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:

As an Alternative Education School, Marin's Community School families and students do not always choose to be a part of our school. They are mostly sent to us by School Attendance Review Board and expulsion decisions. Nine years ago, we embarked on a whole-school change effort to reorganize ourselves into an opportunity instead of a punishment - a place where students who had experienced being sidelined by an oppressive and racist system could regain their senses of self, find belonging, and strengthen their skills and knowledge so that they can find their passions and lead purposeful lives.

It was with that orientation and newly minted mission and vision that Marin's Community School launched a continuous improvement effort that involved students, families, teachers, staff, and a variety of educational stakeholders. We received our first accreditation from WASC which was a full six-year accreditation and a chance for us to all come together and focus our work even more to improve outcomes. This year, we completed our mid-cycle review.

When the CCSPP was launched, it provided the perfect opportunity for us to double-down on the work we knew we had to do, and to continue to focus our efforts to build a racially-just, relationship centered space; build toward shared power; strengthen our classroom/ community connections; and create better systems of data collection and processes for continuous improvement. In our assets mapping planning year, we build a Community Schools Advisory Time comprising parents, students, teachers and staff, and Community Partners. As we looked at some of our student data, we drilled down by analyzing the factors that contributed to too many of our students not making adequate progress toward graduation. From that work, we came up with three goals for this work - reimagine education, establish and build systems for responsive and supportive care, and create and sustain a positive school culture. All of this work laid a strong foundation from which to answer the question - why a community school for our school?

Community school is literally in our name. We were established to serve all of the 16 school districts in our county, and exist to serve the entire county community. However, we do not solely serve the immediate community in which we are located. Our students and families are separated into a wide variety of neighborhoods and living situations, in addition to different geography. This has meant that we have had to define community in a broader way, and rather than exist apart from the other community schools in our community, try to create a way for us to be a part of the system - a support and opportunity for families and students who need our smaller, more flexible environment.

As we continue to build our community school, we have continued to look at our plans through the lens of the overarching values. Racial justice is the foundation of our program. In a county that is about 70% white, our school serves a student body that is approximately 85% kids of color - we ARE the opportunity gap. Through our focus on hiring staff that look like our students, we are proud to say that our staff is 80% people of color with all four new hires being Latinx and bilingual in English and Spanish. We look at our curriculum and pedagogy through a commitment to cultural responsiveness, and our systems for restorative justice ensure that we are not just a stop on the school-to-prison pipeline, which alternative education schools often are. We continue that commitment.

Last year, we piloted an expanded independent study course with the idea being that we could offer the flexibility of independent study with the increased support that comes from being with a cohort on campus. The class served 10 students - two graduated, and two made very little progress, with the other six making good progress towards graduation. We will not be expanding that program yet, as the staff are now eager to make bigger changes to the whole program. We will capitalize on this coming year being our self-study year for WASC, as well as our three-year LCAP planning year, to implement our Community School processes and continue to build on shared leadership, especially student engagement in this work.

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.

Our Community Schools Advisory Team continued to engage deeply in the focus goal of reimagining education this year, through the strategy of possibility thinking. Last year, we unpacked what we thought had been positive learning experiences for us and people we knew, and created the foundation of a rubric through which we could understand the components of a school that was created with the learners in mind. We then used and refined the rubric by examining programs online, in person, and finally by using it for site visits on our own campus.

Through that process, we elicited feedback from students (through surveys and a unit of study) about what is working and what they would see in a school that was created to support their values, and we further honed that rubric. We are viewing this as a long-term, large project, AND as a project that creates shifts in our day-to-day work. For example, one thing that we heard from our students is that they wanted to have more community-building activities. We talked to them to get specifics and have implemented a “fun” lunch one day a week during which we have music, food, and activities including a soccer match. It is a small but mighty step towards creating a school that the students want and deserve.

In the 24-25 school year, we were accepted into the CEIx Street Data Community of Practice. Our team, comprising school administrators, a teacher, a student, and a community partner, connected with other schools and districts across the state as we did deeply into an Equity Transformation Cycle (see Safir, Dugan, *Street Data,* 2021). Through that work, we developed our inquiry question: What can we learn from our students - who are persistent and independent in other contexts, are on campus at least semi-regularly, and yet are not making adequate progress towards graduation - that can help us reimagine our classrooms and campus so that students are joyful, thriving, and intellectually engaged. Our team conducted empathy interviews, and teachers collected other data including artifacts, written work, and survey results. Together in multiple teams across our organization, we analyzed the data we received from students and made changes, including implementing culturally relevant teaching strategies into each of our classrooms.

At our assets-based school, we have always had a strong commitment to continuous improvement. We often look at data, and are constantly shifting our processes to meet needs identified by schoolwide data, parent and student surveys, and analysis of progress on our LCAP goals. Our Street Data work allows us to access local data in a more systematic way, and with our students as partners. Our next step is to "reimagine with the mindset of radical inclusion," as we partner more deeply with students to address the findings from our Street Data. We also began interviewing individual parents to get data from them, and have gone through a limited Street Data collection process with our teachers - all with the aim of working toward more shared power.

We have a great opportunity in the 26-27 school year to build shared power even more. We will be conducting our self-study in preparation for our WASC visit the following year, and we will be creating our new three-year LCAP. Both processes allow time and space for community involvement, and we are ready to reimagine together.

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
Reimagine Education	*Students are engaged in school as measured by attendance and culture surveys (currently using Kelvin) *Students are learning in flexible times and places as measured by flexible daily schedules and alternative methods for showing learning and earning credits. *Students have access to student- and community-driven, authentic opportunities for learning as measured by opportunities for learning beyond the classroom
Establish Responsive and Supportive Care	*Student and families are connected to resources and opportunities in school and in the community as measured by the number and percent of students and families accessing resources that they asked for and/or they were referred to
Create and Sustain Positive Culture	*Students feel a sense of community and belonging as members of our school community as measured by street data, interviews, focus groups, and class assessments

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

Overarching Goal:

Increase student agency and self-advocacy by establishing a system for responsive and supportive care, creating a positive school culture, and connecting students with their communities.

Goals	Action Steps
Students will be engaged and connected at school as measured by: 1. Reduced suspension rates 2. Reduced time out of class 3. Increased attendance rates	1. Staff PD on: a. Culturally responsive pedagogy and positive behavior intervention strategies b. Universal Design for Learning (supports all students, especially low-income, English learners, and Foster youth. c. Restorative Practices
Students will be engaged and connected in their communities as measured by 1. Number of students who participate in our Learning through Interest Program 2. Number of students who participate in our after-school mentoring program 3. Number and percent of students who can name their post-secondary goals and have plans to reach those goals 4. Student surveys show students feel a sense of belonging	1. Sustain and grow our Learning Coach mentor program. 2. Create and support opportunities for field trips in individual classes and as a school as a whole. 3. Connect students with Learning through Interest opportunities including a. Job shadows b. Internships c. Work Experience Education (paid jobs and volunteer opportunities)

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
Students and families share power and influence in our ongoing work as measured by the number of students and family-members on our Community School Advisory Team. 6. At least three active parent members 7. At least two active student members	1. Hold student elections for the SSC/Community Schools Advisory Team and work to develop stronger student leadership skills across all classes. 2. Hold more, smaller, meetings with families and students to provide multiple ways for parents and students to be involved. 3. Investigate and utilize funding sources to create incentives for participation on the teams mentioned above
Students develop capacity and skills for leadership as measured by • Number of students enrolled in Leadership and showing competency in leadership skills • Number of students who report they feel a sense of belonging on our student survey	1. Strengthen student leadership class or club by identifying student outcomes related to leadership. 2. Continue to build opportunities for student leadership and feedback into units of study.

Education partners, including community partners, increase their capacity and skill to communicate the work, and elicit feedback and ideas from their constituents	1. Create a position and stipend for a Staff Representative on the Community Schools Team. 2. Create a system for student leadership on the Community Schools Advisory Team and support building skill and capacity for giving and getting feedback and ideas.

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):

Community Schools Advisory Team/School Site Council
This has been an advisory team this year, but our intention is to grow it to more of a decision-making body. We continue to build capacity for all team members. For now, the recommendations made by the Advisory Team are informed by and in-turn inform the Site Council and the decisions made at the administrative level.

School Site Council
Our school site council merged with the Community Schools Advisory Council to become a single body this year. It's been helpful to align the learning from the Community Schools work with the process for making decisions related to the SPSA and LCAP.

School Administrators
Currently there is a principal, assistant principal, and three other staff members designated as administrators. Because we operate within a county office of education, we do not have other positions available on our salary schedule, such as a school counselor, that in a district might not be an administrator position. While this gives us the "look" of being administrator heavy, it allows for a flatter leadership structure. Some decisions have to be made at the principal or assistant principal level (such as teacher evaluations) due to California Education Code, but most are made by the entire team with input from educational partners.

Staff Leadership
At weekly meetings, we make decisions as a whole team at Marin's Community School.As mentioned above, some decisions have to be made at the principal or assistant principal, but many are made by the staff as a whole.

Student Leadership
We are excited to build student leadership. For now, students take leadership in individual classes, helping to inform the curriculum, choosing options for showing learning, and in the day-to-day activities. In our implementation, students will be an integral part of the Community Schools Advisory Team, and will work to build their own system of governance and leadership as well.

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
Students feel a sense of belonging and connection to the school by seeing a staff that looks like them and has experiences and skills that allows them to be culturally responsive.	1. Hire and retain staff of color. 2. Ensure hiring panels are representative of all education partners, including teachers, staff, parents, and students. 3. Participate and work with the MCOE DEIB Advisory team to ensure the County Office policies and procedures work toward this goal. 4. Continue to build systems and structures on our campus that allow for staff voice and shared power. 5. Ensure professional development activities support this goal.
Build student social and emotional skills as measured by classroom assessments and attendance by strengthening our case management and systems of support.	1. Strengthen our skills and use of Aeries SIS to decrease the case management burden on staff and to better track and focus services. 2. Increase COST membership by including teachers and staff as well as community partners.
Decrease dropout rate for our school as well as county wide by providing a more robust and flexible independent study program. Increase enrollment in our independent study program as measured by enrollment numbers.	1. Continue and hone the new flexible independent study program and support curriculum and instruction with a dedicated administrator and teacher to launch the new program. 2. Work with districts in the county to understand the root causes of students not attending school. 3. Enlist support from all education partners to begin enriching our offerings, including more small group tutoring and support (already identified as a need by our staff), after-school activities, and mentorship.
Increase sustainability by building more formal partnerships with organizations in service of the actions and goals in this plan	1. Increase Internships and Off-Campus Learning Opportunities

Key Staff/Personnel

Katy Foster	Alternative Education Director, Community Schools Coordinator
Saul Godinez	Family Empowerment Specialist
Karen Mirabelli and James Fernandez	Independent Study Teachers
Elizabeth Abruzzini	Alternative Education Program Manager
Iris Garcia	Alternative Education Program Manager
Ryan Scott	English Teacher, Community Schools Liaison

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

Sustainability Plan

1. We ARE a Community School: Community School is in our name, and we are not seeing the Community Schools work as separate from the work and goals of the school. We have used the planning and implementation grants to lay a stronger foundation for this work not just by increasing direct service but by creating processes and ways of doing business aligned with the CCSPP Strategies that will allow us to be more effective and inclusive.
2. Exploring flexible, student-centered options through our participation in the Big Picture Learning Upstream Collaborative. We continue to believe a more flexible program will allow us to meet students where they are and better serve their needs, and that, in turn, will create a bigger demand. With an economy of scale, the enrollment increase will bring some more ADA funding, and that will allow us to sustain staffing support.
3. SB-HIP, Multi-Payer Fee Structure: With the new State bills that allow for direct-billing for services on the school campus, we will receive more funding for services we already provide. This will free up funding to provide better services, including case management.
4. Our team participated in a Community Engagement Initiative Street Data cohort which helped us build the skills and capacity to deepen our community engagement at a site level and shift that we learned as a community. Through this capacity building and the new systems for data collection and reflection resulting from it, we will have established processes that will exist after the funding is gone.
5. Reorganize staffing to include more support in areas defined as needing more per our self-study.

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
Increase student's sense of belonging and decrease the stigma attached to attending Marin's Community School as measured by student surveys and interviews that show a feeling of belonging.	1. Continue to partner with sending districts so that our school is seen as part of a system of support and service rather than a punishment.
Increase attendance and decrease out of class referrals by partnering with a local food service provider	1. Submit an RFP (spring 2026) for a new food vendor (the one we used this year did not work out long term). 2. Enlist student leadership in selecting options for food service.

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:

Partnerships
We have strengthened partnerships through the CCSPP planning year and in our first year of implementation. In creating this plan, we had partners on the Community Schools Advisory Team consider our established goals and actions, and identify ways in which they could better plan and align our work together to support our meeting those goals. In addition, we have a goal for the first month of the next school year to identify and recruit partners that might be missing from our team. Below is a list of current partners and their identified support and work thus far. This is the foundation from which we will build and focus the work.

Marin County Office of Education
- Support student leadership in multiple ways, including through the Student Wellness Ambassador Program (SWAP)
- Support enrollment in CNIPS and our transition to local control of food service program
- Support development of a budget that ensures sustainability of the new and ongoing processes and systems of our Community School

College of Marin
- Partner to provide better opportunities for our students to access courses - either by providing courses on our campus or by providing tutoring and mentoring for students who take classes on their campuses. This includes the Rising Scholars program
- Provide field trips and opportunities for students to visit campuses to become more familiar with resources and opportunities.
- Career-day participation and presentations to students that helps them realize there is not one set timeline, and there is opportunity to change their paths.

Multicultural Center of Marin
- Partner to provide opportunities for students to gain agency and become more future oriented by building community connections, deepening healing practices, and learning foundational skills necessary for school or career (Presente and Presente Alumni Programs)
- Build and strengthen Partners for Success mentoring program, particularly for justice-involved youth.
- Build on existing work and partnerships in the community to help form a coalition to support youth.

Marin County Juvenile Probation Department
- Provide funding (through AB 1913) for Learning Coaches on campus to support social/emotional well being and to provide academic tutoring.
- Provide programming with more restorative and rehabilitative focus relevant to identified needs of youth, including the Anger Replacement Therapy group.
- Provide coaching and real-world opportunities for students, including the Career Explorers program.
- Provide coordinated care plans for students exiting juvenile hall who are returning to our schools or other schools in the county.
- Provide the Parent Project for families struggling to support youth.

Community Action Marin
- Work in progress

Big Picture Learning
- Leadership support for building staff and student-centered learning opportunities

- Build up our Leave to Learn program - field trips, off-campus learning, internships

In addition, we identified the need to re-do our analysis of services and support that are still missing. The team identified three big partners who were missing, including Youth Leadership Institute, Marin County Behavioral Health and Recovery Services (BHRS), faith-based organizations, and funding organizations. In addition, some of this partnership work is occurring at the County level.

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure we are meeting our goals and actions by recruiting more community partners into this work, and by retaining those who are already partners.	1. Identify gaps in planned actions and goals and community partners enlisted to support. 2. Build a plan for outreach, and conduct outreach to relevant partners. 3. Assess existing partnership to ensure they are focused on the desired goals and outcomes identified by the team.
As we develop our WASC and LCAP plans, and build upon our Continuous Improvement Cycle, ensure we get information about best practices from schools, especially those in the Big Picture network.	1. Identify gaps in planned actions and goals and community partners enlisted to support. 2. Build a plan for outreach, and conduct outreach to relevant partners. 3. Build a plan for connecting with outside partners, especially other schools.