CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM:
IMPLEMENTATION PLAN

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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
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 Possibility Thinking

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

Tioga Middle School

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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 Understanding and Commitment

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?"

Shared Understanding and Commitment 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

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

In early 2023, Fresno Unified School District (FUSD) initiated engagements with Tioga Middle leaders and stakeholders to gauge local interest in converting Tioga Middle to a full-service community school. Tioga Middle leaders and community partners committed to the shared vision of creating a vibrant and rich hub of aligned, integrated partnerships between the district, school, and community, where the community school organically and seamlessly becomes the nucleus of the community, embodying the Four Pillars, Four Cornerstone Commitments, and Four Overarching Values of the California Community Schools Framework. To achieve this vision, Tioga Middle has committed to collaborating with Fresno Unified to accomplish four overarching goals: (1) Improve students' academic achievement, social-emotional wellbeing, and positive youth development by building capacity to better coordinate and deliver integrated student support services; (2) Build the capacity of parents and family members to support students' academic achievement, social-emotional wellbeing, and positive youth development by connecting families to needed community services and empowering parents to effectively partner in their children's education; (3) Build the

individual and collective capacities of teachers, support staff, and administrators to address the academic, social-emotional, and developmental needs of students within a multi-tiered system of supports; and (4) Enhance and expand after school, intersession, and summer learning programming to provide students with new out-of-school-time opportunities that reinforce lessons learned during the regular school day and address targeted academic, social-emotional, and developmental needs. Each of these goals explicitly align with the Four Pillars, Four Cornerstone Commitments, and Four Overarching Values of the CA CS Framework and advances all seven of Fresno Unified's LCAP goals: (1) Increase proficiency and strategic thinking; (2) Promote multilingualism and multiculturalism; (3) Increase graduation and college and career readiness; (4) Cultivate effective teachers and leaders; (5) Engage students and decrease dropout rates; (6) Strengthen family and community engagement; and (7) Promote healthy environments. These CCSPP Project goals also align with the Tioga Middle Single Plan for Student Achievement.

In order to implement and continually improve a whole-child approach to school improvement at Tioga Middle that prioritizes racially-just and relationship-centered spaces, shared power, classroom-community connections, and a focus on continuous improvement, Tioga Middle and FUSD will engage in rigorous community schools evaluation, reflection, and cycles of continuous quality improvement throughout the CCSPP grant period to determine both fidelity of implementation and the impacts of CCSPP investments and efforts. As a result, Tioga Middle and FUSD will be able to define what works; ensure increasing community school alignment to the CA CS Framework; continually refine strategies, services, and structures; and leverage lessons learned to inform future community school efforts that will benefit Tioga Middle students, families, and communities well beyond the initial CCSPP Implementation grant period. Throughout the CCSPP Project period, the Tioga Middle Community School Advisory Council will incorporate frequent review of the CA CS Framework into the evaluation and continuous quality improvement process as well as the annual revisions of the Needs and Assets Assessment and this Implementation Plan, which will include frequently assessing the fidelity of implementation of the CA CS Framework to determine the degree to which the Overarching Values of the CA CS Framework is reflected in Tioga Middle's community schools work.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

Fresno Unified initiated its community schools planning process during the 2021–22 school year by forming a Community Schools Steering Committee and a planning team ("Core Work Group") comprised of administrators, teachers, support staff, students, parents, Fresno Teachers Association (FTA) leaders, community-based organizations, faith-based organizations, and governmental agencies. As part of the four-phase community schools planning process, the Steering Committee and Core Work Group has collaborated with an Tioga Middle governing body (Community School Advisory Council) to engage in a rigorous needs and assets assessment process. Throughout the CCSPP Project period, the FUSD Community Schools Steering Committee will continue to collaborate with the Tioga Middle Community School Advisory Council to engage in frequent and in-depth school community needs and assets assessment that includes the strategies outlined below. As part of these efforts, Tioga Middle and Fresno Unified will implement strategies to meaningfully engage with all key school community stakeholder groups in order to obtain multiple perspectives that inform the community school initiative. Tioga Middle will make every effort to ensure the full participation of historically marginalized students, families, teachers/staff, and community members by executing linguistically and culturally relevant outreach and engagement strategies. Tioga Middle and Fresno Unified will refine this needs and assets assessment process throughout the CCSPP Project period to produce an annually updated Needs and Assets Assessment that will inform data-driven, community-informed continuous quality improvement.

Data Analysis: The Steering Committee and Tioga Middle Community School Advisory Council will compile and analyze numerical metrics, which include evaluating standardized assessment results, attendance information, school climate survey results, and similar resources that lend perspective on the scope or intensity of phenomenon that may warrant intervention. These efforts will include 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 Steering Committee and Advisory Council will collaborate with Tioga Middle leaders and stakeholders to gather documentation and artifacts that demonstrate the school's strengths and improvement areas. This will include annual review of the School Accountability Report Card (SARC), School Plan for Student Achievement (SPSA), Panorama Survey results,

evaluation reports from prior and current projects related to one or more of the Four Pillars of Community Schools, and Fresno Unified Local Control and Accountability Plans.

Community Resource Scan: The Steering Committee and Advisory Council will inventory community-based service providers operating within Tioga Middle and district boundaries. This inventory will be organized into a 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 will also aid in identifying service gaps that may exist or that might contribute to future community schools efforts.

Stakeholder Perspectives: The Tioga Middle Community School Advisory Council and Fresno Unified Community Schools Steering Committee will meaningfully engage with students, parents, family members, teachers, staff, administrators, and a broad range of key community partners and stakeholders to better understand the many perspectives of those committed to partnering with Tioga Middle to support the community school initiative. Stakeholder perspectives will be gathered both formally and informally through community schools meetings, open forum discussions, interviews, focus groups, listening tours, and surveys.

Part B: 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
Improve students' academic achievement, social-emotional wellbeing, and positive youth development by building school- and district-level capacity to better coordinate and deliver integrated student support services.	Success will be determined by comparing actual and baseline outcomes, including (1) standardized testing results (e.g., CAASPP, NWEA assessments) to determine students' academic achievement; (2) Panorama Survey results to assess factors such as school climate, student engagement, and social-emotional development; and (3) multiple measures that assess student behavioral outcomes (e.g., attendance, dropout rates, suspension/expulsion rates, chronic absenteeism rates).
Build the capacity of parents and family members to support students' academic achievement, social-emotional wellbeing, and positive youth development by connecting families to needed community services and empowering parents to effectively partner in their children's education.	Success will be determined by (1) frequently conducting parent, family, and community member surveys and focus groups to obtain qualitative feedback regarding the perceived quality of community school services, access to needed community services, and improved home-school-community engagement and (2) comparing year-to-year results of the completed Whole Child and Family Supports Inventory.
Build the individual and collective capacities of teachers, support staff, and administrators to address the academic, social-emotional, and developmental needs of students within a multi-tiered system of supports.	Success will be determined by review of teacher/staff surveys providing qualitative feedback regarding the perceived quality of professional learning and improvements to the community school's collaborative leadership and shared decision-making structures and processes.
Enhance and expand after school, intercession, and summer learning programming to provide students with new out-of-school-time opportunities that reinforce lessons learned during the regular school day and address targeted academic, social-emotional, and developmental needs.	Success will be determined by (1) increases in annual expanded learning program attendance; (2) increases in the number of out-of-school-time activities and events offered; and (3) improved academic performance and student behavioral outcomes among expanded learning program participants (e.g., CAASPP scores, ELPAC scores, redesignation rates of English Learners as Fluent English Proficient).

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
Foster collaboration, cooperation, and shared leadership among all individuals and entities impacted by the community school initiative to ensure that the community school provides all students and community members with equitable support and opportunities	1. Conduct Community Schools Advisory Council meetings 2. Increase the number of school community stakeholders who serve on the Community Schools Advisory Council 3. Ensure Community School Advisory Council membership reflects the gender, racial, and ethnic composition of the community school 4. Provide training to the Community School Steering Committee and Advisory Council that will build each entities capacity to engage in effective collaborative decision-making

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

The Fresno Unified Community Schools Steering Committee and Core Work Group has collaborated with Tioga Middle leaders and stakeholders to form a site-level Community School Advisory Council that leverages the leadership of Tioga Middle's School Site Council and has engaged in site-specific needs assessments, asset mappings, and gap analyses that have included gathering and assessing both quantitative data (e.g., CASSPP/NWEA assessments, Panorama Survey results, California School Dashboard indicators) and qualitative feedback collected through focus groups, surveys,

listening tours, and interviews. These efforts culminated with the Tioga Middle Community School Needs and Assets Assessment. The Tioga Middle Community School Advisory Council has collaborated with the Steering Committee and Core Work Group to (1) define the district-wide vision for the community schools initiative; (2) refine this vision to align with Tioga Middle's local needs and priorities; (3) develop the four CCSPP Project goals and corresponding activities; (4) draft and discuss multiple budgets to determine the most cost-effective approach to achieving target goals; and (5) formalize this Implementation Plan.

Throughout the CCSPP Implementation Project grant period, the Tioga Middle Community School Advisory Council will continue to meaningfully engage with partners and stakeholders to effectively and collaboratively execute all proposed school improvement strategies. Further, Tioga Middle's capacity for effective stakeholder engagement will be significantly increased by the hiring of a full-time Community School Coordinator who will serve as Tioga Middle's site-level lead in ensuring the California Community Schools Framework is implemented with fidelity through shared governance and collaborative decision-making. The Community School Coordinator will also lead Tioga Middle's efforts to continually prospect and secure an increasing number of educational partners and key community stakeholders who will serve on the Community School Advisory Council and meaningfully engage in collaborative community school planning, development, implementation, and continuous quality improvement.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

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. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Enhance the alignment and integration of community school efforts across all initiatives and services at both the district and school levels to ensure a cohesive implementation of complementary efforts	1. Annually update the Community School Needs & Assets Assessment and Community School Implementation Plan in conjunction with SPSA development 2. Create a crosswalk document that explicitly highlights Community School Implementation Plan alignment with the school's SPSA and the Fresno Unified LCAP 3. Create a user-friendly rubric or matrix of school and district initiatives and resources to easily identify complementary efforts, avoid services duplications, and de-silo initiatives

Strategy 5: Staffing and Sustainability

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
Hire a Community School Coordinator to lead Tioga Middle's site-level CCSPP Project planning, implementation, and continuous quality improvement	1. Formalize board-approved job description 2. Conduct strategically recruitment both within and outside of Fresno Unified in order to secure a diverse applicant pool that mirrors the characteristics of the Tioga Middle school community 3. Conduct interviews and select most qualified applicant, with preference given to multilingual applicants

Key Staff/Personnel

Community School Coordinator	The Community Schools Coordinator will (1) serve as Tioga Middle's site-level lead in implementing the CCSPP Project and oversee overall implementation of the community school process, programs, partnerships, and strategies; (2) serve on the CCSPP Leadership Team; (3) manage partnerships and communications across community school partners and stakeholders; (4) participate in community meetings to build relationships and collaboration with community organizations and to leverage all available services that benefit students, families, and community members; (5) oversee site-level data management related to CCSPP Project goals; and (6) collaborate with the external evaluator to assess the project's success and engage all stakeholders in ongoing project review and continuous quality improvement efforts.

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

Tioga Middle's community school initiative will benefit by leveraging an infrastructure established as part of Fresno Unified's CCSPP Implementation Round 2 efforts and aligning local CCSPP efforts with the Tioga Middle SPSA and Fresno Unified LCAP. CCSPP funding will be strategically braided with LCAP investments to achieve the shared goal of building Tioga Middle's capacity to address the unique behavioral health and social-emotional needs of vulnerable youth within a multi-tiered system of supports. Part of leveraging Fresno Unified's existing CCSPP infrastructure to benefit the Tioga Middle's community school initiative will include expanding the roles of each school's School Site Council and FUSD's Steering Committee to collaboratively oversee site- and district-level project implementation, including the frequent review of evaluation team findings regarding project outputs, outcomes, and improvement recommendations, which may include recommended adjustments to existing policies, practices, and budgets. Further, the CCSPP Project's long-term sustainability will also be supported by Tioga Middle's existing MTSS infrastructure and long-standing commitment to implementing non-punitive supports within a multi-tiered framework. As these are already well-established site-level priorities that align with the California Community Schools Framework, school community stakeholders and leaders have already prioritized directing resources to support efforts aligned with the CA CS Framework.

Central to Tioga Middle's community school sustainability plan is rigorous evaluation, documentation of successes and return on investment, and strategic dissemination of key evaluation findings. The Fresno Unified Community Schools Steering Committee and Tioga Middle Community School Advisory Council will meet frequently to review formative evaluation results and at the end of each school year to review summative results. During the final meeting of each year, the Tioga Middle Community School Coordinator will lead site-level stakeholders in determining project strengths and weaknesses and making improvement decisions to be implemented in the subsequent year. Rigorous project evaluation at both the site and district levels combined with ongoing collaborative reflection and continuous quality improvement will ensure CCSPP investments result in school-wide transformations that align with the CA CS Framework and benefit Tioga Middle students, parents, and school communities. Further, this process of collaborative reflection and data-driven continuous quality improvement will promote long-term sustainability, as results will be shared with school- and district-level decision-making bodies well-positioned to leverage local funding sources to ensure the CCSPP Project transcends the five-year grant period through strategies such as LCAP integration of CCSPP investments.

Strategy 6: 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
Build community partnerships with those who share a holistic focus on students, families, and the community in order to leverage available local resources and strengthen the community school initiative	1. Review and update the Community School Partnership Matrix at least twice per year to identify any new partnerships that may benefit community schools efforts 2. Ensure the majority of partners identified on the Partnership Matrix participate in community school planning meetings, including formal Community School Advisory Council meetings 3. Meet with prospective community partners to discuss ways in which they may benefit the community schools initiative 4. Execute formal partnership agreements (e.g., MOUs, letters of agreement/commitment) 5. Broadly share community school evaluation reports with all key partners and stakeholders and meaningfully engage with all partners and stakeholders through cycles of continuous quality improvement

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:

As part of its community school planning process, Tioga Middle collaborated with the Fresno Unified Steering Committee to inventory community-based service providers operating within school and district boundaries. This inventory was organized into a Community School Partnership Matrix that outlines the role of each existing partner. In addition to providing a concise summary of active community partnerships, the Community School Partnership Matrix aids in identifying service gaps that may exist or that might contribute to future community schools efforts. To ensure Tioga Middle's community school partnerships are responsive to the vision and priorities of students, staff, families, and community members, the Tioga Middle Community School Coordinator will be charged with (1) managing partnerships and communications across community school partners and stakeholders; (2) participating in community meetings to build relationships and collaboration with community organizations and to leverage and coordinate all available services that could benefit students, parents, families, and community members; (3) frequently updating the Partnership Matrix to align with emerging priorities and identify new partnerships and services; and (4) prospecting and securing new community school partnerships to address any service gaps identified through Tioga Middle's annual Needs and Assets Assessment revision. The following is Tioga Middle's current Community School Partnership Matrix.

Partner	Area of Focus	Contribution
All 4 Youth	Mental Health Services	Provides behavioral health services to children and youth ages 0-22 years old who are experiencing difficulties that affect them at school and at home.
Care Solace	Mental Health Services	Connects students, staff, and families with community-based mental health and substance use treatment providers.
Centro La Familia	Resource Services	Provides a broad range of programs designed to assist crime victims, support families and children, promote health and wellness, and encourage civic engagement.
Clinica Sierra Vista	Mental/Physical Health Services	Provides comprehensive healthcare as an organization that serves primary medical, dental, and behavioral health needs that reaches the underserved, underinsured, and uninsured.
Comprehensive Youth Services	Mental Health Services	Provides caregiver support and therapeutic family interventions for youth who are at risk of entering the juvenile justice system.
Court Appointed Special Advocate	Foster Youth Services	Provides advocacy for children in foster care.
Fresno County Department of Behavioral Health	Mental Health Services	Provides parents/caregivers with resource and contact information and self-refer for mental health or psychiatric services.

Fresno County Department of Social Services	Social Services/Foster Youth Services	Provides a number of services for students in foster care, including mandated reporting referrals when child welfare concerns or risks arise.
Fresno Economic Opportunities Commission (EOC)	Community Services and Resources	Offers a variety of services, including transportation support for medical appointments, LGBTQ+ resource center, Street Saints, Pops 2.0, Sanctuary Youth Shelter, Safe Place, and Adolescent Family Life Program.
Fresno Metro Ministry	Expanded Learning	Provides the Gardening and Cooking Matters Program that enables student participate in a series of lessons to learn how to shop on a budget, make healthy food choices by reading nutritional food labels, practice knife and kitchen safety, and prepare their own meals; gives students the opportunity to develop a love of cooking and the skills to make healthy food choices utilizing the plants that they grow throughout the quarter.
Live Again Fresno	Expanded Learning	Provides expanded learning program mentorship and academic enrichment activities for homeless students; provides mobile food service in the summer.
Marjaree Mason Center	Family Services	Provides emergency and short-term shelter for victims of domestic violence; provides confidential safe housing and a variety of other supportive services within the community.
Pacific Clinics	Mental Health Services	Delivers high-quality behavioral health and social services to advance health equity and well-being for children, adults and families; provides the Assertive Community Treatment (ACT) Program to provide individualized care by a compassionate, skilled, and collaborative team.
Prodigy Healthcare Inc.	Substance Abuse Treatment	Provides comprehensive substance use treatment services including early intervention, treatment, and relapse prevention.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how 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
Build the individual and collective capacities of teachers, support staff, and administrators to address the academic, social-emotional, and developmental needs of Tioga Middle students within a multi-tiered system of supports	1. Continually assess professional learning needs related to students' academic, social-emotional learning, and development needs 2. Contract with trainers to deliver in-person and virtual professional development and coaching designed to improve teacher and staff knowledge and skills related to identified needs 3. Deliver trainings and coaching in restorative practices, trauma-informed practices, culturally responsive instruction, community-based learning, universal design for learning, social-emotional learning, educator self-care, and evidence-based family engagement strategies, as well as any other priority area highlighted through ongoing professional learning needs assessment
Build the individual and collective capacities of Tioga Middle teachers, support staff, and administrators to implement the California Community Schools Framework with fidelity	1. In conjunction with the annual Needs and Assets Assessment revision, identify and document gaps in site-level community schools fidelity of implementation 2. In collaboration with the Steering Committee and Tioga Middle Community School Advisory Council, articulate a plan that addresses fidelity of implementation gaps and advances Tioga Middle's efforts to align educational practices with the

	California Community Schools Framework
	3. Deliver trainings through a combination of professional conferences, in-person and virtual workshops delivered by subject matter experts, new trainings embedded into Tioga Middle's existing professional learning infrastructure (e.g., grade-level and schoolwide Professional Learning Communities, early release days), and follow-up coaching and refresher trainings delivered with the support of Fresno Unified coaches and external experts
	4. Coordinate new opportunities for Tioga Middle teachers and staff to participate in collaborative community school planning; reinforce the Four Pillars, Four Cornerstone Commitments, and Four Overarching Values of the California Community Schools Framework, and engage in ongoing collaborative professional learning related to the CA CS Framework

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Continually assess Tioga Middle's success in employing community-based curriculum and pedagogy	1. Annually complete the Whole Child and Family Supports Inventory section "Community-based Curriculum and Pedagogy" 2. Compare baseline (prior year) and actual (current year) outcomes on the Whole Child and Family Supports Inventory "Community-based Curriculum and Pedagogy" section to determine improvements in community-based learning 3. Articulate a professional learning plan to address identified gaps related to establishing a community school that values community-based learning
Establish a community school in which community-based learning is central in order to build Tioga Middle's appreciation for local history, values, and cultures	1. Identify and contract with subject matter experts and trainers specialized in community-based learning 2. Provide virtual and in-person professional learning that strengthens Tioga Middle educator's understanding of the theoretical roots and practical elements of community-based learning 3. Provide new professional learning opportunities for Tioga Middle educators to learn and apply racially-just and culturally-sustaining teaching and learning

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore 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. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Collaborate with community school partners to develop and implement formative and summative evaluation plans that result in findings useful for ongoing refinement of the community school initiative	1. Define and annually update target goals and performance measures aligned with Tioga Middle's Needs and Assets Assessment Annual Revise and Implementation Plan Annual Revise 2. Formalize a data management plan that defines (i) what data are to be collected, (ii) how data are to be collected, (iii) when data are to be collected, (iv) who is responsible for collecting data, and (v) how data are to be stored 3. Conduct formative and summative evaluation that helps determine Tioga Middle's progress in meeting school-level outcome measures	1. Annual performance measures defined during the final Community School Advisory Council meeting of each year, as documented in meeting minutes and the Implementation Plan Annual Revise; measures include both quantitative data (e.g., CASSPP/NWEA assessments, Panorama Survey results, California School Dashboard indicators) and qualitative feedback collected through focus groups, surveys, listening tours, and interviews 2. Data management plan formalized and on file 3. Annual Tioga Middle CCSPP Evaluation Report finalized and on file

Frequently review evaluation findings and collaboratively engage with all key community school partners through cycles of data-driven continuous quality improvement	1. Present the annual evaluation report that highlights key findings useful for informing data-driven community school improvement efforts 2. Engage all key educational partners and community stakeholders in formal review of evaluation findings and the continuous quality improvement process	1. Evaluation report formally presented during the final Community School Advisory Council meeting and at other meetings of key educational partners and stakeholders, as documented in minute meetings and artifacts (e.g., PPT presentations, meeting agendas) 2. Tioga Middle Community School Advisory Council meeting minutes and rosters document meaningful stakeholder engagement in cycles of continuous quality improvement

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