CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Abraham Lincoln Middle School
Selma Unified School District
Nathan Lane, Principal
nathan.lane@selmausd.org
(559) 898-6600

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.

The CCSPP Leadership Team partnered with the Abraham Lincoln School Site Council (SSC) to conduct a multistep needs assessment process to assess the needs of students, families, and the school communities, map community resources, and identify service gaps. First, the Leadership Team compiled student, school, and community data from sources such as the U.S Census Bureau, CDE DataQuest, School Accountability Report Cards (SARCs), School Plans for Student Achievement (SPSAs), the California Healthy Kids Survey, the California School Parent Survey, and the SUSD Local Control Accountability Plan (LCAP). Second, the Leadership Team conducted surveys of students, parents, teachers/staff, and community stakeholders to identify perceived assets and needs. Third, the SSC convened student focus groups and conducted empathy interviews to understand root causes of barriers to success. Fourth, the Leadership Team inventoried existing community-based service providers and hosted three Interagency Community Schools Planning Meetings to identify service gaps that may exist and prospective partners that might contribute to future community schools efforts. Fifth, the Leadership Team met to analyze survey results and data gathered from the sources

listed above and create a report that highlighted key findings from the asset mapping and needs/gap analysis. Lastly, the Leadership Team conducted planning meetings with representatives from every School Site Council open to all school stakeholders to (1) discuss asset mapping and needs/gap analysis findings; (2) invite stakeholders to share their opinions regarding identified needs and ways the CCSPP Project could meet these needs; and (3) define the overall CCSPP Project vision, activities, goals, and expected outcomes.

The community asset mapping and needs/gap analysis highlighted five primary need areas shared across all target schools:

1. Increase the number of students meeting standards in ELA and math
2. Close the English Learner achievement gap
3. Develop an environment of social-emotional support
4. Improve parent education and engagement
5. Increase school-community partnerships and services

These efforts led to the development of four CCSPP Project goals that are aligned with the SUSD LCAP, each community school's mission and vision, and all four pillars of the California Community Schools Framework:

1. Ensure equitable access to integrated student support services by improving coordination and delivery of school and community resources on behalf of students and their families.
2. Build the capacities of families and community members to support SUSD students' academic and positive youth development by providing parent education and connecting families to available community resources.
3. Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students.
4. Partner with community-based agencies to enhance and expand after school, intersession, and summer extended learning programming to provide students with new academic and youth enrichment activities.

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:

Selma Unified's shared understanding of and commitment to the Four Pillars and Four Cornerstone Commitments is evident in its CCSPP Project goals listed above and the following SUSD LCAP goals:

Goal 1: All students in Selma Unified will make progress toward the goal of reaching proficiency in ELA, Math, Science, and ELD as measured by various, local, and state assessments.

Goal 2: Academic and behavioral services will be provided in order to address individual needs and to close learning gaps.

Goal 3: Intensive supports will be provided to ensure that every student is making progress and is supported in a way that meets individual needs.

Goal 4: Increase parent and family engagement.

Selma Unified is committed to ensuring all students are making progress toward academic proficiency by providing high-quality, differentiated instruction and academic and social-emotional supports. Selma's current Director of Student and Community Services will serve as the Community Schools Director to lead the CCSPP Project and oversee the implementation of community schools programs, partnerships, and strategies at the site and district levels. This will include ongoing assessment of the equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools. The Community Schools Director will work with the School Site Council and the School Leadership Team to assess the degree to which their school site embodies the Four Cornerstone Commitments and plan professional development to improve assets-driven and strength-based practices, restorative practices, culturally responsive instruction, and shared decision making and participatory practices. In addition, the SSC and school leaders will incorporate information about the community schools initiative into school-wide events, print and digital materials, internal and external communications, and site-level stakeholder engagement opportunities to build shared understanding of the Community Schools Framework.

Priority 3: Collaborative Leadership

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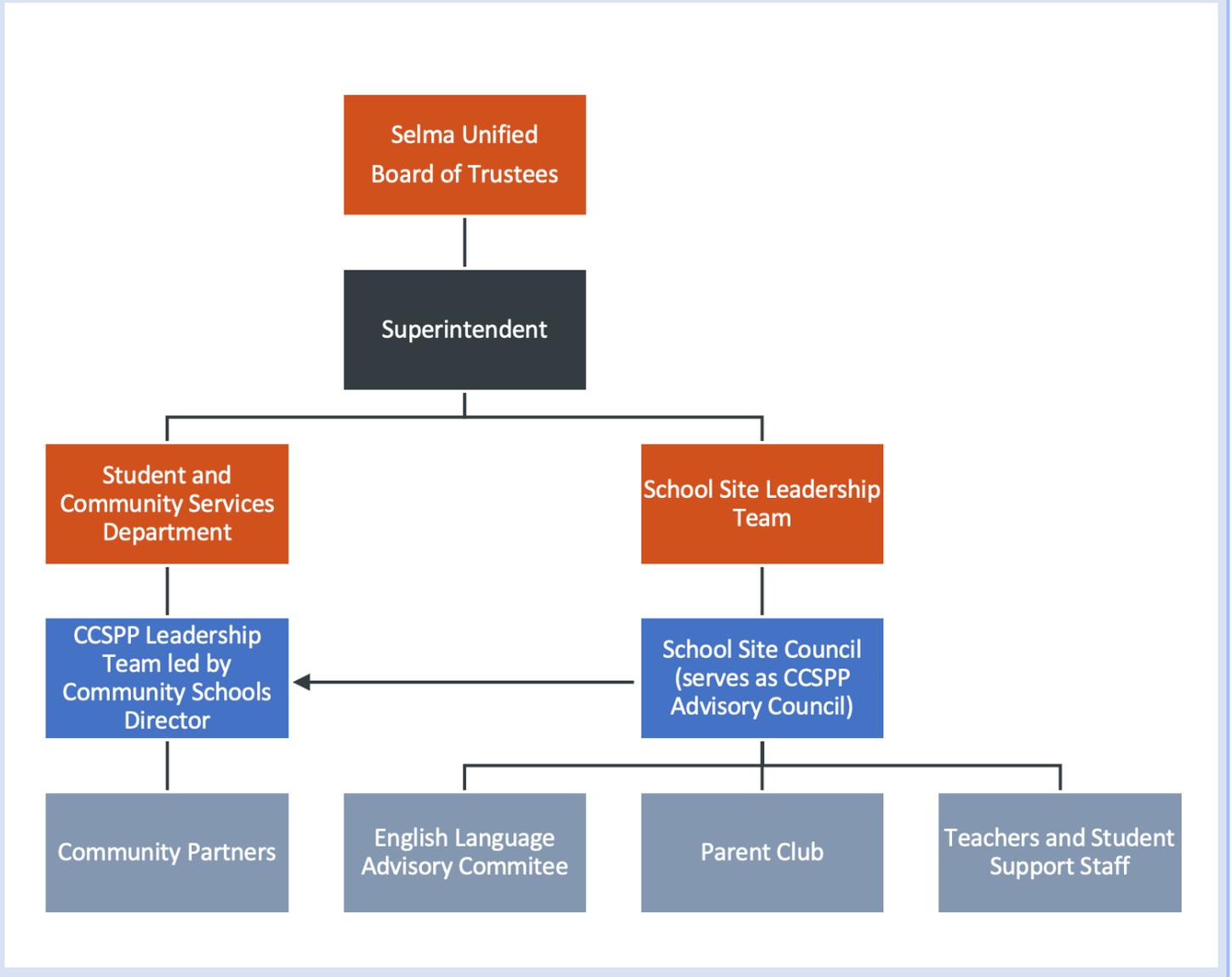
schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Engage a wide variety of school and community stakeholders in community schools planning and implementation activities. (Supports LCAP Goals 3 & 4)	1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement. (annually). 2. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly). 3. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing).	1a. Annual survey reports from students, parents/families, faculty and staff, and community partners. (annually). 1b. Summaries of feedback/input collected during Leadership Team, SSC, and other community stakeholder meetings. (quarterly) 2a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle. (annually) 2c. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 3a. SSC and ELAC meeting agendas, sign-in sheets, and minutes. (quarterly) 3b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes. 3c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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

The system of shared governance and site-level leadership is represented in the following organizational chart. The School Site Council will assume the role of a CCSPP Advisory Council to provide guidance to school leadership and conduct ongoing needs assessment, community schools implementation activities, and program evaluation. The School Site Council will report to the district-level CCSPP Leadership Team led by the Community Schools Director and will be supported by the ELAC, Parent Club, and school-site teachers and student support staff.

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                        Selma Unified
                       Board of Trustees
                               |
                         Superintendent
                          /            \
         Student and              School Site Leadership
     Community Services                    Team
        Department                          |
            |                        School Site Council
     CCSPP Leadership  <------------  (serves as CCSPP
      Team led by                      Advisory Council)
    Community Schools                  /      |      \
        Director
         |
   Community        English Language    Parent Club    Teachers and Student
   Partners         Advisory Commitee                   Support Staff
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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
Incorporate the community schools Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan into existing school- and district-wide strategic plans.	1. SSC conducts annual review of Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. Incorporate review and update of the Implementation Plan into the LCAP planning process. (annually)	1a. SSC agendas and meeting minutes. (quarterly) 1b. Revised Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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
Hire a 0.5 FTE Mental Health Clinician to improve the student-to-counselor ratio. (Supports LCAP Goals 2 & 3)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire Community Schools Director. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Hire a Community Liaison to conduct home visits and maintain ongoing communication with families to improve school attendance, tardiness, academic performance, and overall health and well-being of students. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Hire a Project Manager to coordinate delivery of all parent and family services provided through the Family Resource Center. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.

Key Staff/Personnel

Dr. David Diehl, Community Schools Director (Current of Director Student & Community Services)	Leads the CCSPP Project and oversees the implementation of community schools programs, partnerships, and strategies at the site and district levels; ensures equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools; manages community partnerships and stakeholder engagement.
Nathan Lane, Principal	Provides site-level community schools leadership and support; works with Community School Director and SSC on site-level efforts to prospect, cultivate, and secure partnerships and resources.
Family Resource Center Project Manager (to be hired)	Coordinates delivery of all parent and family services provided through the Family Resource Center.
Community Liaison (to be hired)	Conducts home visits and maintains ongoing communication with families to improve school

	attendance, tardiness, academic performance, and overall health and well-being of students; works with the Family Resource Center to refer students and families to local agencies to meet immediate physical and mental health needs.
Jeanette Tellez, Mental Health Clinician	Assess the behavioral, social, and emotional needs of students; implements a system of universal screening in coordination with school-wide MTSS for early identification of students at risk; assists with development and delivery of mental health interventions, programs, and trainings.
Licensed Clinical Social Workers	Provides resources to address students' academic, welfare, and attendance challenges/concerns; identifies and provides intervention strategies for students and their families, including case management and crisis intervention; consults and collaborates with mental health clinicians, teachers, administrators, and other school staff regarding social and emotional needs of students.
Teacher Representatives on School Site Council	Actively promotes the community schools vision and work with SSC to incorporate community schools planning and implementation activities.

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

During the first two years of the CCSPP Project, the Leadership Team will work with each School Site Council to develop site and district sustainability plans to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Leadership Team will incorporate best practices for community school sustainability as informed by the Coalition for Community Schools, the California Department of Education, and the Fresno County Superintendent of Schools. The primary focus of the sustainability plan will be demonstrating the value of community schools, both in terms of economic cost-benefit analysis as well as their impact on student learning. The CCSPP Leadership Team and Abraham Lincoln Middle School leaders will work with an external evaluator to conduct formative and summative evaluations that include quantitative and qualitative assessments to determine (1) the school's success in implementing the community schools model with fidelity and (2) the CCSPP Project's overall impact and success in meeting target performance measures (e.g., student, school, and community outcomes). The Leadership Team will present the results of ongoing project reflection and evaluation to community schools stakeholders and the SUSD Board of Trustees to quantify the CCSPP's return on investment resulting from teacher and principal stability and job satisfaction, the ability to attract a diverse pool of employees, increases in average daily attendance (ADA), and the contribution to supporting community and family needs. In addition, the sustainability plan will identify diverse sources of ongoing community schools funding, including in-kind donation of services from community partners and government agencies, the LEA MediCal Billing Option Program, the School-Based Medi-Cal Administrative Activities Program, the federal Early and Periodic Screening, Diagnosis, and Treatment Program, and other state and regional grant programs.

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
Enhance relationships with existing partnerships and prospect new partnerships to better meet site-specific needs for student and family community-based services and activities. (Supports LCAP Goals 2 & 3)	1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually) 2. Develop a site-specific Partnership Matrix. (by end of project year one) 3. Formalize partnerships with a written agreement. 3. Engage community partners in Community Schools Leadership Team and SSC meetings. (quarterly)	1. Revised CCSPP Partnership Matrix. (annually) 2. Site-specific Partnership Matrix. (annually) 3. Signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including the services to be provided. 4. Community Schools Leadership Team/SSC meeting agendas, sign-in sheets, and meeting minutes. (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:

Throughout the community schools planning process, the Leadership Team engaged with local leaders and community stakeholders from each school to conduct a community asset mapping and needs/gap analysis. This included completing an inventory of existing community-based service providers operating within district boundaries to create a Community Schools Partnership Matrix that outlines the role of each partner and the specific schools it will partner with. In addition to creating a Partnership Matrix, the Leadership Team hosted an Interagency Community Schools Planning Meeting to identify service gaps that may exist and to leverage each partner's professional network to identify prospective partners that might contribute to future community schools efforts. The list below includes key existing community-based service providers along with several prospective partners that SUSD plans to establish a relationship with to support the CCSPP Project.

Existing Community Partners
United Way of Fresno and Madera Counties currently supports qualifying SUSD families with financial assistance through the USDA Farm and Food Worker Relief Grant Program. SUSD is in the process of

establishing a service contract with United Way to be the primary service provider for SUSD families in need of emergency assistance for utilities, housing, and other basic needs.

Central California Food Bank has entered into a service agreement with SUSD to establish a school-based food distribution program that will be housed in the newly established Family Resource Center.

Fresno County Superintendent of Schools will provide professional development and coaching to support fidelity of MTSS and PBIS implementation; technical assistance with community schools practices, data collection, reporting, and ongoing evaluation; and support with staffing and operating FRESH after school programs.

Fresno State University Office of Community and Economic Development will offer adult education classes to Selma families through its Parent University, which includes classes in digital literacy, financial literacy, health and wellness, and parenting skills.

Fresno State University Office of Community-Based Learning will assist with recruiting, screening, and referring university students to work in SUSD extended learning programs and provide professional development to extended learning staff.

Rotary Club of Selma sponsors several extended learning programs at various Selma school sites including the Selma Marching Band Festival, Selma Elementary School Track Meet, Selma High mock interview program, Interact service-learning club, and the Eric White Elementary School Reading Program.

Prospective Community Partners
Comprehensive Youth Services (CYS) provides quality mental health and supportive services to children, adolescents, and families who have experienced abuse or domestic violence, and for those who are at-risk, or who are struggling with difficult personal or family issues. CYS operates the Selma Neighborhood Resource Center, which provides counseling and parent education for Selma area families.

Turning Point provides a variety of services to homeless individuals, veterans, and families involved with Child Welfare Services, including substance abuse counseling, case management, and family therapy.

Hands on Central California provides opportunities for students and community members to engage in community service. SUSD will leverage its services to expand service-learning projects in extended learning programming.

Proteus Inc. READY Mentoring Program connects 4th thru 8th grade students with community-based adult mentors to improve academic achievement and school attendance.

United Health Centers provides community-based health services for low-income Selma residents, including medical, dental, optometry, and behavioral health.

Kings View Behavioral Health provides community behavioral health and social services to those with limited resources, including programs for crisis intervention, suicide prevention, substance abuse, and homeless outreach.

The Community Schools Director will manage existing community schools partnerships, develop new relationships with additional agencies as directed by the Leadership Team, and leverage all available community schools resources to benefit students, families, and community members. This will include working with each School Site Council to maintain a site-specific Partnership Matrix that addresses the local needs for wraparound services provided to students and families.

Priority 7: Professional Learning

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students (Supports all LCAP Goals)	1. Subject matter experts and SUSD Social Workers and Mental Health Clinicians deliver new professional learning in trauma-informed approaches, culturally responsive instruction, effective implementation of restorative practices, and relationship-centered family engagement. (ongoing) 2. Training and coaching is embedded into existing collaborative planning infrastructure (e.g., Professional Learning Communities, Student Study Teams). (ongoing)	1. Professional development logs updated to reflect new professional learning opportunities. (ongoing) 1b. Service contracts with professional development providers on file. (updated annually) 2. Professional Learning Community logs and calendars. (ongoing)

Priority 8: Centering Community-Based Curriculum and Pedagogy

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase educator proficiency in community-based learning (CBL). (Supports LCAP Goals 1-3)	1. Incorporate CBL into professional learning opportunities. (ongoing) 2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing)	1. Professional Development logs demonstrate the number of teachers and staff participating in CBL professional learning opportunities. (ongoing) 2. PLC logs and calendars demonstrate incorporation of CBL. (ongoing)

Priority 9: Progress Monitoring and Collective Problem-Solving

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop and refine CCSPP Project evaluation plan that enables the Community Schools Leadership Team to engage in continuous quality improvement.	1. Leadership Team and SSC work with evaluator to create evaluation plan that includes mechanisms for accurate and timely data collection, management, analysis, and reporting. (first six months of project period) 2. Community Schools Leadership Team reviews ongoing data collection and management to update evaluation plan throughout first year of project. 3. Ongoing data collection, analysis, and evaluation inform review and update of Asset Mapping & Needs/Gap Analysis and the CCSPP Implementation Plan. (annually) 4. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community data, plan and refine services delivery, and engage in continuous quality improvement (quarterly).	1a. Evaluation plan on file. 1b. Baseline data portfolio on file. 2. Annual update to evaluation plan 3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 4a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 4b. Community schools evaluation report demonstrates ongoing reflection and improvement. (annually)

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Eric White Elementary School
Selma Unified School District
Michelle Salcido, Principal
msalcido@selmausd.org
(559) 898-6650

Goals/Priorities

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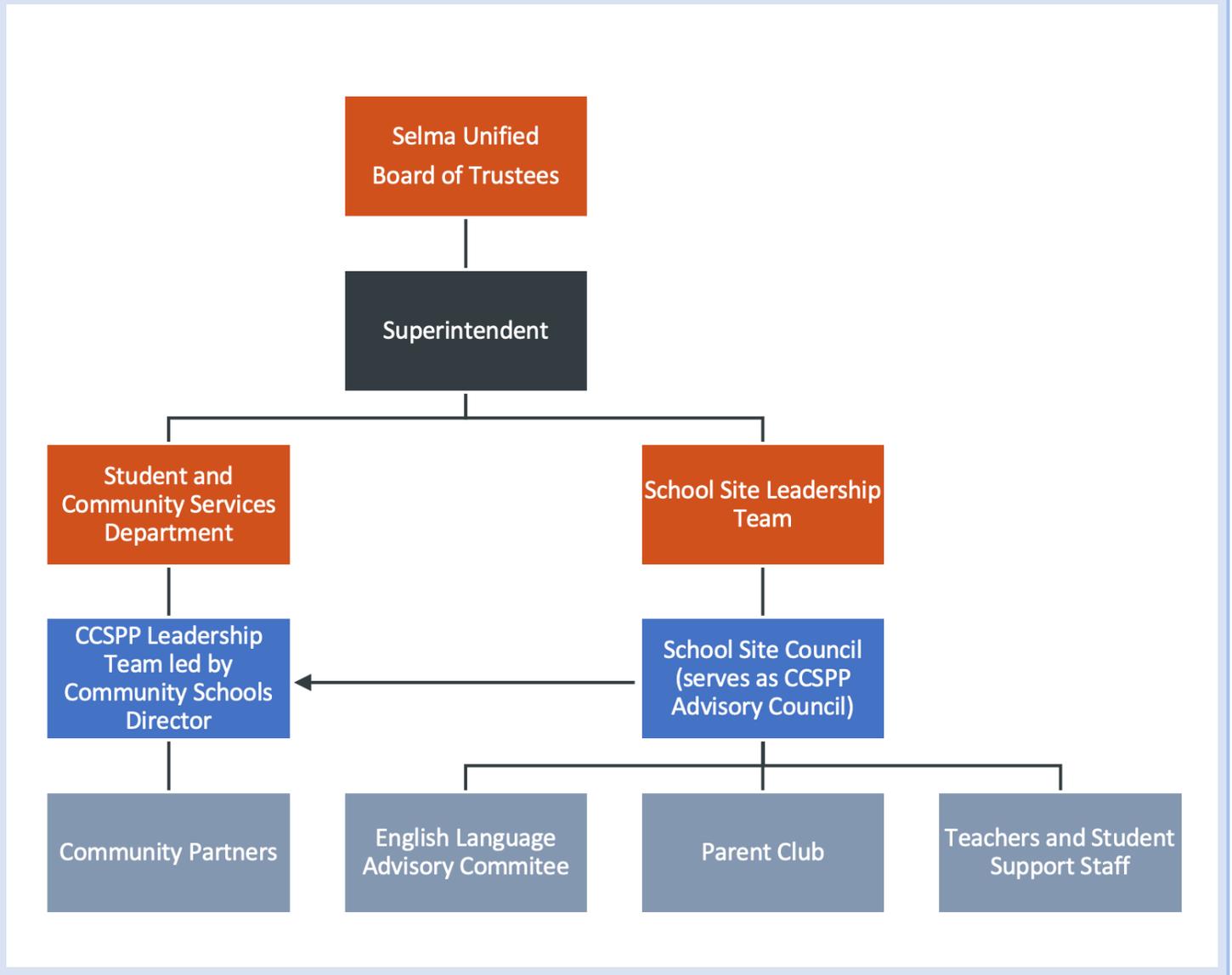
schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Engage a wide variety of school and community stakeholders in community schools planning and implementation activities. (Supports LCAP Goals 3 & 4)	1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement. (annually). 2. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly). 3. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing).	1a. Annual survey reports from students, parents/families, faculty and staff, and community partners. (annually). 1b. Summaries of feedback/input collected during Leadership Team, SSC, and other community stakeholder meetings. (quarterly) 2a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle. (annually) 2c. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 3a. SSC and ELAC meeting agendas, sign-in sheets, and minutes. (quarterly) 3b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes. 3c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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

The system of shared governance and site-level leadership is represented in the following organizational chart. The School Site Council will assume the role of a CCSPP Advisory Council to provide guidance to school leadership and conduct ongoing needs assessment, community schools implementation activities, and program evaluation. The School Site Council will report to the district-level CCSPP Leadership Team led by the Community Schools Director and will be supported by the ELAC, Parent Club, and school-site teachers and student support staff.

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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
Incorporate the community schools Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan into existing school- and district-wide strategic plans.	1. SSC conducts annual review of Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. Incorporate review and update of the Implementation Plan into the LCAP planning process. (annually)	1a. SSC agendas and meeting minutes. (quarterly) 1b. Revised Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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
Hire an additional Community Liaison to conduct home visits and maintain ongoing communication with families to improve school attendance, tardiness, academic performance, and overall health and well-being of students. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Hire a Project Manager to coordinate delivery of all parent and family services provided through the Family Resource Center. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.

Key Staff/Personnel

Dr. David Diehl, Community Schools Director (Current Director of Student & Community Services)	Leads the CCSPP Project and oversees the implementation of community schools programs, partnerships, and strategies at the site and district levels; ensures equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools; manages community partnerships and stakeholder engagement.
Michelle Salcido, Principal	Provides site-level community schools leadership and support; works with Community School Director and SSC on site-level efforts to prospect, cultivate, and secure partnerships and resources.
Family Resource Center Project Manager (to be hired)	Coordinates delivery of all parent and family services provided through the Family Resource Center.
Veronica Zamora, Community Liaison	Conducts home visits and maintains ongoing communication with families to improve school attendance, tardiness, academic performance, and overall health and well-being of students; works with the Family Resource Center to refer students and families to local agencies to meet immediate physical and mental health needs.
Mental Health Clinician	Assess the behavioral, social, and emotional needs of students; implements a system of universal screening in coordination with school-wide MTSS for early identification of students at risk; assists with development and delivery of mental health interventions, programs, and trainings.
Licensed Clinical Social Workers	Provides resources to address students' academic, welfare, and attendance challenges/concerns; identifies and provides intervention strategies for students and their families, including case management and crisis intervention; consults and collaborates with mental health clinicians, teachers, administrators, and other school staff regarding social and emotional needs of students.
Teacher Representatives on School Site Council	Actively promotes the community schools vision and work with SSC to incorporate community schools planning and implementation activities.

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

During the first two years of the CCSPP Project, the Leadership Team will work with each School Site Council to develop site and district sustainability plans to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Leadership Team will incorporate best practices for community school sustainability as informed by the Coalition for Community Schools, the California Department of Education, and the Fresno County Superintendent of Schools. The primary focus of the sustainability plan will be demonstrating the value of community schools, both in terms of economic cost-benefit analysis as well as their impact on student learning. The CCSPP Leadership Team and Eric White Elementary School leaders will work with an external evaluator to conduct formative and summative evaluations that include quantitative and qualitative assessments to determine (1) the school's success in implementing the community schools model with fidelity and (2) the CCSPP Project's overall impact and success in meeting target performance measures (e.g., student, school, and community outcomes). The Leadership Team will present the results of ongoing project reflection and evaluation to community schools stakeholders and the SUSD Board of Trustees to quantify the CCSPP's return on investment resulting from teacher and principal stability and job satisfaction, the ability to attract a diverse pool of employees, increases in average daily attendance (ADA), and the contribution to supporting community and family needs. In addition, the sustainability plan will identify diverse sources of ongoing community schools funding, including in-kind donation of services from community partners and government agencies, the LEA MediCal Billing Option Program, the School-Based Medi-Cal Administrative Activities Program, the federal Early and Periodic Screening, Diagnosis, and Treatment Program, and other state and regional grant programs.

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
Enhance relationships with existing partnerships and prospect new partnerships to better meet site-specific needs for student and family community-based services and activities. (Supports LCAP Goals 2 & 3)	1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually) 2. Develop a site-specific Partnership Matrix. (by end of project year one) 3. Formalize partnerships with a written agreement. 3. Engage community partners in Community Schools Leadership Team and SSC meetings. (quarterly)	1. Revised CCSPP Partnership Matrix. (annually) 2. Site-specific Partnership Matrix. (annually) 3. Signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including the services to be provided. 4. Community Schools Leadership Team/SSC meeting agendas, sign-in sheets, and meeting minutes. (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:

Throughout the community schools planning process, the Leadership Team engaged with local leaders and community stakeholders from each school to conduct a community asset mapping and needs/gap analysis. This included completing an inventory of existing community-based service providers operating within district boundaries to create a Community Schools Partnership Matrix that outlines the role of each partner and the specific schools it will partner with. In addition to creating a Partnership Matrix, the Leadership Team hosted an Interagency Community Schools Planning Meeting to identify service gaps that may exist and to leverage each partner's professional network to identify prospective partners that might contribute to future community schools efforts. The list below includes key existing community-based service providers along with several prospective partners that SUSD plans to establish a relationship with to support the CCSPP Project.

Existing Community Partners
United Way of Fresno and Madera Counties currently supports qualifying SUSD families with financial assistance through the USDA Farm and Food Worker Relief Grant Program. SUSD is in the process of establishing a service contract with United Way to be the primary service provider for SUSD families in need of emergency assistance for utilities, housing, and other basic needs.

Central California Food Bank has entered into a service agreement with SUSD to establish a school-based food distribution program that will be housed in the newly established Family Resource Center.

Fresno County Superintendent of Schools will provide professional development and coaching to support fidelity of MTSS and PBIS implementation; technical assistance with community schools practices, data collection, reporting, and ongoing evaluation; and support with staffing and operating FRESH after school programs.

Fresno State University Office of Community and Economic Development will offer adult education classes to Selma families through its Parent University, which includes classes in digital literacy, financial literacy, health and wellness, and parenting skills.

Fresno State University Office of Community-Based Learning will assist with recruiting, screening, and referring university students to work in SUSD extended learning programs and provide professional development to extended learning staff.

Rotary Club of Selma sponsors several extended learning programs at various Selma school sites including the Selma Marching Band Festival, Selma Elementary School Track Meet, Selma High mock interview program, Interact service-learning club, and the Eric White Elementary School Reading Program.

Prospective Community Partners
Comprehensive Youth Services (CYS) provides quality mental health and supportive services to children, adolescents, and families who have experienced abuse or domestic violence, and for those who are at-risk, or who are struggling with difficult personal or family issues. CYS operates the Selma Neighborhood Resource Center, which provides counseling and parent education for Selma area families.

Turning Point provides a variety of services to homeless individuals, veterans, and families involved with Child Welfare Services, including substance abuse counseling, case management, and family therapy.

Hands on Central California provides opportunities for students and community members to engage in community service. SUSD will leverage its services to expand service-learning projects in extended learning programming.

Proteus Inc. READY Mentoring Program connects 4th thru 8th grade students with community-based adult mentors to improve academic achievement and school attendance.

United Health Centers provides community-based health services for low-income Selma residents, including medical, dental, optometry, and behavioral health.

Kings View Behavioral Health provides community behavioral health and social services to those with limited resources, including programs for crisis intervention, suicide prevention, substance abuse, and homeless outreach.

The Community Schools Director will manage existing community schools partnerships, develop new relationships with additional agencies as directed by the Leadership Team, and leverage all available community schools resources to benefit students, families, and community members. This will include working with each School Site Council to maintain a site-specific Partnership Matrix that addresses the local needs for wraparound services provided to students and families.

Priority 7: Professional Learning

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students (Supports all LCAP Goals)	1. Subject matter experts and SUSD Social Workers and Mental Health Clinicians deliver new professional learning in trauma-informed approaches, culturally responsive instruction, effective implementation of restorative practices, and relationship-centered family engagement. (ongoing) 2. Training and coaching is embedded into existing collaborative planning infrastructure (e.g., Professional Learning Communities, Student Study Teams). (ongoing)	1. Professional development logs updated to reflect new professional learning opportunities. (ongoing) 1b. Service contracts with professional development providers on file. (updated annually) 2. Professional Learning Community logs and calendars. (ongoing)

Priority 8: Centering Community-Based Curriculum and Pedagogy

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase educator proficiency in community-based learning (CBL). (Supports LCAP Goals 1-3)	1. Incorporate CBL into professional learning opportunities. (ongoing) 2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing)	1. Professional Development logs demonstrate the number of teachers and staff participating in CBL professional learning opportunities. (ongoing) 2. PLC logs and calendars demonstrate incorporation of CBL. (ongoing)

Priority 9: Progress Monitoring and Collective Problem-Solving

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop and refine CCSPP Project evaluation plan that enables the Community Schools Leadership Team to engage in continuous quality improvement.	1. Leadership Team and SSC work with evaluator to create evaluation plan that includes mechanisms for accurate and timely data collection, management, analysis, and reporting. (first six months of project period) 2. Community Schools Leadership Team reviews ongoing data collection and management to update evaluation plan throughout first year of project. 3. Ongoing data collection, analysis, and evaluation inform review and update of Asset Mapping & Needs/Gap Analysis and the CCSPP Implementation Plan. (annually) 4. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community data, plan and refine services delivery, and engage in continuous quality improvement (quarterly).	1a. Evaluation plan on file. 1b. Baseline data portfolio on file. 2. Annual update to evaluation plan 3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 4a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 4b. Community schools evaluation report demonstrates ongoing reflection and improvement. (annually)

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Garfield Elementary School
Selma Unified School District
Lena Huffmon, Principal
lhuffmon@selmausd.org
(559) 898-6084

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.

The CCSPP Leadership Team partnered with the Garfield Elementary School Site Council (SSC) to conduct a multistep needs assessment process to assess the needs of students, families, and the school communities, map community resources, and identify service gaps. First, the Leadership Team compiled student, school, and community data from sources such as the U.S Census Bureau, CDE DataQuest, School Accountability Report Cards (SARCs), School Plans for Student Achievement (SPSAs), the California Healthy Kids Survey, the California School Parent Survey, and the SUSD Local Control Accountability Plan (LCAP). Second, the Leadership Team conducted surveys of students, parents, teachers/staff, and community stakeholders to identify perceived assets and needs. Third, the Leadership Team inventoried existing community-based service providers and hosted three Interagency Community Schools Planning Meetings to identify service gaps that may exist and prospective partners that might contribute to future community schools efforts. Fourth, the Leadership Team met to analyze survey results and data gathered from the sources listed above and create a report that highlighted key findings from the asset mapping and needs/gap analysis. Lastly, the

Leadership Team conducted planning meetings with representatives from every School Site Council open to all school stakeholders to (1) discuss asset mapping and needs/gap analysis findings; (2) invite stakeholders to share their opinions regarding identified needs and ways the CCSPP Project could meet these needs; and (3) define the overall CCSPP Project vision, activities, goals, and expected outcomes.

The community asset mapping and needs/gap analysis highlighted five primary need areas shared across all target schools:

1. Increase the number of students meeting standards in ELA and math
2. Close the English Learner achievement gap
3. Develop an environment of social-emotional support
4. Improve parent education and engagement
5. Increase school-community partnerships and services

These efforts led to the development of four CCSPP Project goals that are aligned with the SUSD LCAP, each community school's mission and vision, and all four pillars of the California Community Schools Framework:

1. Ensure equitable access to integrated student support services by improving coordination and delivery of school and community resources on behalf of students and their families.
2. Build the capacities of families and community members to support SUSD students' academic and positive youth development by providing parent education and connecting families to available community resources.
3. Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students.
4. Partner with community-based agencies to enhance and expand after school, intersession, and summer extended learning programming to provide students with new academic and youth enrichment activities.

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:

Selma Unified's shared understanding of and commitment to the Four Pillars and Four Cornerstone Commitments is evident in its CCSPP Project goals listed above and the following SUSD LCAP goals:

Goal 1: All students in Selma Unified will make progress toward the goal of reaching proficiency in ELA, Math, Science, and ELD as measured by various, local, and state assessments.

Goal 2: Academic and behavioral services will be provided in order to address individual needs and to close learning gaps.

Goal 3: Intensive supports will be provided to ensure that every student is making progress and is supported in a way that meets individual needs.

Goal 4: Increase parent and family engagement.

Selma Unified is committed to ensuring all students are making progress toward academic proficiency by providing high-quality, differentiated instruction and academic and social-emotional supports. Selma's current Director of Student and Community Services will serve as the Community Schools Director to lead the CCSPP Project and oversee the implementation of community schools programs, partnerships, and strategies at the site and district levels. This will include ongoing assessment of the equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools. The Community Schools Director will work with the School Site Council and the School Leadership Team to assess the degree to which their school site embodies the Four Cornerstone Commitments and plan professional development to improve assets-driven and strength-based practices, restorative practices, culturally responsive instruction, and shared decision making and participatory practices. In addition, the SSC and school leaders will incorporate information about the community schools initiative into school-wide events, print and digital materials, internal and external communications, and site-level stakeholder engagement opportunities to build shared understanding of the Community Schools Framework.

Priority 3: Collaborative Leadership

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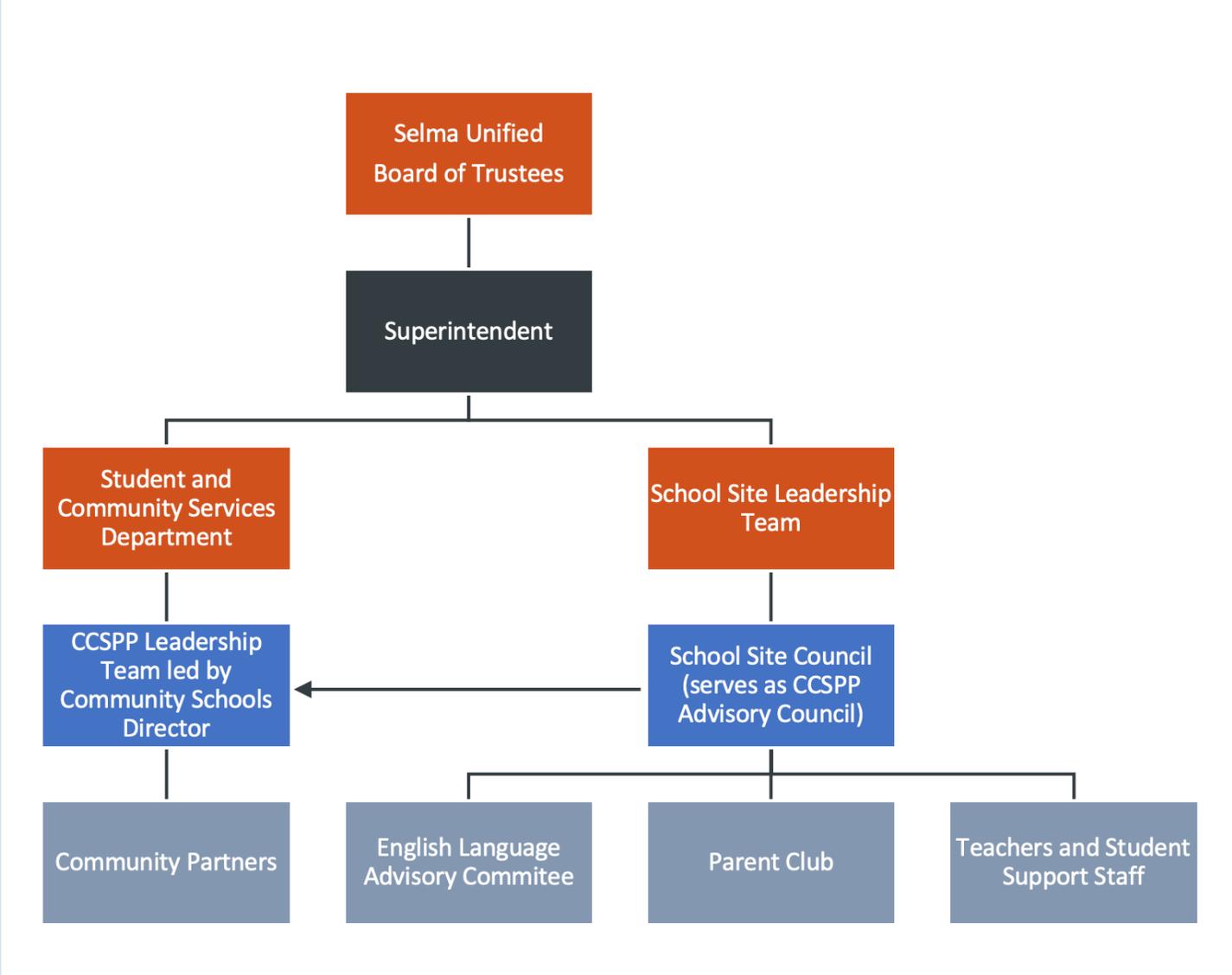
schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Engage a wide variety of school and community stakeholders in community schools planning and implementation activities. (Supports LCAP Goals 3 & 4)	1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement. (annually). 2. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly). 3. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing).	1a. Annual survey reports from students, parents/families, faculty and staff, and community partners. (annually). 1b. Summaries of feedback/input collected during Leadership Team, SSC, and other community stakeholder meetings. (quarterly) 2a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle. (annually) 2c. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 3a. SSC and ELAC meeting agendas, sign-in sheets, and minutes. (quarterly) 3b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes. 3c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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

The system of shared governance and site-level leadership is represented in the following organizational chart. The School Site Council will assume the role of a CCSPP Advisory Council to provide guidance to school leadership and conduct ongoing needs assessment, community schools implementation activities, and program evaluation. The School Site Council will report to the district-level CCSPP Leadership Team led by the Community Schools Director and will be supported by the ELAC, Parent Club, and school-site teachers and student support staff.

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    │ Team led by          │        │ (serves as CCSPP      │
    │ Community Schools     │        │ Advisory Council)     │
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Community Partners | English Language Advisory Commitee | Parent Club | Teachers and Student Support Staff

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
Incorporate the community schools Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan into existing school- and district-wide strategic plans.	1. SSC conducts annual review of Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. Incorporate review and update of the Implementation Plan into the LCAP planning process. (annually)	1a. SSC agendas and meeting minutes. (quarterly) 1b. Revised Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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
Hire a Community Liaison to conduct home visits and maintain ongoing communication with families to improve school attendance, tardiness, academic performance, and overall health and well-being of students. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Hire a Project Manager to coordinate delivery of all parent and family services provided through the Family Resource Center. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.

Key Staff/Personnel

Dr. David Diehl, Community Schools Director (Current Director of Student & Community Services)	Leads the CCSPP Project and oversees the implementation of community schools programs, partnerships, and strategies at the site and district levels; ensures equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools; manages community partnerships and stakeholder engagement.
Lena Huffmon, Principal	Provides site-level community schools leadership and support; works with Community School Director and SSC on site-level efforts to prospect, cultivate, and secure partnerships and resources.
Family Resource Center Project Manager (to be hired)	Coordinates delivery of all parent and family services provided through the Family Resource Center.
Community Liaison (to be hired)	Conducts home visits and maintains ongoing communication with families to improve school attendance, tardiness, academic performance, and overall health and well-being of students; works with the Family Resource Center to refer students and families to local agencies to meet immediate physical and mental health needs.
Kim Herron, Mental Health Clinician	Assess the behavioral, social, and emotional needs of students; implements a system of universal screening in coordination with school-wide MTSS for early identification of students at risk; assists with development and delivery of mental health interventions, programs, and trainings.
Licensed Clinical Social Workers	Provides resources to address students' academic, welfare, and attendance challenges/concerns; identifies and provides intervention strategies for students and their families, including case management and crisis intervention; consults and collaborates with mental health clinicians, teachers, administrators, and other school staff regarding social and emotional needs of students.
Teacher Representatives on School Site Council	Actively promotes the community schools vision and work with SSC to incorporate community schools planning and implementation activities.

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

During the first two years of the CCSPP Project, the Leadership Team will work with each School Site Council to develop site and district sustainability plans to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Leadership Team will incorporate best practices for community school sustainability as informed by the Coalition for Community Schools, the California Department of Education, and the Fresno County Superintendent of Schools. The primary focus of the sustainability plan will be demonstrating the value of community schools, both in terms of economic cost-benefit analysis as well as their impact on student learning. The CCSPP Leadership Team and Garfield Elementary School leaders will work with an external evaluator to conduct formative and summative evaluations that include quantitative and qualitative assessments to determine (1) the school's success in implementing the community schools model with fidelity and (2) the CCSPP Project's overall impact and success in meeting target performance measures (e.g., student, school, and community outcomes). The Leadership Team will present the results of ongoing project reflection and evaluation to community schools stakeholders and the SUSD Board of Trustees to quantify the CCSPP's return on investment resulting from teacher and principal stability and job satisfaction, the ability to attract a diverse pool of employees, increases in average daily attendance (ADA), and the contribution to supporting community and family needs. In addition, the sustainability plan will identify diverse sources of ongoing community schools funding, including in-kind donation of services from community partners and government agencies, the LEA MediCal Billing Option Program, the School-Based Medi-Cal Administrative Activities Program, the federal Early and Periodic Screening, Diagnosis, and Treatment Program, and other state and regional grant programs.

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
Enhance relationships with existing partnerships and prospect new partnerships to better meet site-specific needs for student and family community-based services and activities. (Supports LCAP Goals 2 & 3)	1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually) 2. Develop a site-specific Partnership Matrix. (by end of project year one) 3. Formalize partnerships with a written agreement. 3. Engage community partners in Community Schools Leadership Team and SSC meetings. (quarterly)	1. Revised CCSPP Partnership Matrix. (annually) 2. Site-specific Partnership Matrix. (annually) 3. Signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including the services to be provided. 4. Community Schools Leadership Team/SSC meeting agendas, sign-in sheets, and meeting minutes. (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:

Throughout the community schools planning process, the Leadership Team engaged with local leaders and community stakeholders from each school to conduct a community asset mapping and needs/gap analysis. This included completing an inventory of existing community-based service providers operating within district boundaries to create a Community Schools Partnership Matrix that outlines the role of each partner and the specific schools it will partner with. In addition to creating a Partnership Matrix, the Leadership Team hosted an Interagency Community Schools Planning Meeting to identify service gaps that may exist and to leverage each partner's professional network to identify prospective partners that might contribute to future community schools efforts. The list below includes key existing community-based service providers along with several prospective partners that SUSD plans to establish a relationship with to support the CCSPP Project.

Existing Community Partners
United Way of Fresno and Madera Counties currently supports qualifying SUSD families with financial assistance through the USDA Farm and Food Worker Relief Grant Program. SUSD is in the process of establishing a service contract with United Way to be the primary service provider for SUSD families in need of emergency assistance for utilities, housing, and other basic needs.

Central California Food Bank has entered into a service agreement with SUSD to establish a school-based food distribution program that will be housed in the newly established Family Resource Center.

Fresno County Superintendent of Schools will provide professional development and coaching to support fidelity of MTSS and PBIS implementation; technical assistance with community schools practices, data collection, reporting, and ongoing evaluation; and support with staffing and operating FRESH after school programs.

Fresno State University Office of Community and Economic Development will offer adult education classes to Selma families through its Parent University, which includes classes in digital literacy, financial literacy, health and wellness, and parenting skills.

Fresno State University Office of Community-Based Learning will assist with recruiting, screening, and referring university students to work in SUSD extended learning programs and provide professional development to extended learning staff.

Rotary Club of Selma sponsors several extended learning programs at various Selma school sites including the Selma Marching Band Festival, Selma Elementary School Track Meet, Selma High mock interview program, Interact service-learning club, and the Eric White Elementary School Reading Program.

Prospective Community Partners
Comprehensive Youth Services (CYS) provides quality mental health and supportive services to children, adolescents, and families who have experienced abuse or domestic violence, and for those who are at-risk, or who are struggling with difficult personal or family issues. CYS operates the Selma Neighborhood Resource Center, which provides counseling and parent education for Selma area families.

Turning Point provides a variety of services to homeless individuals, veterans, and families involved with Child Welfare Services, including substance abuse counseling, case management, and family therapy.

Hands on Central California provides opportunities for students and community members to engage in community service. SUSD will leverage its services to expand service-learning projects in extended learning programming.

Proteus Inc. READY Mentoring Program connects 4th thru 8th grade students with community-based adult mentors to improve academic achievement and school attendance.

United Health Centers provides community-based health services for low-income Selma residents, including medical, dental, optometry, and behavioral health.

Kings View Behavioral Health provides community behavioral health and social services to those with limited resources, including programs for crisis intervention, suicide prevention, substance abuse, and homeless outreach.

The Community Schools Director will manage existing community schools partnerships, develop new relationships with additional agencies as directed by the Leadership Team, and leverage all available community schools resources to benefit students, families, and community members. This will include working with each School Site Council to maintain a site-specific Partnership Matrix that addresses the local needs for wraparound services provided to students and families.

Priority 7: Professional Learning

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students (Supports all LCAP Goals)	1. Subject matter experts and SUSD Social Workers and Mental Health Clinicians deliver new professional learning in trauma-informed approaches, culturally responsive instruction, effective implementation of restorative practices, and relationship-centered family engagement. (ongoing) 2. Training and coaching is embedded into existing collaborative planning infrastructure (e.g., Professional Learning Communities, Student Study Teams). (ongoing)	1. Professional development logs updated to reflect new professional learning opportunities. (ongoing) 1b. Service contracts with professional development providers on file. (updated annually) 2. Professional Learning Community logs and calendars. (ongoing)

Priority 8: Centering Community-Based Curriculum and Pedagogy

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase educator proficiency in community-based learning (CBL). (Supports LCAP Goals 1-3)	1. Incorporate CBL into professional learning opportunities. (ongoing) 2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing)	1. Professional Development logs demonstrate the number of teachers and staff participating in CBL professional learning opportunities. (ongoing) 2. PLC logs and calendars demonstrate incorporation of CBL. (ongoing)

Priority 9: Progress Monitoring and Collective Problem-Solving

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop and refine CCSPP Project evaluation plan that enables the Community Schools Leadership Team to engage in continuous quality improvement.	1. Leadership Team and SSC work with evaluator to create evaluation plan that includes mechanisms for accurate and timely data collection, management, analysis, and reporting. (first six months of project period) 2. Community Schools Leadership Team reviews ongoing data collection and management to update evaluation plan throughout first year of project. 3. Ongoing data collection, analysis, and evaluation inform review and update of Asset Mapping & Needs/Gap Analysis and the CCSPP Implementation Plan. (annually) 4. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community data, plan and refine services delivery, and engage in continuous quality improvement (quarterly).	1a. Evaluation plan on file. 1b. Baseline data portfolio on file. 2. Annual update to evaluation plan 3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 4a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 4b. Community schools evaluation report demonstrates ongoing reflection and improvement. (annually)

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Heartland High School (Continuation)
Selma Unified School District
Norma Barajas-Ruiz, Principal
nbarajas@selmausd.org
(559) 898-6670

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.

The CCSPP Leadership Team partnered with the Heartland High School Site Council (SSC) to conduct a multistep needs assessment process to assess the needs of students, families, and the school communities, map community resources, and identify service gaps. First, the Leadership Team compiled student, school, and community data from sources such as the U.S Census Bureau, CDE DataQuest, School Accountability Report Cards (SARCs), School Plans for Student Achievement (SPSAs), the California Healthy Kids Survey, the California School Parent Survey, and the SUSD Local Control Accountability Plan (LCAP). Second, the Leadership Team conducted surveys of students, parents, teachers/staff, and community stakeholders to identify perceived assets and needs. Third, the Leadership Team inventoried existing community-based service providers and hosted three Interagency Community Schools Planning Meetings to identify service gaps that may exist and prospective partners that might contribute to future community schools efforts. Fourth, the Leadership Team met to analyze survey results and data gathered from the sources listed above and create a report that highlighted key findings from the asset mapping and needs/gap analysis. Lastly, the

Leadership Team conducted planning meetings with representatives from every School Site Council open to all school stakeholders to (1) discuss asset mapping and needs/gap analysis findings; (2) invite stakeholders to share their opinions regarding identified needs and ways the CCSPP Project could meet these needs; and (3) define the overall CCSPP Project vision, activities, goals, and expected outcomes.

The community asset mapping and needs/gap analysis highlighted five primary need areas shared across all target schools:

1. Increase the number of students meeting standards in ELA and math
2. Close the English Learner achievement gap
3. Develop an environment of social-emotional support
4. Improve parent education and engagement
5. Increase school-community partnerships and services

These efforts led to the development of four CCSPP Project goals that are aligned with the SUSD LCAP, each community school's mission and vision, and all four pillars of the California Community Schools Framework:

1. Ensure equitable access to integrated student support services by improving coordination and delivery of school and community resources on behalf of students and their families.
2. Build the capacities of families and community members to support SUSD students' academic and positive youth development by providing parent education and connecting families to available community resources.
3. Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students.
4. Partner with community-based agencies to enhance and expand after school, intersession, and summer extended learning programming to provide students with new academic and youth enrichment activities.

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:

Selma Unified's shared understanding of and commitment to the Four Pillars and Four Cornerstone Commitments is evident in its CCSPP Project goals listed above and the following SUSD LCAP goals:

Goal 1: All students in Selma Unified will make progress toward the goal of reaching proficiency in ELA, Math, Science, and ELD as measured by various, local, and state assessments.

Goal 2: Academic and behavioral services will be provided in order to address individual needs and to close learning gaps.

Goal 3: Intensive supports will be provided to ensure that every student is making progress and is supported in a way that meets individual needs.

Goal 4: Increase parent and family engagement.

Selma Unified is committed to ensuring all students are making progress toward academic proficiency by providing high-quality, differentiated instruction and academic and social-emotional supports. Selma's current Director of Student and Community Services will serve as the Community Schools Director to lead the CCSPP Project and oversee the implementation of community schools programs, partnerships, and strategies at the site and district levels. This will include ongoing assessment of the equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools. The Community Schools Director will work with the School Site Council and the School Leadership Team to assess the degree to which their school site embodies the Four Cornerstone Commitments and plan professional development to improve assets-driven and strength-based practices, restorative practices, culturally responsive instruction, and shared decision making and participatory practices. In addition, the SSC and school leaders will incorporate information about the community schools initiative into school-wide events, print and digital materials, internal and external communications, and site-level stakeholder engagement opportunities to build shared understanding of the Community Schools Framework.

Priority 3: Collaborative Leadership

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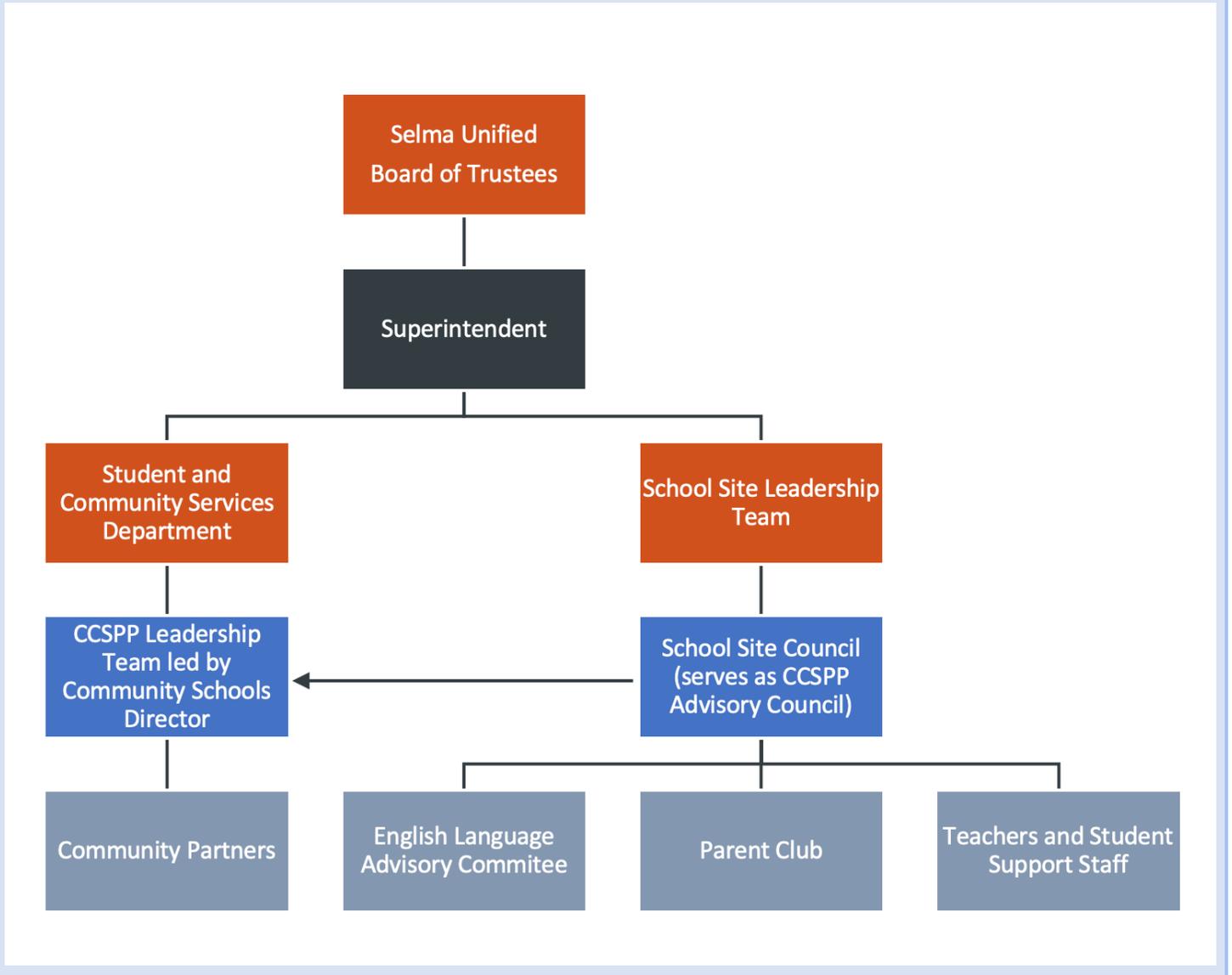
schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Engage a wide variety of school and community stakeholders in community schools planning and implementation activities. (Supports LCAP Goals 3 & 4)	1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement. (annually). 2. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly). 3. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing).	1a. Annual survey reports from students, parents/families, faculty and staff, and community partners. (annually). 1b. Summaries of feedback/input collected during Leadership Team, SSC, and other community stakeholder meetings. (quarterly) 2a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle. (annually) 2c. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 3a. SSC and ELAC meeting agendas, sign-in sheets, and minutes. (quarterly) 3b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes. 3c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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

The system of shared governance and site-level leadership is represented in the following organizational chart. The School Site Council will assume the role of a CCSPP Advisory Council to provide guidance to school leadership and conduct ongoing needs assessment, community schools implementation activities, and program evaluation. The School Site Council will report to the district-level CCSPP Leadership Team led by the Community Schools Director and will be supported by the ELAC, Parent Club, and school-site teachers and student support staff.

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                    Selma Unified
                  Board of Trustees
                          |
                    Superintendent
                  _____|_____
                 |                 |
      Student and          School Site Leadership
   Community Services              Team
      Department                    |
          |                         |
   CCSPP Leadership  <------  School Site Council
    Team led by               (serves as CCSPP
  Community Schools           Advisory Council)
      Director            _____|_____
          |              |        |              |
  Community Partners  English  Parent Club  Teachers and Student
                      Language              Support Staff
                      Advisory
                      Commitee
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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
Incorporate the community schools Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan into existing school- and district-wide strategic plans.	1. SSC conducts annual review of Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. Incorporate review and update of the Implementation Plan into the LCAP planning process. (annually)	1a. SSC agendas and meeting minutes. (quarterly) 1b. Revised Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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
Hire a Community Liaison to conduct home visits and maintain ongoing communication with families to improve school attendance, tardiness, academic performance, and overall health and well-being of students. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Hire a Project Manager to coordinate delivery of all parent and family services provided through the Family Resource Center. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Hire a Licensed Clinical Social Worker to provide case management and crisis intervention for students and families. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.

Key Staff/Personnel

Dr. David Diehl, Community Schools Director (Current Director of Student & Community Services)	Leads the CCSPP Project and oversees the implementation of community schools programs, partnerships, and strategies at the site and district levels; ensures equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools; manages community partnerships and stakeholder engagement.
Norma Barajas-Ruiz, Principal	Provides site-level community schools leadership and support; works with Community School Director and SSC on site-level efforts to prospect, cultivate, and secure partnerships and resources.
Family Resource Center Project Manager (to be hired)	Coordinates delivery of all parent and family services provided through the Family Resource Center.
Community Liaison (to be hired)	Conducts home visits and maintains ongoing communication with families to improve school

	attendance, tardiness, academic performance, and overall health and well-being of students; works with the Family Resource Center to refer students and families to local agencies to meet immediate physical and mental health needs.
Ana Rodriguez, Mental Health Clinician	Assess the behavioral, social, and emotional needs of students; implements a system of universal screening in coordination with school-wide MTSS for early identification of students at risk; assists with development and delivery of mental health interventions, programs, and trainings.
Licensed Clinical Social Worker (to be hired)	Provides resources to address students' academic, welfare, and attendance challenges/concerns; identifies and provides intervention strategies for students and their families, including case management and crisis intervention; consults and collaborates with mental health clinicians, teachers, administrators, and other school staff regarding social and emotional needs of students.
Teacher Representatives on School Site Council	Actively promotes the community schools vision and work with SSC to incorporate community schools planning and implementation activities.

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

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Goals	Action Steps	Outcome/Indicators
Enhance relationships with existing partnerships and prospect new partnerships to better meet site-specific needs for student and family community-based services and activities. (Supports LCAP Goals 2 & 3)	1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually) 2. Develop a site-specific Partnership Matrix. (by end of project year one) 3. Formalize partnerships with a written agreement. 3. Engage community partners in Community Schools Leadership Team and SSC meetings. (quarterly)	1. Revised CCSPP Partnership Matrix. (annually) 2. Site-specific Partnership Matrix. (annually) 3. Signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including the services to be provided. 4. Community Schools Leadership Team/SSC meeting agendas, sign-in sheets, and meeting minutes. (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:

Throughout the community schools planning process, the Leadership Team engaged with local leaders and community stakeholders from each school to conduct a community asset mapping and needs/gap analysis. This included completing an inventory of existing community-based service providers operating within district boundaries to create a Community Schools Partnership Matrix that outlines the role of each partner and the specific schools it will partner with. In addition to creating a Partnership Matrix, the Leadership Team hosted an Interagency Community Schools Planning Meeting to identify service gaps that may exist and to leverage each partner's professional network to identify prospective partners that might contribute to future community schools efforts. The list below includes key existing community-based service providers along with several prospective partners that SUSD plans to establish a relationship with to support the CCSPP Project.

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Comprehensive Youth Services (CYS) provides quality mental health and supportive services to children, adolescents, and families who have experienced abuse or domestic violence, and for those who are at-risk, or who are struggling with difficult personal or family issues. CYS operates the Selma Neighborhood Resource Center, which provides counseling and parent education for Selma area families.

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Hands on Central California provides opportunities for students and community members to engage in community service. SUSD will leverage its services to expand service-learning projects in extended learning programming.

Proteus Inc. READY Mentoring Program connects 4th thru 8th grade students with community-based adult mentors to improve academic achievement and school attendance.

United Health Centers provides community-based health services for low-income Selma residents, including medical, dental, optometry, and behavioral health.

Kings View Behavioral Health provides community behavioral health and social services to those with limited resources, including programs for crisis intervention, suicide prevention, substance abuse, and homeless outreach.

The Community Schools Director will manage existing community schools partnerships, develop new relationships with additional agencies as directed by the Leadership Team, and leverage all available community schools resources to benefit students, families, and community members. This will include working with each School Site Council to maintain a site-specific Partnership Matrix that addresses the local needs for wraparound services provided to students and families.

Priority 7: Professional Learning

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students (Supports all LCAP Goals)	1. Subject matter experts and SUSD Social Workers and Mental Health Clinicians deliver new professional learning in trauma-informed approaches, culturally responsive instruction, effective implementation of restorative practices, and relationship-centered family engagement. (ongoing) 2. Training and coaching is embedded into existing collaborative planning infrastructure (e.g., Professional Learning Communities, Student Study Teams). (ongoing)	1. Professional development logs updated to reflect new professional learning opportunities. (ongoing) 1b. Service contracts with professional development providers on file. (updated annually) 2. Professional Learning Community logs and calendars. (ongoing)

Priority 8: Centering Community-Based Curriculum and Pedagogy

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase educator proficiency in community-based learning (CBL). (Supports LCAP Goals 1-3)	1. Incorporate CBL into professional learning opportunities. (ongoing) 2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing)	1. Professional Development logs demonstrate the number of teachers and staff participating in CBL professional learning opportunities. (ongoing) 2. PLC logs and calendars demonstrate incorporation of CBL. (ongoing)

Priority 9: Progress Monitoring and Collective Problem-Solving

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop and refine CCSPP Project evaluation plan that enables the Community Schools Leadership Team to engage in continuous quality improvement.	1. Leadership Team and SSC work with evaluator to create evaluation plan that includes mechanisms for accurate and timely data collection, management, analysis, and reporting. (first six months of project period) 2. Community Schools Leadership Team reviews ongoing data collection and management to update evaluation plan throughout first year of project. 3. Ongoing data collection, analysis, and evaluation inform review and update of Asset Mapping & Needs/Gap Analysis and the CCSPP Implementation Plan. (annually) 4. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community data, plan and refine services delivery, and engage in continuous quality improvement (quarterly).	1a. Evaluation plan on file. 1b. Baseline data portfolio on file. 2. Annual update to evaluation plan 3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 4a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 4b. Community schools evaluation report demonstrates ongoing reflection and improvement. (annually)

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Indianola Elementary School
Selma Unified School District
Michelle Cifuentez, Principal
mdominguez@selmausd.org
(559) 898-6680

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.

The CCSPP Leadership Team partnered with the Indianola Elementary School Site Council (SSC) to conduct a multistep needs assessment process to assess the needs of students, families, and the school communities, map community resources, and identify service gaps. First, the Leadership Team compiled student, school, and community data from sources such as the U.S Census Bureau, CDE DataQuest, School Accountability Report Cards (SARCs), School Plans for Student Achievement (SPSAs), the California Healthy Kids Survey, the California School Parent Survey, and the SUSD Local Control Accountability Plan (LCAP). Second, the Leadership Team conducted surveys of students, parents, teachers/staff, and community stakeholders to identify perceived assets and needs. Third, the Leadership Team inventoried existing community-based service providers and hosted three Interagency Community Schools Planning Meetings to identify service gaps that may exist and prospective partners that might contribute to future community schools efforts. Fourth, the Leadership Team met to analyze survey results and data gathered from the sources listed above and create a report that highlighted key findings from the asset mapping and needs/gap analysis. Lastly, the

Leadership Team conducted planning meetings with representatives from every School Site Council open to all school stakeholders to (1) discuss asset mapping and needs/gap analysis findings; (2) invite stakeholders to share their opinions regarding identified needs and ways the CCSPP Project could meet these needs; and (3) define the overall CCSPP Project vision, activities, goals, and expected outcomes.

The community asset mapping and needs/gap analysis highlighted five primary need areas shared across all target schools:

1. Increase the number of students meeting standards in ELA and math
2. Close the English Learner achievement gap
3. Develop an environment of social-emotional support
4. Improve parent education and engagement
5. Increase school-community partnerships and services

These efforts led to the development of four CCSPP Project goals that are aligned with the SUSD LCAP, each community school's mission and vision, and all four pillars of the California Community Schools Framework:

1. Ensure equitable access to integrated student support services by improving coordination and delivery of school and community resources on behalf of students and their families.
2. Build the capacities of families and community members to support SUSD students' academic and positive youth development by providing parent education and connecting families to available community resources.
3. Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students.
4. Partner with community-based agencies to enhance and expand after school, intersession, and summer extended learning programming to provide students with new academic and youth enrichment activities.

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:

Selma Unified's shared understanding of and commitment to the Four Pillars and Four Cornerstone Commitments is evident in its CCSPP Project goals listed above and the following SUSD LCAP goals:

Goal 1: All students in Selma Unified will make progress toward the goal of reaching proficiency in ELA, Math, Science, and ELD as measured by various, local, and state assessments.

Goal 2: Academic and behavioral services will be provided in order to address individual needs and to close learning gaps.

Goal 3: Intensive supports will be provided to ensure that every student is making progress and is supported in a way that meets individual needs.

Goal 4: Increase parent and family engagement.

Selma Unified is committed to ensuring all students are making progress toward academic proficiency by providing high-quality, differentiated instruction and academic and social-emotional supports. Selma's current Director of Student and Community Services will serve as the Community Schools Director to lead the CCSPP Project and oversee the implementation of community schools programs, partnerships, and strategies at the site and district levels. This will include ongoing assessment of the equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools. The Community Schools Director will work with the School Site Council and the School Leadership Team to assess the degree to which their school site embodies the Four Cornerstone Commitments and plan professional development to improve assets-driven and strength-based practices, restorative practices, culturally responsive instruction, and shared decision making and participatory practices. In addition, the SSC and school leaders will incorporate information about the community schools initiative into school-wide events, print and digital materials, internal and external communications, and site-level stakeholder engagement opportunities to build shared understanding of the Community Schools Framework.

Priority 3: Collaborative Leadership

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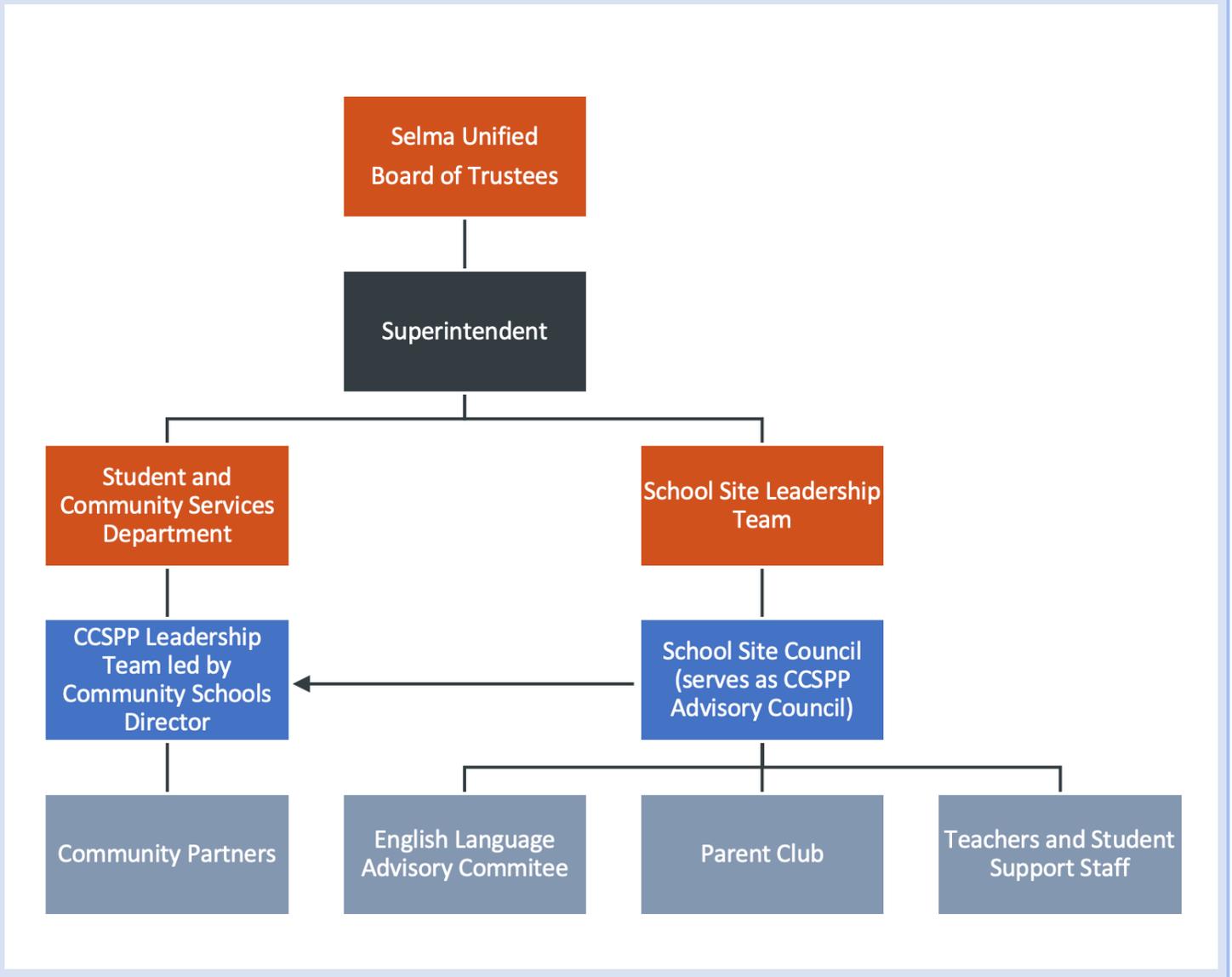
schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Engage a wide variety of school and community stakeholders in community schools planning and implementation activities. (Supports LCAP Goals 3 & 4)	1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement. (annually). 2. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly). 3. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing).	1a. Annual survey reports from students, parents/families, faculty and staff, and community partners. (annually). 1b. Summaries of feedback/input collected during Leadership Team, SSC, and other community stakeholder meetings. (quarterly) 2a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle. (annually) 2c. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 3a. SSC and ELAC meeting agendas, sign-in sheets, and minutes. (quarterly) 3b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes. 3c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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

The system of shared governance and site-level leadership is represented in the following organizational chart. The School Site Council will assume the role of a CCSPP Advisory Council to provide guidance to school leadership and conduct ongoing needs assessment, community schools implementation activities, and program evaluation. The School Site Council will report to the district-level CCSPP Leadership Team led by the Community Schools Director and will be supported by the ELAC, Parent Club, and school-site teachers and student support staff.

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                    Selma Unified
                    Board of Trustees
                          |
                    Superintendent
                    _____|_____
                   |             |
   Student and          School Site Leadership
Community Services              Team
   Department                    |
        |                        |
  CCSPP Leadership        School Site Council
   Team led by      <--  (serves as CCSPP
Community Schools         Advisory Council)
    Director          _____|_____
        |            |        |        |       |
  Community    English Language  Parent   Teachers and Student
  Partners     Advisory Commitee  Club    Support Staff
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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
Incorporate the community schools Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan into existing school- and district-wide strategic plans.	1. SSC conducts annual review of Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. Incorporate review and update of the Implementation Plan into the LCAP planning process. (annually)	1a. SSC agendas and meeting minutes. (quarterly) 1b. Revised Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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
Hire a Community Liaison to conduct home visits and maintain ongoing communication with families to improve school attendance, tardiness, academic performance, and overall health and well-being of students. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Hire a Project Manager to coordinate delivery of all parent and family services provided through the Family Resource Center. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.

Key Staff/Personnel

Dr. David Diehl, Community Schools Director (Current Director of Student & Community Services)	Leads the CCSPP Project and oversees the implementation of community schools programs, partnerships, and strategies at the site and district levels; ensures equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools; manages community partnerships and stakeholder engagement.
Michelle Cifuentez, Principal	Provides site-level community schools leadership and support; works with Community School Director and SSC on site-level efforts to prospect, cultivate, and secure partnerships and resources.
Family Resource Center Project Manager (to be hired)	Coordinates delivery of all parent and family services provided through the Family Resource Center.
Community Liaison (to be hired)	Conducts home visits and maintains ongoing communication with families to improve school attendance, tardiness, academic performance, and overall health and well-being of students; works with the Family Resource Center to refer students and families to local agencies to meet immediate physical and mental health needs.
Tamara Eriksson, Mental Health Clinician	Assess the behavioral, social, and emotional needs of students; implements a system of universal screening in coordination with school-wide MTSS for early identification of students at risk; assists with development and delivery of mental health interventions, programs, and trainings.
Licensed Clinical Social Workers	Provides resources to address students' academic, welfare, and attendance challenges/concerns; identifies and provides intervention strategies for students and their families, including case management and crisis intervention; consults and collaborates with mental health clinicians, teachers, administrators, and other school staff regarding social and emotional needs of students.
Teacher Representatives on School Site Council	Actively promotes the community schools vision and work with SSC to incorporate community schools planning and implementation activities.

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

During the first two years of the CCSPP Project, the Leadership Team will work with each School Site Council to develop site and district sustainability plans to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Leadership Team will incorporate best practices for community school sustainability as informed by the Coalition for Community Schools, the California Department of Education, and the Fresno County Superintendent of Schools. The primary focus of the sustainability plan will be demonstrating the value of community schools, both in terms of economic cost-benefit analysis as well as their impact on student learning. The CCSPP Leadership Team and Indianola Elementary School leaders will work with an external evaluator to conduct formative and summative evaluations that include quantitative and qualitative assessments to determine (1) the school's success in implementing the community schools model with fidelity and (2) the CCSPP Project's overall impact and success in meeting target performance measures (e.g., student, school, and community outcomes). The Leadership Team will present the results of ongoing project reflection and evaluation to community schools stakeholders and the SUSD Board of Trustees to quantify the CCSPP's return on investment resulting from teacher and principal stability and job satisfaction, the ability to attract a diverse pool of employees, increases in average daily attendance (ADA), and the contribution to supporting community and family needs. In addition, the sustainability plan will identify diverse sources of ongoing community schools funding, including in-kind donation of services from community partners and government agencies, the LEA MediCal Billing Option Program, the School-Based Medi-Cal Administrative Activities Program, the federal Early and Periodic Screening, Diagnosis, and Treatment Program, and other state and regional grant programs.

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
Enhance relationships with existing partnerships and prospect new partnerships to better meet site-specific needs for student and family community-based services and activities. (Supports LCAP Goals 2 & 3)	1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually) 2. Develop a site-specific Partnership Matrix. (by end of project year one) 3. Formalize partnerships with a written agreement. 3. Engage community partners in Community Schools Leadership Team and SSC meetings. (quarterly)	1. Revised CCSPP Partnership Matrix. (annually) 2. Site-specific Partnership Matrix. (annually) 3. Signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including the services to be provided. 4. Community Schools Leadership Team/SSC meeting agendas, sign-in sheets, and meeting minutes. (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:

Throughout the community schools planning process, the Leadership Team engaged with local leaders and community stakeholders from each school to conduct a community asset mapping and needs/gap analysis. This included completing an inventory of existing community-based service providers operating within district boundaries to create a Community Schools Partnership Matrix that outlines the role of each partner and the specific schools it will partner with. In addition to creating a Partnership Matrix, the Leadership Team hosted an Interagency Community Schools Planning Meeting to identify service gaps that may exist and to leverage each partner's professional network to identify prospective partners that might contribute to future community schools efforts. The list below includes key existing community-based service providers along with several prospective partners that SUSD plans to establish a relationship with to support the CCSPP Project.

Existing Community Partners
United Way of Fresno and Madera Counties currently supports qualifying SUSD families with financial assistance through the USDA Farm and Food Worker Relief Grant Program. SUSD is in the process of establishing a service contract with United Way to be the primary service provider for SUSD families in need of emergency assistance for utilities, housing, and other basic needs.

Central California Food Bank has entered into a service agreement with SUSD to establish a school-based food distribution program that will be housed in the newly established Family Resource Center.

Fresno County Superintendent of Schools will provide professional development and coaching to support fidelity of MTSS and PBIS implementation; technical assistance with community schools practices, data collection, reporting, and ongoing evaluation; and support with staffing and operating FRESH after school programs.

Fresno State University Office of Community and Economic Development will offer adult education classes to Selma families through its Parent University, which includes classes in digital literacy, financial literacy, health and wellness, and parenting skills.

Fresno State University Office of Community-Based Learning will assist with recruiting, screening, and referring university students to work in SUSD extended learning programs and provide professional development to extended learning staff.

Rotary Club of Selma sponsors several extended learning programs at various Selma school sites including the Selma Marching Band Festival, Selma Elementary School Track Meet, Selma High mock interview program, Interact service-learning club, and the Eric White Elementary School Reading Program.

Prospective Community Partners
Comprehensive Youth Services (CYS) provides quality mental health and supportive services to children, adolescents, and families who have experienced abuse or domestic violence, and for those who are at-risk, or who are struggling with difficult personal or family issues. CYS operates the Selma Neighborhood Resource Center, which provides counseling and parent education for Selma area families.

Turning Point provides a variety of services to homeless individuals, veterans, and families involved with Child Welfare Services, including substance abuse counseling, case management, and family therapy.

Hands on Central California provides opportunities for students and community members to engage in community service. SUSD will leverage its services to expand service-learning projects in extended learning programming.

Proteus Inc. READY Mentoring Program connects 4th thru 8th grade students with community-based adult mentors to improve academic achievement and school attendance.

United Health Centers provides community-based health services for low-income Selma residents, including medical, dental, optometry, and behavioral health.

Kings View Behavioral Health provides community behavioral health and social services to those with limited resources, including programs for crisis intervention, suicide prevention, substance abuse, and homeless outreach.

The Community Schools Director will manage existing community schools partnerships, develop new relationships with additional agencies as directed by the Leadership Team, and leverage all available community schools resources to benefit students, families, and community members. This will include working with each School Site Council to maintain a site-specific Partnership Matrix that addresses the local needs for wraparound services provided to students and families.

Priority 7: Professional Learning

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students (Supports all LCAP Goals)	1. Subject matter experts and SUSD Social Workers and Mental Health Clinicians deliver new professional learning in trauma-informed approaches, culturally responsive instruction, effective implementation of restorative practices, and relationship-centered family engagement. (ongoing) 2. Training and coaching is embedded into existing collaborative planning infrastructure (e.g., Professional Learning Communities, Student Study Teams). (ongoing)	1. Professional development logs updated to reflect new professional learning opportunities. (ongoing) 1b. Service contracts with professional development providers on file. (updated annually) 2. Professional Learning Community logs and calendars. (ongoing)

Priority 8: Centering Community-Based Curriculum and Pedagogy

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase educator proficiency in community-based learning (CBL). (Supports LCAP Goals 1-3)	1. Incorporate CBL into professional learning opportunities. (ongoing) 2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing)	1. Professional Development logs demonstrate the number of teachers and staff participating in CBL professional learning opportunities. (ongoing) 2. PLC logs and calendars demonstrate incorporation of CBL. (ongoing)

Priority 9: Progress Monitoring and Collective Problem-Solving

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop and refine CCSPP Project evaluation plan that enables the Community Schools Leadership Team to engage in continuous quality improvement.	1. Leadership Team and SSC work with evaluator to create evaluation plan that includes mechanisms for accurate and timely data collection, management, analysis, and reporting. (first six months of project period) 2. Community Schools Leadership Team reviews ongoing data collection and management to update evaluation plan throughout first year of project. 3. Ongoing data collection, analysis, and evaluation inform review and update of Asset Mapping & Needs/Gap Analysis and the CCSPP Implementation Plan. (annually) 4. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community data, plan and refine services delivery, and engage in continuous quality improvement (quarterly).	1a. Evaluation plan on file. 1b. Baseline data portfolio on file. 2. Annual update to evaluation plan 3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 4a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 4b. Community schools evaluation report demonstrates ongoing reflection and improvement. (annually)

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Andrew Jackson Elementary School
Selma Unified School District
Monica Chapa, Principal
mchapa@selmausd.org
(559) 898-6690

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.

The CCSPP Leadership Team partnered with the Jackson Elementary School Site Council (SSC) to conduct a multistep needs assessment process to assess the needs of students, families, and the school communities, map community resources, and identify service gaps. First, the Leadership Team compiled student, school, and community data from sources such as the U.S Census Bureau, CDE DataQuest, School Accountability Report Cards (SARCs), School Plans for Student Achievement (SPSAs), the California Healthy Kids Survey, the California School Parent Survey, and the SUSD Local Control Accountability Plan (LCAP). Second, the Leadership Team conducted surveys of students, parents, teachers/staff, and community stakeholders to identify perceived assets and needs. Third, the Leadership Team inventoried existing community-based service providers and hosted three Interagency Community Schools Planning Meetings to identify service gaps that may exist and prospective partners that might contribute to future community schools efforts. Fourth, the Leadership Team met to analyze survey results and data gathered from the sources listed above and create a report that highlighted key findings from the asset mapping and needs/gap analysis. Lastly, the

Leadership Team conducted planning meetings with representatives from every School Site Council open to all school stakeholders to (1) discuss asset mapping and needs/gap analysis findings; (2) invite stakeholders to share their opinions regarding identified needs and ways the CCSPP Project could meet these needs; and (3) define the overall CCSPP Project vision, activities, goals, and expected outcomes.

The community asset mapping and needs/gap analysis highlighted five primary need areas shared across all target schools:

1. Increase the number of students meeting standards in ELA and math
2. Close the English Learner achievement gap
3. Develop an environment of social-emotional support
4. Improve parent education and engagement
5. Increase school-community partnerships and services

These efforts led to the development of four CCSPP Project goals that are aligned with the SUSD LCAP, each community school's mission and vision, and all four pillars of the California Community Schools Framework:

1. Ensure equitable access to integrated student support services by improving coordination and delivery of school and community resources on behalf of students and their families.
2. Build the capacities of families and community members to support SUSD students' academic and positive youth development by providing parent education and connecting families to available community resources.
3. Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students.
4. Partner with community-based agencies to enhance and expand after school, intersession, and summer extended learning programming to provide students with new academic and youth enrichment activities.

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:

Selma Unified's shared understanding of and commitment to the Four Pillars and Four Cornerstone Commitments is evident in its CCSPP Project goals listed above and the following SUSD LCAP goals:

Goal 1: All students in Selma Unified will make progress toward the goal of reaching proficiency in ELA, Math, Science, and ELD as measured by various, local, and state assessments.

Goal 2: Academic and behavioral services will be provided in order to address individual needs and to close learning gaps.

Goal 3: Intensive supports will be provided to ensure that every student is making progress and is supported in a way that meets individual needs.

Goal 4: Increase parent and family engagement.

Selma Unified is committed to ensuring all students are making progress toward academic proficiency by providing high-quality, differentiated instruction and academic and social-emotional supports. Selma's current Director of Student and Community Services will serve as the Community Schools Director to lead the CCSPP Project and oversee the implementation of community schools programs, partnerships, and strategies at the site and district levels. This will include ongoing assessment of the equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools. The Community Schools Director will work with the School Site Council and the School Leadership Team to assess the degree to which their school site embodies the Four Cornerstone Commitments and plan professional development to improve assets-driven and strength-based practices, restorative practices, culturally responsive instruction, and shared decision making and participatory practices. In addition, the SSC and school leaders will incorporate information about the community schools initiative into school-wide events, print and digital materials, internal and external communications, and site-level stakeholder engagement opportunities to build shared understanding of the Community Schools Framework.

Priority 3: Collaborative Leadership

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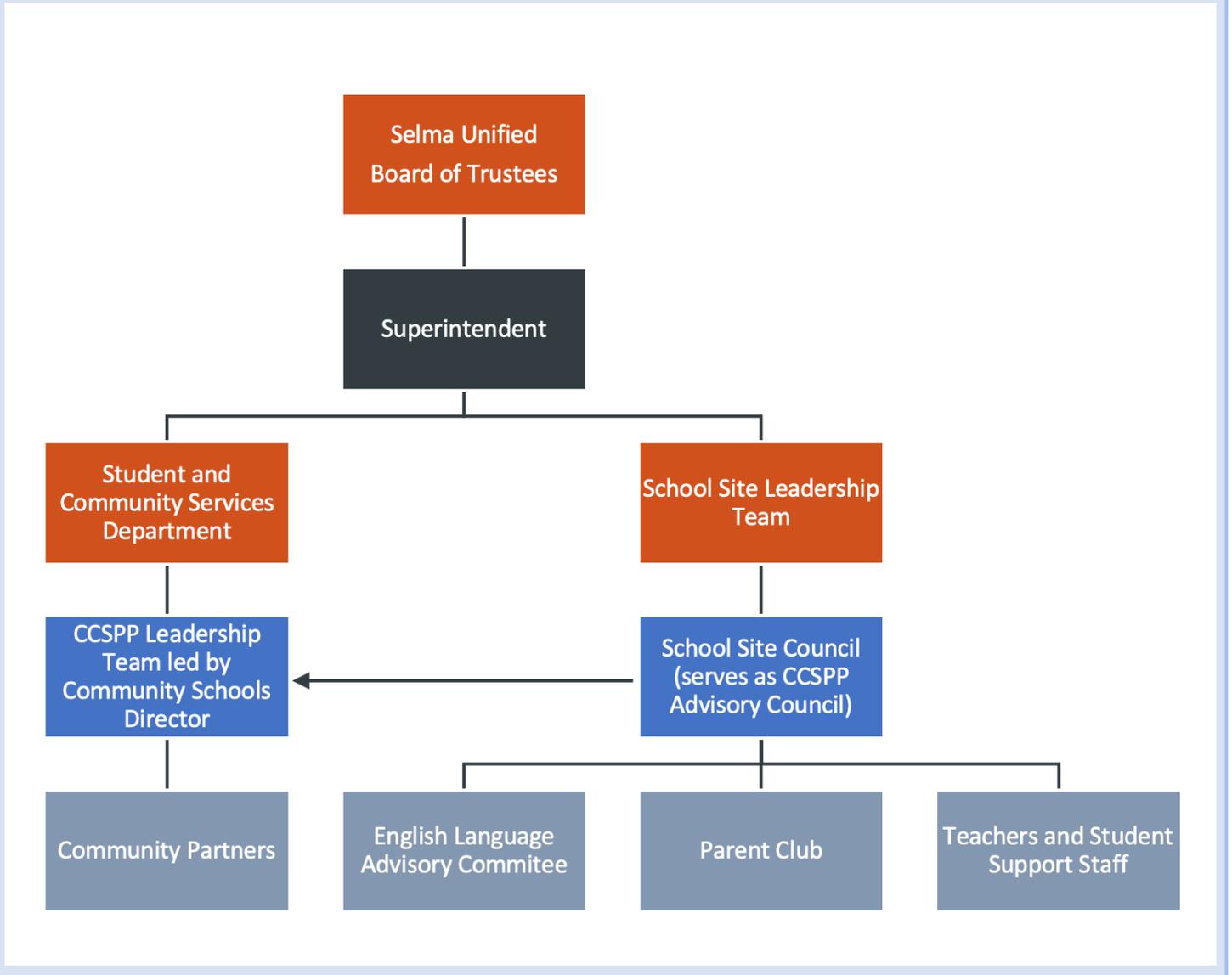
schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Engage a wide variety of school and community stakeholders in community schools planning and implementation activities.

(Supports LCAP Goals 3 & 4) | 1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement. (annually).

2. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly).

3. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing). | 1a. Annual survey reports from students, parents/families, faculty and staff, and community partners. (annually).

1b. Summaries of feedback/input collected during Leadership Team, SSC, and other community stakeholder meetings. (quarterly)

2a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly)

2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle. (annually)

2c. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually)

3a. SSC and ELAC meeting agendas, sign-in sheets, and minutes. (quarterly)

3b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes.

3c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually) |

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

The system of shared governance and site-level leadership is represented in the following organizational chart. The School Site Council will assume the role of a CCSPP Advisory Council to provide guidance to school leadership and conduct ongoing needs assessment, community schools implementation activities, and program evaluation. The School Site Council will report to the district-level CCSPP Leadership Team led by the Community Schools Director and will be supported by the ELAC, Parent Club, and school-site teachers and student support staff.

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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
Incorporate the community schools Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan into existing school- and district-wide strategic plans.	1. SSC conducts annual review of Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. Incorporate review and update of the Implementation Plan into the LCAP planning process. (annually)	1a. SSC agendas and meeting minutes. (quarterly) 1b. Revised Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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
Hire two Community Liaisons to conduct home visits and maintain ongoing communication with families to improve school attendance, tardiness, academic performance, and overall health and well-being of students. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Hire a Project Manager to coordinate delivery of all parent and family services provided through the Family Resource Center. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.

Key Staff/Personnel

Dr. David Diehl, Community Schools Director (Current Director of Student & Community Services)	Leads the CCSPP Project and oversees the implementation of community schools programs, partnerships, and strategies at the site and district levels; ensures equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools; manages community partnerships and stakeholder engagement.
Monica Chapa, Principal	Provides site-level community schools leadership and support; works with Community School Director and SSC on site-level efforts to prospect, cultivate, and secure partnerships and resources.
Family Resource Center Project Manager (to be hired)	Coordinates delivery of all parent and family services provided through the Family Resource Center.
Community Liaisons (to be hired)	Conducts home visits and maintains ongoing communication with families to improve school attendance, tardiness, academic performance, and overall health and well-being of students; works with the Family Resource Center to refer students and families to local agencies to meet immediate physical and mental health needs.
Mental Health Clinician	Assess the behavioral, social, and emotional needs of students; implements a system of universal screening in coordination with school-wide MTSS for early identification of students at risk; assists with development and delivery of mental health interventions, programs, and trainings.
Licensed Clinical Social Workers	Provides resources to address students' academic, welfare, and attendance challenges/concerns; identifies and provides intervention strategies for students and their families, including case management and crisis intervention; consults and collaborates with mental health clinicians, teachers, administrators, and other school staff regarding social and emotional needs of students.
Teacher Representatives on School Site Council	Actively promotes the community schools vision and work with SSC to incorporate community schools planning and implementation activities.

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

During the first two years of the CCSPP Project, the Leadership Team will work with each School Site Council to develop site and district sustainability plans to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Leadership Team will incorporate best practices for community school sustainability as informed by the Coalition for Community Schools, the California Department of Education, and the Fresno County Superintendent of Schools. The primary focus of the sustainability plan will be demonstrating the value of community schools, both in terms of economic cost-benefit analysis as well as their impact on student learning. The CCSPP Leadership Team and Jackson Elementary School leaders will work with an external evaluator to conduct formative and summative evaluations that include quantitative and qualitative assessments to determine (1) the school's success in implementing the community schools model with fidelity and (2) the CCSPP Project's overall impact and success in meeting target performance measures (e.g., student, school, and community outcomes). The Leadership Team will present the results of ongoing project reflection and evaluation to community schools stakeholders and the SUSD Board of Trustees to quantify the CCSPP's return on investment resulting from teacher and principal stability and job satisfaction, the ability to attract a diverse pool of employees, increases in average daily attendance (ADA), and the contribution to supporting community and family needs. In addition, the sustainability plan will identify diverse sources of ongoing community schools funding, including in-kind donation of services from community partners and government agencies, the LEA MediCal Billing Option Program, the School-Based Medi-Cal Administrative Activities Program, the federal Early and Periodic Screening, Diagnosis, and Treatment Program, and other state and regional grant programs.

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
Enhance relationships with existing partnerships and prospect new partnerships to better meet site-specific needs for student and family community-based services and activities. (Supports LCAP Goals 2 & 3)	1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually) 2. Develop a site-specific Partnership Matrix. (by end of project year one) 3. Formalize partnerships with a written agreement. 3. Engage community partners in Community Schools Leadership Team and SSC meetings. (quarterly)	1. Revised CCSPP Partnership Matrix. (annually) 2. Site-specific Partnership Matrix. (annually) 3. Signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including the services to be provided. 4. Community Schools Leadership Team/SSC meeting agendas, sign-in sheets, and meeting minutes. (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:

Throughout the community schools planning process, the Leadership Team engaged with local leaders and community stakeholders from each school to conduct a community asset mapping and needs/gap analysis. This included completing an inventory of existing community-based service providers operating within district boundaries to create a Community Schools Partnership Matrix that outlines the role of each partner and the specific schools it will partner with. In addition to creating a Partnership Matrix, the Leadership Team hosted an Interagency Community Schools Planning Meeting to identify service gaps that may exist and to leverage each partner's professional network to identify prospective partners that might contribute to future community schools efforts. The list below includes key existing community-based service providers along with several prospective partners that SUSD plans to establish a relationship with to support the CCSPP Project.

Existing Community Partners
United Way of Fresno and Madera Counties currently supports qualifying SUSD families with financial assistance through the USDA Farm and Food Worker Relief Grant Program. SUSD is in the process of establishing a service contract with United Way to be the primary service provider for SUSD families in need of emergency assistance for utilities, housing, and other basic needs.

Central California Food Bank has entered into a service agreement with SUSD to establish a school-based food distribution program that will be housed in the newly established Family Resource Center.

Fresno County Superintendent of Schools will provide professional development and coaching to support fidelity of MTSS and PBIS implementation; technical assistance with community schools practices, data collection, reporting, and ongoing evaluation; and support with staffing and operating FRESH after school programs.

Fresno State University Office of Community and Economic Development will offer adult education classes to Selma families through its Parent University, which includes classes in digital literacy, financial literacy, health and wellness, and parenting skills.

Fresno State University Office of Community-Based Learning will assist with recruiting, screening, and referring university students to work in SUSD extended learning programs and provide professional development to extended learning staff.

Rotary Club of Selma sponsors several extended learning programs at various Selma school sites including the Selma Marching Band Festival, Selma Elementary School Track Meet, Selma High mock interview program, Interact service-learning club, and the Eric White Elementary School Reading Program.

Prospective Community Partners
Comprehensive Youth Services (CYS) provides quality mental health and supportive services to children, adolescents, and families who have experienced abuse or domestic violence, and for those who are at-risk, or who are struggling with difficult personal or family issues. CYS operates the Selma Neighborhood Resource Center, which provides counseling and parent education for Selma area families.

Turning Point provides a variety of services to homeless individuals, veterans, and families involved with Child Welfare Services, including substance abuse counseling, case management, and family therapy.

Hands on Central California provides opportunities for students and community members to engage in community service. SUSD will leverage its services to expand service-learning projects in extended learning programming.

Proteus Inc. READY Mentoring Program connects 4th thru 8th grade students with community-based adult mentors to improve academic achievement and school attendance.

United Health Centers provides community-based health services for low-income Selma residents, including medical, dental, optometry, and behavioral health.

Kings View Behavioral Health provides community behavioral health and social services to those with limited resources, including programs for crisis intervention, suicide prevention, substance abuse, and homeless outreach.

The Community Schools Director will manage existing community schools partnerships, develop new relationships with additional agencies as directed by the Leadership Team, and leverage all available community schools resources to benefit students, families, and community members. This will include working with each School Site Council to maintain a site-specific Partnership Matrix that addresses the local needs for wraparound services provided to students and families.

Priority 7: Professional Learning

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students (Supports all LCAP Goals)	1. Subject matter experts and SUSD Social Workers and Mental Health Clinicians deliver new professional learning in trauma-informed approaches, culturally responsive instruction, effective implementation of restorative practices, and relationship-centered family engagement. (ongoing) 2. Training and coaching is embedded into existing collaborative planning infrastructure (e.g., Professional Learning Communities, Student Study Teams). (ongoing)	1. Professional development logs updated to reflect new professional learning opportunities. (ongoing) 1b. Service contracts with professional development providers on file. (updated annually) 2. Professional Learning Community logs and calendars. (ongoing)

Priority 8: Centering Community-Based Curriculum and Pedagogy

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase educator proficiency in community-based learning (CBL). (Supports LCAP Goals 1-3)	1. Incorporate CBL into professional learning opportunities. (ongoing) 2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing)	1. Professional Development logs demonstrate the number of teachers and staff participating in CBL professional learning opportunities. (ongoing) 2. PLC logs and calendars demonstrate incorporation of CBL. (ongoing)

Priority 9: Progress Monitoring and Collective Problem-Solving

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop and refine CCSPP Project evaluation plan that enables the Community Schools Leadership Team to engage in continuous quality improvement.	1. Leadership Team and SSC work with evaluator to create evaluation plan that includes mechanisms for accurate and timely data collection, management, analysis, and reporting. (first six months of project period) 2. Community Schools Leadership Team reviews ongoing data collection and management to update evaluation plan throughout first year of project. 3. Ongoing data collection, analysis, and evaluation inform review and update of Asset Mapping & Needs/Gap Analysis and the CCSPP Implementation Plan. (annually) 4. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community data, plan and refine services delivery, and engage in continuous quality improvement (quarterly).	1a. Evaluation plan on file. 1b. Baseline data portfolio on file. 2. Annual update to evaluation plan 3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 4a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 4b. Community schools evaluation report demonstrates ongoing reflection and improvement. (annually)

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Roosevelt Elementary School
Selma Unified School District
Linda Turpin, Principal
lturpin@selmausd.org
(559) 898-6700

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.

The CCSPP Leadership Team partnered with the Roosevelt Elementary School Site Council (SSC) to conduct a multistep needs assessment process to assess the needs of students, families, and the school communities, map community resources, and identify service gaps. First, the Leadership Team compiled student, school, and community data from sources such as the U.S Census Bureau, CDE DataQuest, School Accountability Report Cards (SARCs), School Plans for Student Achievement (SPSAs), the California Healthy Kids Survey, the California School Parent Survey, and the SUSD Local Control Accountability Plan (LCAP). Second, the Leadership Team conducted surveys of students, parents, teachers/staff, and community stakeholders to identify perceived assets and needs. Third, the Leadership Team inventoried existing community-based service providers and hosted three Interagency Community Schools Planning Meetings to identify service gaps that may exist and prospective partners that might contribute to future community schools efforts. Fourth, the Leadership Team met to analyze survey results and data gathered from the sources listed above and create a report that highlighted key findings from the asset mapping and needs/gap analysis. Lastly, the

Leadership Team conducted planning meetings with representatives from every School Site Council open to all school stakeholders to (1) discuss asset mapping and needs/gap analysis findings; (2) invite stakeholders to share their opinions regarding identified needs and ways the CCSPP Project could meet these needs; and (3) define the overall CCSPP Project vision, activities, goals, and expected outcomes.

The community asset mapping and needs/gap analysis highlighted five primary need areas shared across all target schools:

1. Increase the number of students meeting standards in ELA and math
2. Close the English Learner achievement gap
3. Develop an environment of social-emotional support
4. Improve parent education and engagement
5. Increase school-community partnerships and services

These efforts led to the development of four CCSPP Project goals that are aligned with the SUSD LCAP, each community school's mission and vision, and all four pillars of the California Community Schools Framework:

1. Ensure equitable access to integrated student support services by improving coordination and delivery of school and community resources on behalf of students and their families.
2. Build the capacities of families and community members to support SUSD students' academic and positive youth development by providing parent education and connecting families to available community resources.
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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.
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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:

Selma Unified's shared understanding of and commitment to the Four Pillars and Four Cornerstone Commitments is evident in its CCSPP Project goals listed above and the following SUSD LCAP goals:

Goal 1: All students in Selma Unified will make progress toward the goal of reaching proficiency in ELA, Math, Science, and ELD as measured by various, local, and state assessments.

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Goal 4: Increase parent and family engagement.

Selma Unified is committed to ensuring all students are making progress toward academic proficiency by providing high-quality, differentiated instruction and academic and social-emotional supports. Selma's current Director of Student and Community Services will serve as the Community Schools Director to lead the CCSPP Project and oversee the implementation of community schools programs, partnerships, and strategies at the site and district levels. This will include ongoing assessment of the equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools. The Community Schools Director will work with the School Site Council and the School Leadership Team to assess the degree to which their school site embodies the Four Cornerstone Commitments and plan professional development to improve assets-driven and strength-based practices, restorative practices, culturally responsive instruction, and shared decision making and participatory practices. In addition, the SSC and school leaders will incorporate information about the community schools initiative into school-wide events, print and digital materials, internal and external communications, and site-level stakeholder engagement opportunities to build shared understanding of the Community Schools Framework.

Priority 3: Collaborative Leadership

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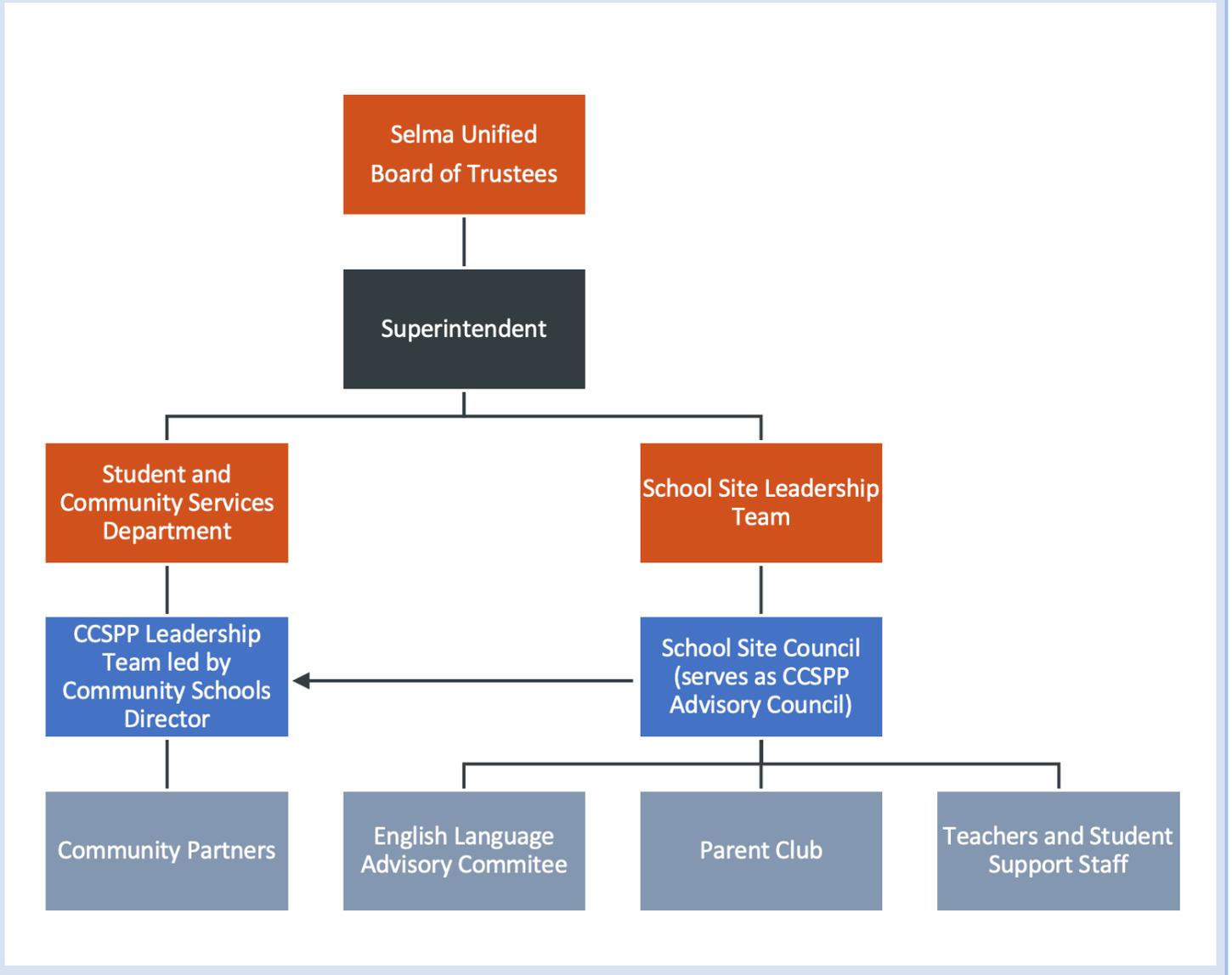
schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Engage a wide variety of school and community stakeholders in community schools planning and implementation activities. (Supports LCAP Goals 3 & 4)	1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement. (annually). 2. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly). 3. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing).	1a. Annual survey reports from students, parents/families, faculty and staff, and community partners. (annually). 1b. Summaries of feedback/input collected during Leadership Team, SSC, and other community stakeholder meetings. (quarterly) 2a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle. (annually) 2c. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 3a. SSC and ELAC meeting agendas, sign-in sheets, and minutes. (quarterly) 3b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes. 3c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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

The system of shared governance and site-level leadership is represented in the following organizational chart. The School Site Council will assume the role of a CCSPP Advisory Council to provide guidance to school leadership and conduct ongoing needs assessment, community schools implementation activities, and program evaluation. The School Site Council will report to the district-level CCSPP Leadership Team led by the Community Schools Director and will be supported by the ELAC, Parent Club, and school-site teachers and student support staff.

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| Community Partners | English Language Advisory Commitee | Parent Club | Teachers and Student Support Staff |

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
Incorporate the community schools Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan into existing school- and district-wide strategic plans.	1. SSC conducts annual review of Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. Incorporate review and update of the Implementation Plan into the LCAP planning process. (annually)	1a. SSC agendas and meeting minutes. (quarterly) 1b. Revised Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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
Hire two Community Liaisons to conduct home visits and maintain ongoing communication with families to improve school attendance, tardiness, academic performance, and overall health and well-being of students. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Hire a Project Manager to coordinate delivery of all parent and family services provided through the Family Resource Center. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.

Key Staff/Personnel

Dr. David Diehl, Community Schools Director (Current Director of Student & Community Services)	Leads the CCSPP Project and oversees the implementation of community schools programs, partnerships, and strategies at the site and district levels; ensures equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools; manages community partnerships and stakeholder engagement.
Linda Turpin, Principal	Provides site-level community schools leadership and support; works with Community School Director and SSC on site-level efforts to prospect, cultivate, and secure partnerships and resources.
Family Resource Center Project Manager (to be hired)	Coordinates delivery of all parent and family services provided through the Family Resource Center.
Community Liaisons (to be hired)	Conducts home visits and maintains ongoing communication with families to improve school attendance, tardiness, academic performance, and overall health and well-being of students; works with the Family Resource Center to refer students and families to local agencies to meet immediate physical and mental health needs.
Kimberly Garcia, Mental Health Clinician	Assess the behavioral, social, and emotional needs of students; implements a system of universal screening in coordination with school-wide MTSS for early identification of students at risk; assists with development and delivery of mental health interventions, programs, and trainings.
Licensed Clinical Social Workers	Provides resources to address students' academic, welfare, and attendance challenges/concerns; identifies and provides intervention strategies for students and their families, including case management and crisis intervention; consults and collaborates with mental health clinicians, teachers, administrators, and other school staff regarding social and emotional needs of students.
Teacher Representatives on School Site Council	Actively promotes the community schools vision and work with SSC to incorporate community schools planning and implementation activities.

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

During the first two years of the CCSPP Project, the Leadership Team will work with each School Site Council to develop site and district sustainability plans to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Leadership Team will incorporate best practices for community school sustainability as informed by the Coalition for Community Schools, the California Department of Education, and the Fresno County Superintendent of Schools. The primary focus of the sustainability plan will be demonstrating the value of community schools, both in terms of economic cost-benefit analysis as well as their impact on student learning. The CCSPP Leadership Team and Roosevelt Elementary School leaders will work with an external evaluator to conduct formative and summative evaluations that include quantitative and qualitative assessments to determine (1) the school's success in implementing the community schools model with fidelity and (2) the CCSPP Project's overall impact and success in meeting target performance measures (e.g., student, school, and community outcomes). The Leadership Team will present the results of ongoing project reflection and evaluation to community schools stakeholders and the SUSD Board of Trustees to quantify the CCSPP's return on investment resulting from teacher and principal stability and job satisfaction, the ability to attract a diverse pool of employees, increases in average daily attendance (ADA), and the contribution to supporting community and family needs. In addition, the sustainability plan will identify diverse sources of ongoing community schools funding, including in-kind donation of services from community partners and government agencies, the LEA MediCal Billing Option Program, the School-Based Medi-Cal Administrative Activities Program, the federal Early and Periodic Screening, Diagnosis, and Treatment Program, and other state and regional grant programs.

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
Enhance relationships with existing partnerships and prospect new partnerships to better meet site-specific needs for student and family community-based services and activities. (Supports LCAP Goals 2 & 3)	1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually) 2. Develop a site-specific Partnership Matrix. (by end of project year one) 3. Formalize partnerships with a written agreement. 3. Engage community partners in Community Schools Leadership Team and SSC meetings. (quarterly)	1. Revised CCSPP Partnership Matrix. (annually) 2. Site-specific Partnership Matrix. (annually) 3. Signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including the services to be provided. 4. Community Schools Leadership Team/SSC meeting agendas, sign-in sheets, and meeting minutes. (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:

Throughout the community schools planning process, the Leadership Team engaged with local leaders and community stakeholders from each school to conduct a community asset mapping and needs/gap analysis. This included completing an inventory of existing community-based service providers operating within district boundaries to create a Community Schools Partnership Matrix that outlines the role of each partner and the specific schools it will partner with. In addition to creating a Partnership Matrix, the Leadership Team hosted an Interagency Community Schools Planning Meeting to identify service gaps that may exist and to leverage each partner's professional network to identify prospective partners that might contribute to future community schools efforts. The list below includes key existing community-based service providers along with several prospective partners that SUSD plans to establish a relationship with to support the CCSPP Project.

Existing Community Partners
United Way of Fresno and Madera Counties currently supports qualifying SUSD families with financial assistance through the USDA Farm and Food Worker Relief Grant Program. SUSD is in the process of establishing a service contract with United Way to be the primary service provider for SUSD families in need of emergency assistance for utilities, housing, and other basic needs.

Central California Food Bank has entered into a service agreement with SUSD to establish a school-based food distribution program that will be housed in the newly established Family Resource Center.

Fresno County Superintendent of Schools will provide professional development and coaching to support fidelity of MTSS and PBIS implementation; technical assistance with community schools practices, data collection, reporting, and ongoing evaluation; and support with staffing and operating FRESH after school programs.

Fresno State University Office of Community and Economic Development will offer adult education classes to Selma families through its Parent University, which includes classes in digital literacy, financial literacy, health and wellness, and parenting skills.

Fresno State University Office of Community-Based Learning will assist with recruiting, screening, and referring university students to work in SUSD extended learning programs and provide professional development to extended learning staff.

Rotary Club of Selma sponsors several extended learning programs at various Selma school sites including the Selma Marching Band Festival, Selma Elementary School Track Meet, Selma High mock interview program, Interact service-learning club, and the Eric White Elementary School Reading Program.

Prospective Community Partners
Comprehensive Youth Services (CYS) provides quality mental health and supportive services to children, adolescents, and families who have experienced abuse or domestic violence, and for those who are at-risk, or who are struggling with difficult personal or family issues. CYS operates the Selma Neighborhood Resource Center, which provides counseling and parent education for Selma area families.

Turning Point provides a variety of services to homeless individuals, veterans, and families involved with Child Welfare Services, including substance abuse counseling, case management, and family therapy.

Hands on Central California provides opportunities for students and community members to engage in community service. SUSD will leverage its services to expand service-learning projects in extended learning programming.

Proteus Inc. READY Mentoring Program connects 4th thru 8th grade students with community-based adult mentors to improve academic achievement and school attendance.

United Health Centers provides community-based health services for low-income Selma residents, including medical, dental, optometry, and behavioral health.

Kings View Behavioral Health provides community behavioral health and social services to those with limited resources, including programs for crisis intervention, suicide prevention, substance abuse, and homeless outreach.

The Community Schools Director will manage existing community schools partnerships, develop new relationships with additional agencies as directed by the Leadership Team, and leverage all available community schools resources to benefit students, families, and community members. This will include working with each School Site Council to maintain a site-specific Partnership Matrix that addresses the local needs for wraparound services provided to students and families.

Priority 7: Professional Learning

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students (Supports all LCAP Goals)	1. Subject matter experts and SUSD Social Workers and Mental Health Clinicians deliver new professional learning in trauma-informed approaches, culturally responsive instruction, effective implementation of restorative practices, and relationship-centered family engagement. (ongoing) 2. Training and coaching is embedded into existing collaborative planning infrastructure (e.g., Professional Learning Communities, Student Study Teams). (ongoing)	1. Professional development logs updated to reflect new professional learning opportunities. (ongoing) 1b. Service contracts with professional development providers on file. (updated annually) 2. Professional Learning Community logs and calendars. (ongoing)

Priority 8: Centering Community-Based Curriculum and Pedagogy

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase educator proficiency in community-based learning (CBL). (Supports LCAP Goals 1-3)	1. Incorporate CBL into professional learning opportunities. (ongoing) 2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing)	1. Professional Development logs demonstrate the number of teachers and staff participating in CBL professional learning opportunities. (ongoing) 2. PLC logs and calendars demonstrate incorporation of CBL. (ongoing)

Priority 9: Progress Monitoring and Collective Problem-Solving

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop and refine CCSPP Project evaluation plan that enables the Community Schools Leadership Team to engage in continuous quality improvement.	1. Leadership Team and SSC work with evaluator to create evaluation plan that includes mechanisms for accurate and timely data collection, management, analysis, and reporting. (first six months of project period) 2. Community Schools Leadership Team reviews ongoing data collection and management to update evaluation plan throughout first year of project. 3. Ongoing data collection, analysis, and evaluation inform review and update of Asset Mapping & Needs/Gap Analysis and the CCSPP Implementation Plan. (annually) 4. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community data, plan and refine services delivery, and engage in continuous quality improvement (quarterly).	1a. Evaluation plan on file. 1b. Baseline data portfolio on file. 2. Annual update to evaluation plan 3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 4a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 4b. Community schools evaluation report demonstrates ongoing reflection and improvement. (annually)

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Selma High School
Selma Unified School District
Dr. Scott Pickle, Principal
scott.pickle@selmausd.org
(559) 898-6550

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.

The CCSPP Leadership Team partnered with the Selma High School Site Council (SSC) to conduct a multistep needs assessment process to assess the needs of students, families, and the school communities, map community resources, and identify service gaps. First, the Leadership Team compiled student, school, and community data from sources such as the U.S Census Bureau, CDE DataQuest, School Accountability Report Cards (SARCs), School Plans for Student Achievement (SPSAs), the California Healthy Kids Survey, the California School Parent Survey, and the SUSD Local Control Accountability Plan (LCAP). Second, the Leadership Team conducted surveys of students, parents, teachers/staff, and community stakeholders to identify perceived assets and needs. Third, the SSC convened student focus groups and conducted empathy interviews to understand root causes of barriers to success. Fourth, the Leadership Team inventoried existing community-based service providers and hosted three Interagency Community Schools Planning Meetings to identify service gaps that may exist and prospective partners that might contribute to future community schools efforts. Fifth, the Leadership Team met to analyze survey results and data gathered from the sources

listed above and create a report that highlighted key findings from the asset mapping and needs/gap analysis. Lastly, the Leadership Team conducted planning meetings with representatives from every School Site Council open to all school stakeholders to (1) discuss asset mapping and needs/gap analysis findings; (2) invite stakeholders to share their opinions regarding identified needs and ways the CCSPP Project could meet these needs; and (3) define the overall CCSPP Project vision, activities, goals, and expected outcomes.

The community asset mapping and needs/gap analysis highlighted five primary need areas shared across all target schools:

1. Increase the number of students meeting standards in ELA and math
2. Close the English Learner achievement gap
3. Develop an environment of social-emotional support
4. Improve parent education and engagement
5. Increase school-community partnerships and services

These efforts led to the development of four CCSPP Project goals that are aligned with the SUSD LCAP, each community school's mission and vision, and all four pillars of the California Community Schools Framework:

1. Ensure equitable access to integrated student support services by improving coordination and delivery of school and community resources on behalf of students and their families.
2. Build the capacities of families and community members to support SUSD students' academic and positive youth development by providing parent education and connecting families to available community resources.
3. Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students.
4. Partner with community-based agencies to enhance and expand after school, intersession, and summer extended learning programming to provide students with new academic and youth enrichment activities.

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:

Selma Unified's shared understanding of and commitment to the Four Pillars and Four Cornerstone Commitments is evident in its CCSPP Project goals listed above and the following SUSD LCAP goals:

Goal 1: All students in Selma Unified will make progress toward the goal of reaching proficiency in ELA, Math, Science, and ELD as measured by various, local, and state assessments.

Goal 2: Academic and behavioral services will be provided in order to address individual needs and to close learning gaps.

Goal 3: Intensive supports will be provided to ensure that every student is making progress and is supported in a way that meets individual needs.

Goal 4: Increase parent and family engagement.

Selma Unified is committed to ensuring all students are making progress toward academic proficiency by providing high-quality, differentiated instruction and academic and social-emotional supports. Selma's current Director of Student and Community Services will serve as the Community Schools Director to lead the CCSPP Project and oversee the implementation of community schools programs, partnerships, and strategies at the site and district levels. This will include ongoing assessment of the equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools. The Community Schools Director will work with the School Site Council and the School Leadership Team to assess the degree to which their school site embodies the Four Cornerstone Commitments and plan professional development to improve assets-driven and strength-based practices, restorative practices, culturally responsive instruction, and shared decision making and participatory practices. In addition, the SSC and school leaders will incorporate information about the community schools initiative into school-wide events, print and digital materials, internal and external communications, and site-level stakeholder engagement opportunities to build shared understanding of the Community Schools Framework.

Priority 3: Collaborative Leadership

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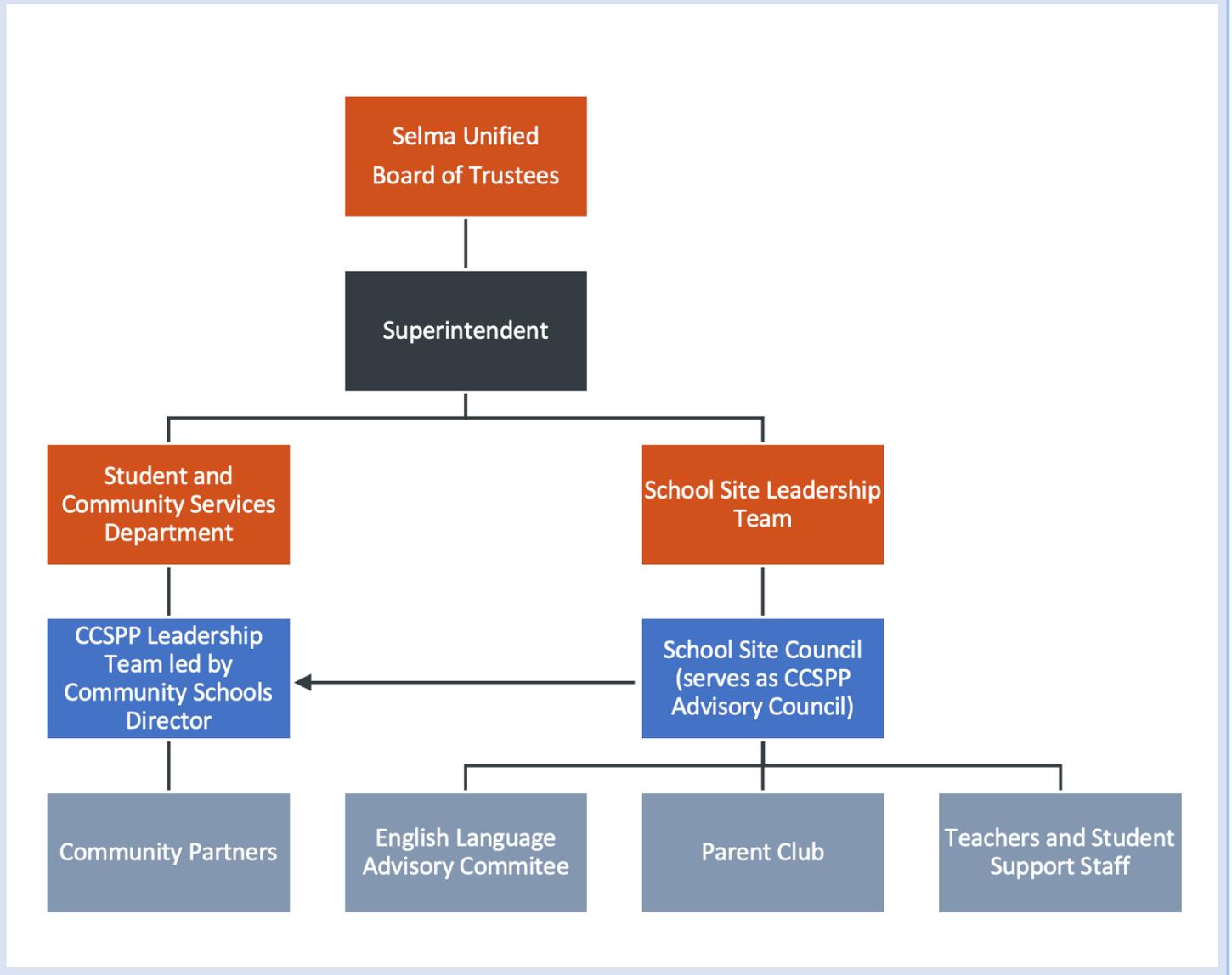
schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Engage a wide variety of school and community stakeholders in community schools planning and implementation activities. (Supports LCAP Goals 3 & 4)	1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement. (annually). 2. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly). 3. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing).	1a. Annual survey reports from students, parents/families, faculty and staff, and community partners. (annually). 1b. Summaries of feedback/input collected during Leadership Team, SSC, and other community stakeholder meetings. (quarterly) 2a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle. (annually) 2c. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 3a. SSC and ELAC meeting agendas, sign-in sheets, and minutes. (quarterly) 3b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes. 3c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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

The system of shared governance and site-level leadership is represented in the following organizational chart. The School Site Council will assume the role of a CCSPP Advisory Council to provide guidance to school leadership and conduct ongoing needs assessment, community schools implementation activities, and program evaluation. The School Site Council will report to the district-level CCSPP Leadership Team led by the Community Schools Director and will be supported by the ELAC, Parent Club, and school-site teachers and student support staff.

Selma Unified
Board of Trustees

Superintendent

Student and Community Services Department

School Site Leadership Team

CCSPP Leadership Team led by Community Schools Director

School Site Council (serves as CCSPP Advisory Council)

Community Partners

English Language Advisory Commitee

Parent Club

Teachers and Student Support Staff

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
Incorporate the community schools Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan into existing school- and district-wide strategic plans.	1. SSC conducts annual review of Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. Incorporate review and update of the Implementation Plan into the LCAP planning process. (annually)	1a. SSC agendas and meeting minutes. (quarterly) 1b. Revised Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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
Hire a 1.0 FTE Mental Health Clinician to improve the student-to-counselor ratio. (Supports LCAP Goals 2 & 3)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire Community Schools Director. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Hire a Community Liaison to conduct home visits and maintain ongoing communication with families to improve school attendance, tardiness, academic performance, and overall health and well-being of students. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Hire a Project Manager to coordinate delivery of all parent and family services provided through the Family Resource Center. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.

Key Staff/Personnel

Dr. David Diehl, Community Schools Director (Current Director of Student & Community Services)	Leads the CCSPP Project and oversees the implementation of community schools programs, partnerships, and strategies at the site and district levels; ensures equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools; manages community partnerships and stakeholder engagement.
Dr. Scott Pickle, Principal	Provides site-level community schools leadership and support; works with Community School Director and SSC on site-level efforts to prospect, cultivate, and secure partnerships and resources.
Family Resource Center Project Manager (to be hired)	Coordinates delivery of all parent and family services provided through the Family Resource Center.
Community Liaison (to be hired)	Conducts home visits and maintains ongoing communication with families to improve school

	attendance, tardiness, academic performance, and overall health and well-being of students; works with the Family Resource Center to refer students and families to local agencies to meet immediate physical and mental health needs.
Kristy Rangel, Mental Health Clinician	Assess the behavioral, social, and emotional needs of students; implements a system of universal screening in coordination with school-wide MTSS for early identification of students at risk; assists with development and delivery of mental health interventions, programs, and trainings.
Licensed Clinical Social Workers	Provides resources to address students' academic, welfare, and attendance challenges/concerns; identifies and provides intervention strategies for students and their families, including case management and crisis intervention; consults and collaborates with mental health clinicians, teachers, administrators, and other school staff regarding social and emotional needs of students.
Teacher Representatives on School Site Council	Actively promotes the community schools vision and work with SSC to incorporate community schools planning and implementation activities.

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

During the first two years of the CCSPP Project, the Leadership Team will work with each School Site Council to develop site and district sustainability plans to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Leadership Team will incorporate best practices for community school sustainability as informed by the Coalition for Community Schools, the California Department of Education, and the Fresno County Superintendent of Schools. The primary focus of the sustainability plan will be demonstrating the value of community schools, both in terms of economic cost-benefit analysis as well as their impact on student learning. The CCSPP Leadership Team and Selma High School leaders will work with an external evaluator to conduct formative and summative evaluations that include quantitative and qualitative assessments to determine (1) the school's success in implementing the community schools model with fidelity and (2) the CCSPP Project's overall impact and success in meeting target performance measures (e.g., student, school, and community outcomes). The Leadership Team will present the results of ongoing project reflection and evaluation to community schools stakeholders and the SUSD Board of Trustees to quantify the CCSPP's return on investment resulting from teacher and principal stability and job satisfaction, the ability to attract a diverse pool of employees, increases in average daily attendance (ADA), and the contribution to supporting community and family needs. In addition, the sustainability plan will identify diverse sources of ongoing community schools funding, including in-kind donation of services from community partners and government agencies, the LEA MediCal Billing Option Program, the School-Based Medi-Cal Administrative Activities Program, the federal Early and Periodic Screening, Diagnosis, and Treatment Program, and other state and regional grant programs.

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
Enhance relationships with existing partnerships and prospect new partnerships to better meet site-specific needs for student and family community-based services and activities. (Supports LCAP Goals 2 & 3)	1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually) 2. Develop a site-specific Partnership Matrix. (by end of project year one) 3. Formalize partnerships with a written agreement. 3. Engage community partners in Community Schools Leadership Team and SSC meetings. (quarterly)	1. Revised CCSPP Partnership Matrix. (annually) 2. Site-specific Partnership Matrix. (annually) 3. Signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including the services to be provided. 4. Community Schools Leadership Team/SSC meeting agendas, sign-in sheets, and meeting minutes. (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:

Throughout the community schools planning process, the Leadership Team engaged with local leaders and community stakeholders from each school to conduct a community asset mapping and needs/gap analysis. This included completing an inventory of existing community-based service providers operating within district boundaries to create a Community Schools Partnership Matrix that outlines the role of each partner and the specific schools it will partner with. In addition to creating a Partnership Matrix, the Leadership Team hosted an Interagency Community Schools Planning Meeting to identify service gaps that may exist and to leverage each partner's professional network to identify prospective partners that might contribute to future community schools efforts. The list below includes key existing community-based service providers along with several prospective partners that SUSD plans to establish a relationship with to support the CCSPP Project.

Existing Community Partners
United Way of Fresno and Madera Counties currently supports qualifying SUSD families with financial assistance through the USDA Farm and Food Worker Relief Grant Program. SUSD is in the process of

establishing a service contract with United Way to be the primary service provider for SUSD families in need of emergency assistance for utilities, housing, and other basic needs.

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students (Supports all LCAP Goals)	1. Subject matter experts and SUSD Social Workers and Mental Health Clinicians deliver new professional learning in trauma-informed approaches, culturally responsive instruction, effective implementation of restorative practices, and relationship-centered family engagement. (ongoing) 2. Training and coaching is embedded into existing collaborative planning infrastructure (e.g., Professional Learning Communities, Student Study Teams). (ongoing)	1. Professional development logs updated to reflect new professional learning opportunities. (ongoing) 1b. Service contracts with professional development providers on file. (updated annually) 2. Professional Learning Community logs and calendars. (ongoing)

Priority 8: Centering Community-Based Curriculum and Pedagogy

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase educator proficiency in community-based learning (CBL). (Supports LCAP Goals 1-3)	1. Incorporate CBL into professional learning opportunities. (ongoing) 2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing)	1. Professional Development logs demonstrate the number of teachers and staff participating in CBL professional learning opportunities. (ongoing) 2. PLC logs and calendars demonstrate incorporation of CBL. (ongoing)

Priority 9: Progress Monitoring and Collective Problem-Solving

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop and refine CCSPP Project evaluation plan that enables the Community Schools Leadership Team to engage in continuous quality improvement.	1. Leadership Team and SSC work with evaluator to create evaluation plan that includes mechanisms for accurate and timely data collection, management, analysis, and reporting. (first six months of project period) 2. Community Schools Leadership Team reviews ongoing data collection and management to update evaluation plan throughout first year of project. 3. Ongoing data collection, analysis, and evaluation inform review and update of Asset Mapping & Needs/Gap Analysis and the CCSPP Implementation Plan. (annually) 4. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community data, plan and refine services delivery, and engage in continuous quality improvement (quarterly).	1a. Evaluation plan on file. 1b. Baseline data portfolio on file. 2. Annual update to evaluation plan 3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 4a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 4b. Community schools evaluation report demonstrates ongoing reflection and improvement. (annually)

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Terry Elementary School
Selma Unified School District
Sabrina Green, Principal
sabrina.green@selmausd.org
(559) 898-6710

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.

The CCSPP Leadership Team partnered with the Terry Elementary School Site Council (SSC) to conduct a multistep needs assessment process to assess the needs of students, families, and the school communities, map community resources, and identify service gaps. First, the Leadership Team compiled student, school, and community data from sources such as the U.S Census Bureau, CDE DataQuest, School Accountability Report Cards (SARCs), School Plans for Student Achievement (SPSAs), the California Healthy Kids Survey, the California School Parent Survey, and the SUSD Local Control Accountability Plan (LCAP). Second, the Leadership Team conducted surveys of students, parents, teachers/staff, and community stakeholders to identify perceived assets and needs. Third, the Leadership Team inventoried existing community-based service providers and hosted three Interagency Community Schools Planning Meetings to identify service gaps that may exist and prospective partners that might contribute to future community schools efforts. Fourth, the Leadership Team met to analyze survey results and data gathered from the sources listed above and create a report that highlighted key findings from the asset mapping and needs/gap analysis. Lastly, the

Leadership Team conducted planning meetings with representatives from every School Site Council open to all school stakeholders to (1) discuss asset mapping and needs/gap analysis findings; (2) invite stakeholders to share their opinions regarding identified needs and ways the CCSPP Project could meet these needs; and (3) define the overall CCSPP Project vision, activities, goals, and expected outcomes.

The community asset mapping and needs/gap analysis highlighted five primary need areas shared across all target schools:

1. Increase the number of students meeting standards in ELA and math
2. Close the English Learner achievement gap
3. Develop an environment of social-emotional support
4. Improve parent education and engagement
5. Increase school-community partnerships and services

These efforts led to the development of four CCSPP Project goals that are aligned with the SUSD LCAP, each community school's mission and vision, and all four pillars of the California Community Schools Framework:

1. Ensure equitable access to integrated student support services by improving coordination and delivery of school and community resources on behalf of students and their families.
2. Build the capacities of families and community members to support SUSD students' academic and positive youth development by providing parent education and connecting families to available community resources.
3. Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students.
4. Partner with community-based agencies to enhance and expand after school, intersession, and summer extended learning programming to provide students with new academic and youth enrichment activities.

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:

Selma Unified's shared understanding of and commitment to the Four Pillars and Four Cornerstone Commitments is evident in its CCSPP Project goals listed above and the following SUSD LCAP goals:

Goal 1: All students in Selma Unified will make progress toward the goal of reaching proficiency in ELA, Math, Science, and ELD as measured by various, local, and state assessments.

Goal 2: Academic and behavioral services will be provided in order to address individual needs and to close learning gaps.

Goal 3: Intensive supports will be provided to ensure that every student is making progress and is supported in a way that meets individual needs.

Goal 4: Increase parent and family engagement.

Selma Unified is committed to ensuring all students are making progress toward academic proficiency by providing high-quality, differentiated instruction and academic and social-emotional supports. Selma's current Director of Student and Community Services will serve as the Community Schools Director to lead the CCSPP Project and oversee the implementation of community schools programs, partnerships, and strategies at the site and district levels. This will include ongoing assessment of the equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools. The Community Schools Director will work with the School Site Council and the School Leadership Team to assess the degree to which their school site embodies the Four Cornerstone Commitments and plan professional development to improve assets-driven and strength-based practices, restorative practices, culturally responsive instruction, and shared decision making and participatory practices. In addition, the SSC and school leaders will incorporate information about the community schools initiative into school-wide events, print and digital materials, internal and external communications, and site-level stakeholder engagement opportunities to build shared understanding of the Community Schools Framework.

Priority 3: Collaborative Leadership

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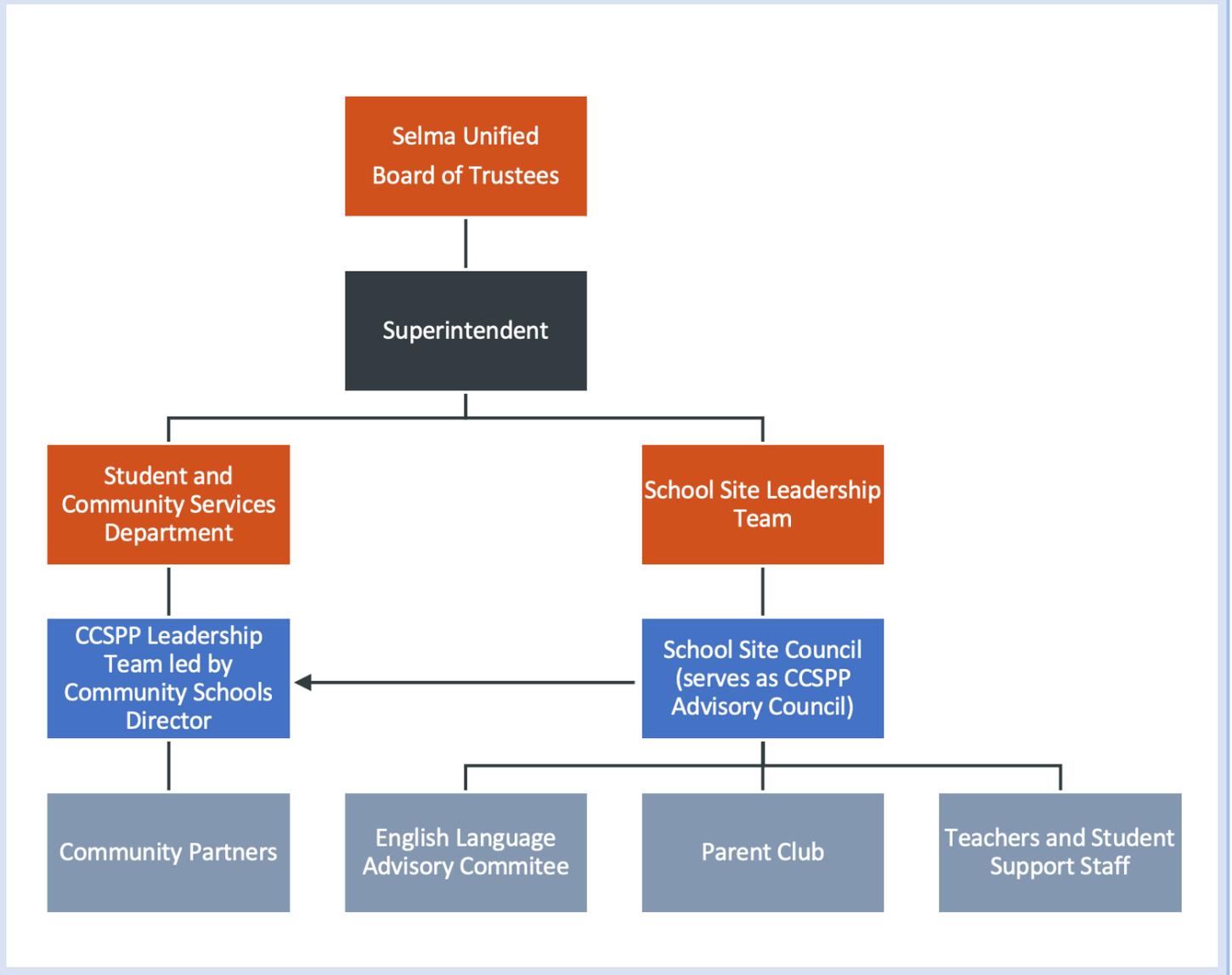
schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Engage a wide variety of school and community stakeholders in community schools planning and implementation activities. (Supports LCAP Goals 3 & 4)	1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement. (annually). 2. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly). 3. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing).	1a. Annual survey reports from students, parents/families, faculty and staff, and community partners. (annually). 1b. Summaries of feedback/input collected during Leadership Team, SSC, and other community stakeholder meetings. (quarterly) 2a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle. (annually) 2c. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 3a. SSC and ELAC meeting agendas, sign-in sheets, and minutes. (quarterly) 3b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes. 3c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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

The system of shared governance and site-level leadership is represented in the following organizational chart. The School Site Council will assume the role of a CCSPP Advisory Council to provide guidance to school leadership and conduct ongoing needs assessment, community schools implementation activities, and program evaluation. The School Site Council will report to the district-level CCSPP Leadership Team led by the Community Schools Director and will be supported by the ELAC, Parent Club, and school-site teachers and student support staff.

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
Incorporate the community schools Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan into existing school- and district-wide strategic plans.	1. SSC conducts annual review of Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. Incorporate review and update of the Implementation Plan into the LCAP planning process. (annually)	1a. SSC agendas and meeting minutes. (quarterly) 1b. Revised Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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
Hire a Community Liaison to conduct home visits and maintain ongoing communication with families to improve school attendance, tardiness, academic performance, and overall health and well-being of students. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Hire a Project Manager to coordinate delivery of all parent and family services provided through the Family Resource Center. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.

Key Staff/Personnel

Dr. David Diehl, Community Schools Director (Current Director of Student & Community Services)	Leads the CCSPP Project and oversees the implementation of community schools programs, partnerships, and strategies at the site and district levels; ensures equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools; manages community partnerships and stakeholder engagement.
Sabrina Green, Principal	Provides site-level community schools leadership and support; works with Community School Director and SSC on site-level efforts to prospect, cultivate, and secure partnerships and resources.
Family Resource Center Project Manager (to be hired)	Coordinates delivery of all parent and family services provided through the Family Resource Center.
Community Liaison (to be hired)	Conducts home visits and maintains ongoing communication with families to improve school attendance, tardiness, academic performance, and overall health and well-being of students; works with the Family Resource Center to refer students and families to local agencies to meet immediate physical and mental health needs.
Mental Health Clinician	Assess the behavioral, social, and emotional needs of students; implements a system of universal screening in coordination with school-wide MTSS for early identification of students at risk; assists with development and delivery of mental health interventions, programs, and trainings.
Licensed Clinical Social Workers	Provides resources to address students' academic, welfare, and attendance challenges/concerns; identifies and provides intervention strategies for students and their families, including case management and crisis intervention; consults and collaborates with mental health clinicians, teachers, administrators, and other school staff regarding social and emotional needs of students.
Teacher Representatives on School Site Council	Actively promotes the community schools vision and work with SSC to incorporate community schools planning and implementation activities.

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

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During the first two years of the CCSPP Project, the Leadership Team will work with each School Site Council to develop site and district sustainability plans to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Leadership Team will incorporate best practices for community school sustainability as informed by the Coalition for Community Schools, the California Department of Education, and the Fresno County Superintendent of Schools. The primary focus of the sustainability plan will be demonstrating the value of community schools, both in terms of economic cost-benefit analysis as well as their impact on student learning. The CCSPP Leadership Team and Terry Elementary School leaders will work with an external evaluator to conduct formative and summative evaluations that include quantitative and qualitative assessments to determine (1) the school's success in implementing the community schools model with fidelity and (2) the CCSPP Project's overall impact and success in meeting target performance measures (e.g., student, school, and community outcomes). The Leadership Team will present the results of ongoing project reflection and evaluation to community schools stakeholders and the SUSD Board of Trustees to quantify the CCSPP's return on investment resulting from teacher and principal stability and job satisfaction, the ability to attract a diverse pool of employees, increases in average daily attendance (ADA), and the contribution to supporting community and family needs. In addition, the sustainability plan will identify diverse sources of ongoing community schools funding, including in-kind donation of services from community partners and government agencies, the LEA MediCal Billing Option Program, the School-Based Medi-Cal Administrative Activities Program, the federal Early and Periodic Screening, Diagnosis, and Treatment Program, and other state and regional grant programs.

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Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students (Supports all LCAP Goals)	1. Subject matter experts and SUSD Social Workers and Mental Health Clinicians deliver new professional learning in trauma-informed approaches, culturally responsive instruction, effective implementation of restorative practices, and relationship-centered family engagement. (ongoing) 2. Training and coaching is embedded into existing collaborative planning infrastructure (e.g., Professional Learning Communities, Student Study Teams). (ongoing)	1. Professional development logs updated to reflect new professional learning opportunities. (ongoing) 1b. Service contracts with professional development providers on file. (updated annually) 2. Professional Learning Community logs and calendars. (ongoing)

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Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase educator proficiency in community-based learning (CBL). (Supports LCAP Goals 1-3)	1. Incorporate CBL into professional learning opportunities. (ongoing) 2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing)	1. Professional Development logs demonstrate the number of teachers and staff participating in CBL professional learning opportunities. (ongoing) 2. PLC logs and calendars demonstrate incorporation of CBL. (ongoing)

Priority 9: Progress Monitoring and Collective Problem-Solving

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop and refine CCSPP Project evaluation plan that enables the Community Schools Leadership Team to engage in continuous quality improvement.	1. Leadership Team and SSC work with evaluator to create evaluation plan that includes mechanisms for accurate and timely data collection, management, analysis, and reporting. (first six months of project period) 2. Community Schools Leadership Team reviews ongoing data collection and management to update evaluation plan throughout first year of project. 3. Ongoing data collection, analysis, and evaluation inform review and update of Asset Mapping & Needs/Gap Analysis and the CCSPP Implementation Plan. (annually) 4. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community data, plan and refine services delivery, and engage in continuous quality improvement (quarterly).	1a. Evaluation plan on file. 1b. Baseline data portfolio on file. 2. Annual update to evaluation plan 3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 4a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 4b. Community schools evaluation report demonstrates ongoing reflection and improvement. (annually)

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Woodrow Wilson Elementary School
Selma Unified School District
Lamar Lopez, Principal
lamar.lopez@selmausd.org
(559) 898-6730

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.

The CCSPP Leadership Team partnered with the Wilson Elementary School Site Council (SSC) to conduct a multistep needs assessment process to assess the needs of students, families, and the school communities, map community resources, and identify service gaps. First, the Leadership Team compiled student, school, and community data from sources such as the U.S Census Bureau, CDE DataQuest, School Accountability Report Cards (SARCs), School Plans for Student Achievement (SPSAs), the California Healthy Kids Survey, the California School Parent Survey, and the SUSD Local Control Accountability Plan (LCAP). Second, the Leadership Team conducted surveys of students, parents, teachers/staff, and community stakeholders to identify perceived assets and needs. Third, the Leadership Team inventoried existing community-based service providers and hosted three Interagency Community Schools Planning Meetings to identify service gaps that may exist and prospective partners that might contribute to future community schools efforts. Fourth, the Leadership Team met to analyze survey results and data gathered from the sources listed above and create a report that highlighted key findings from the asset mapping and needs/gap analysis. Lastly, the

Leadership Team conducted planning meetings with representatives from every School Site Council open to all school stakeholders to (1) discuss asset mapping and needs/gap analysis findings; (2) invite stakeholders to share their opinions regarding identified needs and ways the CCSPP Project could meet these needs; and (3) define the overall CCSPP Project vision, activities, goals, and expected outcomes.

The community asset mapping and needs/gap analysis highlighted five primary need areas shared across all target schools:

1. Increase the number of students meeting standards in ELA and math
2. Close the English Learner achievement gap
3. Develop an environment of social-emotional support
4. Improve parent education and engagement
5. Increase school-community partnerships and services

These efforts led to the development of four CCSPP Project goals that are aligned with the SUSD LCAP, each community school's mission and vision, and all four pillars of the California Community Schools Framework:

1. Ensure equitable access to integrated student support services by improving coordination and delivery of school and community resources on behalf of students and their families.
2. Build the capacities of families and community members to support SUSD students' academic and positive youth development by providing parent education and connecting families to available community resources.
3. Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students.
4. Partner with community-based agencies to enhance and expand after school, intersession, and summer extended learning programming to provide students with new academic and youth enrichment activities.

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:

Selma Unified's shared understanding of and commitment to the Four Pillars and Four Cornerstone Commitments is evident in its CCSPP Project goals listed above and the following SUSD LCAP goals:

Goal 1: All students in Selma Unified will make progress toward the goal of reaching proficiency in ELA, Math, Science, and ELD as measured by various, local, and state assessments.

Goal 2: Academic and behavioral services will be provided in order to address individual needs and to close learning gaps.

Goal 3: Intensive supports will be provided to ensure that every student is making progress and is supported in a way that meets individual needs.

Goal 4: Increase parent and family engagement.

Selma Unified is committed to ensuring all students are making progress toward academic proficiency by providing high-quality, differentiated instruction and academic and social-emotional supports. Selma's current Director of Student and Community Services will serve as the Community Schools Director to lead the CCSPP Project and oversee the implementation of community schools programs, partnerships, and strategies at the site and district levels. This will include ongoing assessment of the equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools. The Community Schools Director will work with the School Site Council and the School Leadership Team to assess the degree to which their school site embodies the Four Cornerstone Commitments and plan professional development to improve assets-driven and strength-based practices, restorative practices, culturally responsive instruction, and shared decision making and participatory practices. In addition, the SSC and school leaders will incorporate information about the community schools initiative into school-wide events, print and digital materials, internal and external communications, and site-level stakeholder engagement opportunities to build shared understanding of the Community Schools Framework.

Priority 3: Collaborative Leadership

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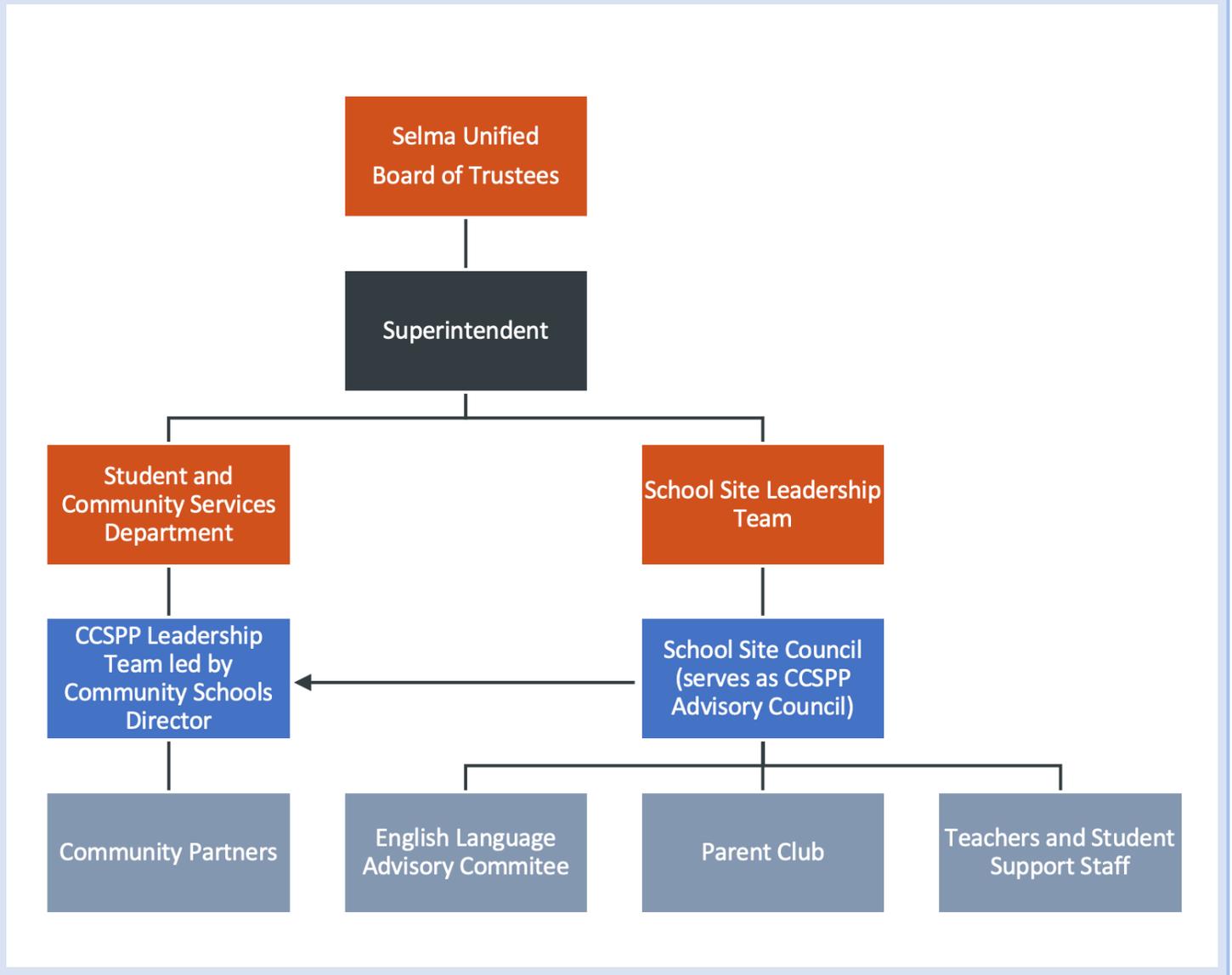
schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Engage a wide variety of school and community stakeholders in community schools planning and implementation activities. (Supports LCAP Goals 3 & 4)	1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement. (annually). 2. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly). 3. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing).	1a. Annual survey reports from students, parents/families, faculty and staff, and community partners. (annually). 1b. Summaries of feedback/input collected during Leadership Team, SSC, and other community stakeholder meetings. (quarterly) 2a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle. (annually) 2c. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 3a. SSC and ELAC meeting agendas, sign-in sheets, and minutes. (quarterly) 3b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes. 3c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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

The system of shared governance and site-level leadership is represented in the following organizational chart. The School Site Council will assume the role of a CCSPP Advisory Council to provide guidance to school leadership and conduct ongoing needs assessment, community schools implementation activities, and program evaluation. The School Site Council will report to the district-level CCSPP Leadership Team led by the Community Schools Director and will be supported by the ELAC, Parent Club, and school-site teachers and student support staff.

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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
Incorporate the community schools Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan into existing school- and district-wide strategic plans.	1. SSC conducts annual review of Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. Incorporate review and update of the Implementation Plan into the LCAP planning process. (annually)	1a. SSC agendas and meeting minutes. (quarterly) 1b. Revised Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan. (annually) 2. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan. (annually)

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
Hire a Community Liaison to conduct home visits and maintain ongoing communication with families to improve school attendance, tardiness, academic performance, and overall health and well-being of students. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Hire a Project Manager to coordinate delivery of all parent and family services provided through the Family Resource Center. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Hire a Licensed Clinical Social Worker to provide case management and crisis intervention for students and families. (Supports LCAP Goals 3 & 4)	1. Post job announcements on SUSD website and social media accounts, EDJOIN.org, etc. (June/July 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.

Key Staff/Personnel

Dr. David Diehl, Community Schools Director (Current Director of Student & Community Services)	Leads the CCSPP Project and oversees the implementation of community schools programs, partnerships, and strategies at the site and district levels; ensures equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools; manages community partnerships and stakeholder engagement.
Lamar Lopez, Principal	Provides site-level community schools leadership and support; works with Community School Director and SSC on site-level efforts to prospect, cultivate, and secure partnerships and resources.
Family Resource Center Project Manager (to be hired)	Coordinates delivery of all parent and family services provided through the Family Resource Center.
Community Liaison (to be hired)	Conducts home visits and maintains ongoing communication with families to improve school

	attendance, tardiness, academic performance, and overall health and well-being of students; works with the Family Resource Center to refer students and families to local agencies to meet immediate physical and mental health needs.
Emily Cline, Mental Health Clinician	Assess the behavioral, social, and emotional needs of students; implements a system of universal screening in coordination with school-wide MTSS for early identification of students at risk; assists with development and delivery of mental health interventions, programs, and trainings.
Licensed Clinical Social Worker (to be hired)	Provides resources to address students' academic, welfare, and attendance challenges/concerns; identifies and provides intervention strategies for students and their families, including case management and crisis intervention; consults and collaborates with mental health clinicians, teachers, administrators, and other school staff regarding social and emotional needs of students.
Teacher Representatives on School Site Council	Actively promotes the community schools vision and work with SSC to incorporate community schools planning and implementation activities.

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

During the first two years of the CCSPP Project, the Leadership Team will work with each School Site Council to develop site and district sustainability plans to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Leadership Team will incorporate best practices for community school sustainability as informed by the Coalition for Community Schools, the California Department of Education, and the Fresno County Superintendent of Schools. The primary focus of the sustainability plan will be demonstrating the value of community schools, both in terms of economic cost-benefit analysis as well as their impact on student learning. The CCSPP Leadership Team and Wilson Elementary School leaders will work with an external evaluator to conduct formative and summative evaluations that include quantitative and qualitative assessments to determine (1) the school's success in implementing the community schools model with fidelity and (2) the CCSPP Project's overall impact and success in meeting target performance measures (e.g., student, school, and community outcomes). The Leadership Team will present the results of ongoing project reflection and evaluation to community schools stakeholders and the SUSD Board of Trustees to quantify the CCSPP's return on investment resulting from teacher and principal stability and job satisfaction, the ability to attract a diverse pool of employees, increases in average daily attendance (ADA), and the contribution to supporting community and family needs. In addition, the sustainability plan will identify diverse sources of ongoing community schools funding, including in-kind donation of services from community partners and government agencies, the LEA MediCal Billing Option Program, the School-Based Medi-Cal Administrative Activities Program, the federal Early and Periodic Screening, Diagnosis, and Treatment Program, and other state and regional grant programs.

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
Enhance relationships with existing partnerships and prospect new partnerships to better meet site-specific needs for student and family community-based services and activities. (Supports LCAP Goals 2 & 3)	1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually) 2. Develop a site-specific Partnership Matrix. (by end of project year one) 3. Formalize partnerships with a written agreement. 3. Engage community partners in Community Schools Leadership Team and SSC meetings. (quarterly)	1. Revised CCSPP Partnership Matrix. (annually) 2. Site-specific Partnership Matrix. (annually) 3. Signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including the services to be provided. 4. Community Schools Leadership Team/SSC meeting agendas, sign-in sheets, and meeting minutes. (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:

Throughout the community schools planning process, the Leadership Team engaged with local leaders and community stakeholders from each school to conduct a community asset mapping and needs/gap analysis. This included completing an inventory of existing community-based service providers operating within district boundaries to create a Community Schools Partnership Matrix that outlines the role of each partner and the specific schools it will partner with. In addition to creating a Partnership Matrix, the Leadership Team hosted an Interagency Community Schools Planning Meeting to identify service gaps that may exist and to leverage each partner's professional network to identify prospective partners that might contribute to future community schools efforts. The list below includes key existing community-based service providers along with several prospective partners that SUSD plans to establish a relationship with to support the CCSPP Project.

Existing Community Partners
United Way of Fresno and Madera Counties currently supports qualifying SUSD families with financial assistance through the USDA Farm and Food Worker Relief Grant Program. SUSD is in the process of

establishing a service contract with United Way to be the primary service provider for SUSD families in need of emergency assistance for utilities, housing, and other basic needs.

Central California Food Bank has entered into a service agreement with SUSD to establish a school-based food distribution program that will be housed in the newly established Family Resource Center.

Fresno County Superintendent of Schools will provide professional development and coaching to support fidelity of MTSS and PBIS implementation; technical assistance with community schools practices, data collection, reporting, and ongoing evaluation; and support with staffing and operating FRESH after school programs.

Fresno State University Office of Community and Economic Development will offer adult education classes to Selma families through its Parent University, which includes classes in digital literacy, financial literacy, health and wellness, and parenting skills.

Fresno State University Office of Community-Based Learning will assist with recruiting, screening, and referring university students to work in SUSD extended learning programs and provide professional development to extended learning staff.

Rotary Club of Selma sponsors several extended learning programs at various Selma school sites including the Selma Marching Band Festival, Selma Elementary School Track Meet, Selma High mock interview program, Interact service-learning club, and the Eric White Elementary School Reading Program.

Prospective Community Partners
Comprehensive Youth Services (CYS) provides quality mental health and supportive services to children, adolescents, and families who have experienced abuse or domestic violence, and for those who are at-risk, or who are struggling with difficult personal or family issues. CYS operates the Selma Neighborhood Resource Center, which provides counseling and parent education for Selma area families.

Turning Point provides a variety of services to homeless individuals, veterans, and families involved with Child Welfare Services, including substance abuse counseling, case management, and family therapy.

Hands on Central California provides opportunities for students and community members to engage in community service. SUSD will leverage its services to expand service-learning projects in extended learning programming.

Proteus Inc. READY Mentoring Program connects 4th thru 8th grade students with community-based adult mentors to improve academic achievement and school attendance.

United Health Centers provides community-based health services for low-income Selma residents, including medical, dental, optometry, and behavioral health.

Kings View Behavioral Health provides community behavioral health and social services to those with limited resources, including programs for crisis intervention, suicide prevention, substance abuse, and homeless outreach.

The Community Schools Director will manage existing community schools partnerships, develop new relationships with additional agencies as directed by the Leadership Team, and leverage all available community schools resources to benefit students, families, and community members. This will include working with each School Site Council to maintain a site-specific Partnership Matrix that addresses the local needs for wraparound services provided to students and families.

Priority 7: Professional Learning

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Build the capacity of teachers, staff, and administrators to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of SUSD students (Supports all LCAP Goals)	1. Subject matter experts and SUSD Social Workers and Mental Health Clinicians deliver new professional learning in trauma-informed approaches, culturally responsive instruction, effective implementation of restorative practices, and relationship-centered family engagement. (ongoing) 2. Training and coaching is embedded into existing collaborative planning infrastructure (e.g., Professional Learning Communities, Student Study Teams). (ongoing)	1. Professional development logs updated to reflect new professional learning opportunities. (ongoing) 1b. Service contracts with professional development providers on file. (updated annually) 2. Professional Learning Community logs and calendars. (ongoing)

Priority 8: Centering Community-Based Curriculum and Pedagogy

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase educator proficiency in community-based learning (CBL). (Supports LCAP Goals 1-3)	1. Incorporate CBL into professional learning opportunities. (ongoing) 2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing)	1. Professional Development logs demonstrate the number of teachers and staff participating in CBL professional learning opportunities. (ongoing) 2. PLC logs and calendars demonstrate incorporation of CBL. (ongoing)

Priority 9: Progress Monitoring and Collective Problem-Solving

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop and refine CCSPP Project evaluation plan that enables the Community Schools Leadership Team to engage in continuous quality improvement.	1. Leadership Team and SSC work with evaluator to create evaluation plan that includes mechanisms for accurate and timely data collection, management, analysis, and reporting. (first six months of project period) 2. Community Schools Leadership Team reviews ongoing data collection and management to update evaluation plan throughout first year of project. 3. Ongoing data collection, analysis, and evaluation inform review and update of Asset Mapping & Needs/Gap Analysis and the CCSPP Implementation Plan. (annually) 4. CCSPP Leadership Team and School Site Council meet to collaboratively review school and community data, plan and refine services delivery, and engage in continuous quality improvement (quarterly).	1a. Evaluation plan on file. 1b. Baseline data portfolio on file. 2. Annual update to evaluation plan 3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. (annually) 4a. Leadership Team and SSC meeting agendas, sign-in sheets, and minutes. (quarterly) 4b. Community schools evaluation report demonstrates ongoing reflection and improvement. (annually)

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