

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 Cohort 3 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.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

Capacity-Building Strategies Overview

The S-TAC has launched the Capacity-Building Strategies: A Developmental Rubric to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

The Developmental Rubric can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Hanh Phan Tilley Elementary School
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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

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

Hanh Phan Tilley is dedicated to embracing diversity to educate all students, ensure academic success, and empower tomorrow's leaders. Hanh Phan Tilley's strategic vision for its California Community Schools Partnership Program investments is to establish a network of community schools that provides high-quality and comprehensive, academic, social-emotional, youth enrichment, health and wellness, and family and community engagement services that improve the lives of both students attending the school and their families and community members. Central Unified School District ("the district") serves nearly 16,000 students and is in a high-growth area of Central California that is experiencing both urban sprawl with new housing developments, and urban decay with lacking infrastructure in the long-standing neighborhoods that have pockets of deep poverty. A community schools investment would build on existing assets while fulfilling critical gaps in

the school community.

Hanh Phan Tilley conducted listening sessions and surveys with parents, staff, and students as part of the community school planning process. The results demonstrate that Tilley has strong practices around behavioral and emotional support from administration and intervention specialists, a full-time Family Outreach Liaison, and strategic professional development surrounding best instructional practices to support all students. Students at Hanh Phan Tilley are diverse with about 29% being English Learners and 93% who are classified as socioeconomically disadvantaged. (pension rate, etc.) Last school year Hanh Phan Tilley had a suspension rate of about five percent and efforts were already underway to meet the needs of students, with a current suspension rate of one percent. Through the use of restorative practices and focusing on building relationships, additional ELPAC prep sessions and services from Elevo (learning through play) a continual focus is on meeting student needs.

Throughout CUSD's initial planning grant, the district-wide council and the school site planning teams met with interest-holders at Hanh Phan Tilley (students, parents, teachers) to identify several key overarching values:

1. *Alignment with Core Value 1- Racially-just relationship-centered spaces:*

- a. In the final phase of planning, the district committed to hiring a district-wide Director of Diversity, Equity & Inclusion (DEI) who is part of the community schools council at the district level. This position was filled in late 2023 and the district is committed to ensuring that the Director of DEI will include a community schools focus in their district-wide work. This Director will work closely with the Superintendent's office and the community school site planning team to ensure that the district provides a high quality educational system to raise academic achievement of ALL students. This includes a focus on tackling achievement gaps for all students including students who reflect historically marginalized races and ethnicities (i.e., Black, Indigenous, People of Color).
- b. Hanh Phan Tilley's community schools model includes an overall commitment to fostering relationships at this school site that build a positive school climate and culture that is racially just, caring, and focused on nurturing a sense of belonging for all students. These values will be reflected across all entities that interact with this site (i.e., community based partners).

2. *Alignment with Core Value 2- Shared power and ownership across students, families, school staff and the community:*

- a. The district will maintain a district-wide Guiding Coalition for community schools. Hanh Phan Tilley will host a School Site Steering Committee composed of the Community School Site Coordinator, principal, Family Outreach Liaison, parents, teachers, and community-based service providers. The district-wide Guiding Coalition will include the Assistant Superintendent, Area Director(s) who have community schools in their oversight, Community Schools Supervisor, Director of Diversity, Equity & Inclusion, Wellness Committee Representative, Executive Director of the Central Unified School District Foundation, Community Schools Consultant, as well as representation from the School Site Steering Committee and community based nonprofit partners who serve

the school site and/or their families. Having both the Guiding Coalition and the School Site Steering Committee proved mission-critical in the community schools planning process and will serve the overall implementation of community schools and cement shared decision making and collaboration for the district's community school model.

- b. The district will maintain shared decision making practices by ensuring students, staff, and families have regular opportunities for input into the ongoing implementation of community schools. The School Site Steering Committee will solicit regular input from students, families/care providers, and community partners.
 - i. This will include mixed-methods of gathering input from parent and student meetings/listening sessions with a democratic process of setting annual priorities coupled with input gathered on surveys and school climate measures.
 - ii. All family/student meetings will focus on inclusion and remove as many barriers to participation as possible (building on the emerging practice the district launched in the planning phase and continued to improve). Examples include, but are not limited to: providing interpretation/translation services, offering childcare, and hosting meetings and listening sessions at times that work for the families. It is also critical to provide food, as this site identified food insecurity as a major need during the planning process and is a high free and reduced price lunch school. The district will also ensure a neutral consultant is supporting these sessions, alongside trusted site-specific voices, like the Family Outreach Liaison(s).

3. A Alignment with Core Value 3– Classroom–community connections that link the classroom to the broader community:

- a. Coupled with ongoing professional development and the implementation of community schools based curriculum and pedagogy, the site will offer classroom and community connections through real world project-based learning, such as providing real world scenarios for writing prompts and reading books that have context relevant for the students in this schools classroom, etc.
- b. Aligned with community–connected learning in community schools as identified by the Brookings Institute, the site is committed to teaching and learning activities both in the classroom and in the extended learning program that are designed so students can practice skills in their real-world contexts as much as possible; build upon those skills; and see their communities, identities, cultures, language, interests, and experiences as valued assets to their learning.¹
- c. The site is also committed to cultivating opportunities that promote civic engagement for students and their families, centering the spirit of community schools' core values both in the classroom and in extended learning.

4. Alignment with Core Value 4–A focus on continuous improvement:

- a. This school site is committed to an ongoing cycle of reflection, analysis, shared learning, and annual revisions that center student learning conditions, well-being, and overall outcomes. This will be a common practice at the School Site Steering Committee as well as other School Site Council meetings and with the overall Guiding

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<https://www.brookings.edu/articles/community-connected-learning-in-community-schools-why-it-is-essential-for-whole-school-transformation/>

Coalition at the district level, building upon the district's work to date to establish a robust, ongoing system of continuous improvement. Both bodies will review the annual community schools priority and plan for the year's implementation and will also identify lessons learned, priority updates, and ongoing improvement based on stakeholder feedback.

- b. The school site will use data-driven decision making that is asset-based and community driven, modeled after the work the district did at Teague Elementary School during the community schools planning grant.
- c. The school site will cultivate a continuous improvement practice at all levels and ensure students, families, teachers, union representatives, and district leads are in shared agreement that the implementation of community schools is an iterative process that includes data and measurement beyond the classroom. This may include regularly assessing barriers outside of the classroom, community-centered solutions, and shared measurement of community partners and extended learning programs

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Central Unified School District has spent the last year engaging with a variety of interest-holders at both the district level and across each school site, including Hanh Phan Tilley, to develop overall goals and activities to leverage existing assets and build on needs to address critical gaps that impact students and subsequently families, to fully address the 'whole child.' Starting with Teague Elementary School as Central's first community school that received a California Community School Planning Grant, each school site received presentations from the district leadership and a community schools community based consultant (Coreen Campos & Associates 'CCA') on the community schools framework. Interest-holders that were engaged at this site include: faculty and staff, parents/families and students using a mixed-method approach of written surveys and in-person listening sessions with shared decisions around Hanh Phan Tilley's most urgent priorities.

For the in person sessions, it was critical to ensure that even the design of these sessions were inclusive, so they were designed by a community schools planning team that will transition to the beginnings of the School Site Steering Committee (i.e., teachers, Family Outreach Liaison, Principal, and CCA site-specific consultant to serve as a neutral convener). To effectively gather key input from parents, families and students, the community schools planning team asked critical questions of each school site:

1. In addition to what your school is already providing for your child/student to be successful, what else do you think is needed? In what ways can this school help your child/student that we are not currently doing?

Thinking prompt: Let's think outside of the box. Perhaps this is education (or services) related like afterschool support, but can be unrelated like mental health or job support for families.

2. What Challenges or issues threaten the dream you have for your child? What's getting in the way?

Thinking prompt: Examples: transportation, kids clothing, access to health, making ends meet (job assistance/financial assistance).

3. What gets in the way of learning?

Thinking prompt: Does not have to be at the school or school based barriers. What, in your experience, limits student learning, particularly outside of the classroom? What are common recurring problems that are persistent pain points for you? Or issues that you see other students and families facing?

4. What solutions or community services do you wish we had? Services that could tackle some of the barriers to education?

Thinking prompt: Are there things that we are doing that's working well and we need more of (assets)? Think about strengths of students/family, community resources offered through the school, what works well at the school? What helps your student in school? Think about your 'big dream' question #1, what do you wish this school had to support those dreams and alleviate barriers?

This process was fully inclusive, with all the questions translated in multiple languages in written form and with live translation for families who need the full experience translated. Given the rampant food insecurities many of the students and families face, it was critical that the school provided food as well as childcare and held these sessions during times that were convenient for families. As a result

some were held in the morning and some in the evening (i.e., 5:00-7:00). Importantly, the families and participants all had a chance to share *their* priorities and mark which issues were most pressing, which highlighted their decisions around the school's focus rather than centering the administration.

The questions and design of these shared decision making listening sessions were co-created by the district level Guiding Coalition and the community schools planning team. The first step was providing presentations to key interest-holders (i.e. teachers, families, community partners), to ensure a solid understanding and foundation of the community schools model and have the opportunity to ask questions, prior to soliciting feedback. This is critical to ensure that people are authentically engaged and clear about the process, the model and taking the leap into shared decision making.

Overall, the school site planning committee engaged parents/families, students, faculty, staff and community partners. In addition, the survey(s) and the larger group meetings, there were also smaller one on ones held as needed. Equity and full inclusion were key considerations in the planning process to identify needs and assets. The materials were provided in multiple languages including Punjabi, Spanish and Arabic and for all in person sessions, the district provided each site with live translators that used headsets for on the spot translation in addition to written materials. The school site also sent flyers in multiple languages and the Family Outreach Liaison called families personally, in their spoken language, to invite them to participate. The school also provided food and childcare to remove barriers to participation.

As awarded funding for implementation, the school will continue to uphold this practice, focusing on a fully inclusive process that has considerations for even the hardest to reach families. Additionally, the school will incorporate ongoing training and support from the DEI Director, the School Site Steering Committee, and the Guiding Coalition for continuous quality improvement. This will include getting regular feedback from families (all families with special focus to include historically marginalized families) and community members on practices, policies, and needs. The planning team has also met with the district lead for LCAP and the behavior intervention team to identify joint efforts to map out shared needs and assets that inform each other on the school site feedback and areas for improvement. This is a critical part of the process for a master strategic plan that truly supports the whole child within the school site ecosystem and will ensure a sustainable community schools' model.

Across the district, there are over 50 community-based organizations that school sites access, largely through the coordination of the Family Outreach Liaisons, including the liaison at this school site. These resources vary from basic needs (i.e., clothing, food) to intermediate resources (i.e., financial assistance, health resources like low-cost clinics and free eye exams) to longer term solutions for the whole family, and subsequently the student to prosper (i.e., housing, workforce development).

Part B: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary

needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Expanded service integration.	<ul style="list-style-type: none"> ● Increase the number of services by 5%/year made available to families and students. ● Explore community-based organizations to provide extended learning opportunities and additional services based on holistic student and family needs (including but not limited to: increased counseling services, access to food, safety, transportation).
Strong Parent Learning Opportunities	<ul style="list-style-type: none"> ● Provide family strengthening resources (direct classes or referrals to classes). ● Increase parent engagement by 10% with a focus on historically marginalized populations.

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
<p>Maintain a Guiding Coalition (LEA Level) to continue to offer district level support for community schools and ensure that silos are broken down and that there is ongoing input across the community schools continuum.</p>	<p>Building on the initial CCSP Planning Grant for Teague Elementary, the district's first community school, the Guiding Coalition will expand in the implementation phase across all 6 sites, including this one, the Guiding Coalition will. Representation includes, but is not limited to²:</p> <ul style="list-style-type: none"> ● Assistant Superintendent ● Area Director(s) ● Community Schools Supervisor ● Director of Diversity, Equity & Inclusion ● Wellness Committee Representative ● Director of the district's foundation ● School Site Steering Committee Representative ● Union representation ● Community based nonprofit partners from this site. ● Priorities and feedback directly from families and students will be fully integrated
<p>Expand and maintain the School Site Steering Committee for integration of services and community supports that fully support the whole child.</p>	<p>School Site Steering Committee will ensure regular collaborative leadership at this school site through integrating family and student voices, as well as faculty, staff, and site specific community service providers. Representation will include, but is not limited to:</p> <ul style="list-style-type: none"> ● Principal ● Community School Site Coordinator ● Parent and Family Liaison ● Parent(s) ● Non-school service provider or community based organization that services this school site or neighborhood
<p>Ongoing shared decision making between school site and families.</p>	<p>Two times per year, Hanh Phan Tiley will host a democratic round table for family input on priorities regarding the site's implementation plan to ensure families are directly providing guidance to the School Site Steering Committee and the Guiding Coalition. The Site Steering Committee will base decisions directly on this feedback. The Community Schools Supervisor and Community Schools Site Coordinator will be responsible for regular updates and communication to the families for accountability and transparency, ensuring families can see where and how their voice and leadership is reflected in the progress toward goals outlined.</p>

² This will be reviewed annually and mutually agreed upon changes may occur (mutually agreed upon by Site Steering committee and the Guiding Coalition).

<p>Annual decision mapping for continuous quality improvement of shared governance and leadership structures.</p>	<p>Hanh Phan Tilley will conduct regular family network meetings to gather input and center family and student voices in the community school implementation. At least once per year, the school site will review decision making practices and collectively work on modifying leadership structures and decision trees from the Guiding Coalition to the School Site, which will all tie back directly to the school site plan for community schools.</p>
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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):

The School Site Steering Committee at Hanh Phan Tilley will consist of teachers, Family Outreach Liaison, Principal, Vice Principal, and will include parent/family representation as well and a community consultant to serve as a neutral convener and support the through line across the community school sites. This group will support planning and continuous quality improvement and, working closely with the community consultant and the Guiding Coalition at the district level, will be able to bridge additional community partnerships and strengthen integration of services.

Through the strategic plan created in the first year of funding, the school will be able to begin finding solutions to tackle needs prioritized by families. Additionally, the School Site Steering Committee will plan the annual update and assessing of needs and assets for shared prioritization and decisions as well as ongoing policy, procedure, and practice review. The School Site Steering Committee will inform the Guiding Coalition of the strategic plan to support navigation of resources and accelerate service integration (remove barriers to implementation). In addition to the shared decision-making workshops, the School Site Council will leverage LCAP, SLTs, Panorama Survey, Wellness Committee Findings and meetings with community partners to inform ongoing progress toward integration of services and fully capturing all needs.

The Guiding Coalition will offer technical assistance to meet quarterly and the School Site Steering Committee will meet bi-monthly and have semi-annual community/family workshops for input and accountability.

The Community Schools Supervisor will provide cohesion for a master planning process across all 6 sites and be a key link between the Guiding Coalition and the school site. The Community Schools Coordinator will be the direct day to day operations for the community services, referrals, and navigation and coordination with the Family Outreach Liaison and support all data collection that feeds into the ongoing Community Schools work. The Supervisor and Community Consultant will support grant reporting, bridging community partnerships and support overall strategic planning processes and continuous quality improvement.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources,

avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Develop an overall strategic plan by the end of the first year that is inclusive of shared decision making and fully incorporated into existing school and district wide strategies. and Accountability Plan (LCAP).</p>	<ul style="list-style-type: none"> ● Review and update the needs and asset map annually. This will include English Learner Advisory Committee (ELAC), School Site Steering Committee, and the Guiding Coalition. Needs and assets map will be established at the end of the first year and reviewed annually. ● The Community Schools Supervisor and community consultant will guide the strategic planning process and ensure it is fully inclusive of family voices, community partners, faculty and staff and prepare and report out the findings and results. ● Where applicable, review, update, and incorporate the strategic implementation plan into the Local Control and Accountability Plan (LCAP) planning process, in coordination with the Director of Federal and State projects who oversees the LCAP input process and reporting.
<p>All school site staff have an understanding of the community schools strategy and how it connects to their work.</p>	<ul style="list-style-type: none"> ● Presentations to staff to educate them about the California community schools framework ● Community Schools Coordinator conducts one-on-one meetings to help identify connections between individual staff member’s work and the overarching community schools strategy and goals

Strategy 5: Staffing and Sustainability

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Community Schools Supervisor is supported to provide district-level oversight of community schools effort.</p>	<ul style="list-style-type: none"> ● Post the Community Schools Supervisor job description and recruit (i.e., post on EDJOIN). ● After inclusive interview process (panel that includes select interest-holders), hire Community School Supervisor within the first year (by July/August 2024). ● Integrate position into Guiding Coalition, provide training and support at the district level, and connect to the Regional Technical Assistance Center (RTAC).
<p>Community School Site Coordinator is supported to provide site-level guidance of community schools effort.</p>	<ul style="list-style-type: none"> ● Post the Community School Site Coordinator job description (i.e., EDJOIN). ● Hire a Community School Site Coordinator for this school site and will include site-specific interest-holders in addition to district-level representatives (i.e., an executive cabinet leader like the DEI Director, an Area Administrator, the site principal, and the site’s Family Outreach Liaison). ● Integrate position into site leadership team, provide training and support at the site and district level, and connect to the RTAC. ● Provide opportunities for professional development around community schools through conferences and site visits.

Key Staff/Personnel

<p>Community School Supervisor-to be hired.</p>	<p>This position will oversee the overall implementation of the community schools process, programs, partnerships and strategies at the site and district levels. This person will work very closely with the assistant superintendent, appropriate Area Directors, the Director of DEI, the School Site Steering Committee and the Community Schools Consultant.</p>
<p>Community School Site Coordinator-to be hired.</p>	<p>The Community School Site Coordinator is a site specific position that will be stationed at this designated community school site and will support the site implementation plan and ongoing daily work. Reporting to the Community School Supervisor, the coordinator will work closely with site specific interest holders and serve as a bridge to the Guiding Coalition at the district level.</p>

DEI Director- Erin English	Part of the district’s Executive Cabinet, Erin will work closely with the Community School Supervisor and provide support directly from the executive cabinet including overall guidance, supervision and support ensuring a direct link to the district’s diversity, equity and inclusion work as a core value within the community schools model. Erin will serve on the Guiding Coalition. Erin also oversees the district wide wellness committee and will bridge the wellness committee efforts and the community schools strategic implementation plan. The Community School Supervisor will report to Erin.
Principal- Kristen Ginger	The principal provides site level community schools leadership and support and serves on the School Site Steering Committee. The principal works closely with both the Community School Site Coordinator and ensures they have what they need to be successful at the site, and the Community Schools Supervisor. The principal will support site-level work within the community schools ecosystem in professional development of faculty and staff, support the core community schools value and offer school logistical guidance in the daily work (i.e. access to multi-purpose spaces for parent and community engagement).
Family Outreach Liaison–Eddie Rodriguez	The Family Outreach Liaison will serve on the School Site Steering Committee and is integral in the site’s implementation of community schools. The liaison offers and coordinates resources like translation and in-language parent supports, resource navigation for families bridging resources that impact the whole student by supporting basic needs, removing barriers to attend school, and ensuring that every family member receives support and assistance to foster a successful educational journey for their children.
Teachers (To be determined)	Serve on the School Site Steering Committee.
Consultant-Coreen Campos & Associates	Serve on the Guiding Coalition and provide bridges to community based partners, support ongoing evaluation and monitoring of the community schools initiative across all sites and support ongoing strategic planning at each site.

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

Tilley is committed to sustainability of the community schools initiative beyond the implementation grant and continuity of the work throughout the implementation funding period. Sustainability and succession planning will be a component of the community school strategic plan. Recognizing that the community schools model is an ecosystem rather than an onsite school project, the sustainability plan will be shared broadly across interest holders at this site and will also share with the Guiding Coalition. This is a critical step, as the Guiding Coalition will focus on key themes across the sites and can support an overarching fund development plan that includes both school sites and community partners for shared resource development and service integration to maximize and leverage the community schools implementation grant while contributing to the overall sustainability beyond grant funds. While there may be strategies that will only require resources within the grant period (i.e. policy review, improved coordination across district departments and efforts), there will be others that may require funding, resources and service alignment beyond the CCSP Implementation grant and beyond the school sites usual budget allocation and plan.

The School Site Steering Committee, in coordination with the Guiding Coalition, will incorporate best practices for community school sustainability as informed by the Regional Technical Assistance Center-Fresno County Superintendent of Schools, State Transformational Assistance Center for Community Schools, national Community School research findings (i.e., Brookings Institute), California Department of Education (as selected examples).

A sampling of sustainability and succession strategies include:

- Overall cost analysis (including cost-benefit) to determine an overall fund-development strategy to fulfill as many identified needs and gaps beyond the CCSP Implementation grant.
- Ongoing review of school policies (school site level and district level) to ensure policies and practices enable continued community schools work.
- Establishing, expanding and/or formalizing community partnerships to provide integrated services for students and families. This may include services that the school-site and community partner identify joint-funding for or in-kind collaboration when applicable (i.e., onsite eligibility screenings for services; referrals to existing services; joint grant applications to ensure the school site is included in partner driven grant requests).
- Leveraging existing service navigation systems and existing resources (i.e., United Ways 211 which offers 24/7 helpline; Help Me Grow early childhood developmental screenings for early intervention including siblings of students; coordinating mobile health work with the Fresno County Department of Public Health).
- Hosting training and planning meetings between school site team, community partners to support ongoing program sustainability and awareness of existing and developing resources. This won't be limited solely to school site faculty and staff, but include community partners, local businesses, elected officials and key community decision makers, governmental agencies and may include *their* training topics as well as school site-driven training and resources, continuing to support the school as a community owned resource.

Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Building on the master community resource list, establish site-specific community partnerships and directory for resource navigation.</p>	<ul style="list-style-type: none"> ● Review the district-wide list and narrow services that are specific to this site. ● Identify the gaps in site resources and community partnerships specific to the parent-student established needs. ● Regular review of the community partnerships list. ● New partnerships will be tracked. ● The site will coordinate with the Guiding Coalition around needed resources for site-specific partnerships. This may also include coordination with the district’s foundation for additional grants/fund development.
<p>Incorporate community based service providers in the School Site Steering Committee for increased feedback of existing service providers and shared outcome measurements for services.</p>	<ul style="list-style-type: none"> ● Community partners will be recruited to the School Site Steering Committee on an ongoing basis, based on the sites need and will focus on partners that service the school site neighborhood. ● These community partners will be included in the school sites implementation planning process—both the in person sessions with democratic prioritizing and surveys for ample opportunities to weigh in.
<p>Increased service utilization for both in-school and out of school community resources and partnerships.</p>	<ul style="list-style-type: none"> ● Family Outreach Liaison makes referrals for services provided by new community based partners, resulting in Increased service utilization of community partner services. ● Increased number of students and families accessing out of school resources ● Decreased absenteeism.

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:

Hanh Phan Tilley has a strong commitment to cultivating partnerships across the community to expand program offerings, promote racial justice and cultural diversity, and strengthen the relationships between students, their families, and school staff. Tilley encourages community wide events which are sponsored by the PTA and provides monthly parent workshops and family engagement nights. A teacher specifically charged with helping multilingual learners helps students as they aim to be reclassified. Providing opportunities for students to have hands-on learning experiences is a priority as sixth grade students participate in overnight activities at Wonder Valley Ranch in Sanger, CA.

Currently, the district has more than 50 community based resources that are accessed, largely through the Family Outreach Liaisons that the Community Schools Site Coordinator will work closely with. Selected highlights include organizations that meet in school and out of school needs for students and their families, including but not limited to:

- Highway City Community Development (a local community based organization that runs the Teague Community Resource Center). This organization's service reach spans the district, including this school site.
- Fresno Housing.
- United Way–211 (24/7 helpline for resources).
- Counseling Services: Fresno County Superintendent of Schools' All for Youth; Comprehensive Youth Services.
- Centro La Familia.
- First 5 Fresno County.
- Parent Institute for Quality Education.
- Children's Services Network (childcare resource).
- Marjaree Mason Center (domestic violence center).
- The Fresno Center (for self sufficiency).
- Cal Fresh (food benefits enrollment).

While this list provides a small sampling of examples, the services are expansive from basic needs (i.e., clothing, food) to services that yield longer term solutions (affordable housing and workforce development). The site is fully committed to working closely with the School Site Steering Committee and the Guiding Coalition to regularly find ways to strengthen community partnerships and expand, when necessary, to find new community partnerships that will fulfill the site implementation plan for community schools.

Strategy 7: Professional Learning

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

better support student success.

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Through regular community school professional learning, faculty and staff are well-equipped to participate in shared leadership and a reimagining of the site as a community school.	<ul style="list-style-type: none"> Coordinator develops community school professional learning plan with Steering Committee input Coordinator develops and presents community school-specific training decks and materials. These will have integrated learning from the Director of DEI, the Wellness Committee, and district-wide behavioral intervention work for comprehensive and holistic professional development that builds on existing assets.
Participation in at least one annual community school training opportunity outside of the district provides faculty and learning.	<ul style="list-style-type: none"> Support staff to attend annual community schools conference and/or Fresno County Superintendent of Schools (R-TAC) training.
Increase in professional development learning outcomes and participation	<ul style="list-style-type: none"> Increase of community-connections in instructional lessons. Provide training and incorporate community-connections in professional development. Increase in student progress in multiple domains with identified measurement. Identify the academic baselines and set benchmarks for progress and track.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students’ engagement in their learning by connecting to real-life experiences and issues that are relevant to students’ lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical

elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase educator proficiency in community based learning (CBL) at the site.	<ul style="list-style-type: none"> ● Working with the district, identify best practices and examples of CBL pedagogy. ● Incorporate CBL in professional learning plans. (teachers and extended learning paraprofessionals), Create opportunities for teachers to observe and ref implementation of CBL best practices.
Encourage a culture that fosters active participation and engagement with students, families, and staff members.	<ul style="list-style-type: none"> ● Host monthly school site meetings. ● School Site Steering Committee regularly solicits input from students, families, and staff to guide community school implementation.
Increase culturally relevant lessons grounded in DEI principals.	<ul style="list-style-type: none"> ● Director of DEI provides DEI presentations and resources to the school site. ● Collaborative with the district to provide professional development to teachers on culturally relevant instruction, supporting English Learners, and other relevant topics.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Pursue at least one site-prioritized goal determined by families, students and school site staff (i.e., Teachers, Family Outreach Liaisons) on an annual basis (new goal/year).</p>	<ul style="list-style-type: none"> ● At least one annual interest holder shared decision making listening session where families, students and community partners can identify needs/ assets and prioritize site-specific goal to focus on based on majority identified and most urgent for families. ● Calendar the session, insure full review for accuracy determine which goals are urgent, manageable and identify resources (including costs) and steps to accomplish this goal. ● Provide response to the Guiding Coalition (critical as there may be aligned effort if another school site has a matching priority for a joint solution across more than one community school site). 	<p>Agenda, meeting minutes and input gathered. Documentation of the goal and the steps to implement (including cost analysis if applicable).</p>
<p>Create a culture of data-driven decision making in the Community Schools ecosystem at the school site.</p>	<ul style="list-style-type: none"> ● Guiding Coalition will routinely review and update the public on school site data and outcomes (including the prioritized goal(s)). 	<p>School Site specific data referenced during the School Site Steering Committee and Guiding Coalition meetings.</p> <p>Agendas/meeting minutes.</p>
<p>Develop an evaluation plan leveraging existing data and identifying new data that needs to be collected at the school site for community schools.</p>	<ul style="list-style-type: none"> ● Guiding coalition and school site steering committee will inventory existing data that is collected and begin to establish an evaluation plan. 	<p>Data management and preliminary evaluation findings.</p>

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