CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

(Peter B. FitzGerald Community School)

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 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: A Developmental Rubric.*

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 Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

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

FitzGerald Community School

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 Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities 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 and possibility thinking

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

Shared Commitment, Understanding, and Priorities Built Around the Overarching Values

In 2023-24, we conducted a Needs and Assets Assessment with staff, students and parents to create our goals. We found that many of our students have experienced trauma and struggle to thrive in a traditional school setting. Therefore, we identified the need to engage with various educational partners, to help our students overcome the many obstacles that they've encountered so they can ultimately receive a high school diploma.

As a school team we strive to be reflective of the Santa Maria community, and utilize the California Community Schools Framework and its overarching values by:

- ***Racially-just, relationship-centered spaces:*** *We prioritize creating an inclusive environment where all students feel valued.*

- *Social Emotional Learning & Restorative Practices: We have prioritized initial efforts to conduct training with staff and students on restorative circles.*
- *Mixtec Culture and Language Awareness: Due to Santa Maria's large Mixtec population, we provided initial training focused on awareness of this diverse and growing student population.*
- *Trust-Building Initiatives: Strengthening relationships between students and staff remains a priority. Regular team building activities and conflict-resolution strategies will foster a culture of respect and belonging. Developing strong relationships between students and staff is foundational to creating a safe and supportive learning environment. Professional learning opportunities are provided to staff on an ongoing basis, and Guiding Principles were developed by staff.*

JCCS Guiding Principles

Clarify Individual Roles
"As a Teacher, I will ask for what I need"
"As a TA, I will ask how I can support you"

Collaborate
Speak with the best interest of others in mind
Listen with the best interest of others in mind

Communicate
Be Honest
Be Respectful
Be Flexible
Be Open-Minded

Consider Best Intentions
Ask
Clarify
Confirm

- ***Shared Power:** A Community School Advisory Board ensures that staff, students, families, and community partners have a voice in decision-making. This shared leadership model promotes collaboration and transparency.*
- ***Classroom-Community Connections:** Teachers and presenters strive to make real life connections related to students' lives and future goals.*
  - *Enhanced counseling strategies: We will address behavior modification and conflict resolution, ideally reducing conflicts and promoting mutual respect.*

- *Innovative Instructional Practices: Student project-based learning (PBL) will cultivate critical thinking and real-world skills, connecting classroom learning to community needs and potential employability skills.*

- ***A focus on continuous improvement and possibility thinking:*** *Through professional development in restorative practices, motivational interviewing, and nonviolent communication, we empower staff to meet evolving student needs effectively.*
  - *Continuous improvement of our Advisory Committee: Identify more community members to join the Advisory Committee to provide additional input into community school development.*
  - *Intervention Team: The Intervention Team collaborates bi-monthly to discuss our students to ensure that they are receiving appropriate support.*
  - *Coordination Of Services Team (COST): COST meets bi-monthly to address high need students to determine if the current level of services are effective or if additional referrals are needed.*

Rationale for Becoming a Community School

FitzGerald Community School's designation as a Community School is critical to addressing the unique challenges faced by our students:

1. ***High Unduplicated Pupil Count:***
   100% of our students qualify as unduplicated pupils. These students require targeted resources and support to overcome systemic barriers.
2. ***Students Experiencing Housing Insecurity:***
   In 2023-24, 23.3% (20 out of 86), qualified as McKinney-Vento, so far in 2024-25 we have witnessed an increase in this student population with 24 out of 27 or 88.9% identified as homeless. As a Community School, we aim to provide stability through wraparound services and resource connections.
3. ***Therapy and Counseling Needs:***
   In 2023-24, 50% of the students enrolled at FitzGerald were expelled from their home school. Additionally, a significant number of students 27 out of 86 or 31.6% needed Substance Use Disorder Counseling due to their drug use. Since substance abuse is a symptom of a larger unmet need expanding on-site therapeutic services and community partnerships will ensure our students receive the mental health support they need.
4. ***High Suspension rate:***
   In 2023-24, our suspension rate was 40.7%. Collaboration with staff to identify suitable alternatives to suspension including community service, restorative practices, and conflict mediation.
5. ***High Truancy/ Absenteeism rate:***
   In 2023-24, 65.2% of students were Chronically Absent from school. Collaboration with students and family, including behavior contracts, to improve daily attendance.
   By addressing these needs through the community school framework, FitzGerald Community School will transform into a place of support, equity, and opportunity for our students and families.
6. ***School Stability rate***

In 2023-24, our non-stability rate was 94.2%. With such a high non-stability rate it is imperative that we identify strategies to re-engage our students with school.

Part B: 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 processe**s (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.

1. **Reflecting on Needs and *Assets***

- *We surveyed our parents on 5/14/2024, and conducted a parent focus group on 3/20/2024.*
- *We surveyed school staff on 3/26/2024. Additionally we surveyed our students on 05/17/2024 and we had a student focus group on 04/15/2024.*
- *The second round of surveys and groups was conducted from 11/2024 to 01/2025.*
- *We had a second parent focus group on 11/16/2024 and the second student focus groups 01/22/2025*

Note: We conducted the parent surveys and focus groups during parent nights, student surveys were conducted in the classroom, and student focus groups were conducted in both the classroom and the boardroom to provide more privacy. Staff surveys and focus groups happened during our weekly staff meetings.

The first series of surveys and focus groups was during the first semester of the school year 2023-2024. The second series happened between November 2024 and January 2025. We will continue to survey our parents and students to see if their needs have been met.

The processes that we will continue to engage the entire Santa Maria community in identifying priorities are community-wide surveys, focus groups, visioning exercises and one-on-one interviews with all educational partners.

- ***Community-wide Surveys:***
  - *In 2024, we developed and distributed surveys tailored to staff, students, and families to gather comprehensive input on priorities and concerns.*
- ***Focus Groups and Visioning Exercises:***
  - *We conducted focus groups with our student and family groups, which belong 99% to historically marginalized groups, to go deeper into identified needs and assets.*
  - *We will start facilitating visioning exercises to collaboratively define a shared vision for the community school.*

- ***One-on-One Interviews:***
  - *We will continue to have one-on-one interviews with students, parents, staff, and our community.*

2. <u>Identify the top school priorities and vision</u>

Through our initial needs and asset assessment, three primary areas emerged as priorities for our community school:

a. ***Need to create a more positive and restorative school climate.*** *The student survey and focus group showed that we need to foster student connectedness and amplify student voice. In addition, the 2023-24 California Healthy Kids Survey (CHKS) highlighted concerns raised by students regarding their sense of connectedness, meaningful participation, and availability of caring adult relationships within the school community. In all of these areas, less than 50% of the students strongly agree or agree that they feel connected to school (35%), participate meaningfully (38%), and have a caring adult at school (48%).*

b. ***Need for more Community and Family Engagement.*** *Data from the staff survey showed that 100% of staff believe that more parent involvement is needed at our school. Of the parents surveyed, 63.15% expressed a desire to participate in school-related activities, and 73.68% wanted to attend workshops.*

c. ***Need to create or have integrated student Support Services.*** *Of the students surveyed, 40.90% of the students feel stressed at school, and 54% of students revealed that they did not feel respected or heard in the classroom and expressed a desire for a safe place to talk about their emotions. Similarly, parents believe our school should provide more services to better serve their children. Additionally, staff see a need for more emotional support for students and an alternative space for students to learn, study, and cool down.*

3. Deepening the Needs and Asset Assessment Process:

To truly understand the needs of all educational partners, we are committed to continuously improving and deepening our Needs and Assets Assessment process for all educational partners. For instance, on November 16, 2024, during our second Parent Focus Group, we refined our questions to encourage more direct input from parents. As a result, we gained valuable insights that will help us better address the needs of our school community.

For example, during the first round of parent surveys and a focus group, parents reported that they wanted to participate more in school-related activities, and wanted to attend workshops. They also reported that they wanted a stronger connection with school. During this second focus group they requested specific areas of support as noted below.

- ***Counseling for Families.*** *Parents expressed a need for resources and counseling programs tailored to help them navigate challenges such as parenting strategies, communication with teens, and coping with stress.*
- ***Support for Students Dealing with Drug Addiction****. Parents emphasized the importance of additional resources and interventions for students struggling with or at risk of drug addiction, including prevention programs, specialized counseling, and access to rehabilitation resources.*
- ***Economic Support or Referrals for Families in Need.*** *Many families are experiencing financial difficulties and would benefit from economic assistance or referrals to community organizations and resources that can provide aid.*
- ***Field Trips for Parents and Students for Academic Purposes****. Parents expressed interest in opportunities for engagement and learning through organized field trips. These could serve as platforms for building stronger connections within the school community and providing enriching experiences.*

We plan to continue learning about what our community values and wants to see in our community school using the following :

Ongoing Engagement with Educational Partners

- *Host regular focus groups with parents, students, and staff to gather fresh perspectives and adapt to evolving needs.*
- *Conduct surveys tailored to different educational partner groups to identify priorities and challenges.*

Adaptation to Our Changing Student Population

- *Recognize that our student population changes every six months and adjust the assets assessment process accordingly.*
- *Implement periodic student and family onboarding surveys to understand the unique circumstances and needs of new enrollees.*

Continuous Improvement of the Assessment Process

- *Use feedback from educational partners to refine focus group questions and survey tools for greater clarity and relevance.*
- *Develop a system for analyzing and acting on assessment data to ensure that educational partners input directly informs school programs and services.*

4. Engaging Historically Marginalized Groups:

We aim to foster a school community that responds to the needs of all its members. Therefore, we did the following to engage our staff and students based on survey feedback:

- *Hosted a Mixtec Cultural training for staff*
- *Subscribed to an online library that has English, Spanish and Mixtec texts to supplement classroom libraries and increase student access to novels.*

Additionally, we will continue to:

- *Host culturally responsive workshops and forums to create a welcoming space for all families.*
- *Offer interpretation services in Spanish and Mixtec, as well as childcare, during teacher-parent meetings, parents workshops and school activities to reduce barriers to participation.*
- *Provide Mixtec and Spanish interpretation for newcomer students as needed and available.*
- *Host A Mixtec Culture Club for students with a Mixtec cultural background to support inclusivity and cultural awareness with activities (i.e. a three week project to create an Altar de Muertos for the Day of the Dead - October 2024).*

Our Needs Assessment identified the areas to focus on for community schools goals. In our ongoing efforts to improve the school experience for students and staff, we have identified and addressed key areas of need, resulting in significant progress:

Positive school climate:

- *Restorative Practices Coaching - We hired a Restorative Practices Coach to provide staff training and facilitate circle groups for students. This initiative focuses on building relationships, fostering accountability, and creating a supportive environment where students and staff can address conflicts constructively.*

- *Student-Created Incentives & Spirit Wear - Over the past year we have been working with several students to create a new slogan, logo, and design for FitzGerald Community School. Through this approach we hope to increase student pride and involvement in their school community.*



Art by Alvaro Morelos (Class of 2025)

The following efforts are directly contributing to our goal of reducing the number of annual suspensions. Since the implementation of these measures, we have already observed a measurable decrease in suspensions, highlighting the positive impact of our restorative and incentive-based approaches.

- ***Transition Program for Returning Students:*** *Previously, there was no structured program to support students transitioning back to regular school. Recognizing this gap, we are now working towards developing a comprehensive transition program to ensure returning students feel supported and are set up for success.*
- ***Incentive Program Development:*** *We introduced an incentive program to motivate and reward students for positive behavior and achievements. To make this program sustainable, we are actively involving all staff members in its design and implementation, ensuring its continued effectiveness and alignment with our school's goals.*
- ***Enhanced Campus Security:*** *Parents, students and staff expressed the need for a safer school environment. In response, we hired a security officer (Quest Security), whose presence has greatly improved the overall school climate, creating a sense of safety and trust among the school community.*

- ***Campus Beautification Efforts:*** *Improvements to the physical campus environment have also been a priority. We began by revitalizing the school garden, an inviting space for relaxation and learning. Additionally, we installed a new umbrella for the picnic table where students enjoy lunch, and we have done other upgrades such as bamboo fencing.*
- ***Facility Upgrades:*** *Improvements to our gym facilities and a comprehensive gym clean-up was completed in Fall 2024, and new equipment was purchased, addressing longstanding concerns about the gym's condition. Last year, the majority of students expressed dissatisfaction with the gym through surveys and feedback forums. In response, we prioritized these upgrades to create a more welcoming and functional space.*

Community And Family Engagement:

Recognizing the vital role that family and community involvement play in student success, we have made significant strides in enhancing opportunities for parent participation.

- ***Monthly Parent Workshops:*** *Our goal has been to provide parents with more opportunities to engage in their children's education through meaningful workshops. This year we established a series of monthly parent workshops, significantly increasing the number of sessions offered annually.*
- ***Parent-Driven Topics:*** *To ensure these workshops meet the specific needs and interests of our families, we developed the content based on topics requested by parents. This collaborative approach has resulted in highly relevant and impactful sessions, further strengthening the connection between families and the school while maintaining good numbers of attendance at such events.*

Integrated Student Support:

- *Counselor: We have hired an academic and career (CTE) counselor to provide the necessary guidance for students and families.*

- *Career Coaching: Through our academic counselor and the CTE department, high school students are now receiving career technical education coaching once a week. We are planning to extend this service to junior high classrooms starting in the second semester of the 2024-2025 school year.*

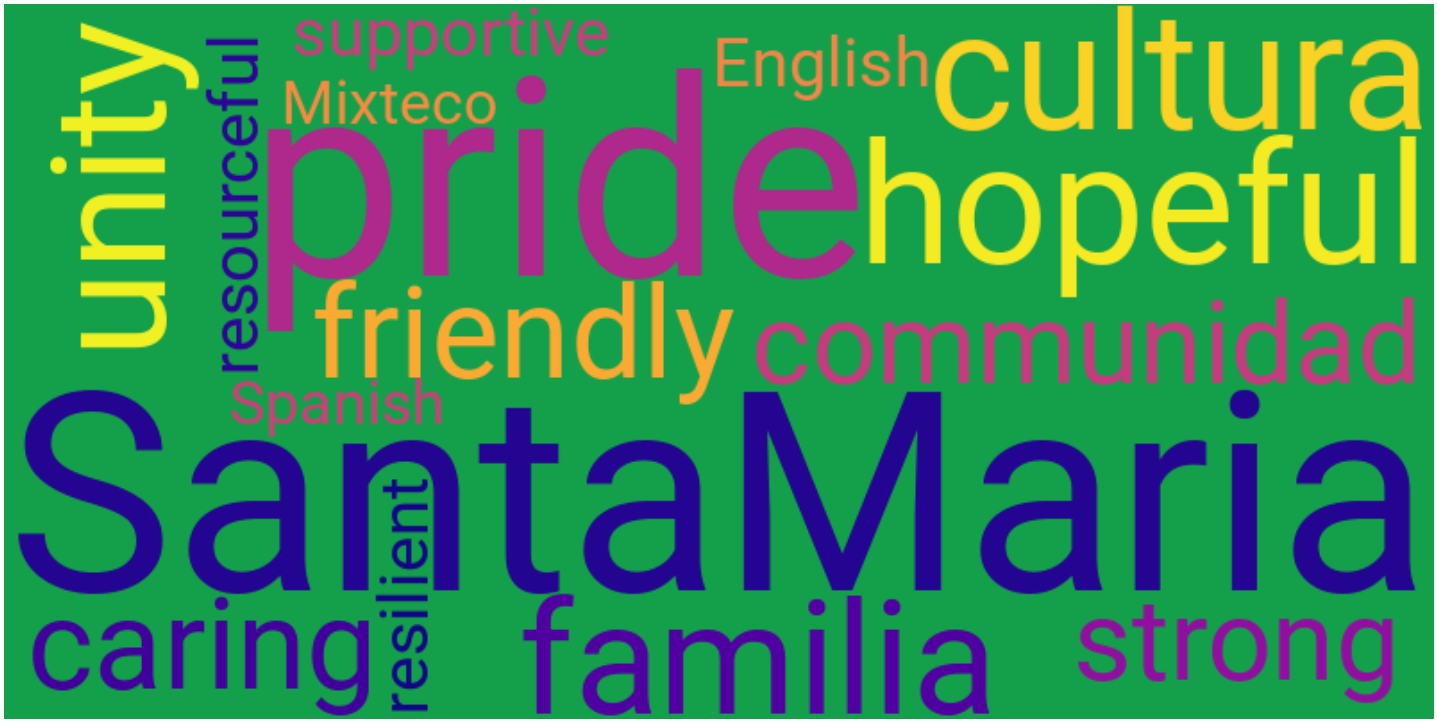
- *Comprehensive Career Assessments: All high school students receive a career assessment and develop a personalized four-year plan to align their academic and career goals.*

- *Enrollment Support: Before the implementation of Community Schools, we did not have a formal welcome meeting for parents. These meetings have now been added to new student enrollment and allow students and parents to meet with the academic counselor to provide an overview of the student's academic status based on transcripts. At these meetings, families are informed about available school services rights and responsibilities. Upon enrollment, student transcripts are reviewed and an academic plan is created to support their success.*

- *ACES (Adverse Childhood Experiences Screener): Our academic counselor was trained in this area last year, and we are planning a training for school staff. This training will provide staff with the knowledge and tools to support students affected by trauma. The training cultivates a culture of empathy, resilience, and trust within the school community. This training strengthens relationships between students and staff, reduces behavioral challenges, and enhances student success both inside and outside the classroom.*

Part C: 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.


unity
resourceful
supportive
Mixteco
pride
English
cultura
hopeful
friendly
communidad
Spanish
SantaMaria
caring
resilient
familia
strong

Draft Collective Priority	APR Data Indicators you aim to improve
Collective Priority #1: **<u>Positive & Restorative School Climate</u>** *FitzGerald Community School will enhance the schoolwide program through the implementation of targeted initiatives fostering positive relationships, student connectedness, and amplifying student voice.*	• *Through our school-based counseling team, we will provide therapy and counseling services for students.* • *The 2023-24 California Healthy Kids Survey (CHKS) highlighted concerns raised by students regarding their sense of connectedness, meaningful participation, and availability of caring adult relationships within the school community. In all of these areas, less than 50% of the students strongly agree or agree; that they feel connected to school (35%),and have a caring adult at school (48%). Our goal is to increase each of these areas by 5%.* • *Based on the Intervention Team roster of students, our counseling team met with 84% of students referred during the 2023-24 school year. Our goal is to increase the already high number of students who participate in counseling, either individually or in groups by 2%.*
Collective Priority #2: **<u>Community & Family Engagement</u>** *Fitzgerald will foster a higher level of family engagement for families to be involved in decision-making, as well as opportunities to participate in educational workshops.*	• *Analysis of our parent survey data conducted on 5/14/2024 demonstrated that 63.15% of the parents surveyed expressed a desire to participate in school-related activities, and 73.68% wanted to attend workshops. This data is based on 30.15% of our parents being surveyed. Our goal is to increase parent participation in school-provided workshops by 10%.* • *Additionally, the parent focus group conducted on 3/20/2024 revealed that parents want a stronger connection with school and wish to volunteer. As well, data from the staff survey showed that 100% of staff believe that more parent involvement is needed at our school.* Our goal is to increase parent volunteers at school by 5%.

Collective Priority #3: **<u>Integrated Student Support</u>** *Students will be provided with integrated student support services to address individual needs and to help them in overcoming barriers impacting their education. (Per APR)*	. ● *On the 2023-24 California Healthy Kids Survey (CHKS) only 38% of students identified they participate meaningfully in school. Our goal is to support SEL through Restorative Approaches led by a trained/licensed practitioner.* ● *Analysis of student survey data conducted on 5/17/2024 reported that 40.90% of the students feel stressed at school. In addition, student focus groups conducted on 4/15/2024 revealed that 54% of students did not feel respected or heard in the classroom and expressed a desire for a safe place to talk about their emotions. Our goal is to reduce students' perceived stress by 5% and to increase students' sense of safety by 3%.*

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to 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 about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps (in progress)
Increase positive relationships and student connectedness	*1) Implement restorative practices with students and staff* *2) Provide training for staff on trauma informed care* *3) Provide information to staff about ACES* *4) Develop a set of common classroom de-escalation strategies to be used by staff*
Create a supportive learning environment that fosters student well-being and academic achievement	*1) Continue to develop teacher capacity for project-based learning opportunities (we plan to partner with PBL Works).* *2) Continue to use mental health screening and support strategies to increase group counseling services* *3) Create a calming space for students that will include both a reactive and a proactive space* *4) Provide clothing and other life essentials (provided for on site at the school).* *5) Student-led clubs and initiatives*
Mixtec Cultural Awareness, Tutoring Support, and Language Club	1) *Increase access to Mixtec interpretation and translation to participate in school-related activities.* *2) Coordinate and organize students to led weekly meetings to i connectedness to school*

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**
Enhance membership of Community School Advisory Committee to sustain collaborative leadership	*1) Convene monthly meetings with staff and educational partners to foster positive relationships and to participate in the decision making process of our school.* *2) Continue to expand community partnerships that increase access to services needed for students and families.* *3) Add several students to our Advisory Committee*
Increase opportunities for parents to participate in student advocacy, leadership and educational workshops	*1) Explore contracting with the Mexican American Legal Defense Fund to teach parents and build capacity for parents to train other parents about their rights and responsibilities in navigating the school system. The curriculum to be used is called the Parent School Partnership Program.* *2) Parents that graduate from legal defense workshops will then take on leadership roles in their community in a 'train the trainer' model.* *3) Continue to collaborate with community agencies to offer educational workshops for parents and other adults in the community.* *4) Provide transportation for parents to participate in field trips with their students to promote student advocacy in current and post-secondary opportunities.*

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):

FitzGerald Community School serves students in grades 7th-12th in Santa Maria. Total enrollment ranges from 20-70 students depending on the time of year. The Director of Juvenile Court and Community Schools oversees the budget, policy, staff, curriculum, and day-to-day operations, and supports the Community School Coordinator with implementing the community schools framework. Further, the site leadership team, composed of the Director, Certificated and Classified Staff, guides the instructional practices of the school as well as promotes positive collaboration and implementation of other initiatives.

Starting in the spring of 2024, we developed a Community School Advisory Committee within our school team, but it will eventually include members of our community such as business partners, CBOs, and other local agency representatives. Our current Advisory Committee is composed of the following staff members: teachers, teaching assistants, administrators, and our Community Schools Coordinator. However, this school year we are actively seeking out parents/ family members to participate in the Advisory Committee, including parents from those student groups who have been historically underrepresented in order to ensure equity of voice.

The Leadership Team provides direction on instruction and curriculum and the Advisory Committee provides direction on community school vision and implementation with several staff serving on both committees to provide continuity. The Director ensures guidance to ensure that district policies are being followed and goals are being met. Decisions are made by all educational partners including parent and student voices. Our goal is to continue to elevate these decision-making bodies to promote student-centered, and equity driven outcomes.

Strategy 4: Sustaining Staff and Resources

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
Retain Community School Coordinator to support implementation	*1) Create positive work environment* *2) Keep employee informed about changes* *3) Engage with employee on decision-making process* *4) Provide opportunities for regular check-ins and support*
Develop sustainability plans to ensure core staffing is sustained through long-term funding	*1) Participate in Cohort 1 of the CYBHI Fee Schedule for behavioral health services.* *2) Seek out other grant opportunities to leverage braided funding to continue services provided to students and families and potentially expand what we are able to offer to our community.* *3) Leverage community partnerships where values align to offer spaces to host events for families and community members.* *4) Research other funding opportunities that could sustain services provided to students and families, potentially with partnerships through Medi-Cal managed care plan.*

Key Staff/ Personnel

Community School Coordinator	● *Coordinate the California Community Schools Framework implementation among staff and community partners.* ● *Conduct the school and community comprehensive needs assessment to identify services needed.* ● *Initiate, facilitate, and coordinate programs that support community school implementation such as staff training about trauma informed care, suicide prevention/ awareness, and supporting the whole child.* ● *Engage Community Based Organizations (CBOs) in partnerships to support wrap around services.* ● *Support students with creating 4-year plans and meet with students to review their transcripts so that they can plan for post-high school options*

Juvenile Court and Community School Coordinator	• *Provide educational and administrative leadership support to the professional staff and students at Peter B. Fitzgerald Community School.* • *Assist with the development and implementation of program plans, reports, and grants, including the Local Control Accountability Plan (LCAP), and California Community Schools Partnership Program (CCSPP) grant.* • *Serve as the LEA representative for Community Schools.* • *Provide support to the weekly Intervention Team meetings of counselors, outreach mentors, and our SBT.* • *Attend conferences, webinars, and other meetings as needed to learn more about best practices for supporting community schools.* • *Initiate programmatic and school wide changes in an effort to meet our Community School goals.* • *Monitoring implementation in the classroom and providing feedback.* • *COST team coordination: facilitating meetings for students to receive timely and appropriate care across multiple agencies.*

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

In order to maintain a sustainable approach to the Community School program, we are going to utilize the LCFF General Fund to pay for various expenditures after the initial expenditures through CCSPP funds. This includes using LCAP, Supplemental/Concentration, and Equity Multiplier dollars to support ongoing costs to sustain FitzGerald Community School. In addition, we plan to work with local agencies through developing MOUs to provide services to our students at no-cost (i.e. CHYA lessons with Planned Parenthood). Furthermore, we will continue to seek out opportunities to work with local partners and agencies to provide more in-kind donation of services.

Strategy 5: 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
Continue engaging our current educational partners to enhance our network of resources and supports for our students and families.	***1) Further explore community assets**: To identify areas for deeper collaboration and potential needs for support.* ***2) Establish Regular Communication Channels**: Develop open lines of communication with current and potential partners through scheduled meetings and emails.* ***3) Collaborate on Joint Initiatives**: Work with educational partners to design and implement programs that address shared objectives, such as co-hosting workshops, seminars, trainings, student engagement activities, or family engagement events in order to maximize resources and provide comprehensive support to students and families.*

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:

During our planning phase of community schools development we partnered with the following organizations:

1. ***Be Well:** The Santa Barbara County Department of Behavioral Wellness (BeWell) has been collaborating with our school to provide services to students referred for mental health support. We collaborated with them last school year and will continue through the 2024-2025 school year. BeWell operates three behavioral health clinics for children in Santa Barbara County, offering services to Medi-Cal beneficiaries with serious emotional disturbances and/or substance use disorders. BeWell also provides a 24-hour Crisis Response and Services, ensuring immediate assistance for individuals in crisis. They also offer the SAFTY program, a 24/7 behavioral health crisis helpline for children and teens.*

2. ***Promotoras****: We will continue to contract with this agency to promote school-family relationships through their outreach and communication with our students' parents, especially when students are having attendance issues or are in possible need of counseling and support. The following is a sample list of their services: home visits, phone calls to parents & relatives, classes for parents, health paperwork assistance, help completing various applications, and making referrals to local agencies. Promotoras assigned to us are bilingual and trilingual in English, Spanish, and Mixtec.*

3. ***The Council on Alcoholism and Drug Abuse (CADA)*** *has been collaborating with our school to provide a dedicated therapist for our school-based program, supporting students referred for substance abuse, and mental health services. We worked with them in the 2023-2024 academic year and will continue through the 2024-2025 school year.*

4. ***Family Service Agency (FSA)*** *- This agency has been collaborating with our school for several years to provide a dedicated therapist for our school-based program to support students referred for mental health services. Collaboration began in 2023-2024 and will continue through the 2024-2025 school year. Their Youth and Family Behavioral Health program specializes in addressing issues such as anxiety, depression, and behavioral problems among children and adolescents.*

5. ***Planned Parenthood*** *has been collaborating with our school to provide comprehensive sexual health education classes to our students. This partnership began in the 2024-2025 academic year and will continue into upcoming years. (need detail on agency)*

6. ***Allan Hancock College:*** *our local community college with whom we have been collaborating with over the past two years to provide field trips for students, potential career pathway education, and other program opportunities.*

7. ***TYS****: The Transitional Youth Services to provide resources and support for our McKinney-Vento students.*

8. ***SMBUSD:*** *Our partner school district that supports elementary and junior high students. We have an MOU in place to provide for educational support for students who have been referred*

9. ***SMJUHSD:*** *Our partner school district that supports high school students. We have an MOU in place to provide for educational support for students who have been expelled.*

10. ***Rising Scholars:*** *A group of mentors who currently attend Allan Hancock College who have been justice-involved youth. They provide academic and SEL support to students at both of our school sites.*

Through our detailed needs analysis it was evident that our efforts would be enhanced by exploring partnerships with additional organizations such as:

Community Health Centers of the Central Coast, CHC - *A local health clinic that serves low income medical patients. CHC has presented to our school about the services they provide in the community and have offered to bring their Mobile Medical Clinics to our school for dental and general health screening. We have also had CHC come and present at a parent workshop. Our Needs Assessment identified that we have parents with health needs that do not get addressed due to lack of insurance or otherwise, which is why we are establishing this partnership.*

Transitions-Mental Health Association (TMHA) *- We will work with TMHA to provide suicide and addiction prevention training for students parents and teachers.*

Proyecto Campesino *- This agency offers essential assistance with monetary aid for families facing emergencies. Their collaboration will strengthen our capacity to support our community holistically.*

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