CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

> School: Butte County Community 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:

> In Year 1, our focus is on aligning the efforts of our community schools with the Overarching Values. We'll craft a comprehensive strategy to raise awareness about community schools across our community. This entails a variety of approaches, such as hosting inclusive events, leveraging school announcements, integrating details on our websites and branding materials, and utilizing diverse communication channels—tailored to multiple languages prevalent in our community.
>
> Moreover, we aim to broaden the knowledge of our educational partners, moving beyond the "Why" of community schools for our school/district to delve into the "how" and "what." This expansion ensures that their comprehension of community schools resonates with our dedication to the Overarching Values.
>
> **Commitment to Racially-Just, Relationship-Centered Spaces:**
> The LEA and school are committed to recognizing and amplifying the strengths and resources within our students, families, and community. We highly regard their collective wisdom stemming from their

experiences, family ties, history, cultural backgrounds, and language. Additionally, our aim is to create strategies that foster a racially equitable and healing school environment. This involves prioritizing the support and inclusion of all students in every aspect of school life, incorporating restorative practices, and nurturing strong relationships with both students and their families.

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- Conduct relational mapping with students, families, probation, and the community to identify strengths and assets.
- Develop programs leveraging identified strengths and assets.
- Train staff in asset-based thinking for daily interactions with students and families.

LEA:

- Provide staff training and coaching on asset-based thinking and strength-based practices.
- Encourage and assist in using asset-mapping tools and strength-focused assessment methods.
- Share success stories and best practices in asset-driven and strength-based approaches.

Commitment to Shared Power:
The LEA and school are dedicated to cultivating genuine and active shared leadership across all aspects of school governance and operations. This involves involving families, students, staff, and community members in decision-making processes. We aim to utilize the Participatory Systems Change for Equity guide to encourage collaborative decision-making. Additionally, we'll establish frameworks to guarantee that all educational partners have a voice in decision-making processes.

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- Form diverse Leadership Teams involving parents, students, teachers, and community partners.
- Establish consistent opportunities for educational partners to give input on policies and programs.
- Use surveys and focus groups for collaborative decision-making with partners.

LEA:
- Offers resources on shared decision-making for all school Leadership Teams.
- Organizes routine meetings between Leadership Teams and LEA reps for information sharing and joint decisions.

Commitment to Classroom-Community Connections:
The LEA and school will prioritize teaching and learning that directly relates to, encompasses, and revolves around the wisdom, history, culture, and lived experiences of our students, families, and communities.

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- Offer diverse perspectives through guest speakers, field trips, or community partnerships.
- Integrate student feedback into instruction for relevance and meaning.

LEA:
- Collaborate with community partners for culturally aligned enrichment opportunities.

Commitment to a Focus on Continuous Improvement:

The LEA and school plan to support working groups or goal teams applying improvement science or effective problem-solving methods to tackle root causes and oversee advancements in our developing systems. To ensure cohesive and collective efforts, we will involve the Butte County Office of Education Administration Team, school site Leadership Teams, Community School Coordinators, and other educational partners. Moreover, we'll establish frameworks to handle system-wide challenges across multiple school sites, organizing routine meetings and communication channels to keep all educational partners informed and actively involved.

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1. School site Leadership Teams will use Improvement Science, like Plan-Do-Study-Act cycles, for ongoing community school enhancements.
2. School site Leadership Teams will collaborate with other community school teams to exchange best practices and improvement strategies.
3. School site Leadership Teams will establish consistent methods for sharing successes, identifying growth areas, and celebrating achievements.

LEA:

1. The LEA's Implementation Team will form a workgroup with educational partners to review and define essential components for the community schools initiative.
2. The implementation plan will derive from local data and diverse community-based success definitions.
3. The LEA's Implementation Team will develop tools and training to aid school site Leadership Teams in plan execution.
4. Regularly review and update the implementation plan annually to ensure its relevance and effectiveness.

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.

During Year 1 of implementation, our focus on Needs and Asset Assessments at school sites will build on prior community engagement in our LEA's aligned initiatives. We aim to deepen this process by engaging various community partners—administrators, certificated and classified staff, students, family members, and community partners—to identify key community school priorities and vision. Our approach involves using diverse data collection methods like interviews, focus groups, summits, workgroups, family nights, home visits and surveys.

We'll collaboratively strategize with each school site for thoroughness and relevance to determine effective community engagement methods. Recognizing the unique needs of each site, we'll employ diverse strategies involving educational partners to gather comprehensive data. This includes approaches like focus groups, surveys, and ensuring cultural responsiveness to ensure equitable representation and inclusivity in our assessment.

To ensure inclusivity, we'll provide translated surveys, varied data collection formats, and schedule events at different times for accessibility. We'll also collaborate with community partners to identify and mitigate participation barriers, offering childcare, incentives, or transportation support.

Leveraging existing community partners, parents, and advocates will aid in engaging hard-to-reach families. Roles of Parent Liaisons, Transition Specialists, and the Community School Coordinator will be pivotal in connecting with these families and exploring alternative data collection methods for those less tech-savvy or without access to technology.

Post-data analysis, and collaborative methods, including the Participatory Systems Change for Equity guide, will facilitate consensus-building and partnership collaboration. Engaging community partners, local nonprofits, government agencies, and businesses will tap into their expertise and resources to address systemic issues and advance community school goals.

Furthermore, ongoing collaborative efforts will include working groups using improvement science and involving educational partners across the LEA, Butte County Office of Education Administration Team, Community School Coordinators, and others. Regular meetings and channels for communication will ensure collective involvement and coordinated actions across school sites.

Our LEA will continuously align LEA and school site goals to sustain progress, emphasizing collaboration and community engagement strategies. Prioritizing feedback and communication with educational partners, we'll seek support from regional technical assistance centers (RTAC) to ensure alignment with CDE and Statewide STAC expectations. Regularly reviewing and revising our plans will ensure compliance and alignment with state guidelines and evolving best practices in community schools.

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
Integrated Student Supports: Enhance student well-being by establishing a comprehensive system of support services, including mental health resources, academic intervention programs, and community partnerships to address various student needs holistically.	**Mental Health Resource Accessibility:** Inventory and establish a baseline of student access to mental health resources. **Academic Intervention Impact:** Improve academic performance or grade progression among students participating in intervention programs **Community Partnership Engagemen**t: Establish new or strengthened partnerships with community organizations to support student well-being.
Authentic Family and Community Engagement: Foster deeper collaboration and involvement of families and community members by creating accessible platforms for input, implementing culturally responsive engagement strategies, and initiating activities that strengthen relationships between schools and the community.	**Increased Participation:** Achieve a measurable rise in the number of family members and community partners engaged in school-related activities or events. **Culturally Responsive Platforms:** Implement and evaluate culturally sensitive platforms for input and communication, receiving positive feedback from surveyed families and community members. **Strengthened Relationships:** Conduct regular assessments and aim for positive perceptions of school-community relationships among educational partners surveyed.
Positive and Restorative School Climate: Cultivate a supportive and inclusive environment by implementing restorative practices, fostering positive relationships among students and staff, and promoting equity and respect throughout the school community.	**Restorative Practice Implementation:** Track the successful implementation of restorative practices. **Positive Relationship Building:** Increase reported positive relationships between students and staff, as observed through surveys or other feedback mechanisms. **Equity Promotion:** Increase perceptions of equity, inclusivity, and respect within the school community through surveys or similar evaluative tools.

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
Foster Collaborative Leadership to Enhance Decision-Making and Sustainable Transformation	**Assessment of Current Governance Structures:** ● Conduct an audit of existing decision-making structures at the site level to understand the current landscape of shared leadership and decision-making processes. ● Identify all existing teams, committees, or groups involved in decision-making, assessing their purpose, membership, and efficacy. **Revision and Launch of Site-Level Shared Leadership Structures:** ● Assess the current shared governance structure, identifying strengths and areas for improvement. ● Develop and implement a revised site-level shared leadership structure that encourages democratic participation and decision-making among students, staff, families, and community members. ● Ensure representation from diverse educational partners in these structures, promoting inclusivity and equity in decision-making processes. **Facilitation of Shared Leadership Participation:** ● Provide training and resources to educational partners involved in shared leadership structures, fostering skills in collaborative decision-making, conflict resolution, and inclusive dialogue. ● Establish communication channels that allow for transparent sharing of information and feedback between various groups involved in decision-making. **Evaluation and Continuous Improvement:** ● Regularly assess the effectiveness of the newly established shared leadership structures, seeking feedback from educational partners on the decision-making process and its outcomes. ● Use evaluation results to refine and improve the collaborative leadership approach, making necessary adjustments to ensure continuous enhancement. **Promotion of Sustainability and Acceptance:** ● Cultivate a culture of shared responsibility and ownership of decisions among educational partners, emphasizing the long-term sustainability of collaborative leadership models. ● Recognize and celebrate successes resulting from effective collaborative decision-making, encouraging widespread acceptance and implementation of decisions made through this process.

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):

In our community school, the system of shared governance and site-level leadership structure is designed to ensure diverse educational partner representation and inclusive decision-making processes. Here's an overview of how different educational partners contribute to shared governance:

1. **Principal:** The principal is the key leader and facilitator of the shared governance structure. They oversee the implementation of decisions made collaboratively and provide guidance to ensure alignment with school goals.
2. **Certificated Staff:** Certificated staff members actively participate in decision-making processes through committees, councils, and collaborative teams. They contribute insights on curriculum development, instructional strategies, and student support initiatives.
3. **Classified Staff:** Classified staff, including administrative assistants, instructional paraprofessionals, and transition specialists, are represented in decision-making groups. They offer valuable input related to school operations, safety measures, and student support services.
4. **Students:** Student voice is encouraged and incorporated into decision-making through student councils, advisory boards, or forums where student representatives share perspectives on school policies, activities, and the overall learning environment.
5. **Probation Staff:** Probation staff, when engaged, collaborate on strategies to support students under probation supervision. Their involvement aims to create a holistic approach that addresses both academic and behavioral needs while ensuring the safety and support of these students.

Site-Level Leadership Structure:

At the site level, a collaborative leadership structure is established to facilitate shared decision-making. This structure includes:

- **Site Leadership Team:** Comprising the principal, certificated staff, and classified staff, this team meets daily/weekly at staff meetings to discuss school-wide initiatives, review policies, and address operational matters. They provide recommendations to the principal based on their collective discussions.
- **School Site Council (SSC):** The School Site Council (SSC) serves as a vital component of the site-level governance structure at Butte County Community School. Comprised of elected members representing various educational partners, the SSC plays a significant role in decision-making and school improvement initiatives. Here's an overview of the SSC's responsibilities and composition within our school site-level structure:

  Responsibilities:

    ○ Budget Oversight: The SSC is involved in the development and approval of the school's annual budget. They review funding allocations, prioritize resource distribution, and ensure alignment with the school's educational plan.
    ○ Single Plan for Student Achievement (SPSA): The SSC contributes to the creation and revision of the SPSA, a comprehensive plan outlining goals, strategies, and actions to

improve student achievement. They review progress, assess effectiveness, and recommend adjustments as needed.
- ○ Policy Review and Development: The council reviews school policies, programs, and curricular initiatives. They provide input on proposed changes or new policies, ensuring they align with the school's mission and benefit students.
- ○ Program Evaluation: SSC members participate in evaluating the effectiveness of educational programs and interventions. They assess outcomes, review data, and make recommendations for program improvements.

- ● **Collaborative Teams:** Collaborative Teams represent a crucial aspect of the site-level structures within our school community. These teams are designed to foster collaboration, facilitate data-driven decision-making, and address various aspects of student learning and well-being. Here's an overview of the Collaborative Teams and their role within our school's site-level structure:

  Purpose:

  - ○ Data-Driven Instruction: Collaborative Teams focus on using data to inform instructional practices. They analyze student performance data, identify learning gaps, and design targeted interventions to support student success.
  - ○ Professional Learning Communities (PLCs): These teams function as Professional Learning Communities, allowing educators to collaborate, share best practices, and develop strategies to improve teaching and learning outcomes.
  - ○ Student Support and Intervention: Collaborative Teams may also concentrate on providing academic and behavioral support to students. They devise intervention plans, monitor progress, and make adjustments to better meet students' diverse needs.

This shared governance and leadership structure aims to ensure that diverse voices are heard, promoting inclusivity, transparency, and collective decision-making for the benefit of the entire school community.

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

Integration of Community School Strategy with Existing Initiatives	**Objective 1: Alignment of LCAP, and SPSA** Action Steps: 1. Comprehensive Assessment: Conduct an in-depth review of LCAP, and SPSA to identify areas of overlap and potential synergy. 2. Educational Partner Collaboration: Facilitate meetings involving educational partners from LCAP and SPSA to discuss common goals and strategies for alignment. 3. Identification of Integration Points: Identify specific objectives and action items within each initiative that can be harmonized to create a cohesive approach. **Objective 2: Unified Implementation Plan** Action Steps: 1. Integration Framework Development: Create a framework that aligns the objectives, strategies, and action steps from LCAP and SPSA. and the Rising Scholars program into a unified implementation/strategic plan. 2. Resource Reallocation: Assess resource allocation across initiatives and reallocate resources as needed to support the integrated plan effectively. 3. Implementation Roadmap: Develop a detailed roadmap outlining the phased integration of strategies and activities from LCAP and SPSA. **Objective 3: Continuous Monitoring and Evaluation** Action Steps: 1. Establishment of Evaluation Metrics: Define common indicators and metrics that align with the integrated plan's objectives and track progress across initiatives. 2. Regular Progress Reviews: Conduct periodic reviews to monitor the implementation progress, assess alignment, and address any discrepancies or challenges. 3. Data Sharing and Analysis: Share data and evaluation results between LCAP and SPSA teams to facilitate collaborative decision-making and adjustments. **Objective 4: Educational Partner Engagement and Communication** Action Steps: 1. Educational Partner Awareness: Communicate the integrated approach to all educational partners, including staff, administrators, students, families, and community partners, emphasizing the benefits of alignment. 2. Training and Capacity Building: Provide training sessions and resources to familiarize educational partners with the integrated plan's objectives and their roles in its implementation. 3. Feedback Mechanism: Establish channels for feedback and suggestions from educational partners to ensure ongoing improvements and address emerging needs or challenges.

By aligning the LCAP and SPSA into a unified community school strategy, our goal is to leverage synergies, optimize resources, and streamline efforts for a more impactful and sustainable approach in supporting all students, including those impacted by the juvenile justice system.

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
Establishment of Sustainable Staffing and Leadership Teams	**Objective 1: Recruitment and Establishment of Leadership Teams** Action Steps: 1. Identify Leadership Team Members: Select and designate individuals for the Leadership Team, including the principal, Community School Coordinator, instructional classified staff, health staff, and interested staff. 2. Formation of Leadership Team: Facilitate the establishment of the Leadership Team, ensuring representation from diverse backgrounds and skill sets, fostering inclusivity and varied perspectives. 3. Training and Capacity Building: Provide targeted training and professional development sessions for the Leadership Team, focusing on leadership skills, collaborative problem-solving, community engagement strategies, and understanding the core tenets of the community school model. **Objective 2: Multilingual and Diverse Staff Recruitment** Action Steps: 1. Recruitment Strategy: Develop a comprehensive recruitment strategy to attract diverse, multilingual staff members at both the LEA level (Community School Coordinator) and school sites (Community School Coordinators). 2. Outreach and Networking: Establish connections with various networks, organizations, and educational institutions to actively seek out candidates from diverse backgrounds and linguistic capabilities. **Objective 3: Sustainability Planning** Action Steps: 1. Development of Sustainability Plans: Collaborate with school sites and the LEA to devise long-term sustainability plans that outline strategies to maintain core staffing positions beyond initial funding periods. 2. Resource Allocation: Evaluate and allocate resources to ensure the continuity of core staffing positions critical for the success of the community school model. 3. Continual Evaluation and Adaptation: Regularly review and revise sustainability plans based on ongoing assessment of staffing needs, funding availability, and evolving student requirements to ensure sustained support. By the end of Year 1, our objective is to establish robust and sustainable staffing structures, including Leadership Teams at both the LEA and school site levels, encompassing diverse and multilingual staff members committed to supporting the unique needs of our student population. Through strategic recruitment, training, and long-term planning, we aim to fortify our staffing resources and create a foundation for enduring success in implementing the community school strategies.

Key Staff/Personnel

Jennifer Childs	Community School Principal: Overseeing the implementation of the community school model at their specific site. They lead the school site's Leadership Team, School Site Council, school staff, and community partners to develop and implement a comprehensive plan that addresses the students' and families' academic, social, and emotional needs at their site.
Lucas Bradbury	Community School Coordinator: Coordinating the implementation of the community school model at their specific site. They facilitate at school site Leadership Team, School Site Council, school staff, and community partners meetings to develop and implement a comprehensive plan that addresses the students' and families' academic, social, and emotional needs at their site. They also serve as the primary liaison between their site and the CCSPP LEA.
TBD	School Site Leadership Team Member(s): Ensure students and families receive the necessary integrated services. They also work closely with the Leadership Team to identify and address the needs of students and families and to ensure that the services provided are culturally responsive and meet the needs of diverse communities. Additionally, helps to foster a positive school climate and a sense of community among students and staff, promoting a safe and supportive learning environment.
Mele Benz	County Community School Lead: Coordinating the implementation of the community school model across all participating schools. They work closely with the school site's Coordinators & community partners to develop & implement a comprehensive plan that addresses the academic, social, & emotional needs of students and families. They also serve as the primary liaison between the LEA, RTAC, STAC & the California Department of Education.
Nick Catomerisios	LEA Community School Lead: Oversee the implementation of the community school model across all participating schools. They work closely with the school site's Leadership Teams, school staff, & community partners to develop & implement a comprehensive plan that addresses the academic, social, & emotional needs of students and families. They also serve as the primary liaison between the LEA & the California Department of Education.
TBD	LEA Data Lead: Design and implement an evaluation plan that measures the impact of the CCSPP implementation on student outcomes, school culture, and Cornerstone Commitments. They work closely with the school sites' Leadership Teams & other educational partners to collect & analyze data, & to develop recommendations for program improvement.
Alicia Turner	LEA Fiscal Lead: Managing the financial aspects of the grant, including budgeting, accounting, & reporting. They work closely with the LEA's leadership team to ensure that resources are used effectively & efficiently and that financial goals & targets are met.

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

Our LEA has initiated various strategies to ensure sustainability beyond the implementation grant, aiming to secure consistent revenue streams, enhance capacity, consolidate student programs, and foster alignment within our educational ecosystem.

Sustainable Revenue Stream: Leveraging diverse funding sources like federal grants (MHSA, MHSSA), state initiatives (Prop 28 Arts & Music Education), and programs (Equity Multiplier, Student Support Block Grant) supports our community school efforts. Billing for direct services through Medi-Cal adds to this sustainability, providing steady funding for our programs. The Department of Health Care Services Student Health Demonstration Grant augments these efforts, aiding in Medi-Cal billing by hiring Wellness Coaches, certifying them, and utilizing their services to generate revenue while offering essential mental health support to students and families.

Build Capacity and Sustainability: Investing in professional development is crucial. Continuous training on community school best practices, leadership enhancement, and capacity building for coordinators and Leadership Teams will fortify our schools. This ongoing investment ensures sustained competence in community school implementation.

Consolidated Student Programs and Education Support: Collaboration across departments maximizes the impact of community school efforts. Aligning resources and fostering coordination ensures efficiency and effectiveness. Our LEA's structured approach enables timely identification and resolution of emerging needs and opportunities, ensuring sustained improvements for students, families, and communities.

Alignment: Embedding community schools into broader strategic plans and district priorities ensures integration and longevity. Aligning our Implementation Plan with LCAP, SPSA, and district-level documents fosters synergy and coherence across initiatives. This integrated approach ensures that community schools remain a fundamental part of our educational strategy, fostering continued growth and success.

These strategic measures will lay a robust foundation for sustainability beyond the implementation grant. By securing diversified revenue streams, investing in capacity building, consolidating programs, and aligning with broader initiatives, we ensure the long-term success and expansion of our community school 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
Foster Collaborative Partnerships for Holistic Community Support	**Assess Community Needs and Assets:** Conduct comprehensive surveys, interviews, and focus groups to identify community needs and assets. Engage educational partners—students, families, educators, and community members—to gather diverse perspectives and insights. **Identify Potential Partners:** Map and assess local organizations, agencies, nonprofits, and businesses aligned with the identified needs and assets. Prioritize partnerships that share a holistic focus on student well-being, family support, and community engagement. **Establish Collaborative Partnerships:** Initiate dialogue with potential partners to discuss shared goals and areas of collaboration. Formulate agreements outlining mutual objectives, roles, and responsibilities, ensuring a clear understanding of collective aims. **Integrate Partners into Planning and Development:** Involve community partners in the planning and development phases of community school initiatives. Collaborate on program design, resource allocation, and implementation strategies to ensure inclusivity and cultural responsiveness. **Continuous Improvement and Evaluation:** Regularly assess the effectiveness of partnerships and initiatives through feedback mechanisms and data analysis. Adapt and refine strategies based on feedback to ensure sustained impact and alignment with evolving community needs. **Capacity Building and Resource Sharing:** Provide training and resources to partners, facilitating their capacity to contribute effectively. Share best practices, resources, and expertise to enhance the collective impact of the partnership. **Promote Engagement and Communication:** Establish transparent communication channels to facilitate ongoing dialogue between schools, LEAs, and community partners. Organize regular meetings, forums, and events to foster collaboration, inclusivity, and active participation. **Celebrate Success and Recognition:** Acknowledge and celebrate the achievements and contributions of community partners. Recognize their role in shaping a supportive learning environment and fostering a sense of belonging within the community. By establishing and nurturing collaborative partnerships, our aim is to create a comprehensive support network that addresses the diverse needs of students, families, and the community. These partnerships will serve as pillars in shaping an inclusive, culturally responsive, and supportive environment for all educational partners involved in the community school initiative.

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:

Our school prioritizes collaborative partnerships that align with the vision and priorities of our students, staff, families, and the broader community. These partnerships are crucial to creating a supportive and inclusive environment for all educational partners. Here's an overview of the partnerships we have established or plan to establish:

State Transformational Assistance Center (STAC)
Engaging with STAC allows us to tap into statewide expertise and initiatives. This partnership enables us to stay informed about the latest educational frameworks, standards, and innovative strategies. It ensures that our community school vision remains aligned with state-level priorities and requirements.

Regional Technical Assistance Center (RTAC)
The RTAC partnership is integral to our continuous improvement efforts. By collaborating with RTAC, we gain access to valuable expertise, guidance, and resources that support our community school initiatives. This partnership ensures that our strategies align with best practices and evolving research in the education field.

County Community School Lead
Our collaboration with the County Community School Lead is aimed at leveraging local knowledge and resources. This partnership focuses on tailoring our community school programs to address the specific needs and challenges prevalent within our county. By working closely with the lead, we ensure that our initiatives are responsive and impactful within the local context.

Boys and Girls Club of the North State
Partnering with the Boys and Girls Club brings opportunities for extended learning, mentorship, and recreational activities. This collaboration enriches our students' experiences beyond the classroom, providing them with diverse opportunities for growth, skill-building, and community engagement.

Butte County Probation
Our partnership with Butte County Probation focuses on supporting justice-involved youth through tailored interventions and resources. By working in tandem with probation services, we aim to provide holistic support to students transitioning back into the community, fostering a conducive environment for their educational success.

Butte Community College
Collaborating with Butte Community College opens avenues for educational pathways, career readiness, and skill development for our students. This partnership facilitates access to college resources, dual enrollment opportunities, and career exploration programs, aligning with our goal of preparing students for post-secondary success.

Alliance for Workforce Development

Partnering with the Alliance for Workforce Development aims to bridge the gap between education and the workforce. This collaboration focuses on creating pathways for students' future careers, offering resources, internships, and vocational training aligned with local employment opportunities.

Butte County Behavioral Health

Partnering with Butte County Behavioral Health aims to enhance mental health resources and support within our school community. This collaboration ensures access to counseling services, mental health awareness programs, and resources to support the emotional well-being of our students, staff, and families.

Community Businesses

Engaging with local businesses enriches our educational programs and supports real-world learning experiences. Partnerships with community businesses provide opportunities for internships, mentorship, and career exploration, bridging classroom learning with practical applications in the workforce.

Each partnership is carefully designed to support our community school's vision and priorities by addressing specific needs identified through ongoing assessments and engagement with students, staff, families, and community members. These collaborations reinforce our commitment to providing a comprehensive and responsive educational experience that prepares students for success in both academics and life beyond school.

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
Enhance the Community School Strategy through Comprehensive Professional Learning	**Customized Learning Paths:** ● Develop customized learning paths based on identified needs, ensuring role-specific supports for administrators, educators, and classified staff, considering their distinct roles in the community school framework. **Role-Specific Training and Workshops:** ● Offer role-specific training sessions and workshops focused on shared leadership, collaboration, and relationship-building tailored to the needs of administrators, educators, and classified staff. ● Implement training programs that promote culturally-affirming, asset-based teaching practices, and encourage a democratic and community-based approach to education. **Family and Community Engagement Programs:** ● Organize workshops and events for families to enhance their understanding of the community school strategy, providing resources and guidance on how they can actively participate and support their child's education. ● Collaborate with community partners to host sessions that empower families in their roles within the community school framework. **Mentorship and Coaching Programs:** ● Develop mentorship programs pairing experienced educators with newcomers to the community school environment, fostering a culture of support and shared learning. ● Offer coaching sessions to educators focusing on culturally relevant teaching methods, asset-based education, and community engagement techniques. **Continual Evaluation and Adaptation:** ● Continuously assess the effectiveness of professional learning initiatives through feedback mechanisms and data analysis, adapting the programs based on observed outcomes and evolving needs. ● Engage in regular reflection sessions with educational partners to ensure the alignment of professional learning with the changing dynamics of the community school strategy.

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

Facilitate Educators in Community-Based Learning (CBL) practices	**Introduction to Foundations:** ● Conduct workshops and seminars to introduce educators to the theoretical underpinnings of CBL, exploring its roots in community engagement, cultural responsiveness, and experiential education. ● Provide resources, readings, and discussions on the principles of reciprocity, empowerment, integration, authenticity, and reflection as foundational elements of CBL. **Case Studies and Exemplars of CBL:** ● Showcase case studies and examples of successful CBL initiatives in diverse educational settings, featuring how CBL has been effectively integrated into various subjects and grade levels. ● Encourage discussions and dialogues among educators to dissect these examples, extracting practical strategies for implementing CBL in their own classrooms. **Collaborative Teams:** ● Establish Collaborative Teams dedicated to exploring and implementing CBL, offering a platform for educators to share insights, challenges, and innovative approaches related to community-based learning. ● Encourage peer mentoring and collaborative lesson planning sessions within Collaborative Teams to foster a supportive environment for CBL experimentation and implementation. **Workshops on Integrating CBL in Classrooms:** ● Organize practical workshops focusing on integrating CBL into lesson plans, curriculum development, and instructional strategies across various subject areas and grade levels. ● Provide educators with hands-on activities and resources demonstrating how to align CBL with academic standards while maintaining its authenticity and relevance. **Community Engagement and Partnership Building:** ● Facilitate opportunities for educators to engage with community partners and educational partners to understand local needs, assets, and opportunities for integrating CBL into the curriculum. ● Collaborate with community organizations to create projects and initiatives that align with curriculum goals, fostering reciprocal relationships and authentic learning experiences for students. **Reflection and Assessment:** ● Integrate structured reflection exercises into the CBL framework, guiding educators on how to facilitate reflective practices for students to deepen their understanding of community-based experiences.

	● Develop assessment tools and methods to evaluate the impact and effectiveness of CBL on student learning outcomes and community engagement, encouraging ongoing refinement of CBL practices.
	By implementing these action steps, our goal is to equip educators with the knowledge, tools, and support necessary to confidently integrate community-based learning into their instructional practices, fostering meaningful connections between academic content and the real-world experiences of students within their communities.

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

Develop an Effective Evaluation Plan for Community Schools Initiative	**Educational Partner Engagement for Needs Identification:** ● Engage educational partners, including students, families, staff, and community members, in collaborative sessions to identify critical needs and desired outcomes for the community schools initiative. ● Conduct surveys, focus groups, and forums to gather diverse perspectives on defining success within the community context. **Metrics and Indicators Development:** ● Establish a metrics framework encompassing academic, socio-emotional, and community-based indicators aligned with the community schools' goals and priorities. ● Define qualitative and quantitative measures that capture academic growth, family engagement levels, student well-being, community partnerships, and school climate. **Data Collection and Analysis Systems:** ● Create systems for efficient data collection using a mix of surveys, assessments, interviews, and community feedback mechanisms. ● Implement data analysis strategies to interpret and make sense of the collected information, identifying trends and areas for improvement. **Regular Progress Monitoring:** ● Set up regular intervals for progress reviews to track the initiative's success against established metrics.	**Academic Growth:** Increased proficiency rates in core subjects, increase in average credits earned per pupil per quarter, improved graduation rates, enhanced attendance, and decreased chronic absenteeism. **Family and Community Engagement**: Higher participation in family engagement activities, increased satisfaction rates among families regarding school involvement, and expanded partnerships with community organizations. **Student Well-being**: Improved social-emotional learning outcomes, reduced disciplinary incidents, and increased utilization of mental health resources. **Community Partnerships:** Growth in the number of partnerships and their depth, measured by increased support, involvement, and contributions from community organizations. **School Climate:** Positive shifts in school climate perception, measured through surveys assessing safety, inclusivity, and sense of belonging among students and staff.

	● Use these monitoring sessions as opportunities for possibility thinking, encouraging brainstorming for innovative solutions and celebrating achievements.	

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