of the Leadership Team, and leverage all available community schools resources to benefit students, families, and community members. Representatives from community partners were engaged throughout the CCSPP planning process and will be invited to monthly Interest-holder meetings to collaboratively review school and community needs, plan and support service delivery, and engage in continuous quality improvement. The following list includes key existing agencies that will collaborate with the DUSD’s community schools to provide wraparound services to students and their families and support the implementation of new community schools initiatives.

- Parenting Network - Dinuba Family Resource Center provides Dinuba families with case management, parent education, support groups, and help with accessing social services (e.g., Medi-Cal, CalWorks, CalFresh).
- Tulare County Office of Education (TCOE) provides a number of services that improve the quality of DUSD community schools, including coaching and evaluation to support fidelity of PBIS and SEL implementation, and professional development on effective teaching and learning strategies and development of instructional units.
- TCOE Behavioral Health Services provides school-based mental health services for underserved students and supports operation of DUSD’s Tier 3–intervention resource classroom for students with significant mental health needs.
- TCOE Choices Afterschool Program and City of Dinuba Youth Services provide resources and staff to lead after school and summer academic assistance and youth enrichment programming.
- Dinuba Children’s Services serves as the primary referral for outpatient children’s mental health services and provides consultation with school personnel and families on supporting student mental health. Turning Point also supports the district with substance abuse prevention and counseling services.

- Big Smiles California provides dental care clinics to underserved students at no cost to the district.
- Central California Food Bank partners with the district to facilitate the logistics and distribution of food to families in need.
- Campus Life Mentoring Program provides adult mentors for at-risk students to build healthy life skills. Mentors are trained in Character Counts, Youth Mental Health First Aid, Restorative Justice, and CPR.
- Open Gate Ministries coordinates with the Learning, Guidance, and Student Support Services Center (LGSSSC) to provide housing and support services for homeless DUSD families.
- Dinuba Police Department provides DUSD with two school resource officers to ensure school safety and provide support during mental health crises. The Dinuba Police Explorer Program provides students with positive youth development programming, community leadership opportunities, and career exploration activities.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.