

Attachment III:
Community School Implementation Plan

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CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

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

Birmingham Community Charter High School
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 Lake Balboa, CA 91406
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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:

Evident in our name, Birmingham *Community* Charter High School, embodies community and developing a shared understanding and commitment to the families and students we serve in all aspects of the educational program and services we provide. Our organizational structure within Grade Level Academies gives agency and voice to smaller constituent groups on campus while our committee structure and targeted supports to traditionally underrepresented subgroups shows our values to give voice and agency to everyone within our school community. These structures undergird the work we do to share power and establish racially-just, relationship centered spaces.

Our values drive our mission and vision and encompass what is most important to us: equity and choice, excellence and perseverance, empathy and compassion, positive relationships in community, curiosity and adaptability. Through our commitment to these values, we have made strides toward ensuring strong home-school connections, positive communication, and opportunities for growth. As our school community continues to evolve through shared decision-making and input from constituent groups, our aim is to empower and equip

our students to achieve health and success in post-secondary goals. Through classroom and community connections woven throughout our programs such as Career Technical Education pathways, dual enrollment and articulation agreements with area colleges, strong post-secondary advisement through our School for Advanced Studies and evolving ways to partner with Community Based Organization, we continue striving toward achieving our educational program goals. We engage our leadership teams and shared decision making groups in Grade Level Academies, school committees and departments to evaluate our progress toward our goals using the PDSA cycle of ongoing improvement. Our plan is to use these proven methods to ensure our practices and work to integrate whole-child supports remains sustainable, accountable, transparent and responsive to the greatest of needs for our student populations and their families in our community.

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 phase of our Community School Development, we formed a diverse Community School Advisory Council with representatives from various roles, backgrounds and experiences. We initiated an asset map of school and community resources available to families at our school and living within our geographic area. During the implementation phase of our development, we will continue to assess and evaluate the effectiveness and impact of each asset and resource to learn what is working well to meet the needs of the students and families we serve and which assets need improvement. Listening to the representative voices on our Council will assist us in continuing to learn and examine the greatest needs and to best allocate current and future resources. We will conduct thorough surveys for all constituent groups including: students, faculty, staff, parents, community members, counselors and mental health support staff, community members and partner agencies. In addition to surveys, we will continue to interview representatives from each constituent group to identify needs and address gaps in accessing available resources. In the initial stages of this work, discussions and focus groups resulted in a need for additional nutrition resources which resulted in the creation of an on-campus food pantry. The work and data collection and analysis will continue as we evaluate the impact of this resource and look for ways to improve the services we are providing.

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
Increase access to and utilization of mental health resources for students and families	Increase number of contacts with students and PSWs Increase exit/post-contact survey health scores for students/families engaging in mental health resources Increase attendance at and # of contacts with positive mental health campaigns (FACTOR classes, online clicks, RCI exit/post-survey, Wellness center, wellness fair)
Increase access to and utilization of Physical health resources on campus, Including mobile health clinic and doctor Check ups.	Increase number of students accessing health screenings via on site clinic including physical, vision and dental check ups and immunizations.
Increase access to and utilization of Extended care programs before and After school and during summer and Winter vacations.	Increased attendance and enrollment in before and after school enrichment programs, summer and winter programs through partners such as Educare and community colleges.

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
Ensure all constituent groups have representation on committees and advisory councils to provide feedback and input to our Community School.	<ol style="list-style-type: none"> 1. Identify all constituent groups 2. Invite underrepresented or unrepresented members of constituent Groups to participate on committees, councils or provide verbal/ Written feedback about their experiences with school resources And what needs should be prioritized.
Provide outcome data to the school community	<ol style="list-style-type: none"> 1. Identify data for collection and analysis 2. Ensure all data is collected and analyzed 3. Communicate findings and outcome data with school Community through various means such as email, website ParentSquare communication platform.

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):

Birmingham Community Charter High School is a comprehensive grade 9-12 independent charter school that operates autonomously as its own Local Education Agency under the Charter Authorization of LAUSD. Our governance structure includes a local school board comprised of 15 elected members from school personnel, parents, and community partners. The board meets monthly and hears reports from various standing school committees and community speakers who want to address the board.

Internally, our school operates with Grade Level Academies as a focus for organization. Each grade level has a Grade Level Coordinator who works closely with their specific dean, counselor, administrator and clerk to address needs and provide services specific to students within their Grade Level Academy. We hold Grade Level Academy (“GLA”) periods each week during which students learn a variety of study skills, soft skills, college and career readiness, and spend time connecting with their GLA instructor. The GLA Structure allows for students to experience continuity with their academic counselor, dean, and administrator and allows for students to participate in representative grade level councils to ensure their voices are heard. We also engage in additional shared governance and parent engagement efforts in order to

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
Align goals between LCAP, WASC Report, Implementation plan, SPSA.	Overlay goals to ensure alignment with teams of Educational partners.
Implement all programs through lens of Actions meeting shared goals	Identify overall WASC/LCAP Goal and focus area for each Action within implementation plan and Community School Program

Strategy 5: Staffing and Sustainability

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Hire and retain Community School Coordinator to implement CS Programs over a five year period.	Employ a full-time Community School Coordinator to Facilitate partnerships, buy in and shared ownership across departments.
Regularly collect and analyze outcome data to inform practices	Identify data metrics to be collected and analyzed for each program; establish a calendar for data collection and analysis to evaluate outcomes and inform program modifications

Key Staff/Personnel

Community School Coordinator	Collaborates with on and off-campus community resources and partners to implement programs and coordinated services that
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	address needs for “whole child” approach to services.
Psychiatric Social Workers	Provide direct services to students and families through counseling and education to provide access to mental health supports on campus.
Wellness Committee Chair	Partners with the Community School Coordinator and PSWs to facilitate implementation of wellness practices and initiatives including supporting implementation of Wellness Center health clinic on campus.

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

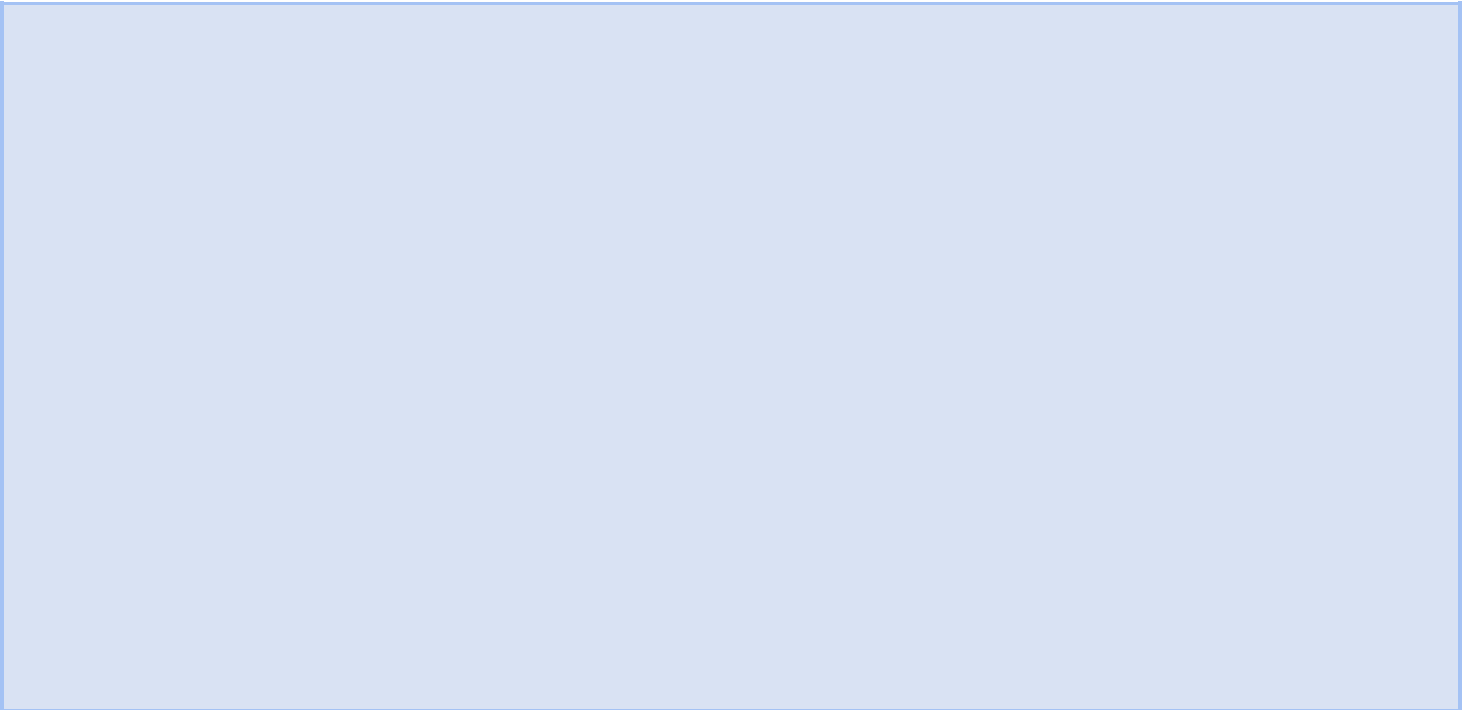
The best way to ensure sustainability and life beyond our grant is to leverage existing resources and foster shared ownership of the Community School framework by aligning overall goals across wide and diverse group of faculty, staff, parents, students and community members. Because we are a charter school that operates through committees and grade level academies, we already have structures in place to provide the foundation for establishing shared goals. We developed our school’s mission, vision and values a few years ago through collaborative leadership trainings and have gained broad buy in for our overall goals for our Educational Program. We provide frequent opportunities for all educational partners to provide feedback and be heard, which allows for buy in of existing and new initiatives.

We continue to communicate the overall goals of our school, reflected in our LCAP:

1. Academic Proficiency for All
2. Increased College and Career Readiness
3. Foster a Positive School Climate

We will be able to sustain our programs for our Community School because our approach and actions will align with these LCAP goals from the outset; All of our primary actions related to our Community School Implementation dovetail well with our LCAP goals, so we are building on what we have already done and what is working well in our school community rather than attempt to start from scratch.

Our school has been implementing a whole-child approach to educating and caring for our students for several years. We recognize that lasting change takes time, so we add new initiatives or programs incrementally, little by little to ensure positive outcomes and the sustainability of our programs. For example, we organized our school into Grade Level Academies several years ago. While it a few years for all of our staff to buy in, we now have strong mechanisms in place to deliver supports vis a vis grade level teams including a Grade Level Coordinator, Grade Level Counselors and Deans who move up with students annually to further strengthen the relationships. We also use the PDSA prior to implementing specific actions to identify the best course forward to address a need or challenge. This allows us to minimize barriers to implementation and ensure there is high likelihood of a successful implementation that will be sustainable. Finally, we make it our practice to be fiscally conservative, and mindful of the financial investment of each program. By analyzing data and specific tangible outcomes for each program, we can shift the allocation of personnel or resources as needed to address a specific area of need. Along with operating with strong fiscal practices and controls, we also look for new funding streams through grants or partnerships that allow us to increase revenues, opportunities and services for students and families.



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
Establish a Wellness Center on campus for health screenings	Work collaboratively with The LA Trust and other high Schools currently operating Wellness Clinics on campuses To plan and open a wellness center on campus
Invite Community School Council Members, faculty and staff to visit Other wellness centers to best plan The opening phases of the wellness Center at Birmingham	Visit other high school Wellness Centers, meet with LA Trust partners, communicate with our community about Available resources for physical wellness on campus

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:

We have strong partnerships with outside agencies directly tied to the goals of our Community School plan and our LCAP. As a centrally located large comprehensive high school in the San Fernando Valley, we serve over 85% of students living in poverty. This has necessitated our development of partnerships with area resources to support mental health, including San Fernando Valley Mental Health Clinic, Phoenix House among others for crisis referrals and counseling resources. For the past several years our thriving and robust Career Technical Education programs and College/Career readiness initiatives has allowed us to build deep and lasting partnerships with area community colleges: LA Pierce College, LA Valley College, LA Mission College, Glendale Community College, Santa Monica College and LA Trade Tech. These schools have partnered with us on various CTE Funding grants and program initiatives to provide supports to students for post-secondary preparation and support, including dual enrollment and articulation agreements so students can earn college credit while in high school, developing soft skills and job readiness skills. Our SAS program has created deep and abiding relationships with these colleges as well since it allows several hundred of our students to take college courses while in high school. The CTE Pathways we offer also naturally create relationships with area businesses and organizations who have provided opportunities for our students to participate in internships, mock interviews, field trips to industry work places and colleges. These partnerships are long lasting and evolving based on mutual need and benefit for both students and our industry partners. We continue to provide access to such programs and partners because we believe that students need many adults and connections to create a webbing effect that will help prevent them from falling through the cracks. If students can be connected to any one or more of the programs we offer with various partners, there is a greater chance they will be engaged in meaningful learning experiences that benefit them as they navigate high school and post-secondary opportunities.

Strategy 7: Professional Learning

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure all faculty, staff, students, and parents are informed about priorities for our Community School	Publicize various initiatives to the BCCHS Community Using ParentSquare; share feedback via ParentSquare And through committees to ensure all educational Partners are informed about the BCCHS Community School
Provide information and training to Faculty and staff to utilize best Instructional practices for restorative And trauma informed approaches	Plan and schedule faculty training sessions to learn About restorative practices. Provide incentives to faculty For applying these strategies in their classes.

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
Provide professional development on Community-based curriculum	Identify specific professional development dates for Informing faculty about community-based curriculum
[Add goals here]	[Add action steps here]

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
Develop systematic data collection and analyses to evaluate program implementation.	1. Identify primary outcome data Metrics to pull and analyze for Program. 2. Pull data on a regular schedule. And meet with constituent groups including students, parents and Staff to evaluate data 3. Make program modifications As needed.	1. All programs have a minimum of 3 actionable outcome targets, baseline data and a regular schedule of data collection, analysis and reflection 2. Findings are communicated to all educational partners and those within the shared decision making committees.
[Add goals here]	[Add action steps here]	[Add metrics/indicators of success here]

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