CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support 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

Orin Hirschkorn, Superintendent
Trisha Hirschkorn, Director of Student Services
Angel Alvarez, Community Schools Coordinator
Monroe Elementary School
11842 S. Chestnut Fresno CA 93725
559-834-2895

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.

1. Promote Academic Achievement for All Students.

2. Maintain a Safe and Healthy School Environment.

3. Provide Opportunities that Develop Positive Character.

4. Guide and Prepare Students for Post-Secondary Opportunities

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:

LINK TO DETAILED NEEDS ASSESSMENT

Caruthers Unified School District (CUSD) conducted an inclusive needs assessment and asset map across the many key stakeholders of our diverse community — students, parents, staff, and alumni. The goal of this assessment was to not only better understand the strengths and assets of our district, but also build an authentic and equitable foundation of engagement and participation with our community, in alignment with the Community Schools Framework. CUSD welcomed input and participation in virtual and in-person formats, including an electronic survey, in-depth empathy interviews, focus groups, and campus events including Community Schools Advisory Council meetings, and various site meetings.

Integrated Supports
The district has initiated and sustained a wide range of programming and initiatives to provide and facilitate integrated supports for all students. However, we continue to recognize disparities in participation and effectiveness for some sub-groups of our student population for a variety of reasons. Through this process our community identified mental health as an important priority. Family stress, mental health challenges, and controlling emotions were the most prominent themes (outside of academic supports) communicated by all stakeholders, students, parents and staff. The success of any and all initiatives within this framework are impacted by, and contingent upon, the social and emotional wellness of all members of our community.

Enriched, Expanded Learning
CUSD has established programs and partnerships for enriched and expanded learning after, outside and beyond school. This includes a sustained partnership with the Junior Doctors Academy of UCSF Fresno, which provides health science and STEM coursework as well as health career planning and resources for students beginning at the middle school level. Through student groups and electives, CUSD has also expanded service-learning opportunities for students. Our asset map identified college readiness and college planning as an opportunity for further enriched and expanded learning. In a survey of students, 70% of respondents shared intentions and motivations to pursue post-secondary education immediately after high school completion.

Through our needs assessment and asset map, our community identified math support and math advancement as the most significant academic challenge, impacted by socioeconomic factors in our students lives; these deficiencies were identified by students, parents, and staff. This was particularly poignant for English Learners, who encounter unique and compounded barriers to math readiness when coupled with language barriers. Further, Caruthers is proud to support a large Mixteco-speaking population that requires culturally-tailored education unique to this community. Reading and comprehension was also identified, second to mathematics. In addition to academic-integrated supports, our asset map also identified negative stigma associated with low-income and low socioeconomic status as a barrier in student utilization of existing services. This includes participation in the Free and Reduced Lunch program (during school and after school), as well as several tailored supports for students from the foster system and/or facing homelessness. To fully realize the benefits of these services, and to fully actualize the Community Schools Framework, CUSD will require orchestrated initiatives that both reduce stigma and provide approachable and culturally-informed channels to accessing these services. Last, CUSD remains committed to foster a positive school climate, with these student subpopulations at the forefront. For low-income students, English Learners, Foster Youth and students experiencing homelessness, chronic absenteeism remains high.

Family, Community Engagement
CUSD parents and families are a vibrant asset of the district, one to be leveraged, lifted, and honored in our Community

School Implementation Plan. Despite facing challenges, barriers, and stigma across multiple socio-political dimensions, our parents and families continue to show up, hold space, give back, and lift voice. Through this asset map, nearly 300 parents completed our survey, of which a majority identified as Spanish speaking. In addition, our parents and families are active participants in community events including Family Nights (Literacy Night, Open House, Migrant Program workshops, and various Information Nights), as well as formal groups and committees (PTA, ELAC, DELAC, Community Schools Advisory Council). A recurring theme that emerged throughout these channels was a strong desire to contribute and engage, but a lack of understanding in how best to do so, given language and cultural barriers.

Collaborative Leadership Practices
CUSD is committed to collaborative and inclusive leadership. During this planning year CUSD has hired a Community School Coordinator and established a Community School Advisory Council. This pillar impacts all members and layers of our community– students, families, educators and administrators. Many of these initiatives also are directly tied to, and enhance, other pillars discussed above. For example, our Social-Emotional & Academic Services (SEAS) collaborative meetings not only provide support and cross-training for staff, but also build our capacity to better realize and maximize integrated supports and enriched and expanded learning.

NEEDS ASSESSMENT AND ASSET MAP CONDUCTED

Participants

- Participant Surveys: students, parents, staff and alumni of Monroe Elementary and/or Caruthers High School
    - Students: 459
    - English Speaking Parents: 133
    - Spanish Speaking Parents: 138
    - Staff: 18
    - Alumni: 8
- In-depth Empathy Interviews (27 K-8, 20 High School), Total 47
    - Teachers: 11 (7 K-8, 4 HS)
    - Parents: 13 (English and Spanish) (9 K-8, 4 High School)
    - Administrators: 9 (3 from ELP, 6 site leaders) (5 K-8, 4 High School)
    - Alumni: 8 (CHS)
    - Support Staff: 3 (HS Only)
    - Community Organizations/ Businesses: 3
- Focus Groups: (7 K-8, 7 High School): 14 sessions total
    - 6-9 students per focus group: 3 sessions total (1 K-8, 2 High School)
    - 7-19 parents per focus group: 4 sessions total (2 K-8, 2 High School) (English and Spanish)
    - 5-7 teachers per focus group: 4 sessions total (3 K-8, 1 High School)
    - 5-7 administrators per focus group: 2 sessions total (1 K-8, 1 High School)
    - 6 office staff per focus group: 1 session (1 high school)

Sampling Method

- Snowball and Convenience Sampling Methods
- Recruited Survey and Empathy Interview participants via our campus community engagement events (tabling at Trunk-or-Treat, Fresno State Bulldog Bound College Night, ELAC and DELAC events), announcements via the parent mobile app, at parent-teacher conferences, counseling meetings, and through front office staff.

Transcription

- CUSD utilized a professional transcription service to transcribe all empathy interviews.

Thematic Analysis, Qualitative Coding

- The interview data were analyzed on the basis of systematic coding. This type of analysis consists of a systematic coding (breaking down) of data according to a code list (or code system), in order to identify relevant patterns and themes. The interview analysis is based on a hybrid approach, combining deductive and inductive coding.
- Although some codes were added or modified throughout the cycle of coding, the initial primary codes were developed in tandem with the four pillars of the Community Schools Framework.

PRELIMINARY FINDINGS

Strengths

- Post-Secondary interest and motivation, academic scaffolding for English Learners (Student Success Teams), extended learning opportunities after school, parent and family engagement, cross-training and cross-learning of educators and administrators

Needs & Gaps

- Academic performance in math and reading, mental health services, access to resources that support whole-child wellness (food, clothing, basic needs), stigma related to low-income and low socio-economic status limiting utilization of school services, programs and services for Spanish and Mixteco speaking families

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.

1. **Assets-Driven and Strength-Based Practice:** Community schools views students, their families and their community through the lens of their assets, strengths, and value the collective wisdom derived from experience, family, history and culture and language. In continuation with the methods and purpose of this initial asset map, CUSD will continue to build upon the robust strengths of our communities, recognize the unique stories, histories, and cultures of our families as a strength, and continuously identify opportunities to lift up these assets. Although this implementation plan seeks to expand and enhance programs and services across our sites, in order to mitigate gaps and address needs, CUSD does not view these gaps as deficits or detriments. It will be the responsibility of the Community School Coordinator and Community School Advisory Committees to reflect and engage in regular praxis, to maintain and sustain this strength-based orientation in planning, implementation, evaluation, and stakeholder engagement.

2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions. CUSD makes a commitment to continuously communicate and emphasize the importance of a school climate that is racially just and allows for restorative justice in the implementation of the community school framework across our three sites. These core principles are reflected in our 2024-2025 LCAP, and will be reiterated in this implementation year and beyond. Goal 2 of the LCAP is to “maintain a safe and healthy school environment while providing opportunities that develop positive character.” A critical component to student success in learning is a positive school climate that engages students in learning and that encourages regular attendance. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction. Significant inequalities (in academic and SEL outcomes) are evident when comparing Low-Income students, English Learners, Foster Youth, and Students with Exceptional Needs to non-low-income students in our district. A positive learning environment, coupled with positive relationships among peers and between students, staff, and families, are critical to students' success. As The Education Trust has noted, " Strong relationships provide a foundation for student engagement, belonging, and, ultimately, learning." The actions described under Goal #2 of the LCAP are all designed to achieve the purposes of maintaining a positive climate and building strong, supportive relationships. The metrics associated with this goal can provide the necessary data to monitor and evaluate the effectiveness of those actions.

3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities. Through this needs assessment and asset map, we identified opportunities to further enhance curriculum, pedagogy and instruction. The most significant and poignant theme was the need for enhanced supports in mathematics. However opportunities for improvement were also identified by students and parents, in the area of reading and comprehension. In our asset map process, we have started to identify solutions and opportunities to address deficiencies in math supports. For example, youcubed, a program of the Stanford Graduate School of Education, emphasizes growth mindsets in teachers and students, to overcome barriers (and fear) of the subject. MES is committed to innovative pedagogical and instructional approaches that are relevant, culturally sensitive, and are authentic to students’ lived experience.

4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations. At CUSD, the Community School Advisory committee serves as a hub for decision making that spans across all stakeholders – students, parents, staff and the broader community. This has been an active and effective channel for shared decision making and collaboration, as reflected in committee agenda and minutes.

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 **(MES Linked)** 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
Maintain Consistent Family and Community Engagement	● School Climate and Culture indicators from students, staff, faculty, administrators and families. ● Decrease in Chronic Absenteeism. ● Decrease in Suspension Rates ● Increased Parent Engagement in school programming and events
Instructional Leadership and Guidance Support	● Collaborate with preschool to support the successful transition of those pupils to elementary school ● Including the participation of their parents and families, and those of students with exceptional needs, in preparing for the transition.
Ongoing Research & Accountability	● Generate clear and precise goals for ongoing improvement ● Maintain Alignment between LCAP & CSSP ● Comprehensive CCSP Initiatives and Strategies
Strengthen MTSS Model	● Fostering communication between teachers and families. ● Behavior Intervention Plans tracked and measurable metrics. ● SST Identifiers ● Increasing student voice
Implementing Assessment Cycles	● Monitor Academic Performance ● Curriculum Development ● Align instruction at RCE to standards
Aligning Current Professional Development M Learning Communities (PLC) Practices	● Increasing student learning opportunities and performance ● Instructional Alignment to State Standards ● Grade Level Planning

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	
Language Analysis and Inclusive Practices	• Analyze the languages of the Caruthers community and strive for language inclusiveness	• Culturally Relevant Family and Community Engagement Practices • Cultivating inclusive learning spaces to foster community learning.
Integrate Local Environment	• Understand interdependent ecological relationships in the community	• Generating relationships and safe learning spaces for local community members to share knowledge.
Captivate Caruthers History and Trajectory	• Inclusive community learning on the history and social events of Caruthers	• Establishing generational impact through youth leadership opportunities • Collaborative dialogues between current and generational community residents.
Incorporating Art & Culture	• Learning about Community Practices and social norms	• Fostering alignment between home and school values.

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
Maintain Consistent Family and Community Engagement	● School Climate and Culture indicators from students, staff, faculty, administrators and families. ● Decrease in Suspension Rates ● Increased Parent Engagement in school programming and events
Instructional Leadership and Guidance Support	● Collaborate with preschool to support the successful transition of those pupils to elementary school ● Including the participation of their parents and families, and those of students with exceptional needs, in preparing for the transition.
Ongoing Research & Accountability	● Generate clear and precise goals for ongoing improvement ● Maintain Alignment between LCAP & CSSP ● Comprehensive CCSP Initiatives and Strategies
Implementing Assessment Cycles	● Monitor Academic Performance ● Curriculum Development ● Align instruction at CUSD to standards
Strengthen MTSS Model	● Fostering communication between teachers and families. ● Behavior Intervention Plans tracked and measurable metrics. ● SST Identifiers ● Increasing student voice
Aligning Current Professional Development Meetings to Planned Learning Communities (PLC) Practices	● Increasing student learning opportunities and performance ● Instructional Alignment to State Standards ● Grade Level Planning

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

Monroe Elementary Community Schools Committee

Core Positions: (Elementary and High School)

- Community School Coordinator (Co-Chair)
- Superintendent or Designee (Co-Chair)
- 2 Site Principals (High School and Elementary)
- 2 Counselors (High School and Elementary)
- 2 Community Liaisons (1 Per Site)

2 Year Commitments: (Elementary and High School)

- 2 Special Education Teachers
- 2-4 General Education Teachers
- 2 Classified staff members

1 Year Commitments: (Elementary and High School)

- 2-4 Students
- 2 Parents of students or community members

Advisory Council Meetings are designed to have a baseline committed foundation of core participants (individuals with committee positions) to ensure compliance, but open for all members of the community to join. Council meetings will be announced 1 month prior to the meeting date and communicated to students, parents, families, community members, staff, faculty, and administrators through our district's site web pages (All school sites).

Mission and Goals:

1. Promote Academic Achievement for All Students.

2. Maintain a Safe and Healthy School Environment.

3. Provide Opportunities that Develop Positive Character.

4. Guide and Prepare Students for Post-Secondary Opportunities.

Community Schools Mission and Vision:
Our mission for community schools is for the schools in our district to be at the center of student support through community partnerships that strengthen our families, provide a voice for students in their education, create supportive programs, and involve the leaders in our schools and communities to invest in our future.

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
• Improve student academic outcomes • Address identified gaps • Strengthen and build upon existing successful resources • Establish school connectedness and a positive school climate • Increase parent engagement	• Establishing stronger PLC practices • Align instruction with state standards • Hire academic support and professional development coordinator • Hiring public health and school counseling interns • Creating more communication pathways between school sites and families

Key Staff/Personnel

Community Schools Coordinator	Responsible for the planning, implementation, and management of the Community Schools model in the district. Develops and monitors systems to best serve the "whole-child" and the families in our community with the four pillars of CCSPP. The Community schools coordinator continues to monitor the strengths and needs of our students and community, while connecting families with resources and increasing student/family/community engagement. Coordinator continues to assess the fidelity, effectiveness, and success of CCSPP systems, practices, and programs as they align to district and community goals.
Proposed Academic Program Support Coordinator	Responsible for researching, planning, implementation, and management of tools to improve student academic success. This position will collaborate with site leaders, teachers, and outside agencies to align and build teacher capacity in multiple facets. They will assess academic needs and strengths then organize and support professional development opportunities, and student/family engagement initiatives. Position will be continued with modifications as unforeseen circumstances created changes within staffing this year.
Behavioral Health/Public Health Intern(s)	Continued the service of interns through collaboration with a career readiness/higher education program that will train and supervise the intern placement. These positions will be utilized to help develop community programs to support the overall

	health of students, families, and communities. They will assess the overall health needs and collect data to ensure that their programs are aligned with the community and district goals.
Proposed Academic Counselor/Social Worker	Responsible for assisting and facilitating positive communication between the community, school, families, and students. This position works closely with the Community Schools Coordinator to consistently provide feedback regarding the needs and assets of our community and schools. They will support connecting families and students to resources, conduct home visits, support the planning of parent engagement programs/events, and organize and provide transportation for parents when needed.

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

In planning beyond the life of CCSPP resources, CUSD in partnership with each school site maintains a strong vision of establishing sustainable methods to continue addressing each pillar, condition, practice, and commitment within the CCSPP framework and sustain alignment with our LCAP and SPSA goals. The MES plan will support each pillar as follows:

Integrated Student Supports

CSUD's mission is to align the Local Control Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA) to strive for sustainable and impactful services for our students, staff, families, and administrators. Current data and future research practices will highlight the importance of continued services produced from integrated CCSPP positions and commit to identifying alternative resources to establish sustainability. From resources left unused in the Local Control Funding Formula (LCFF), MES in collaboration with CUSD will recommend permanent status if CCSPP support positions prove effective in servicing our students, staff, parents, administrators and the broader community. The resources provided through CCSPP provide the opportunity to address immediate needs for our schools, families, and the community. Approaching the sunset of CCSPP resources, CUSD plans to allocate LCFF resources to sustain integrated student supports onboarded through CCSPP.

Family and Community Engagement

CUSD shares a commitment to incorporate inclusive practices that allows families and community members to become involved in school related activities and events. Each school site in our district serves as a center hub for family and community engagement. The Community Schools Coordinator will be at the center of family and community engagement projects with the support of community liaisons, school counseling interns, public health interns, and other personnel at each school site supporting events such as Career Day, Resource Fairs and more. At the sunset of CCSPP resources, CUSD will allocate resources to continue to meet family and community engagement initiatives highlighted in our LCAP and SPSA goals and actions.

Collaborative Leadership Practices for Educators and Administrators

Throughout our CCSPP planning phase, advisory councils were created at each CUSD school site to begin introducing the collaborative leadership practices pillar of community schools. Although still in the beginning stages, the Community Schools Advisory Councils consisted of district leaders, site administrators, teachers, students, parents, local businesses,

local organizations, CUSD alumni, and community members that expressed a shared commitment to address the various needs of the Caruthers community. During the CCSPP implementation resource phase, the Community Schools Coordinator along with the Director of Social Emotional and Academic Services will work with each site principal to facilitate the advisory council meetings at each site. This practice will carry on past the life of CCSPP resources to provide continuous and ongoing improvements in our schools and community.

Extended, Expanded, & Enriched Learning Opportunities

With resources gained through CCSPP, CUSD can expand learning beyond the classroom and provide more career learning opportunities and pathways to an under-resourced community. Our goal is to develop and build capacity for teachers to engage in more civic opportunities and align classroom instructional practices within the CCSPP Framework and to improve overall learning outcomes. Nearing the end of the life of CCSPP resources, established initiatives will be carried out through our Director of Social Emotional and Academic 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
• Increased exposure to post secondary opportunities • Increased awareness of local resources to community members • Increased retention and motivation for students • Increased family engagement	• Community Advisory Council Meetings and other Collaborative Spaces • Established formal partnerships • Survey evaluations aligned to LCAP • Community input surveys

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:

UCSF Fresno Latino Center for Education and Research (LACMER) Office of Health Career Pathways	Doctor's Academy Program: There is a strong existing partnership, where students have benefited from the health career pathway opportunities this program offers. Due to the rural	• Increased retention and student motivation • Places theory based learning into practice

	area of Cauthers, there have been very few civic engagement opportunities for students to engage in community service learning. Additionally students are less motivated to continue through the Doctor's Academy program after middle school. The goal is to expand learning beyond the classroom and provide more civic engagement opportunities for students to practice skills learned in the program and increase retention.	• Generating future career opportunities and aiding in developing skills for students to enter the medical field • Increased school connectedness
Health Career Connection (HCC) Community Health Internship Program	Currently seeking to partner. HCC is a public health paid internship program recruiting local first generation college students to engage in community health related work. The goal is to engage in a future partnership that will provide sites the capacity to support students and families to improve community health outcomes through resource connection, health education workshops, and community outreach events.	• Paid learning experiences for CUSD Alumni and surrounding local student populations. • Increased health outcomes for students and families • Increased family and community engagement
Fresno County Superintendent of Schools	Migrant Education - Caruthers has one of the largest migrant populations in Fresno County. There is a current partnership with MES, however due to change of staffing with Migrant Advisors, consistency has been difficult in maintaining consistent services for students and families. The goal is to establish a more formalized partnership to create a comprehensive program that can sustain migrant student and family services.	• Increased learning and academic outcomes • Increased family engagement • Increased math and reading scores • Expanded learning opportunities
Fresno Pacific University	Nascent stages of partnership has been established with the School Counseling Program, however we have hosted interns at our sites in	• More parent engagement • More school connectedness among families and students

	previous years. A more formal partnership social emotional needs are still high at this site, in particular with TK and Kindergarten students. The goal is to provide more onsite counseling interns that can support with social emotional learning lessons, academic progress tracking, and college and career advising. An additional partnership by establishing a tutoring program with this organization could support our students and teachers with mindsets to succeed in math. Providing professional development in the areas of math to interns can support students during the ELP Program.	● Smoother transitions between entering school in TK and exiting school in 8th Grade entering high school. ● More support for teachers in the classroom in the areas of SEL and academics (MAth)
National Compadres/ Comadres Network (NCN)	Trained staff have implemented La Cultura Cura (The Culture Cures) curriculum healing circles with 8th Grade male students. The goal is through a partnership with NCN, more staff can be trained in LCC and open a female student component in conjunction with the already existing male program, generating a pathway of peer learning mentorship.	● Establishes restorative practices in school settings ● Generates a pathway to peer and alumni mentorship ● Inclusive parent and student engagement opportunities with family curriculums offered ● Culturally relevant curriculum and evidence based community practices to strengthen families
Local Churches	There are a total of 10 churches in the Caruthers area serving a population of under 2,500 residents. There has been a disconnect between the school sites in our district, and the community services offered through our churches. The continued goal will be to establish a connection with already existing resources and collaborate on future community service projects (food, clothes, basic needs, immigration	● Collaborate on community engagement events ● Coordinate and align needs in the community to better provide resources for students and families in our district ● Secure facilities, materials, and other needed items

	services) and provide support for families and students.	
Tzu Foundation	Tzu Mobile Clinic: Currently in the beginning stages of partnership with Tzu Mobile clinic, we have begun utilizing their services and offers free health and vision screenings for our low-income, migrant family populations. Not all families are aware of the services that the Tzu foundation offers and is often underutilized. The goal with a potential partnership is aiding in connecting families with resources Tzu has to offer in education, medical, and dental services for parents.	● Access to care for parents and families ● More resources for low-income families ● Better health outcomes for students and families ● Higher prepared and engaged students in the classroom
Turning Point Mental Health Services (Rural Services Program)	Beginning stages of partnership. Seeking more increased access partnerships have been established, however our district has utilized their services. The goal is to provide more access to family based therapy not offered at our sites and more support for parents to access mental health services.	● Increased parent and student relationships ● Stronger families with healthy coping practices. ● Better parenting and relationship management skills. ● Reduce mental health cultural stigma.
Local Farmers	Caruthers is a rural and agricultural area with families working seasonal jobs. Students have expressed more interest in ag related careers and local farmers have been involved in many FFA related events. Establishing a more formalized partnership with local farmers can provide more career exploration opportunities for students and potential support with school based related projects connecting to agricultural careers or food safety related careers.	● Inclusive stakeholder involvement including outside agencies and other businesses ● Establishes a Caruthers cultural presence highlighting the agricultural component of the community ● More career pathway interest in ag related careers

Caruthers Lions Club	Active for more than 80 years of service in the Caruthers community, partnership with the Lions Club and CCSPP are stages. Identifying new initiatives to continue providing student scholarships, community engagement events, and a potential pathways to increase student participation and support to learn values of servant leadership.	• Increased Family and Engagement • Career Exploration Opportunities • Developed student volunteer service culture though pathway and sustainability
Caruthers Chamber of Commerce	Over 100 years of service in the community of Caruthers, the Chamber of Commerce provides family and community service events in partnership with local businesses to stimulate economic opportunity and growth. Partnership is in infant stages, with a primary goal of providing more business oriented exposure opportunities for students.	• Business oriented career exposure for students. • Increased scholarship opportunities for students. • Increased family and community engagement events aligned with student centered priorities.

MES

Measure	Measure Descriptor
Total enrollment for school year 2024-2025	Unduplicated Enrollment - 150
Unduplicated pupil count for school year 2024-2025	Unduplicated Enrollment - 150
Local educational agency (LEA) and proposed school site's dropout rate for the 2023-2024 school year	0%
LEA and proposed school site's suspension rate for the 2023-2024 school year	1.3% suspended at least one day; highest English Learners, Hispanics, Socioeconomically Disadvantaged, and Students with Disabilities.
2024-2025 Locale Code (RE: small/rural)	42–Rural, Distant
LEA's Non-Stability Rate for the 2023-2024 school year	12.8%
LEA's Non-Stability Rate for foster youth for the 2023-2024 school year	0%
LEA's Non-Stability Rate for homeless pupils for the 2022-2023 school year	16%
LEA's Child Find rate	Child Find rate for the 2021–22 school year 8.09%
LEA's compliance status for overall disproportionality RE: Special Education	NOT DISPROPORTIONATE (i.e., Disproportionate) for the 2021–22 school year
LEA's compliance status for disproportionality by disability type RE: Special Education	NOT DISPROPORTIONATE (i.e., Disproportionate) for the 2021–22 school year
County's cumulative COVID-19 number of cases per 100K	6.4 per 100K as of 1/27/24 - CDC
County's March 2025 unemployment rate	8.3% - labormarketinfo.edd.ca.gov
County's October July 2024 food insecurity rate	16.2% - HFC.org