CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

Instructions

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

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

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

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

CA CS Framework Overview

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

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

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

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

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

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

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the Capacity-Building Strategies.

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

Capacity-Building Strategies Overview

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

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

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Heritage High 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:

The Perris Union High School District is committed to striving toward ensuring the fulfillment of each aspect of Educational Equity to enable access to all classes, programs and activities for all students. The Equity focus provides opportunity for true academic success for students. In order to meet these demands, the District has promoted best practices, student-centered learning, technology-rich educational environments, with a focus on empowering all students to effectively use technology to meet Common Core Standards and in preparation for college, career, and citizenship.

It is the vision of the Perris Union High School District to develop a caring, diverse, and supportive learning environment in which all staff are committed towards working in teams and relationships to foster innovative and creative learning opportunities. The mission of PUHSD is to create high quality relevant learning opportunities for all in a safe and caring environment. We have developed

a high quality, caring staff who are dedicated to learning, and connect students to their education and potential goals. We care for all students while developing a growth mindset through collaboration, creativity, communication, and critical thinking. Through the Community Schools framework we know that we would be able to continue and expand our efforts for all students after returning from the COVID-19 pandemic.

The District has an enrollment of 10,725 and its school sites consist of 4 comprehensive high schools, 1 middle school, 1 continuation school, 1 Pathways for Adult Life Skills (PALS), 1 online learning school and also an adult school. Additionally, the District services a thriving diverse community that reflects a full spectrum of cultural backgrounds and socioeconomic levels. The student population includes; English Learners: 1,671 (16%) SWD: 1,548 (14%) SED: 7,825 Free and Reduced Priced Meals: 72.12%

Over the last few years we have worked towards having racially-just centered spaces. In 2018, the district equity committee was formed with a group of 7 certificated members (teachers, counselors and administrators). Through this group made up of the Assistant Superintendent of Educational Services, Director of Pupil Services, a principal, the teachers union diversity director, a special education teacher, and two counselors. This team went through Navigating Differences training through Washington State University. They examined cultural proficiency training, focusing on navigating the differences in each other to develop a more racially just space. From this point they built a trainer of trainers model until the pandemic came and shut down our schools. During this time the focus shifted on scheduling training for the rest of the district. Once returning from the pandemic, the Equity Team convened and in the fall of 2022, began expanding the team to develop a shared understanding and commitment towards equity. After expanding the team from 7 to 35 members that crossed both classified, certificated and management roles, all sites, work location and staff roles were represented and capacity building began occurring.

The Equity Team then split into three sub committees, Parent, Student, and Curriculum Writing committees. This structure ensured we built capacity focusing on our educational partner groups. These groups had capacity building that focused on Cultural Proficiency and Cultural Competence. This ensured that as we scheduled activities, meetings and set goals that we were focused on racially-just and relationship centered spaces in our schools, shared power, the classroom to community connection and then ultimate focus on the continuous improvement of our systems. One of the projects that the team is working on is proposing diverse novels to our students. Our English teachers have been working towards diversifying the offerings in our English classrooms. The Ethnic Studies course has also been written by this group and professional development for teachers on Culturally Responsive classrooms as well. In preparation for the entire district to be trained, during the October Professional Development Days. Our school staff was trained in October during the two Professional Development Days on best practices for English Learners, Multi-Tiered Systems of Support (MTSS), Equitable practices, culturally responsive teaching, and trauma informed practices.

In addition to the Equity Team, the Superintendent developed a Superintendent Listening Session that provides a space for students from each school to bring their ideas to the Superintendent and members of the cabinet. The Superintendents Listening Session is made up of 7 students from each school site that provide feedback on all district initiatives as well as give us ideas for innovation in our Local Control Accountability Plan (LCAP), School Plan for Student Achievement

(SPSA), our Comprehensive Coordinated Education Initiatives Services Plan (CCEIS), as well as our Community Schools Grant. The seven students are not a homogenous group, but they are a group made up of a special education student, an English learner, an athlete, a student that participates in an advanced placement or dual enrollment class, a student that has a discipline record, and a student that is active with the student body clubs on campus. The goal was to make sure there was representation from our larger student groups, but then also our student groups who have been historically underserved. This will enable us to meet our goals to ensure that all student groups are represented.

In December we had our inaugural Equity is Caring in Action Parent Committee to review the initiatives in the district, but also focus on shared power, improved classroom-community connections and a focus on continuous improvement by examining our current MTSS Program, our proposed diverse novels, our newly drafted Ethnic Studies course and a forum where feedback is warranted and needed.

Heritage High School is 0.29% American Indian, 6.71% African American, 1.24% Asian, 2.18% Filipino, 73.23% Hispanic/Latino, 0.41% Pacific Islander, 11.99% White and 3.79% Multiple races/no response. 13.1% English Learners and 29% Fluent English Proficient (FEP). Our school is about 53% socioeconomically disadvantaged, 15.9% students with disabilities and a little under 6% homeless/foster youth.

Along with these new committees to establish the need for Community Schools, our site has a current practice of regularly scheduled School Site Council Meetings, Coffee with the Principal, English Language Advisory Council (ELAC) Meetings and African American Parent Advisory Council (AAPAC) Meetings. Our teachers meet on Monday’s for their weekly Professional Learning Communities (PLC’s) to examine best practices to raise the achievement of our students.

To continue connections with the community, many of our student groups participate with affinity groups. For example, our site participated in the District’s Black History Program on February 6, 2024 where all school sites had student performers, staff honorees and community partners honored to ensure the classroom to community connection. They displayed artwork and showcased African Americans and the Arts, Past, Present and Future.

To ensure the site focus on Continuous Improvement, our parents, students and staff participated in the Panorama Fall survey. This survey was administered in October and the beginning of November. In January, the site began reviewing the data and comparing it to the current and future initiatives. There are plans to review this culture and climate survey through the spring as we begin LCAP and SPSA revisions. This Panorama Culture and Climate survey will be administered again in the Spring. Along with the culture and climate survey, sites were provided with all of their leading and lagging data indicators for chronic absenteeism, student academic performance, discipline rates and discussed our SPSA and LCAP goal progress.

To close the feedback loop, our school will take the information reviewed at the January 25, 2024 Principal Meeting and February 5, 2024 District Leadership Meeting to our educational partner groups to further develop their Community Schools Plan with their LCAP and SPSA for the upcoming year. We know that our students' desire to belong is so important, so we must provide additional supports to them connecting them with resources to assist them in being successful.

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.

Over the last few months we have begun coming together to identify additional priorities for our students and families. While establishing the needs for our students and parents we also uncovered some needs of our staff as well. We administered a Fall Panorama Survey on Culture and Climate to our students, staff and parents. For our district, 5,069 students responded, 104 staff responded, 104 teachers responded, and 271 parents responded district wide.

At Heritage, 39 of our faculty and staff responded and 39% stated they are culturally aware and feel action can be taken when confronting issues that surround race, ethnicity and culture in schools with other staff members with the district average of 42%. 39 of our faculty and staff responded and 42% stated they are culturally aware and feel action can be taken when confronting issues that surround race, ethnicity and culture in schools with students with the district average of 47%. Professional learning about equity was at 39%, the district average of 27%. Satisfaction with school leadership is at 41% with the district average of 33%. The well-being of the faculty-staff is rated at 59% favorable with the district average of 60%.

At Heritage, 1,867 of students participated in the survey 36% stated they are aware of culture in the schools with the district average of 38%. Learning Recovery, 46% stated they are beginning to recover from the pandemic, with the district 49% average. 53% of students feel physically and psychologically safe and the district average of 58%. 24% of students feel like they belong at school and 28% of the students in the district feel like they belong in school and connected to the school community. 37% students say they have a strong connection between teachers and students within and beyond the classroom and 40% is the district average.

For families at Heritage, 39 participated in the fall survey, 74% of them feel connected to school, with the district average of 76%. Families perceive they are able to provide positive support to their children at 72% favorable with the district average of 70%. 33% of the families feel the overall school climate is positive with the district average of 50%.

To review the above data, the academic data, and the LCAP and SPSA goals with the collective priorities of the district, the Parent Advisory Council (PAC), District African American Parent Advisory Council (DAAPAC), Superintendent’s Listening Session, and school site meetings to

examine the need for the Community School. During the needs assessment process, we reviewed the four pillars of the Community Schools and determined that we would want to engage in a more collaborative process. With all of the separate groups we determined that there were communication gaps between groups.

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

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

Draft Collective Priority	Outcome/Indicators you aim to improve
By June 2026, Heritage High School will increase the number of students meeting grade level standards on the Mathematics and ELA assessment. Action 1.1: Provide academic support and intervention for students. Action 1.2: Provide professional development and training to increase the use of student engagement and WICOR strategies in all classrooms. ● **Aligns with LCAP Goal #1 and SPSA Goal #1**	● Increase the percentage of all students meeting or exceeding standards on the SBAC ELA assessment, with a target outcome of 52%. ● Increase the percentage of all students meeting or exceeding standards on the SBAC Mathematics Assessment, with a target outcome of 15% ● Increase the percentage of English Learners meeting or exceeding standards on the SBAC ELA Assessment, with a target outcome of 15% ● Increase the percentage of English Learners meeting or exceeding standards on the SBAC Mathematics Assessment, with a target outcome of 5%. ● Increase the percentage of Students with Disabilities meeting or exceeding standards on the SBAC ELA Assessment, with a target outcome of 25%. ● Increase the number of students passing ELA and Mathematics classes with a C or better by 3%.

Heritage High School will increase student preparedness for college and career options. Action 2.1 Explore college, career and military opportunities through field trips, events and other activities. Action 2.2 Promote college and career readiness across campus. ● **Aligns with LCAP Goal #2 and SPSA Goal #2**	● Increase of 5% of students that complete A-G and are considered Legacy status ● Increase of 5% success rate in specialized programs including CTE, Ag, BioMed, AVID, AP and Dual Enrollment classes. ● Increase FAFSA completion by 1%
By June 2026, Heritage High School will provide a multi-tiered system of support to increase student engagement, connectedness to school and community, and to promote a safe and productive school environment with emphasis on at-promise students including families of underrepresented or struggling students. Action 3.1 Provide MTSS resources for all students Action 3.2 Wrap Around services ● **Aligns with LCAP Goal #3 and SPSA Goal #3**	● Maintain Suspension rate under 5% ● Increase Attendance Rate by 1% ● Decrease expulsion rate by .05%
By June 2026, Heritage High School will increase opportunities for parent involvement and school-community communication as evidenced by 1) an increase in opportunities for parent engagement activities on campus, 2) an increase in number of participants, in person and online, for various committees (e.g. ELAC, SSC, PELI, AAPAC). Action 4.1. Provide opportunities for parents to take part in various training and conferences related to academics. Action 4.2. Provide community outreach to increase parent involvement and dissemination of information to the community. ● **Aligns with LCAP Goal #4 and SPSA Goal #4**	● Increase Parent Participation by 1%

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.

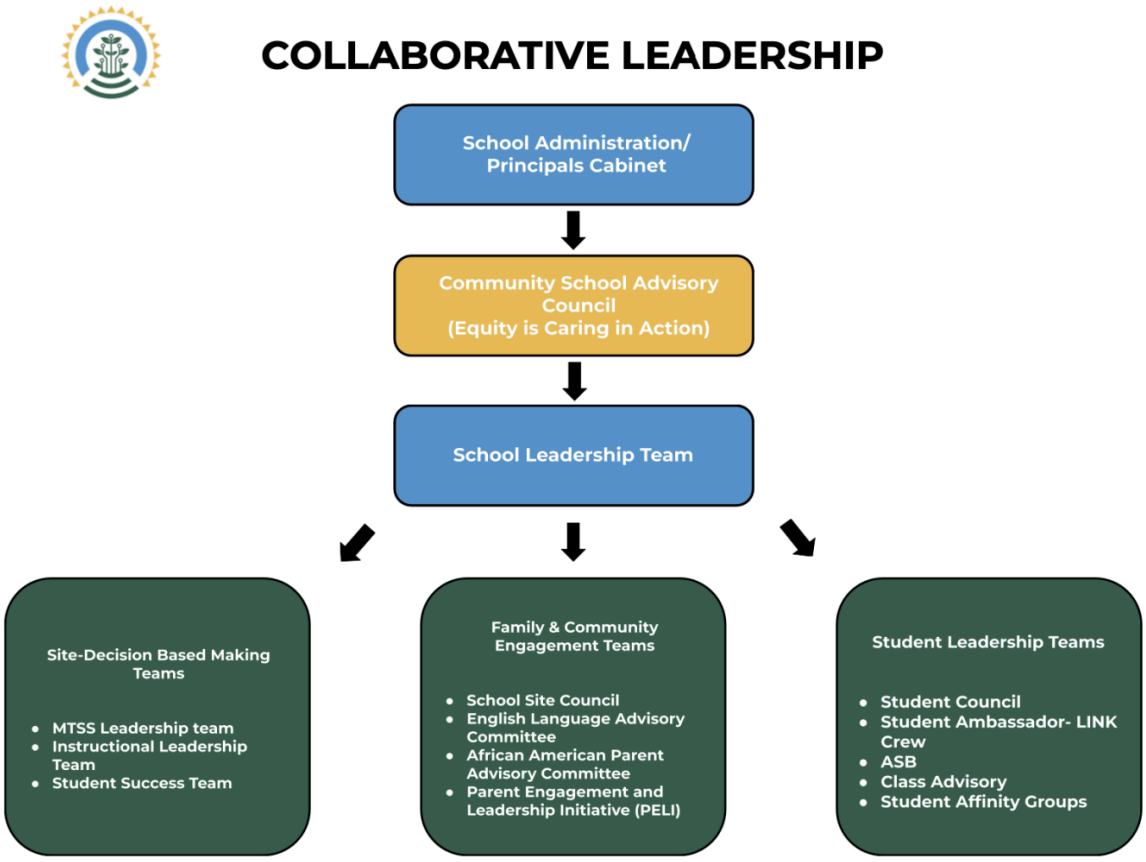
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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
●Expanded Site Leadership Team Meetings monthly to expand the capacity of the leaders of the site community schools.	●Revise Site Leadership Team meetings to include social worker and community liaisons monthly to include the continuity of services to students and families.
●Expanded Cabinet Meetings & Site Meetings	●Revise Principal Cabinet meetings to include updates from site intervention teams. ●Measuring the visits to the Community Schools Room and ensuring alignment with discipline resolutions and community school goals. ●Expand staff meetings to include a quarterly update of engagement with community school staff.
●Enhance communication between school and home.	●Increase the use of communication platforms (social media,blackboard, peachjar, etc) to keep the community informed about site events and the Tiered services offered through the Community Schools and MTSS structure.

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):



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
●Establish policy review and increase alignment ● Equity is Caring in ActionTeam effectiveness	● Identify areas of misalignment between LCAP, SPSA, Community Schools and other school plans. ● Conduct an analysis with educational partners regarding the policies to establish coherence.
● Monitor and evaluate the implementation of the Community Schools Grant with the LCAP and SPSA goals	● Establish a monitoring system that closes the feedback loop. ● Develop an assessment tool and tracking system for tiered interventions and MTSS. ● Review the policies and procedures regularly for students and families accessing services from the providers.

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
● Define the Role of Site Level Personnel	● Establish and maintain partnerships with local businesses, non-profits, and community organizations ● Develop and implement strategies to enhance parental involvement

Key Staff/Personnel

Social Worker	● The Social Workers role will perform a variety of social work services including but limited to conducting and reviewing assessments, developing support and referral plans. Individual and group counseling to students and families, mental health crisis intervention and assessments, refer students to school programs and outside agencies.
Community Liaison	● The Community Liaisons role is to provide parent education and engagement programs including but not limited to those connected with general education, the English Learner program, special education, and other parent programs in collaboration with school site programs. They will provide training and orientation for parents and staff through workshops and individual consultation. Identify and collaborate with community leaders, organizations and agencies. As well as participates in community events that enhance the school/community connection and referring families to outside agencies (e.g. state agencies, medical professionals, counselors, foundations, charities, etc.). Also promote positive working relationships with family and public service associations.

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

Sustaining a community school grant requires exploring diverse funding options to ensure continued support for essential programs and services. Beyond the initial grant, our community schools will seek funding through partnerships with local businesses, foundations, and government agencies interested in investing in education and community development. Additionally, the programs listed below are just some of the state and federal resources available through the district to maintain, expand, and strengthen community schools through a sustainable approach to blending and braiding available funding sources. By diversifying funding sources and cultivating ongoing relationships with stakeholders, community schools can secure the resources needed to sustain their vital work in the long term.

- **Local Control Funding Formula**: California school formula funding provided to LEAs. All LEAs receive a per-student base grant, with supplemental and concentration grants awarded depending on unduplicated pupil counts.
- **Title I:** Federal financial assistance to LEAs and schools with high numbers or

high percentages of children from low-income families.

- **Title II**: Federal funds received as subgrants from the state to LEAs to improve teacher and principal quality.
- **Title IV:** The Student Support and Academic Enrichment funds increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.
- **21st Century ASSETs:** The 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program supports community learning centers for students in grades nine through twelve with academic enrichment opportunities and activities designed to complement students' regular academic program.
- **LEA Medi-Cal:** Allows LEAs to become Medi-Cal providers and bill the Medi-Cal program for certain health related assessments and services provided to beneficiaries by qualified medical professionals.
- **University partnerships** for mental health social workers and marriage and family therapy interns. As well as Board Certified Behavior Analyst interns and Certified Drug and Alcohol Counselor interns.

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
● Professional Development and Training for Community Partners	● Provide a systematic orientation to all community partners to understand the needs of the students and the families within the communities ● Provide Tier I intervention workshops for the community partners to understand the school culture and initiatives

● Increase participation in parent and district committees	● Convene regular planning sessions with the community partners ● Encourage participation in Parent Engagement Leadership Initiative (PELI) by having the community liaisons at each site

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:

Family Engagement Initiatives: Continue to offer workshops, family nights and other events that provide resources and support for families. Expand the site's PELI team.

Cultural competence and sensitivity: Coordinate with the Director of Diversity, Equity and Inclusion to provide workshops for students, staff and families with the diversity and cultural nuances of the community.

Health and Wellness Programs: Social workers and other providers to offer screenings, and resources connected to physical and mental health.

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
● Cultivate an understanding of community schools	● Provide training prior to the school year beginning and a session during October Professional Development on Community Schools ● Offer resources and research on the effectiveness of community schools

● Establish and strengthen collaborative practices that allow for growth in parent, student and staff feelings of belonging and care	● Facilitate workshops with educational partners offered with shared leadership in a culturally-affirming setting ● Facilitate team building amongst groups that are asset based in a format that celebrates multiple voices and underserved populations

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
● Embed the community values, nuances and culture within the curriculum and professional development; thus increasing racially-just relationship centered spaces	● Train staff on ethnic studies units of study and diverse novels ● Pilot Ethnic studies that focuses on the local history of the families ● Provide Tier I interventions on racially just spaces for staff and students
●Expand understanding of Community Based Learning (CBL) principles	● Facilitate workshops for the staff and community partners on CBL ● Provide resources, readings and case studies available in the community for home to school connections that dive into the sociopolitical frameworks of the historical aspects of CBL

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
● Identify key performance indicators (KPI) outside of ones listed above.	● Collaborate with educational partners to identify specific KPI's at the site ● KPI's will include attendance discipline,community and parent involvement and student survey indicators ● Annual reporting to CDE	● Increased academic performance ● Increased attendance ● Increase parent and community involvement
● Honest, Open and Transparent Communication	● Develop communication system that allows the community to understand the Community Schools format and progress	● Increase parental engagement ● Increase in percentage of belonging and well-being
● Decrease student drug offenses	● Substance abuse interventionist to provide Tier I-III workshops, counseling for parents and students	● Decrease in Education Code 48900 (c) - possession, use, sale or furnishing a controlled substance, alcohol or intoxicant