

# 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.

Table of Contents

Strategy 1: Shared Understanding and Commitment-----Pages 4-6

Strategy 2: Collective Priorities:  
Setting Goals and Taking Action (The Needs and Assets Assessment)-----Pages 6-8

Strategy 3: Collaborative Leadership-----Pages 9-10

Strategy 4: Coherence: Policy and Initiative Alignment-----Pages 10-11

Strategy 5: Staffing and Sustainability-----Pages 11-13

Strategy 6: Strategic Community Partnerships-----Pages 13-14

Strategy 7: Professional Learning-----Pages 15

Strategy 8: Centering Community-Based Curriculum and Pedagogy-----Pages 15-16

Strategy 9: Progress Monitoring and Possibility Thinking-----Pages 17-18

## CCSPP: IMPLEMENTATION PLAN

### School Site Contact Information

Cuyama Valley High School

### Strategies, Priorities and Goals

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

#### Strategy 1: Shared 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:

Cuyama Valley High School has always been a place for the community to gather for school events. In the 2021-2022 year, Cuyama Joint Unified School District's numerous educational partners encouraged the district to apply for the California Community Schools Partnership Program Planning grant. The Cuyama Joint Unified School District applied for the grant and was awarded a two-year planning grant. This planning grant was utilized in order to plan how the Cuyama District will move forward in becoming an authentic community school to ensure our student and community needs are considered and implemented. Cuyama Valley High School is in the visioning stage of becoming a community school.

Many of our students live in New Cuyama (population 550) with a significant number living in the more rural areas of the Cuyama Valley. Most of our families work in the agricultural industry. A huge majority of our parents lack English proficiency and about 84% of our families are considered low socio-economic status. In addition, Cuyama Valley High School is about 50 miles from Santa Maria on the coast and about 60 miles from Bakersfield, where health and social service agencies are based, and public transportation is an issue in many parts of our community. The realities are what has motivated the community to transform our High School into a community school to bring services to the community here in the Cuyama Valley. By bringing services to the Cuyama Valley, our students and families will be able to receive academic, health, social, emotional, and other workshops/opportunities with the CCSPP grant award to start and continue on the path to becoming a community school.

At Cuyama Valley High School, we are fully committed to the CA CS Framework through the Overarching Values of:

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

We do this by involving all educational partners including students, certificated and classified staff, our parents through School Site Council (SSC) and District English Language Advisory Committee (DELAC), as well community organizations/members to ensure that our students receive a well-rounded educational experience.

During the planning phase we held initial meetings in Spring 2023 which included: the Director of the Cuyama Family Resource Center (a community partner), a kindergarten teacher, a CommUnify Head Start teacher, and a parent. Two additional steering committee meetings were held in Winter 2024 with additional members invited to participate. The composition of the steering committee members reflects the demographics of Cuyama Valley High School.

Beginning with students' initial experiences with Cuyama, staff at Cuyama Valley High School take a service-oriented approach. The Superintendent/Principal conducts home visits in instances where students display acute chronic absenteeism.

The goal of the Cuyama Valley High School is to bring people together, to start the transformation towards creating a community school that links classroom instruction to the broader community. We understand that community schools are founded in the belief that the school belongs to all of us (students, families, school staff, and the community), and that relevant, hands-on, and project-based learning serve students academically and in terms of their personal development. In partnership with the Parent Institute of College Education (Pique).

Working together, Cuyama Valley High School, we will participate in an ongoing cycle of reflection, analysis, shared learning, and possible revision with a focus on student learning conditions and well-being outcomes to make sure our community is engaged and empowered. School staff will focus on identifying and strategizing to eliminate barriers to student achievement, including conditions such as facilities, nutrition, access to physical and mental health care. We are looking to expand this practice by engaging families and community partners in our ongoing assessment of conditions.

We expect our students to be prepared for the academic rigors of College and Career. Our goal is to ensure the success of this mission, we promote academic excellence in the teaching and scholarly activities for our faculty, encourage personalized learning, foster interactions and partnerships beyond our community and provide opportunities for intellectual, cultural and artistic enrichment.

Formative assessment data is periodically shared with staff and the School Board of Trustees. Teachers are provided with year-over-year data in order to evaluate progress. In partnership with the Santa Barbara County Education Office, we are developing our Multi-Tiered Systems of Support (MTSS). We review data associated with Tier 1 instruction (for all) in order to discern and meet the need for Tier 2 intervention (more intensive for some). In addition to providing individual data to families about student progress, we hope to engage families in understanding patterns within the data associated with specific student groups, in particular students with disabilities and English learners. We hope to enlist families in an intentional focus on improving outcomes for individual students and groups of students.

## 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.

The Cuyama Valley High School teachers, classified employees, SSC, DELAC, and community partners such as the Cuyama Valley Family Resource Center (CVFRC) and the Cuyama Valley Community Association (CVCA) formed a High School Steering Committee.

To ensure that our Community School Steering committee was created, our Cuyama School Site Council (SSC) and DELAC elected parents assumed the responsibilities required of a steering committee. At the two steering committee meetings, the SSC, DELAC, parents, and community partners reviewed the survey data to see what the educational partners viewed as areas of need. We used the information from the surveys, in conjunction with the results of the California Healthy Kids Survey, to secure mental health services through community partner Daybreak.

The Superintendent convened the two steering committee meetings (January 24, 2024 & February 1, 2024) to take stock of our current high school assets, needs, and any gaps in service. Prior to these meetings, the Cuyama Valley High School team conducted a survey with teachers, classified staff, families, middle and high school students, and with community partners to gather data in terms of what each group thought would be needed to support our students and to make our school an effective community school.

At the February 1, 2024, meeting, the steering committee identified trends among the different partners, held discussions on the high school assets, needs, and held a discussion on what the grant funds should focus on for the next year. A priority list was written to advise the district on the areas of needs for the high school.

In addition to the above, the Superintendent presented to the CVCA about the Community Schools grant. As a result, members of CVCA participated in the Steering Committee meetings. The practice of connecting regularly with CVCA can be continued and expanded, and is a model for expanding to the Cuyama Valley Family Resource Center. We need to deepen our engagement with families of students with disabilities,

possibly conducting empathy interviews with students and families utilizing Promotores or the Community Schools Coordinator.

**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
Provide a .5 FTE Counselor to provide social emotional counseling, support for conflict resolution, as well as career exploration.goals here]	<ul style="list-style-type: none"> <li>● Counselor will track counseling referral data using 2024-2025 as a baseline.</li> <li>● Increased referrals for services and decreasing referrals for behavior concerns in order to develop a positive and restorative school climate</li> </ul>
Provide a .5 FTE Community School Coordinator to focus on community school activities and to work with the different community stakeholders to engage and empower stakeholders.	<ul style="list-style-type: none"> <li>● CSC will coordinate a regular calendar of meetings with community partners to expand and enhance collaboration (e.g. Quail Springs ecological education, visiting artists through Blue Sky Center).</li> <li>● Increased attendance at regular meetings featuring community partners. Enhance awareness of community resources by inviting our Community Partners to table at school events</li> <li>● Increased rates of parent volunteers in high school classrooms.</li> <li>● Maintain or increase participation in parent education workshops using March 2024 as a baseline.</li> </ul>
Due to Cuyama’s rural location, contract community organization to offer a Mobile Health Clinic, to visit the school for wellness checks for the students and to the family. Currently, families have an hour to Santa Maria or Bakersfield to healthcare, dental services, meet vaccination requirements,and sports physicals	<ul style="list-style-type: none"> <li>● The Mobile Health clinic will be brought to the school to provide preventative health services to students and the whole family.</li> <li>● The mobile health clinic will be available 2-3 times a year. Based on our data, the need is for access to wellness checks, vision, and dental services for students and families.</li> <li>● Fliers will be kept on file as documentation of Mobile Health clinic visits. The Community School Community Coordinator will retain the documentation.</li> </ul>

## 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
Increase authentic parent involvement on the Community School Advisory Committee.	<ul style="list-style-type: none"> <li>• Increase contact with students and families via personalized phone calls, create a bilingual monthly newsletter, and utilize the Powerschool System to send reminders, announcements and updates on school events.</li> <li>• Increase awareness of parent leadership opportunities, i.e.increase in attendance at Parent Institute for Quality Education (<b>PIQUE</b>), and establishing parent groups such as Parent Teacher Association (PTA).</li> </ul>
Incorporate student voice on the Community school advisory committee. The goal will be to capture youth stories and insight to help illustrate how to build more inclusive decision-making and involve the next generation of leaders in our community	<ul style="list-style-type: none"> <li>• The Community School Coordinator will visit classrooms to present on the Community Schools strategy. A highlight of the presentation will be on student voice.</li> <li>• Students are able to fill out an interest form if they would like to be involved on the Community School Advisory Committee</li> <li>• The Community School Coordinator will also meet with the Academic Counselor and School Counselor for nominations and recommendations</li> </ul>

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



We recognize that Cuyama Elementary School and Cuyama Valley High School are distinct schools with many overlapping and some unique needs. Given how small and rural our school district is, we derive the most benefit from conducting joint meetings that feature separate “breakouts” to focus on school-specific reporting and discussion as appropriate.

The Community School Coordinator will generate a periodic bilingual newsletter to update all staff, families, and interested community members about the status of the efforts of the Community School grant, as well as updates on various school topics (e.g. counseling, attendance, parent engagement opportunities, etc.)

## 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
Ensure continuity of initiatives, actions and expenditures across all school plans, including SPSAs, LCAP, First Five, and CCSPP plans by maintaining strong alignment across governance bodies.	<ul style="list-style-type: none"> <li>• Have a member of the LCAP advisory also sit on the CCSPP steering committee to promote understanding of the work being done</li> <li>• Business Manager reviews all budgets on an ongoing basis to ensure strategic funding (eg no duplication of funding source/redundancy; ensuring supplementing, not supplanting)</li> </ul>
Establish multiple channels of communication between various committees/district advisories	<ul style="list-style-type: none"> <li>• Provide time for other committees (SSC, DELAC, etc.) to attend steering committee meetings to report out on data, needs, and proposed actions.</li> <li>• Streamlining partner input strategies (surveys, input sessions) to generate a shared data pool and to mitigate “survey fatigue.”</li> </ul>

## 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
Cuyama Valley High School will focus on recruiting, hiring, and retaining a diverse, multilingual staff to support site level work.	<ul style="list-style-type: none"> <li>The Cuyama School District recruits online (i.e.v Edjoin, Indeed, EdCal), fliers, and educational publications to reach a diverse group of candidates.</li> <li>Continue to offer subsidized housing for certificated and classified employees.</li> </ul>
Cuyama Valley High School will hire a Community School Coordinator. The coordinator will establish and maintain authentic, mutually beneficial relationships with community partners, as well as students, teachers, and parents	<ul style="list-style-type: none"> <li>The Cuyama School District is recommending a Community School Coordinator candidate to the school board on February 8, 2024.</li> <li>The Community School Coordinator will participate in professional development activities provided by the CDE, the State Transformative Assistance Center, Regional Technical Assistance Center, and the Santa Barbara County Education Office.</li> <li>The Community School Coordinator will meet regularly with the Superintendent/Principal in order to understand the needs and assets of the school and community</li> <li>The Community School Coordinator will hold ongoing meetings with different community stakeholders and document the meetings with agendas, sign in sheets, etc.</li> </ul>

## Key Staff/Personnel

Community School Coordinator	Work with all community school stakeholders: teachers, support staff, families, students, community resource agencies, and other stakeholders. Promote the community school services to everyone using periodic newsletters and through established meetings structures. Work to bring in the Health Mobile Clinic 2-3 times a year to support students and whole families.
School Counselor	Provide social emotional counseling, classroom presentations on topics such as bullying, appropriate behaviors, College and Career Readiness, etc.
Superintendent	Run the school as a community school, make sure all

educational partners are engaged and empowered. Communicate with the Community School Coordinator and Counselor on a consistent basis to maintain an aligned program.

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

The Cuyama Valley High School is taking the following steps to build and sustain the community school beyond the implementation grant phase by doing the following:

1. Establishing partnerships with community agencies such as the Cuyama Valley Family Resource Center. Strengthening the partnership between the Cuyama Family Resource Center and Cuyama Joint Unified School District during the grant phase will systematize the referral for and provision of services beyond the life of the grant.
2. Apply for private and public grants to fund the Community Schools work.
3. Continue to enhance partnerships with Community Partners.
4. Continue to work with SBCEO, teachers, parents, and steering committee to become aware of other funding opportunities to Cuyama Valley High School to support the community school efforts.
5. Participate in the Multi-Payer Fee Schedule and SBHIP to secure reimbursement for services provided and optimize funding streams that support similar initiatives.
6. Identify overlap of the Community Schools Strategy with existing initiatives.

## 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
Develop a comprehensive network of preventative health care services.	<ul style="list-style-type: none"> <li>• Initiate outreach to the New Cuyama Community Health Center to streamline information and services for families; preliminarily assess common needs and aims.</li> <li>• Integrate the services available through a Mobile Clinic</li> <li>• Community School Coordinator to pursue a memorandum of understanding (MOU) to refer families and students to the Cuyama Community Health Center for services.</li> </ul>
Assess food insecurity and use results to develop a plan to address food insecurity.	<ul style="list-style-type: none"> <li>• Community School Coordinator to pursue food insecurity.</li> <li>• Contact the Food Bank of SB County to explore possible partnerships to develop food literacy.</li> </ul>

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 established and/or plan to establish—mapped to identified priorities—include:

Priority 1: SEL

- Santa Barbara County Education Office (SBCEO) providing SEL PD to teachers
- Blue Sky Center (visiting artists)
- Fighting Back Santa Maria

Priority 2: Increased Community Engagement

- Cuyama Valley Family Resource Center (CVFRC), including Library
- Cuyama Valley Community Association (CVCA)
- Cuyama Valley Recreation Center, including Aquatics
- Cuyama Fire Station
- Cuyama Sheriff

Priority 3: Mobile Clinic

- CENCAL -through a grant
- New Cuyama Community Health Center

These partners will be responsive to the vision and priorities of students, families, and community members with the purpose to expand services and experiences to the students and to the families.

## 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
Utilize existing certificated meeting times to deepen understanding of research-based practices to support socio-emotional learning, including trauma-informed practices.	<ul style="list-style-type: none"> <li>Enlist partner agencies to provide professional learning responsive to changing student needs (SBCEO: SEL, intervention including MTSS; CALM: trauma-informed practice; Fighting Back Santa Maria: combating bias, forming positive relationships, and conflict resolution)</li> </ul>
The Community School Coordinator will educate all stakeholders on the community school concept and the roles and responsibilities associated with the community school model.	<ul style="list-style-type: none"> <li>Hire the Community School Coordinator</li> <li>Review roles, responsibilities, duties, &amp; expectations.</li> <li>Promote the community school concept to all educational partners throughout the year.</li> <li>Attend community school partner meetings and promote the school and the community school concept with the whole community.</li> </ul>

## 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
Leverage partnerships with community agencies to sustain and expand arts and environmental education to promote sustainability and support the social and developmental needs of students.	<ul style="list-style-type: none"> <li>In partnership with Blue Sky, continue to host visiting artists to develop appreciation for the visual and performing arts and facilitate student arts workshops.</li> </ul>
Implement Ethnic Studies as a Graduation Requirement	<p>We will be following the process guidance featured in Los Angeles County Office of Education's Ethnic Studies adoption toolkit. The six steps are:</p> <ul style="list-style-type: none"> <li><b>Step One: Establish a Committee</b> Purpose: To assemble a diverse committee representing all stakeholders committed to the goals of the <i>Ethnic Studies Model Curriculum</i>.</li> <li><b>Step Two: Develop the District Lens</b> Purpose: To understand the school district's community needs and perspectives in order to inform decision making.</li> <li><b>Step Three: Investigate Course Options</b> Purpose: To explore various approaches utilized by school districts to inform local decision making.</li> <li><b>Step Four: Consider Specific Curriculum Options</b> Purpose: To explore existing lesson plans and curriculum to inform local decision making.</li> <li><b>Step Five: Make Decisions</b> Purpose: To analyze information collected to reach consensus to determine the content and delivery of the Ethnic Studies course.</li> <li><b>Step Six: Prepare for Implementation Purpose</b> Purpose: To develop a plan that will inform parents/guardians and community members about the Ethnic Studies course, effectively communicate information internally and externally, and prepare teachers for successful implementation.</li> </ul>

## **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
Improve student academic performance as measured by CAASPP performance in ELA, Math, and Science	<ul style="list-style-type: none"> <li>• Meet with District Advisory committee to discuss and identify diverse community based definitions of success. For example, identify criteria for identifying Student of the Month, Teacher of the year, Character counts recognition, Civic leadership recognition</li> <li>• Recognize and celebrate Reclassified students</li> <li>• Recognize and celebrate most improved student in the areas of reading, math, and science</li> </ul>	Students will increase in ELA, Math, and Science each year as measured by the 2022-2023 data. 43% in ELA, 0% in Math, and 27% in Science as the baseline.
Improve student attendance and decrease chronic absenteeism	<ul style="list-style-type: none"> <li>• Review current absenteeism rate for the school.</li> <li>• Focus on student daily attendance. The Community School Coordinator will monitor reports daily and check in with Teachers about students that are absent.</li> <li>• Follow up with the families of students who are absent. The Community School Coordinator will initiate phone calls home to inquire about the student, determine if resources are needed, and possibly conduct home visits.</li> </ul>	Chronic absenteeism rate will decrease from 32% each year by at least 3%.

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.