

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 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

Renaissance at Fischer / Renaissance Academy

Principal: Doug Kleinhenz

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:

Renaissance at Fischer / Renaissance Academy of Arts, Sciences, and Social Justice (RAF) is dedicated to collaborative transformation in alignment with the overarching values of the California Community Schools framework. In the 2023 school year, RAF collaborated with site staff, parents, students, and community members to co-create a robust plan for implementing a site-specific community schools plan. This included formation of a planning team with site leadership, teachers, a counselor, the School Linked Services (service referral) Coordinator serving the school, classified staff, parents, students, and community partners (see Attachment IV-b for a planning team roster), which engaged in a series of structured meetings to develop a site plan. To help inform this planning work, RAF fielded a survey of staff, parents, students, and community partners, and reviewed relevant data including the most recent school climate survey results. As part of this planning work, the RAF team identified overall community school priorities and specific focuses for each of the six key practices identified in the Community Schools Forward framework (which include and extend the four pillars identified in the state framework). The descriptions below demonstrate how RAF's community school planning work embodies the four overarching values.

1. Racially-just, relationship-centered spaces

RAF is dedicated to fostering inclusive, racially-just spaces where students and families can thrive. In identifying its top priorities for community school, the RAF planning team included building a positive, inclusive school climate. The student body at RAF is diverse. A large majority of students are Hispanic/Latino (78.70%), but there are also students who are Asian (14.50%), Filipino (5.20%), multiracial (0.5%), White (0.50%), and Black (0.50%). In addition, 35.5% are English Language Learners. As such, it was critical in the development of a site implementation plan to consider the intentional inclusion of racially and culturally diverse members of the community to create a plan that was informed by and reflective of the diversity of the school community. In implementation of the community schools plan and in alignment with the schools focus on social justice, RAF plans to continue elevating the voices of all members of the community, with specific attention to creating racially-just, relationship-centered spaces where students can thrive, parents are welcome and engaged, and staff feel well prepared.

2. Shared power

The process to establish community schools in ARUSD has been grounded in a collaborative, shared planning process; acknowledging that community schools are most successful when everyone is engaged and involved in the process. As noted above, as part of the community school planning process, RAF formed a planning team including staff, families, students, and community partners. This team worked collaboratively to complete the planning framework included as Attachment IV-c, which provided the basis for the completion of this template. RAF is committed to continuing to create opportunities for authentic engagement and shared power. Alongside the transition from planning to implementation, RAF will form a community school implementation team, building on its community school planning team as appropriate. In addition, RAF has identified specific activities to support shared power: increasing the number of parent engagement events and input opportunities, improving and maintaining participation in existing engagement opportunities (School Site Council, ILT, LCAP Planning), and holding regular input sessions to inform the roll out of community schools initiatives.

3. Classroom-community connections

RAF has a holistic focus on arts, sciences, and social justice - with particular attention to college preparatory education. With a holistic focus, RAF has worked to connect students to learning experiences connected to the community both in the classroom and through expanded and enriched learning opportunities. Students at RAF engage in socratic style courses to work on critical thinking skills and inquiry based learning. They also have access to STEAM expanded learning opportunities to experience project based learning. Other opportunities identified as potential areas for growth at RAF in the community schools engagement survey included enhanced extracurriculars, particularly sports. Continuing to provide these opportunities and expanding opportunities will be a focus of the Community School Site Specialist and a potential use of discretionary site funds included in the proposed budget.

4. A focus on continuous improvement

RAF leadership is committed to an ongoing process of continuous improvement to support the effective implementation of the community school strategy. RAF will actively participate in the initiative-wide continuous improvement process proposed in the district's CCSPP implementation grant application. This will include implementation of a Plan, Do, Study, Act (PDSA) cycle of continuous improvement that engages the RAF community school implementation team to regularly reflect on successes and challenges and determine any plan adjustments or course corrections. This process will incorporate regular input and feedback from the school community (students, families, staff, and community partners) and review of updated data (e.g., attendance, Panorama / school climate survey, academic performance, etc.).

Ultimately, through implementing community schools strategy, RAF aims to engage and mobilize its entire school community around the following priorities with collaboratively-identified indicators and outcomes for tracking:

- Improve the school culture and climate.
- Increase parent engagement through meaningful relationship building.
- Improve integration of existing services to support student achievement and wellbeing, and development of new partnerships to fill service gaps.

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.

RAF is committed to engaging the whole school community in community schools implementation.

During the planning process in 2023, RAF established a community schools planning team composed of staff, families, students, and community partners to create a site-specific community schools implementation plan. The planning process also included a site-wide survey, which received 345 responses, to gauge site priorities across interest groups (students, staff, families, and community members) and two community meetings on November 14, 2023 and December 12, 2023 to gather broader input and feedback on the draft plan from parents and staff. At these meetings, RAF reviewed existing school goals, reviewed and discussed feedback provided from the community school surveys, and engaged in visioning work related to the six key community school practices.

As described above in relation to the core value of continuous improvement, RAF will continue this engagement throughout the Implementation phase. A community school implementation team will form and meet regularly (at least monthly), with convening and facilitation support from the proposed Community School Site Specialist position, to help guide and support implementation. Engagement of the broader school community will be accomplished by leveraging activities such as parent cafecitos and PTO sponsored events (Fall Festival, Holiday Gathering, and Movie Watch Party) to gather parent feedback; an annual survey of students, parents, staff, and community partners; and additional outreach activities that the implementation team may identify over the course of the implementation period.

In addition to ongoing adjustments that the implementation team may make in response to community feedback, results from these efforts will be compiled — along with updated student and community data — at least annually to inform a reflection and planning session of the implementation team.

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 the school culture and climate.	<i>(Bolded indicators are shared outcomes across the district)</i> ● Improve student sense of belonging and safety (as measured in school climate survey and/or annual community schools survey) ● Decrease in suspension rates ● Decrease in chronic absenteeism ● Increase in implementation of restorative justice methods and awareness via professional development and identification of best practices ● Increase engagement of students, families, and staff in planning processes for school activities
Increase parent engagement through meaningful relationship building.	● Improve parent sense of belonging and safety (as measured in school climate survey and/or annual community schools survey) ● Increase parent attendance in current school activities ● Increase parent usage of Parentsquare ● Improve communications to parents by identifying best modes of communication
Improved integration of existing services to support student achievement and wellbeing, and development of new partnerships to fill service gaps.	● Decrease in suspension rates ● Decrease in chronic absenteeism ● Increase access to physical health services for students ● Increase access to mental health services for students ● Increase after / before school activities and sports offerings that support student wellbeing and academic achievement

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
Establish and regularly convene a community school implementation team with representation from students, parents, teachers, classified staff, site administration, and community partners.	• Hire community school site specialist to facilitate and lead the implementation team • Establish an implementation team roster and update as needed to ensure representation • Agendize, facilitate, and document implementation team meetings • Share results of implementation team decisions broadly with the school community
In Year 1 (Y1), complete a mapping of site governance structures and where decisions are made, including specifying decisions to be made by the community school implementation team.	• Identify or develop a template for mapping existing teams / infrastructure and decision-making roles at the school • Complete the template based on review of available information (e.g., parent handbook) and interviews with key individuals

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):

At the district level, community schools implementation will be led and supported by the proposed Community Schools Coordinator position in collaboration with the SEL Department Director. In addition, a district-level Guiding Coalition will convene regularly to provide input and guidance for the community schools initiative. The Guiding Coalition was initially formed in the first year of ARUSD's planning grant to learn about the community schools model, cRAft a vision for ARUSD community schools, and help structure the site-specific planning process that took place in year 2 of the planning grant.

The community schools governance at the site level would be directed by the Community School Specialist in collaboration with the Principal, and informed by the site-level community school implementation team. The implementation team would have at least one representative from each core group of the school community,

including students, family members, certificated staff, classified staff, and community partners. The school's Community Liaison and School Linked Services (SLS) Supervisor will be key members of the implementation team. The Community Liaison is a full-time, site-specific position that focuses on family engagement and communications. The SLS Supervisor serves multiple schools, connecting students and families to behavioral health and other services such as food and housing assistance. In addition, SLS Supervisors host events to engage families.

The implementation team will provide guidance and decision-making for RAF's community school implementation. One key responsibility of the implementation team will be determining the use of the site's discretionary fund in years 1 to 4 of the implementation grant period. The Community School Site Specialist will take primary responsibility for implementing the community school strategy at RAF, both taking direction from and receiving support from the implementation team.

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
Embed community school priorities in the SPSA	Develop academic year SPSAs in alignment with the site's community school implementation plan, activities, and structures
Support the continued alignment of community schools, LCAP, and the district's strategic plan	Communicate implementation progress, successes, challenges, and opportunities internally to inform LCAP and strategic plan updates
Inform and refine community schools initiatives through existing data systems.	- Annually evaluate school climate survey data, academic performance data, attendance data, and data from other district and school initiatives to understand community school impact and inform adjustments to implementation - Identify data gaps and needs to share with relevant district staff to inform potential changes to data collection tools and methodologies

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 community school staff and engage existing staff to support community school implementation.	• Hire a community schools Site Specialist. • Support the district in hiring a Community Schools Coordinator, as appropriate. • Identify and recruit certificated and classified staff to be involved in the community schools site team (compensated via extended duty, as reflected in the grant application budget)
Develop a sustainability plan	• Learn about community school sustainability approaches and funding sources • Collaborate with the SEL Department and Community Schools Coordinator (district level) to establish a sustainability plan format • Working with the district, the committee will draft a site-level sustainability plan • Annually update the sustainability plan
By the end of Year 3, secure at least one additional funding source to help sustain community school implementation	• Take action in alignment with the sustainability plan to secure additional funding, in coordination with the Community Schools Coordinator and SEL Department

Key Staff/Personnel

Principal <i>Doug Kleinhenz</i>	• Provide support to Community Schools Site Specialist • Support formation and facilitation of the community school implementation team • Participate in the implementation Team, including continuous improvement process • Participate in professional development for principals, as outlined in the grant budget • In collaboration with the community school site specialists and implementation team, submit discretionary funding requests to the Community Schools Coordinator • Attend conferences and site visits
SEL Director <i>Dr. Annya Artigas</i>	• Responsible for supporting alignment of community Schools initiative with SEL and district initiatives • Provide support to Community Schools Coordinator • Support sustainability planning
Community Schools Coordinator	• Responsible for district-wide community schools implementation and supporting the success of site specialists

<i>TBD (to be hired in Y1)</i>	• Coordinate professional development for principals, community school site specialists, and implementation teams • Manage the grant budget, in collaboration with business office and other relevant staff • Review and approve site discretionary funding requests • Support sustainability planning
Community Schools Site Specialist <i>TBD (to be hired in Y1)</i>	• Responsible for implementation of the community school strategy at the site • Responsible for establishing and facilitating the community school implementation team • Participate in professional development for community school site specialists, as outlined in the grant budget • In collaboration with the principal and implementation team, submit discretionary funding requests to the community schools coordinator • Attend conferences and site visits

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

As outlined in the goals and action steps above, there will be an intentional process of sustainability planning and efforts to secure additional funding sources to sustain community school implementation beyond the grant period. In planning discussions to date, two sources of ongoing funding have been identified as potential support for community school implementation: the Expanded Learning Opportunity Program (ELO-P), and funding for school-based behavioral health services through the forthcoming multi-payer school-based behavioral health fee schedule. Sustainability planning efforts will also look to funding sources identified in the CCSPP grant questionnaire and in third-party reports such as LPI's report of federal funding sources for community schools.

In addition, short-term sustainability may be achieved through additional one-time grants from state and federal government agencies, as well as from private foundations. The proposed sustainability planning process will include inventorying, analyzing, and pursuing these grants.

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
Extend partnerships with expanded and enriched learning providers to expand availability of programming for students.	- Assess current provider / partner availability to expand offerings during lunch and after school hours - Identify new partnerships or expanded partnerships to provide offerings to students around visual arts, theater, and sports - Assess and implement increased programming to provide academic supports
Leverage community mapping to identify potential new partnerships for whole-child, whole-family services.	- Review maps of community based organizations and services developed during the planning period - Identify organizations with locations in the community that can help address identified student needs, and reach out to explore partnership - Identify student needs for which there is not a local resource; identify other (i.e., nonlocal) providers who can provide needed supports, and reach out to explore partnership - Hold regular meetings of school staff and partners to share information and align efforts

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:

RAF currently partners with a few expanded and enriched learning providers to support student education. Current partnerships include Bay Area Women's Sports Initiative (BAWSI), after school sports, Safe Schools, MESA through SJSU, ARCC, Rebekah Children's Services, Fresh Lifelines for Youth Mentoring and Law, Alliance for Youth Achievement, and Envisioneers.

With input from families, staff, and students, RAF is also developing partnerships with Eastside Education Initiative, Sown to Grow SEL program, and Girls Who Code.

If funding is secured, there is interest within the broader community to expand visual arts, theater, and sports opportunities.

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
Engage in professional development related to community school implementation	Collaborate with the district to provide community school implementation professional development for: • Site Principal • Community School Site Specialist
Provide a holistic portfolio of professional development for RAF staff	Leverage existing/planned district PD and/or use discretionary site funding to: • Provide social-emotional learning professional development opportunities for all staff • Provide professional development on belonging and trauma-informed leadership, culturally-responsive instruction, and supporting dual-language learners to teachers • Provide professional development on supporting attendance for all staff • Provide professional development on effective family engagement for all staff • Annually survey staff to assess what professional development topics staff would benefit from
Strengthen community partnerships through joint professional development	• Identify relevant joint PD topics • Provide joint PD opportunities for school staff, expanded learning partners, and other partners as appropriate

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
Create more opportunities to learn about student identity, cultures, and personal experience.	• Support implementation of restorative justice practices to support student success while recognizing personal experiences they bring to the school • Provide additional programming in the arts to support student expression • Embed social justice topics in curriculum and lessons in all content-areas; students engage in academic exhibition topics around social justice, identity, and culture
Support teacher capacity to discuss topics of identity, culture, and language	• Collaborate with district to curate and provided professional development on belonging and trauma-informed leadership, culturally-responsive instruction, and supporting dual-language learners to teachers

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
Engage in a process of continuous improvement to refine community school implementation	• Conduct and annually compile results from community input activities, including parent cafecitos and other community meetings and a survey • Gather and annually compile data to inform district and site level reporting and continuous improvement / planning efforts. At minimum this will include the data provided in site profiles that were used to inform site planning team work in 2023 (see site profiles in Attachment VI-a) • Regular review progress toward identified priorities and capacity building strategies	• Annual compilation and review of community input and school data • Public presentations and annual reporting of community school implementation and impact.
Identify, track, and monitor progress of site-specific outcomes and indicators (see Section 2 Part B table)	• Identify measures/data sources for each site-specific indicator (see Section 2 Part B table) • As needed, establish baseline measures for each site-specific indicator • Incorporate site indicators into annual data collection/reporting and analysis process described above	• Baselines established for each site-specific outcome/indicator • Annual progress measured for each site-specific outcome/indicator

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