

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

Madison Elementary
 Pasadena Unified School District
 Elisa Perez, Principal
perez.elisa@pusd.us
 (626)396-5780

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.

Madison Elementary has implemented strategic structures for ongoing data analysis and continuous improvement.

- **Achievement data-** The literacy team directly supports students whose literacy scores are 2 or more grade levels below the students' enrolled grades. The team reviews monthly student assessment data (Leveled Literacy Intervention data) to monitor progress and hold Student Success Team meetings with the student's teacher and the family if the student is not making progress with the additional intervention supports. The team also refers students whose literacy scores are 1 year below grade level for supports including reading intervention (Reading Partners) and small group tutoring (Sylvan Learning). Partners assess students at the beginning and end of the semester to monitor progress. All literacy intervention support providers (school staff and partners) meet monthly to monitor progress and continue providing

targeted supports. Each teacher additionally monitors each student's growth using the same spreadsheet system.

- **Attendance Data-** Staff run daily and weekly attendance reports. Staff contacts all students whose absences have not been excused by the end of each school day and sends home weekly letters to parents of students who were absent to offer support. Outreach is from a point of parent and student advocacy- support is offered to mitigate barriers to attendance and empower families to improve their attendance, such as providing umbrellas to walking families who miss school on rainy days, alarm clocks to students who oversleep, and helping families with transportation challenges learn how to request and use their student Metro passes. The team monitors data and celebrates excellent attendance with incentives.
- **Wellness Data-** Madison's principal and Rtl/Wellness Teacher collaborate with PUSD Mental Health, Sycamore, and THRIVE in monthly meetings that include Madison's
- Pasadena Unified School District in partnership with Communities in Schools, supported the development of the **School Needs and Assets Assessment**. This entailed surveys, focus groups, meetings with faculty, data from the Single Plan for Student Achievement (SPSA), and the LCAP dashboard data. Madison's Leadership team (administration, instructional coaches, teachers, and classified staff) collaborated with the Community School District team to gather documentation and artifacts that demonstrate the school's strengths and areas of improvement. To complete the needs and assets assessment, the California Healthy Kids Survey and Panorama survey were additionally reviewed and analyzed to identify student strengths and challenges in social-emotional behaviors and skills and mental and physical health. Neighborhood data was collected and reviewed to identify trends in demographics, social climate, basic needs, economic status, mental and physical health, and demographics.

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:

Madison is transitioning from the “Visioning” to the “Engaging” phase of developing a shared understanding of the Community Schools framework and its core commitments. Madison engages in communication via:

- **Meetings:** The Community School Initiative has been shared with various stakeholders at the school site by the Principal, and the Community School Advocate (Coordinator) with the support of the Teacher on Special Assignment for Community Schools. Informational presentations (Community School state video, informational flyers; all material in English and Spanish) with opportunities for questions and discussions were delivered at the School Site Council, ELAC, Staff meetings, student assemblies, award assemblies, PTSA, and various informal settings. Presentations are documented in the parent meeting or school site council agendas.
- **Publications:** The Principal, Office Manager, Community Assistant, and Advocate collaborate and add updated activities and events through their weekly newsletters, and flyers (distributed online and on paper. Bulletin boards at the entrance have informational flyers and upcoming activities and events. Banners are displayed throughout the school site that identify Madison as a Community School. Flyers and Banners are displayed and distributed throughout the school site.
- **Surveys and Focus Groups:** The Community Assistant, the Advocate, and the TOSA II met separately with English and Spanish-speaking families to share information and collect feedback and input from parents. Parents completed surveys in addition to participating in focus groups. The focus groups were led following the community circle model from Restorative Practices.
- **Events:** Madison hosted a Community Schools Kick-off event and a variety of school engagement events to welcome families including a Harvest Festival, science night, and family literacy night. Madison builds relationships through the activities in addition to providing information about community schools.
- **Informal Conversations:** Parents are regularly in the Community Advocate and Community Assistants space requesting services and resources.

Core Commitments

- **Assets-Driven and Strength-Based Practice:** Madison provides an affirming school culture and views the needs and assets assessment as an opportunity to document the strengths of students, parents, staff, and community partners. Every child arrives to Madison with rich cultural capital and infinite potential.
- **Racially Just and Restorative School Climates:** Madison is committed to restorative practices and will provide training this summer in Capturing Kids Hearts in addition to

implementing the anti-racism training provided districtwide.

- **Powerful, Culturally Proficient and Relevant Instruction:** Through CCSPP, Madison invests in the cultural capital of students, providing expanded learning opportunities through mariachi and Folklorico. Madison's leadership seeks to expand on these experiences by providing more experiences that celebrate all student backgrounds and increasing culturally relevant instruction throughout the school day
- **Shared Decision-Making and Participatory Practices:** Madison's leadership team actively interacts with students, faculty, staff, parents, families, and the community making sure everyone's perspectives are acknowledged, valued, and appreciated, which has led to notable improvements in family engagement as exemplified by increased parental and community support and attendance in school functions and events, higher numbers of participating volunteers and active memberships in school site committees. New expanded learning programs including arts (folklorico and mariachi) and health activities for parents (Zumba with nutrition classes) have been added because of community interest and community and parent partnership.

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
Foster a culture of collective efficacy wherein teachers work collaboratively and believe in each other's abilities as they work together for student improvement .	Schedule weekly professional learning communities to discuss curriculum, professional development, data analysis, and lesson planning. Engage in data chats and reflective practices, empowering teachers to take ownership of their students' progress in ways that were previously unexplored	Teachers will meet weekly in grade level Professional Learning Communities. Needs and assets assessment summarizes key themes from data chats. PLC agendas address community school priorities. Implementation plan indicates progress toward schoolwide student achievement goals.
Expand the role of the existing advisory councils (school site council, magnet advisory council, ELAC) to identify and monitor the progress of community school priorities.	Share and gather feedback on the needs and assets assessment and community school implementation plan annually. Share identified needs and site priorities with community partners so that community partners can align their efforts, services and programming to help Madison achieve its goals. Update needs and assets assessment and implementation plan based on input gathered. Monitor progress toward community school goals quarterly and work collaboratively to revise strategies as needed.	Needs and assets assessment summarizes key findings from community input and recommended revisions to the Community School Implementation Plan. Council agendas include community school priorities at least quarterly . Council sign-in sheets reflect participation from parents, staff, community partners. Implementation plan indicates progress toward identified goals and revisions (if any) based on feedback.

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):

In addition to leadership roles on existing school committees (PTSA, English Learner Advisory Committee), Madison has several key leadership structures for shared decision-making:

1. **Administrative Meetings**- Weekly admin. meetings include coaches, Rtl/Wellness teacher, the intervention team, and the principal. This structure focuses on day-to-day operations.
2. **Instructional Leadership Team (ILT)**- ILT meets twice per month and includes teachers, instructional coaches, and the Rtl/Wellness teacher. Discussion items and outcomes are disseminated to grade-level teams.
3. **School Site Council**- The School Site Council includes the Community Advocate, teachers, classified staff, principal, key partners, and parents. Serves as the school community's representative body for determining the focus of the school's academic instructional program and all related categorical resources. Develops and recommends approval of their respective school's School Plan for Student Achievement (SPSA); Provides ongoing monitoring of implementation; Revises plan as needed; Evaluates the SPSA's effectiveness on an annual basis; Seeks recommendations from advisory, standing and special committees regarding focus of SPSA.
4. **Professional Learning Communities (PLCs)**- Teachers collaborate in PLCs weekly (in grade-level teams) to discuss data, go over any initiatives (such as the literacy pilot), and engage in common planning time.

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
Align community school priorities to Madison's 3 primary school-wide goals- literacy, mathematics, and engagement.	Review SPSA goals, when identifying Community School priorities. Establish community school benchmarks that promote schoolwide outcomes in each of the 3 identified areas.	Community School Priorities promote progress of the school's student achievement and engagement goals.

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
Use CCSPP funds to develop capacity (training and structures) to be able to continue services when grant funds ends.	Expand low and no-cost community partnerships Invest in one-time resources Provide training and follow up support in AVID, LLI, restorative practices, Playworks Document school policies, procedures, and norms Collaborate with the school community to develop the sustainability plan	Annual budget for community school services incorporates multiple, varied funding sources. The sustainability plan identifies where documented training/strategies/procedures can be accessed and long-term funding streams for services that need to continue beyond grant funding.
Develop sustainability plan	Document curriculum Documented outreach resources; Policies, procedures, and norms Collaborate with the school community to develop the sustainability plan	The sustainability plan identifies where documented training/strategies/procedures can be accessed and long-term funding streams for services that need to continue beyond grant funding.

Key Staff/Personnel

Dr. Elisa Pérez, Principal	Provide leadership and support, participate in the advisory council, support the alignment of initiatives
Minay Baltazar, Senior Community Advocate	Coordinate expanded community partnerships, conduct needs and assets assessment and create support plan in collaboration with the school community, monitor and evaluate the needs of students and impact of integrated student supports, foster communication between parents/staff and community partners, maintain

	data/records related to community school activities
Maria Perez, Community Assistant	Engage families in parent involvement activities (volunteer processing, record-keeping of parent engagement activities, Parent Portal registration support, parent group support, communication between parents/community and staff)
Guillermo Romero	Support progress monitoring and incentives to promote student attendance
Annette Aghadjanians, Instructional Coach	Conduct workshops, organize professional development, demonstrate strategies, assist teachers with curriculum differentiation, and provide and/or arrange coaching for teachers
Myrna Rodriguez, Wellness Teacher	Use the multi-tiered systems of support framework to facilitate student learning, support all students through the development and implementation of Tier 1 schoolwide academic, behavior, and wellness interventions, including restorative practices/justice
Helena Alves, AVID Site Coordinator and 5th-grade teacher	Support professional development, progress monitoring, and data analysis for college readiness

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

Building Capacity

Madison is in the “Visioning” phase for designing sustainable systems. The admin. team, instructional coaches, and professional development partners provide teacher training in schoolwide practices (AVID schoolwide practices, Leveled Literacy Intervention) and Madison includes classified staff in professional development to build a positive schoolwide culture and implement restorative practices.

In addition to state and regional technical assistance webinars, the community school coordinator participates in biweekly training and biweekly office hours featuring Community Schools topics, including the needs and assets assessment and school support plan, data management, and restorative practices.

Documenting Program Components and Schoolwide Systems

The community school coordinator (Sr. Community Advocate) will document processes and systems for gathering community input and incorporating feedback and work with Madison’s various leadership teams to institutionalize systems that promote coordinated and aligned student services.

Identifying Long-term Funding Streams

Madison is primarily using grant funding for one-time purchases and training and has successfully expanded partnerships that are low or no-cost to the school. There are, however, some anticipated ongoing expenses that will require long-term funding, such as expanded library services, summer programs, and tutoring services. Staff will identify a variety of funding sources and strategies to sustain these costs, including unrestricted and supplemental and concentration funds, gifts and grants, and in-kind services from community partners.

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
Nurture existing partnerships and expand partnerships through intentional communication and collaboration.	Attend community events to network with community partners and invite community partners to school events. Conduct regular check-in meetings with partners. Establish MOUs with partners.	MOUs with partners outline the scope of services as aligned to the needs and assets assessment and/or community school pillars.
Increase community partner participation in decision-making.	Engage community partners in the school's planning process.	Sign-in sheets from SSC and achievement and wellness team meetings include participation from community partners at least quarterly.

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:

Current Partnerships
Professional Development Partners

- AVID- College readiness instructional strategies and college-going culture
- Leveled Literacy Intervention- Powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching
- Flippen Group/Capturing Kids Hearts- Creating safe and effective relationship-based classroom environments
- Playworks- Recess Implementation to create an inclusive and healthy playground environment for students and staff
- PAX Good Behavior Game- Classroom-based universal preventive intervention implemented by expanded learning programs staff to teach students self-regulation
- Communities in Schools- Establishing community school practices (needs assessment, case management and data management, school support plan)
- Powerful Choices- Anti-racism training
- Western Justice Center- Training in restorative practices, circles

Expanded Learning Partners

- Caltech- Provides regular visits to Madison classrooms engage students in STEM instruction
- Sylvan Learning- Sylvan Learning provides after-school tutoring in small groups (8:1) twice/week.
- Pasadena Educational Foundation- Summer enrichment program with literacy intervention
- City of Pasadena and PUSD Learns provide after-school programs on site and offer local summer programs at reduced costs to PUSD students.

Health & Wellness Partners

Led by PUSD Health Programs and Student Wellness and Support Services, Madison community partners include:

- Young and Healthy- Oral health screening and mobile dental clinic
- Vision 2 Learn- Vision screening and provision of glasses
- Rose Bowl Aquatic Center- Swim safety program for 3rd-grade students
- Sycamores, THRIVE- Mental health services
- Families in Transition- PUSD McKinney Vento program to provide resources and information to support students experiencing homelessness to thrive in school

To ensure that partnerships are responsive to the needs of the Madison community, school leadership will invite and engage community partners in relevant committees to share community school priorities and how the partner can align its efforts in support of established goals.

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
Teachers will receive professional development directly related to college readiness strategies that promote inquiry and discussion.	Coordinate service contract and Summer Institute. Conduct A Monday training and evaluate training (schoolwide practices and inquiry strategies (e.g. Philosophical Chairs and Socratic Seminar). Monitor implementation and provide follow-up support. Adopt 1-2 schoolwide practices that every teacher will use consistently and include training or shared examples of those strategies at every A meeting.	AVID Elementary students in two or more grade levels will routinely apply schoolwide strategies as indicated on the Elementary Coaching and Certification Instrument (CCI).
Teachers will receive professional development directly related to schoolwide restorative and culturally relevant practices.	Collaborate with the team to develop admin/coach-led PD (anti-racism, restorative practices, building relationships with the students) Conduct A Monday and summer training and evaluate training. Monitor implementation and provide follow-up support, including encouraging teachers to visit each other's classrooms for informal observations and peer learning.	The percentage of staff respondents who agree that this school uses restorative practices to help resolve conflicts (CalSCHS Staff). The percentage of staff respondents who agree that this school provides supports that foster youth development, resilience, social-emotional learning, or asset promotion (CalSCHS Staff).

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
Provide classroom learning experiences and expanded learning opportunities that represent different racial/ethnic backgrounds.	Provide professional development and support for teachers to incorporate diverse mentor texts, artworks, etc. as they design lessons using the newly adopted curriculum.	The percentage of staff respondents who agree that this school emphasizes using instructional materials that reflect the culture or ethnicity of its students will increase (CalSCHS Staff).

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
Communicate progress and goals.	Regularly monitor and evaluate progress Present updates to parent groups Embed community school priorities into the School Plan	Community School priorities are part of the school plan. Agendas include time for reviewing data and sharing progress and areas of growth. Annual Performance Report demonstrates reflection and revision of strategies as needed.
Conduct a variety of data collection strategies to monitor progress.	Include casual conversations, focus groups, surveys, interviews as part of data collection and analysis. Meet regularly with District team to review data Training in CISDM (monitor individual student supports) Document services and participation	Annual Performance Report demonstrates includes a variety of data sources.

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