



2025-2030 California Community Schools Partnership Program (CCSPP)

Dolores S. Whitley TK-8 School Implementation Plan

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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 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

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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 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:

Whitley TK-8 and Panama-Buena Vista Union School District (P-BVUSD) are dedicated to empowering its diverse community through a safe and inclusive environment that promotes academic excellence and personal growth. Whitley TK-8 prepares all students for future challenges with a commitment to innovation and strong partnerships, enabling everyone to thrive and contribute positively to society. This mission is supported by the P-BVUSD’s five Pillars of Excellence: (1) Student Achievement; (2) Diverse Learning Organization; (3) Wellness, Safety, and Equity for All; (4)

Family and Community Partnerships; and (5) Fiscal Responsibility. Together, these pillars guide Whitley TK-8's efforts to ensure every student has the opportunity to succeed.

Over the past year, Whitley TK-8 and P-BVUSD have collaborated to engage in community schools planning efforts funded in part through a CCSPP Round 2 Planning Grant. As part of this collaborative planning and in an effort to better understand local needs, assets, and service gaps, school and district leaders engaged with educational partners to complete a local needs assessment, asset mapping, and gap analysis process through a sequence of community schools presentations, surveys, and district- and site-level Community School Advisory Council engagements. These efforts enabled school and district leaders to identify and articulate needs and assets related to areas such as student academic achievement, social-emotional well-being, school climate and culture, physical health and nutrition, mental and behavioral health, overall student development, and parent and family engagement. After completing the Needs and Assets Assessment, Whitley TK-8 and P-BVUSD leaders collaboratively developed the CCSPP Implementation Project budget and articulated the project's vision: *To meet the P-BVUSD whole child, school, and community approach by establishing high-quality community schools that implement the Four Pillars of the California Community Schools Framework with fidelity.*

In order to achieve this vision, Whitley TK-8 will work to accomplish the four CCSPP Implementation Project goals outlined below. These four CCSPP goals explicitly align with the Four Pillars of the California Community Schools Framework and will advance Whitley TK-8's efforts to promote the Four Cornerstone Commitments, Four Proven Practices, and Four Overarching Values of the Community Schools Framework. These CCSPP Implementation Project goals also align with and advance P-BVUSD 2024–25 LCAP goals and actions as well as the district's five Pillars of Excellence.

CCSPP Goal 1: Improve the quality of integrated academic, behavioral, wellness, and social-emotional support services within each P-BVUSD community school's multi-tiered system of supports (*aligns with CCSPP Pillar 1: Integrated Student Supports and P-BVUSD Pillar of Excellence 3: Wellness, Safety, and Equity for All*).

CCSPP Goal 2: Build the capacity of parents, families, and community members to partner in the education and healthy youth development of P-BVUSD students (*aligns with CCSPP Pillar 2: Family and Community Engagement and P-BVUSD Pillar of Excellence 4: Family and Community Partnerships*).

CCSPP Goal 3: Enhance professional learning and collaborative leadership across and within P-BVUSD community schools to improve school culture and climate (*aligns with Pillar 3: Collaborative Leadership and Practices for Educators and Administrators and P-BVUSD Pillar of Excellence 2: Diverse Learning Organization*).

CCSPP Goal 4: Expand out-of-school-time programming to build on regular-day accomplishments and support students' academic progress and overall positive youth development (*aligns with Pillar 4: Extended Learning Time and Opportunities, P-BVUSD Pillar of Excellence 1: Student Achievement*).

Value 1 – Racially-just, relationship-centered spaces: Building trusting relationships to create racially-just, relationship-focused environments and a positive school climate will be a central priority for Whitley TK-8's new Community School Coordinator, a position created as part of the community schools initiative. The Community School Coordinator will focus on fostering and maintaining trust among students, parents, teachers, staff, community members, and educational partners, aiming to establish supportive, inclusive spaces where everyone can work together to learn and grow.

Value 2 – Shared power: Whitley TK-8 is committed to embedding democratic values and practices within its school community by creating and maintaining multiple avenues to regularly gather and consider feedback from diverse educational partners. The school will ensure inclusive and equitable representation on all governing bodies, maintain culturally and linguistically relevant communication, and integrate the expertise of educational partners into the ongoing development and improvement of the community school.

Value 3 – Classroom-community connections: To strengthen the connection between classroom instruction and the wider community, and to ensure that teaching reflects the culture of the school community, Whitley TK-8 leaders and teachers will regularly evaluate curriculum and instruction to ensure that classroom practices are aligned with local history, knowledge, values, language, literature, institutions, culture, and environment. This process will involve offering opportunities for Whitley TK-8 leaders, teachers, and support staff to collaboratively explore and implement community-based learning strategies and best practices.

Value 4 – A focus on continuous improvement: Ongoing collaboration and reflection through continuous quality improvement is a key element of Whitley TK-8's community schools initiative. The Whitley TK-8 Community School Advisory Council will collaborate with the P-BVUSD Community Schools Leadership Team to conduct both formative and summative evaluations, utilizing both quantitative and qualitative assessments. Project evaluation will focus on two main areas: (1) the fidelity of implementing the community schools model (process outcomes), and (2) the overall impact and effectiveness of the CCSPP Project in achieving targeted performance measures (e.g., student, school, and community outcomes). The Leadership Team and Advisory Council will use the data and evaluation results to guide reflective discussions, leading to democratic, data-informed decision-making aimed at improving community school implementation. In addition to using these findings to drive continuous improvement and meet CCSPP reporting requirements, the Leadership Team and Advisory Council will carefully document the successes of Whitley TK-8's community school model.

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 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 CCSP Implementation Project, the Whitley TK-8 Community School Advisory Council and district-level Community Schools Leadership Team will conduct a continuous, site-specific assessment of community school needs and assets. This process will involve intentional outreach to historically marginalized groups, ensuring that all planning efforts are culturally and linguistically appropriate. To promote inclusive participation, Whitley TK-8 and P-BVUSD will strengthen partnerships with educational partners that serve these groups, tapping into local expertise to effectively engage and connect with marginalized communities. The planned collaborative assessment efforts will include the following:

Data Analysis: The Community School Advisory Council and Leadership Team will compile and analyze numerical metrics, which will include evaluating standardized assessment results, attendance information, school climate survey results, and similar resources that lend perspective on the scope or intensity of phenomenon that may warrant intervention. These efforts will include analysis of school and community data sources related to education, health, student/family characteristics, attendance, behavioral data, health statistics, and other domains.

Document Review: The Community School Advisory Council and Leadership Team will gather documentation and artifacts that demonstrate Whitley TK-8's strengths and improvement areas. This will include review of the School Accountability Report Card (SARC), Single Plan for Student Achievement (SPSA), school climate survey results, evaluation reports from prior and current projects related to one or more of the Four Pillars of Community Schools, and P-BVUSD's Local Control and Accountability Plan (LCAP).

Community Resource Scan: The Community School Advisory Council and Leadership Team will inventory community-based service providers operating within Whitley TK-8 and P-BVUSD boundaries. This inventory will be organized into a CCSP Community Schools Partnership Matrix that outlines the role of each existing partner. In addition to providing a concise summary of active community partnerships, the Matrix will also aid in identifying service gaps that may exist or that might contribute to future community school efforts.

Stakeholder Perspectives: The Community School Advisory Council and Leadership Team will continue to meaningfully engage with students, parents, family members, teachers, staff, administrators, and a broad range of key educational partners to better understand the many perspectives of those committed to partnering with Whitley TK-8 to support the community school initiative. Educational partner perspectives will be gathered both formally and informally through community schools meetings, open forum discussions, interviews, focus groups, and surveys.

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.

Draft Collective Priority	Outcome/Indicators you aim to improve
<p>Improve the quality of integrated academic, behavioral, wellness, and social-emotional support services within each P-BVUSD community school’s multi-tiered system of supports.</p>	<p>To determine success in achieving Priority 1, Whitley TK-8 will compare baseline and actual annual outcomes, including (1) standardized test results (e.g., CAASPP, ELPAC) to determine increases in student academic achievement; (2) school climate survey results to assess factors such as school climate, student engagement, and social-emotional development; and (3) multiple measures that assess student behavioral outcomes, such as attendance, dropout rates, suspension rates, expulsion rates, and chronic absenteeism rates.</p>
<p>Build the capacity of parents, families, and community members to partner in the education and healthy youth development of P-BVUSD students.</p>	<p>To determine success in achieving Priority 2, Whitley TK-8 will (1) conduct parent, family, and community member surveys and focus groups to obtain qualitative feedback regarding the perceived quality of community school services, access to needed community services, and improved home-school-community engagement and (2) compare year-to-year results of the completed Whole Child and Family Supports Inventory.</p>
<p>Enhance professional learning and collaborative leadership across and within P-BVUSD community schools to improve school culture and climate.</p>	<p>To determine success in achieving Priority 3, Whitley TK-8 will administer teacher/staff surveys to give educators the opportunity to provide qualitative feedback regarding the perceived quality of professional learning and improvements to the community school’s collaborative leadership and shared decision-making structures and processes.</p>
<p>Expand out-of-school-time programming to build on regular-day accomplishments and support students’ academic progress and overall positive youth development.</p>	<p>To determine success in achieving Priority 4, Whitley TK-8 will measure (1) increases in annual expanded learning program attendance; (2) increases in the number of out-of-school-time activities and events offered; and (3) improved academic performance and student behavioral outcomes among expanded learning program participants (e.g., CAASPP scores, ELPAC scores, redesignation rates of English Learners as Fluent English Proficient).</p>

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
Build the capacity of Whitley TK-8 teachers and staff to employ curriculum, pedagogy, and practices that are responsive to local history, knowledge, values, language, literature, institutions, culture, and environments.	<ol style="list-style-type: none"> 1. Provide educators with opportunities to travel to observe model practices at neighboring schools experienced in integrating CBL into curriculum and pedagogy. 2. Contract with CBL subject matter experts and consultants to lead new CBL professional development. 3. Bring together communities of practice to share best practices to strengthen CBL curriculum and pedagogy. 4. Provide opportunities for educators to attend professional conferences on CBL-related topics. 5. Provide new professional learning opportunities for teachers to learn and apply racially-just and culturally-sustaining teaching and learning.
Continually assess success in employing community-based curriculum and pedagogy by annually completing the Whole Child and Family Supports Inventory and identifying CBL improvements and gaps.	<ol style="list-style-type: none"> 1. Collaboratively complete the Whole Child and Family Supports Inventory twice per year (fall and spring) during all five CCSPP Implementation Project years. 2. Compare year-to-year WCFSI results to determine growth and improvement areas related to CBL curriculum and pedagogy. 3. Articulate improvement plans to be implemented during the subsequent year based on WCFSI findings.

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
Engage with students, parents, families, school personnel, and educational partners during every aspect of community school planning and implementation to ensure the shared governance of the community schools initiative.	<ol style="list-style-type: none"> 1. Conduct district-level Community Schools Leadership Team meetings. 2. Conduct Community School Advisory Council meetings. 3. Ensure Community School Advisory Council are represented by a diverse group of members. 4. Provide training to the Community Schools Leadership Team and Advisory Council that will build each entities capacity to engage in effective collaborative decision-making. 5. Frequently solicit feedback from all key stakeholder groups, including students, parents, family members, school personnel, and community members in order to collect information useful for community schools planning and continuous quality improvement.
Strategically share community school evaluation reports with all key partners and stakeholders and meaningfully engage with all partners and stakeholders through cycles of continuous quality improvement.	<ol style="list-style-type: none"> 1. Meet with prospective community partners to discuss ways in which they may benefit the community schools initiative. 2. Broadly disseminate to all educational partners an annual Impact Study that highlights the successes of the community schools initiative. 3. Incorporate review and discussion of the Community Schools Implementation Plan into the LCAP stakeholder engagement process to ensure Implementation Plan alignment with the LCAP as well as the cost-effective braiding of local resources and CCSPP-funded resources. 4. Integrate community schools planning, review, and messaging into all key community school engagement opportunities (e.g., LCAP, SSC, ELAC).

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

At the start of the community schools planning process, Whitley TK-8 and P-BVUSD established site- and district-level infrastructures for engaging educational partners in initial and ongoing CCSPP design planning and implementation. Site-level community schools oversight is coordinated by the Whitley TK-8 Community School Advisory Council, which includes school administrators, teachers, and staff. At the district level, the P-BVUSD Community Schools Leadership Team includes representation from district administrators representing diverse departments. Throughout the CCSPP planning phase, the Leadership Team and Advisory Council engaged with educational partners through a multi-step needs and assets assessment process, and this experience will lay the groundwork for ongoing needs and assets assessment, collaborative reflection, democratic decision-making, and data-driven continuous quality improvement throughout the CCSPP Implementation Project period. Further, the CCSPP Project will promote shared governance by enabling Whitley TK-8 to employ a Community School Coordinator who will be charged with fostering shared governance, shared power, shared decision-making, and shared responsibility among partners and stakeholders. To fulfill this critical role in the process of school transformation, the Community School Coordinator will (1) chair the Advisory Council; (2) manage partnerships and communications across Whitley TK-8 educational partners; (3) participate in community meetings to build relationships and collaboration with community organizations and to leverage all available services that benefit Whitley TK-8 students, families, and community members; and (4) engage all stakeholders and partners in the ongoing review and continuous quality improvement of Whitley TK-8's community school initiative.

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
Hire a Community Schools Coordinator to lead Whitley TK-8’s CCSP Implementation Project planning, implementation, and continuous quality improvement.	<ol style="list-style-type: none"> 1. Formalize board-approved job description. 2. Conduct strategic recruitment both within and outside of Whitley TK-8 in order to secure a diverse applicant pool that mirrors the characteristics of the Whitley TK-8 school community. 3. Conduct interviews and select most qualified applicant.
Secure new resources and effectively align and braid existing local efforts with the community school initiative to execute a cohesive approach to school improvement.	<ol style="list-style-type: none"> 1. Maintain both grant-specific and school-level budgets that carefully document use of funds from all sources and how multiple funding sources are braided to maximize cost-effectiveness and cohesion. 2. As new funding opportunities are identified, assess each opportunity individually to understand funding criteria and determine the likelihood that any new prospective funding source could improve, enhance, and/or sustain its community schools. 3. Strategically braid all CCSP-related discretionary funding sources to ensure high impact on student outcomes, maximize cost-effectiveness, and avoid any duplication of services or supplanting.

Key Staff/Personnel

<p>Community Schools Coordinator</p>	<p>The Community Schools Coordinator will (1) serve as the Whitley TK-8 lead in implementing the CCSPP Project and overseeing overall implementation of community school processes, programs, partnerships, and strategies; (2) chair the Community School Advisory Council and serve on the district-level Community Schools Leadership Team; (3) collaborate with other P-BVUSD Community School Coordinators to manage partnerships and communications across the community school partners and stakeholders of all four P-BVUSD community schools; (4) participate in community meetings to build relationships and collaboration with community organizations and to leverage all available services that benefit Whitley TK-8 students, families, and community members; (5) oversee site-level data management related to CCSPP Project goals; and (6) collaborate with Whitley TK-8 and P-BVUSD leaders and educational partners to assess the project's success.</p>
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

The P-BVUSD Community Schools Leadership Team, together with the Whitley TK-8 Community School Advisory Council, will conduct assessment activities recommended by the State Transformational Assistance Center for Community Schools (S-TAC) and the CDE. These efforts include tools such as the Capacity Building Strategies Developmental Rubric, Whole Child and Family Supports Inventory, and annual revision of the Needs & Assets Assessment and Implementation Plan. These actions aim to enhance the fidelity of CCSPP implementation, support data-driven continuous improvement, and strengthen the long-term sustainability of the community schools initiative. The Leadership Team and Advisory Council will meet quarterly to collaboratively review and discuss evaluation results, assessing the fidelity of the project's implementation and its impact. During the final meeting of each year, these groups will engage educational partners to identify strengths and weaknesses of the project. Based on these findings, they will make improvement decisions to be implemented in the following year.

Rigorous evaluation of the CCSPP Project at both the site and district levels, combined with ongoing collaborative reflection and continuous quality improvement, will ensure that CCSPP investments drive school-wide transformations benefiting Whitley TK-8 students, families, staff, and community members during and beyond the five-year funding period. In addition to using evaluation results to guide continuous improvement and meet CCSPP Grant reporting requirements, the Leadership Team will document the successes of the community schools model and share findings with educational partners.

The CCSPP Project’s evaluation reports will offer valuable insights to help P-BVUSD and Whitley TK-8 leaders and educational partners understand the long-term return on investment generated by CCSPP impacts. These impacts include increased average daily attendance, reduced need for intensive interventions through early identification and support, improved teacher retention, and other cost-saving school improvements resulting from the community schools initiative. The Leadership Team will present these findings to district and school educational partners who are well-positioned to support ongoing community school efforts by leveraging local resources and integrating CCSPP expenditures into P-BVUSD’s LCAP Goals, Actions, and Budgeted Expenditures.

Additionally, the Community Schools Leadership Team will actively seek and secure new resources and direct funding from diverse sources, including private foundations, community partners, and federal discretionary grant programs. By braiding these resources, the team aims to strengthen Whitley TK-8’s community school initiative and ensure its sustainability beyond the five-year CCSPP funding period.

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
<p>Strengthen existing relationships and secure new partnerships with entities and individuals in order to continually expand the menu of services available to students, families, and the school community.</p>	<ol style="list-style-type: none"> 1. Annually review and update the Community Schools Partnership Matrix in order to define existing partnerships and identify new partnerships that may benefit community school efforts. 2. Invite all existing and prospective partners to attend Community School Advisory Council meetings to identify ways in which community partners can leverage and braid resources to benefit Whitley TK-8’s CCSPP Project. 3. Formalize partnership agreements (e.g., memoranda of understanding, letters of agreement) with all key community partners that outline services to be provided. 4. Annually review and revise all partnership agreements to better address emerging needs and services gaps as identified throughout the Needs & Assets Assessment annual revise.

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:

As part of the community school planning process, Whitley TK-8 and P-BVUSD leaders have engaged with educational partners to design a community school initiative that reflects the voices of the community served by Whitley TK-8. P-BVUSD and Whitley TK-8 have cultivated strong community partnerships, many of which are formalized through letters of commitment and memoranda of understanding, and Whitley TK-8 will leverage these relationships to support community schools implementation. The following is a select list of several of the key community partnerships that are committed to collaborating with Whitley TK-8 on community schools implementation efforts:

American Red Cross offers workshops on emergency preparedness, covering topics like earthquakes and house fires.

Aspire Counseling Services - New Vision specializes in evidence-based counseling for substance abuse, offering intervention, prevention, and treatment services tailored to students' specific needs.

Bakersfield Police Department actively participates in family engagement events such as the Family Resource Fair, Sensory Friendly Halloween, and Career Fairs. BPD also provides learning sessions on health and safety, as well as assigning a School Resource Officer to district schools.

California State University, Bakersfield, through its Extended Education Program, collaborates with P-BVUSD to offer Parent University courses, which empower Spanish-speaking adults by developing their English language skills.

Clinica Sierra Vista ensures district families have access to healthcare resources, particularly those facing barriers such as transportation or limited access to facilities.

Erick Rodriguez, a local artist, hosts Paint Night classes for families during engagement nights.

First 5 Kern funds district events, such as the Welcome TK/Kindergarten Family Event, providing new parent kits and participating in resource fairs.

Golden Empire Gleaners addresses hunger in the community by providing food to those in need.

INOVIA Pharmacy provides vaccines for both children and staff, promoting the overall health and safety of the district community.

Kaiser Permanente's Thriving Schools Program supports teachers, staff, and students by promoting both health and learning.

Kern County Dental Assistance provides dental assessments at no cost to P-BVUSD students and families.

Kern County Superintendent of Schools Community Schools provides professional development and grant support to the district's Community Schools Coordinator.

Kern County Superintendent of Schools - Equity & MTSS provides professional development opportunities aligned with the Multi-Tiered System of Support (MTSS) framework, emphasizing inclusive academic, behavioral, and social-emotional practices.

Kern County Superintendent of Schools - Foster & McKinney-Vento collaborates on comprehensive support services for foster and homeless students, ensuring they have access to resources for academic and personal success.

Kern Literacy Council engages with families during events, offering free books to students and promoting Dolly Parton's Imagination Library, which supplies monthly books to children under age five.

Kern Public Health Department participates in family engagement events to promote health and wellness education.

Kern Reading Association organizes family-friendly events like Author's Fair, Book Talk Tea, and Battle of the Books, fostering a love for reading.

Parent Institute for Quality Education (PIQE) implements the Family Engagement Program, which empowers families to support their students' education, navigate the school system, and understand college admissions requirements.

P-BVUSD Foundation raises funds to combat literacy challenges and create opportunities for community members to thrive through reading and writing.

Pinnacle Primary Care extends healthcare access by offering school physicals and immunizations, either at their facilities or via mobile units, helping students stay in school.

PODER Community Service Project supports the district through volunteer work and community service efforts.

Sylvan Learning Center offers tutoring services to enhance students' academic performance.

Valley Strong collaborates on family literacy initiatives.