

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

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

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

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

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

Capacity-Building Strategies Overview

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

1. Shared understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Antón Elementary School

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Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

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

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

Antón Elementary School is dedicated to creating welcoming classroom spaces for all students, promoting and celebrating diversity, and fostering trusting relationships between staff, teachers, students, and families. In alignment with the California Community Schools Framework, Antón has intentionally cultivated an environment that reflects students' cultures and identities, and has created a vision for community school implementation to build on these existing strengths while addressing needs and gaps.

Antón conducted surveys and focus groups with staff, parents, and students as part of the community school planning process. The results demonstrate that Antón has strong practices around inclusion and culturally sensitive communications and outreach, that together help create racially just, relationship-centered spaces. Antón has worked to incorporate inclusivity in its curricula and teaching materials, and offers a 90/10 dual language program from grades TK-6 to build biliteracy in

English and Spanish. The student body at Antón is 85.7% Hispanic/Latino, and 74% of credentialed teachers can speak or understand Spanish. Antón has also worked to provide resources for other minority student groups, and in the 23-24 school year began offering Vietnamese interpretation services for families at school meetings. Additionally, Antón has achieved equal representation of African American teachers in proportion to its African American students. Antón offers school activities that emphasize cultural learning, such as assemblies on Native American dance and mariachi, multicultural art club, and celebration of cultural heritage months.

Antón has developed systems of shared power and collaboration across its school structure, and understands the importance of community engagement across decision-making processes. In addition to Antón's wide array of staff committees, which share decision-making and implementation activities, Antón offers parent committees (e.g. ELAC, SSC, and family engagement committee) and is currently working to implement a student council to directly impact school decision-making. According to survey results, parents and teachers report that they feel their voice is heard, and students are supported to write petitions and proposals to their principal to advocate for their ideas. Antón is committed to growing and improving all of these processes: feedback from African American families indicated a preference for family events, rather than a parent committee, which resulted in the establishment of a basketball club, a parent versus students basketball game, physical education night, Doughnuts with Dad and Father Figures event, Muffins with Mom and Mother Figures event, family movie night, family dance night, a future family picnic, and family paint night. Antón plans to offer more opportunities for feedback from families, and will continue to survey parent preference on meeting and event times in order to maximize engagement and address employment, child care, and transportation barriers. Antón is also working with its student ambassadors to establish a student council to provide input on student clubs, family activities, academic growth incentives and recognitions, conflict mediation needs, beautification projects, scheduling changes, supplemental materials, and more.

Antón's strong relationships with community organizations provide opportunities for students, families, and staff. Antón is part of the Gilbert Street Safety Collaborative, through which community partners such as the Department of Behavioral Health, Windsor Mental Health Center, and the Juvenile Justice Center offer bi-monthly meetings on community safety and best practices. The school's collaboration with Victor Community Support Services, which offers counseling on-site for students, provides access to mental and emotional care for students who need it. Almost 300 students are involved in afterschool programming of some kind: YMCA is Antón's before and after school / expanded learning (EXL) provider, the Big Brother Big Sister program operates weekly after school programming, and a wide variety of clubs and activities are offered as well.

Antón recognizes that continuous feedback and improvement are critical to its efforts, and has incorporated a practice of "after action reviews" following every school event, project, or meeting. Antón additionally collects input from key interest-holders through meeting and focus group notes

and surveys. Antón's data-driven approach has proven critical for monitoring student success and instruction, and uses multiple assessments including the Northwest Evaluation Association (NWEA) MAP (Measures of Academic Progress) test, Star Reading in English and Spanish, DRA/EDL (Developmental Reading Assessment/Evaluación del Desarrollo), phonics decoding surveys, and common formative assessments in literacy. Teachers, administrators, and other support personnel review and analyze data collaboratively, working to identify specific student needs, monitor progress, and plan interventions if necessary. In addition to academic achievement data, Antón works to monitor the impact of behavior interventions and adjust as needed. Antón has developed an iterative improvement process that supports teachers and staff through coaching, professional development and new teacher mentoring.

Antón will continue to build upon this foundation to establish a community school that is racially just and relationship-centered, driven by shared power, fostering classroom-community connections, and striving to continuously improve.

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

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

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

During the planning process, San Bernardino City Unified School District (SBCUSD) convened a district-level Guiding Coalition made up of community partners, parents, and site-level and district-level staff. The initial goal of the Guiding Coalition was to share learning about the community schools strategy. Several staff members, parents, and partners attended the 2023 National Community Schools & Family Engagement Conference (CSxFE) in Philadelphia, PA and made a site visit to Anaheim Union High School District. This knowledge helped inform the district's community schools planning and decision to apply for the cohort 3 CCSPP implementation grant. The Coalition met monthly to discuss various aspects of community schools implementation in the district, including helping to formulate considerations for identifying sites to participate in the CCSPP implementation grant.

In October 2023, a districtwide needs and assets survey link, developed by the Glen Price Group in collaboration with the district, was distributed to families, staff, and community partners. The survey received nearly 5,000 responses. Responses were disaggregated by site and shared with site leadership.

In November 2023, principals at all schools in the district were supported to conduct a meeting (School Site Council [SSC] or other community meeting) to: 1) review current alignment to community schools four core commitments/overarching values and how this could be improved; 2) review and discuss survey results and site-level data about needs and assets; 3) identify initial priorities for action; and 4) discuss readiness to implement the community schools strategy. Schools filled out a self-assessment and interest form to indicate interest in participating in cohort 3 of the CCSPP implementation grant (the pilot cohort for the district). Six schools were identified as ready to move forward as part of the district's cohort 3 implementation grant application. A number of additional schools expressed interest but indicated that they were not ready to be part of this year's application and would like to be considered in the next round, should the district apply to the 4th (final) cohort of the CCSPP implementation grant.

In December 2023, all six participating schools held meetings with staff and families to review the CA community schools framework, evaluate assets and needs related to each priority they identified during their November site meetings, and discuss how success in each priority might be measured. Antón leadership also created a crosswalk between district Local Control Accountability Plan (LCAP) goals, community school pillars, and the School Plan for Student Achievement (SPSA) goals.

As Antón initiates work under the implementation grant, the site's Community Schools Coordinator will assess which groups may not have been well represented in the initial needs and assets work and will reach out to any identified groups to further understand their needs and assets. In order to go deeper on the needs and assets assessment, the Coordinator will also facilitate a community asset mapping process to identify available partners and resources to help advance the identified priorities. Results will be shared with the larger community for discussion, and the community schools site team will use community input to guide decision-making and adjustments to the implementation plan.

SBCUSD recognizes the importance of ongoing assessment of needs and assets, and will support Antón to continue this work through CCSPP implementation, specifically targeting underserved groups.

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

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

Draft Collective Priority	Outcome/Indicators you aim to improve
Strengthen and expand partnerships with community organizations for extended learning and mentoring	● Increased EXL participation and attendance ● Increased number of parents who volunteer at the site and the number of volunteer hours per volunteer ● Increased number of collaborations with faith-based organizations
Increase capacity and utilization of mental health services	● Decreased behavior referrals and suspensions ● Increased measures of emotional regulation with emotional regulation tracker ● Increased Panorama scores related to student belonging and wellbeing ● Increased number of students participating in emotional regulation groups and anxiety groups ● Increased number of students receiving mental health services through Inland Empire Health Plan (IEHP) or Victor Community Support Services
Increase access to and utilization of physical health services	● Increased Hazel Health usage to fill gaps in health care access ● Increased number of students who get glasses after receiving a voucher ● Increased number of personal contacts with parents to follow up on physical health issues
Expand academic support using professional learning communities, lesson study cycles, and tutoring	● Increased CAASPP scores in Language Arts and Math ● Increased number of English Learners meeting reclassification criteria ● Increased number of students meeting NWEA growth goals ● Increased number of students mastering grade level high frequency word lists ● Increased number of students making progress on tasks of the phonics decoding survey

Strategy 3: Collaborative Leadership

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

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level,

schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
A revised school site governance structure to facilitate shared leadership and eliminate silos	• Map current site-level governance structures • Determine where there is overlap or need for coordination • Revise structures to best facilitate collaborative leadership
Established Community Schools Site Team	• Determine where the Community Schools Site Team fits in the revised school site governance structure (existing group or new team) • Community Schools Coordinator will do outreach to staff, students, families and partners to elicit representative participation in the Community Schools Site Team
Ongoing collaboration between Community Schools Site Team and district-level Guiding Coalition	• Identify site team member(s) to regularly participate in the district-level Guiding Coalition • Bring site concerns and questions to the Guiding Coalition • Share information from Guiding Coalition meetings back with the Community Schools Site Team

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

At the district level, oversight of community schools will be the responsibility of a Community Schools Manager, who will report to the Assistant Director of Family Engagement and work with a district Guiding Coalition made up of district and school site representatives (including one representative from each site participating in the grant), union representatives, families, students, and community partners. The Guiding Coalition will meet monthly to offer insights and direction for the community schools initiative. Formed during the planning grant phase, the Guiding Coalition's objectives included familiarizing itself with the community schools model, shaping a vision for SBCUSD community schools, identifying district-wide needs and assets, and establishing criteria for school selection. Once an implementation grant is secured, the Community Schools Manager will assess past membership of the Guiding Coalition, identify gaps in representation, and invite new members to regular meetings. The Community Schools Manager will schedule, facilitate, and document Guiding Coalition meetings. The Guiding Coalition will support sustainability planning and ongoing

evaluation.

At the site level, the Community Schools Coordinator will be responsible for planning, recruiting, and facilitating a Community Schools Site Team that augments and aligns with other school advisory and decision-making groups. The Site Team will represent diverse facets of the school community, including students, families, community partners, teachers, and other staff, and will offer guidance and make decisions regarding Antón's community schools implementation. A significant responsibility of the team will be determining the allocation of the site's discretionary fund during the initial four years of the implementation grant period. The Community Schools Coordinator will assume the primary responsibility for executing the community schools strategy at Antón, receiving direction and support from the Site Team.

Antón's Community School Coordinator, in collaboration with the Principal, will guide the fulfillment of the site implementation plan. The site implementation plan may be refined with input from the Community Schools Site Team. The school's teacher leads, EXL points of contact, and family engagement liaisons will also play crucial roles, working closely with the Community Schools Coordinator to engage the school community and inform implementation.

Strategy 4: Coherence: Policy and Initiative Alignment

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

A coherent and comprehensive plan/strategy for community schools "de-silos" all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
The community schools implementation plan, SPSA, and other district initiatives (e.g. MTSS, PBIS, ELOP) are fully aligned with the communities schools framework	• Map CA community schools framework to LCAP and SPSA goals • Review LCAP and SPSA goals with Community Schools Site Team annually • Adjust community schools implementation plan and SPSA as needed to create better alignment with the CA community schools framework
All site staff have an understanding of the community schools strategy and understand how their work connects to it	• Staff presentations related to the CA community schools framework • Community Schools Coordinator conducts 1:1 meetings to help identify connections between individual staff members work and the community schools strategy and goals

Strategy 5: Staffing and Sustainability

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

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Community Schools Coordinator is supported to provide site-level guidance	• Work with district to hire a Community Schools Coordinator • Integrate position into site leadership team, provide training and support at the site and district levels, and connect to the Regional Technical Assistance Center (RTAC) • Provide opportunities for professional development around community schools through conferences and site visits
Successful changes as a result of the implementation plan are sustained	• Learn about community schools sustainability approaches and funding sources • Working with the district, the Community Schools Site Team will draft a site-level sustainability plan • Annually update the sustainability plan

Key Staff/Personnel

Assistant Director of Family Engagement, Cynthia Zavala	• Support alignment of community schools initiative with all other district initiatives • Provide oversight to SBCUSD Community Schools Manager • Lead district-level sustainability planning • Attend conferences and site visits
Community Schools Manager <i>To be hired in Year 1</i>	• Oversee district-wide community schools implementation and support the success of coordinators • Plan and facilitate district's community schools Guiding Coalition • Coordinate professional development for the Guiding Coalition, Principals, Community Schools Coordinators, and implementation teams • Manage the grant budget in collaboration with business office and other relevant staff, and oversee grant reporting • Review and approve site discretionary funding requests • Support sustainability planning • Attend conferences and site visits
Community Schools Coordinator <i>To be hired in Year 1</i>	• Oversee implementation of the community schools strategy at the site • Establish and facilitate the Community Schools Site Team • Participate in professional development • In collaboration with the Principal and Community Schools Site Team, submit discretionary funding requests to the Community Schools Manager • Track community schools progress and data and share with Community Schools Manager • Attend conferences and site visits

Principal, Melanie McGrath	• Provide support to the Community Schools Coordinator • Support formation and facilitation of the Community Schools Site Team • Participate in the Community Schools Site Team, including continuous improvement activities • Participate in professional development for Principals, as outlined in the grant budget • In collaboration with the Community Schools Coordinator and Site Team, submit discretionary funding requests to the Community Schools Manager • Attend conferences and site visits
Community Schools Staff Leads (TBD)	• Participate in the Community Schools Site Team, including continuous improvement activities • Attend conferences and site visits • Share information about community schools with other site teachers

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

A deliberate process will be established at both the district and site levels to engage in sustainability planning, with the goal of securing alternative funding streams to ensure the continued implementation of community schools beyond the duration of the grant. The planning process will involve exploring funding options identified in the CCSPP grant questionnaire and external reports, including the Learning Policy Institute's assessment of federal funding sources for community schools.

Many of the existing partnerships (e.g. CAPs, Sunrise, and Hazel Health) are expected to continue beyond the duration of this five-year grant.

Furthermore, short-term sustainability objectives may be achieved by working with the district to pursue one-time grants from state and federal government agencies, as well as private foundations. The envisioned sustainability planning process will include a comprehensive examination, analysis, and active pursuit of these grant opportunities.

Work at the district and site levels to build trusting relationships, shift mindsets, and establish stronger partnerships will also contribute to the sustainability of the initiative.

Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families,

and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
New and expanded community partnerships reflect the needs of students, staff, and families and the assets of the community	• Through community asset mapping, identify current and potential new partnerships including those at district level • Establish relationships with new partners
Community partners are actively involved in the planning, development, and continuous improvement of community school implementation	• Invite partners to join the Community Schools Site Team to provide decision-making for community school implementation • Regularly survey community partners for feedback as part of the continuous improvement process • Work with district to ensure agreements/MOUs are in place and reflect the work being done • Hold individual partner meetings to review performance and expectations for both the school and the partner, and discuss ways to further strengthen the partnership

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:

Antón Elementary School has a strong commitment to cultivating partnerships across the community to expand program offerings, uplift cultural diversity and inclusivity, and strengthen the bonds between students, their families, and school staff.

Antón recognizes the importance of student mental health and support systems, and has worked to build cross-sector relationships in the community in order to connect students with low-barrier care. Student mentoring opportunities are offered through partnerships with Big Brothers Big Sisters and Pacific High AVID Mentoring, and mental health counseling is offered on-site through Victor Community Support Services. For physical health services, Antón collaborates with Hazel Health to provide virtual doctor appointments, and would like to host vaccine clinics and dental screenings on campus. Additionally, Antón is part of the Gilbert Street Safety Collaborative, which holds bi-monthly meetings addressing community safety. Other members of the collaborative include the San

Bernardino County Department of Behavioral Health, Windsor Mental Health Center, and the Juvenile Justice Center.

Antón frequently incorporates community partners into school events, including hosting local employers as part of Career Day, working with Inland Center Mall businesses for the School Cents program, and providing before and after school programming through the local YMCA. Almost 300 students participate in these after school programs, or in Antón's student clubs such as the Broadway Now club and multicultural art club.

Antón is continually building community connections, and increasing opportunities for interaction between staff, parents, students, and community organizations. Antón is currently working to increase collaboration with San Bernardino Police and school police in order to heal divides, increase trust between students and local law enforcement, and build potential career pathways for interested students. Through surveying parents, Antón found that parents expressed an interest in mentoring students, getting involved in school sports, and increasing communication with the school. Antón hopes to further involve parents in restorative justice practices, appoint a Parent Volunteer Liaison, offer parents workshops and trainings, and increase communication with parents of English Learners. Antón understands that home-school relationships are critical, and will constantly work to enrich this partnership and celebrate parent contributions.

Strategy 7: Professional Learning

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

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps
Through participation in district-guided professional development, staff are better equipped to participate in shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic, and community-based	• Support participation in district-led professional development • Support participation in conferences or site visits to increase understanding of the community schools strategy
A site-specific professional learning and development plan is designed and implemented for teachers, classified staff, and families that reinforces the site priorities	• Survey teachers and staff to determine professional learning needs and interests • Identify and secure professional learning resources • Create a calendar of professional learning opportunities • Encourage and track participation in professional learning • Get feedback on professional learning opportunities to help improve future offerings

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Teachers use community-based learning and pedagogy	• Working with district, identify best practices and positive examples of community-based curriculum and pedagogy • Create opportunities for teachers to observe and reflect on current implementation of best practices • Incorporate learning in an annual update of the site implementation plan
Teachers are supported to discuss topics of identity, culture, and language	• Collaborate with district to curate and provide professional development to teachers on belonging and trauma-informed leadership, culturally-responsive instruction, and supporting dual-language learners

Strategy 9: Progress Monitoring and Possibility Thinking

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

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Community school initiatives are informed by and responsive to interest-holder input	- Community School Site Team gathers feedback annually from interest-holders through individual or small group conversations, community meetings, and surveys - Compile and share feedback with interest-holders as a continued conversation - Revise site implementation plan based on community feedback	- Site Team provides presentations and annual reporting of community school implementation and impact to district, students, staff, families, and partners - Community feedback directly impacts implementation
Progress is monitored on site-specific indicators to understand the impact achieved and inform continuous improvement	- Identify measures and data sources for site-specific indicators (see table in Strategy 2 Part B) - Establish baseline values for site-specific indicators - Incorporate site indicators into annual data collection/reporting and analysis process	- Baselines established for each site-specific outcome/indicator - Demonstrated progress toward indicators

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