# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM:
# IMPLEMENTATION PLAN TEMPLATE

## Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework (CA CS Framework), and the Capacity-Building Strategies: A Developmental Rubric. To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

## CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a "whole-child" approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

**Pillars of Community Schools:** Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

**Key Conditions for Learning in a Community School:** Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

**Cornerstone Commitments of Community Schools:** A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

**Proven Practices of Community Schools:** Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the *Capacity-Building Strategies: A Developmental Rubric.*

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

# Capacity-Building Strategies Overview

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

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

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

# CCSPP: IMPLEMENTATION PLAN
## School Site Contact Information

Learning Without Limits

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## Strategies, Priorities and Goals

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

## Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

**Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values**

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

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

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

At Learning Without Limits, stakeholder engagement around our community schools initiative demonstrates strong alignment and commitment to the overarching values from the California Community Schools Framework.

**1. Racially-Just, Relationship-Centered Spaces**
One of our core beliefs at Learning Without Limits is that relationships and values are at the center of everything we do, a belief that is fully aligned to the overarching value of a community circle. As part of our ongoing work of fully embodying a community school, we will focus on three strategies: (1) intentional cultivation of a values-driven community; (2) restorative justice and circle practices to strengthen our relationships with ourselves, each other, and our community; and (3) integration of socioemotional learning skills and habits to support students' long-term success. Relationships and values set the foundation for our work and are at the center of everything we do.

**(1) Intentional cultivation of a values-driven community.**
Learning Without Limits has daily rituals, ongoing traditions, and strong systems in place to affirm and reaffirm a fundamental sense of purpose, values, and connection with all students and staff members. Aligned with our mission, Learning Without Limits places a high value and a strong emphasis on our core values. Our CLAP core values – caring, leadership, achievement, and perseverance – is interwoven into the fabric of our school. Starting each morning with a communal recitation of our school vision, our students then engage in morning meetings and Community Circles in their classroom. Each month, we teach one of our CLAP values in Community Circle and we celebrate one student from each classroom who most embodies the CLAP value. Additionally, we will explicitly align student actions and behaviors to our CLAP values, so that students gradually understand that their actions and behaviors communicate and demonstrate values. We will continue to build out systems to support alignment and practice of our core values that we teach and reinforce with students and each other.

**(2) Restorative justice and circle practices to strengthen our relationships with ourselves, each other, and our community.**
This academic year, much of our work at Learning Without Limits is around continuing to build our collective knowledge of restorative justice and circle practices to strengthen our relationships with ourselves, each other, and our community. Our discipline framework incorporates elements of restorative practices and socioemotional learning to help students develop an internal moral code. By ensuring our students experience spaces that allow them to exemplify core values, opportunities to demonstrate expected behaviors, a management system rooted in relationships and restoration, our students learn to make choices that allow them to be positive, engaged leaders of our community.

Recognizing that behavior is a form of communication, our schoolwide management ladder at Learning Without Limits aims to understand the root causes of a student's behavior and problem-solve with stakeholders to meet the unmet needs of the student and support the student in making positive behavioral changes. When a student engages in the same behavior repeatedly in the classroom or receives a behavior referral, then the student engages in a restoration circle with the teacher to address what happened and to attend to their relationship. During a restoration circle, the student meets with the teacher while that teacher is available, and both parties seek to understand each other's experiences, acknowledge each other's feelings, and problem-solve ways they could have done the moment differently. These restoration circles serve as a method for both the student and the teacher to better understand each other, recognize each other's humanity, and

continue to build a learning partnership with each other.[1] The restorations also act as learning opportunities for the student because the student engages in both self-reflection and shared problem-solving with an adult.

Similarly, whenever students experience breaches in their relationships with other peers, we employ restoration circles to support students with helping students involved understand each other's experience and the impact the situation had on each of them. Students are then supported by our Dean of Culture or another administrator to make things right with each other by identifying what students need and making shared commitments. By having our students engage in a facilitated dialogue whenever breaches in relationships occur, our students develop respect for diverse perspectives, backgrounds, and experiences; conflict resolution through community skills; agency in making ethical choices; and personal responsibility and commitment to the relationships in our school community.

**(3) Integration of socioemotional learning skills and habits to support students' long-term success.**
For the 2024-2025 academic year, our community aims to hone in on embedding socioemotional learning in curricula and instruction, teacher training, and disciplinary approach – three components of highly effective socioemotional learning programs and implementation as evidenced by research and supported by the California Department of Education's strategic priority areas.[2,3] Instruction of socioemotional learning skills will take place in students' classrooms during Community Circles and Advisory at Learning Without Limits. We will use the curriculum *The Toolbox Project*, which is a well-designed and classroom-based socioemotional learning program that provides students with repeated opportunities for students to practice and develop the skills.

**2. Shared Power**
Community schools operate on the principle of shared power, where students, families, educators, and community members collaborate in decision-making processes. This inclusive approach empowers all stakeholders, ensuring that diverse voices are heard and valued. By sharing power, we create a more democratic and responsive educational environment that reflects the needs and aspirations of the entire community.

At Learning Without Limits, we believe that families are our partners in educating children and are critical to advancing our mission and vision of developing liberated students as lifelong learners. Part of our school vision states, "Our school is founded through a partnership between families and teachers who shared a dream of what a school should be." Aligned with this belief, our school's vision, and the overarching value of shared power of the California Community Schools Framework, we strive to involve, engage, and partner with families at every opportunity.

Strong relationships between teachers and students as well as staff and families form the foundation of our culture at Learning Without Limits. These relationships are cultivated through our frequent family communication, leadership opportunities, family workshops, schoolwide events, and family

[1] Hammond, Zaretta, and Yvette Jackson. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students.* Corwin, a SAGE Company, 2015.

[2] Garcia, Emma, and Elaine Weiss. *Education Inequalities at the School Starting Gate.* Economic Policy Institute, 2017.

[3] "C. Strategic Priority Areas." *C. Strategic Priority Areas - A Blueprint For Great Schools (CA Dept of Education)*, California Department of Education, https://www.cde.ca.gov/eo/in/bp/bp2strategic.asp.

engagement opportunities. We engage families in regular conversations about their child's learning progress, communicate with families whenever restorations are necessary, hold family conferences a minimum of three times per year, conduct home visits, and regularly hold events that bring families into the school for leadership and learning opportunities.

Families also have ongoing opportunities to communicate, collaborate, and engage with school leadership through monthly Coffee with the Principal, Family Engagement Committee, and Family Leadership Council (FLC). Our Family Leadership Council (FLC) is a structure that empowers family voices in school as they engage with, review, and plan for site-level and organization-wide policies and strategies. Additionally, our families have the opportunity to learn, develop, and practice their leadership skills through workshops that are held several times throughout the year, designed by Families In Action (FIA), and co-facilitated by our Family & Community Coordinator, school leadership, and Families In Action (FIA). A couple times of the year, our families can engage in a Family Accountability Walk, which allows families to observe essential instructional practices in classrooms, debrief their reflections, and provide feedback on students' learning experiences to our school.

### 3. Classroom-Community Connections
This academic year, Learning Without Limits worked towards strengthening classroom-community connections through our new ELA curriculum and advisory class. Learning Without Limits implemented a new curriculum, *Fishtank*, that provides our students with grade-level, standards-aligned learning experiences that are also rich, relevant, and affirming for our students and within the context of our school community. The *Fishtank* curriculum deeply engages students in understanding their own history and culture as well as the experiences of other groups, and immerses students in such topics as civil rights, labor rights, and LGBTQ+ history. Additionally, our Advisory curriculum engages students in monthly heritage learning and celebrations that reflect the diversity of our community; this learning is reinforced by our grade 5 Student Council, which makes bi-weekly schoolwide morning announcements that include heritage learning and celebrations, and our monthly school assemblies.

### 4. Continuous Improvement and Possibility Thinking
Community schools are committed to a culture of continuous improvement, always seeking innovative ways to enhance learning and support student success. By embracing possibility thinking, we encourage students and educators to explore new ideas, challenge conventional wisdom, and strive for excellence. This forward-thinking mindset ensures that we are constantly evolving to meet the changing needs of our students and community.

At Learning Without Limits, our vision includes relentlessly focusing on the continuous refinement of high-quality instruction and consistently practicing lifelong learning habits. We strive to build an antiracist learning culture, in which everyone - students and adults - engage in actions and behaviors of a lifelong learner. Students learn best when they have exceptional teachers in front of them who are constantly learning, reflecting, and refining their practice. Therefore, we invest heavily in the growth and development of our teachers and staff members through various structures such as coaching, observation/feedback cycles, professional learning communities (PLCs), and professional development.

In summary, a community school for Learning Without Limits is not just a place of academic instruction; it is a relationships-centered, values-driven, inclusive school community where racial justice, shared power, strong community ties, and a commitment to continuous improvement and innovation are at the forefront. By aligning with these values, we create a space where every student can thrive, realizing their full potential without limits.

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

To deepen our needs and asset assessment process as we initiate the implementation process and obtain site-level resources, we will adopt a comprehensive and inclusive approach. Engaging the entire community in identifying their top priorities and vision for the community school requires thoughtful planning and the use of various engagement methods tailored to different groups. Below is how we plan to go deeper and engage each group effectively.

**<u>Students</u>**
Processes:
- Surveys: To capture a wide range of student opinions and experiences.
- Focus Groups: Facilitated discussions with diverse student groups to explore specific topics in depth in Advisory and Community Circles.

Engagement Strategies:
- Special efforts will be made to engage student leadership bodies (e.g., Student Council) and clubs, providing them with platforms to lead initiatives and represent their peers.

**<u>Families</u>**
Processes:
- Surveys: To collect feedback from a broad spectrum of families.
- Focus Groups: Targeted discussions with diverse family groups during Coffee with the Principal, Family Leadership Council (FLC), and Family Town Halls.
- Community Meetings:  Inclusive meetings to discuss priorities and gather input during Coffee with the Principal, Family Leadership Council (FLC), and Family Town Halls.

Engagement Strategies:
- Family & Community Coordinator, Principal, and Family Leadership Council (FLC) Site Representatives will support building and cultivating strong relationships with families, ensuring their input is continuously sought and integrated into school planning.

**Historically Marginalized Students & Families**
Processes:
- One-on-One Interviews & Focus Groups: Tailored specifically to historically marginalized groups to understand their unique needs and challenges.
- Surveys: Designed with cultural and linguistic sensitivity to ensure accessibility and relevance.
- Home Visits & Outreach: Proactive outreach to build trust and engage families who may feel disconnected from the school.

Engagement Strategies:
- Partner with community organizations (e.g., Seneca Family of Agencies, Tapestry Church, High Expectations, etc). that have established trust and rapport with marginalized groups.
- Hire a Family & Community Coordinator who share similar cultural and linguistic backgrounds to facilitate communication and engagement.
- Provide translation and interpretation services to ensure all communications are accessible.
- Create safe spaces for historically marginalized groups to share their experiences and input openly and honestly.

**Certificated Staff & Classified Staff Members**
Processes:
- Surveys: To gather broad input on needs and priorities.
- Focus Groups: Small group discussions to delve deeper into specific issues and ideas.
- Professional Learning Sessions: Collaborative sessions to create a shared vision for the school.
- One-on-One Interviews: Personalized discussions to understand their unique perspectives and needs.
- Meetings: Regularly scheduled meetings to facilitate ongoing dialogue and feedback.

Engagement Strategies:
- Staff members will be encouraged to participate in professional development sessions focused on community school principles and practices, ensuring their contributions are informed and impactful.
- Staff members will be included in decision-making processes related to school operations and student support services, ensuring their voices are heard and valued.

**Community Partners**
Processes:
- Community Events: Open events to the community to gather input from community members and partners.
- Partnership Meetings: Regular meetings with community organizations and stakeholders.
- Surveys: To understand community needs and potential contributions.

Engagement Strategies:
- Establish a community vision and collective strategic plan to ensure ongoing collaboration and alignment with community priorities.

**Administrators**

Processes:
- Meetings & PLCs: Regular meetings to discuss progress, share feedback, and align priorities.
- One-on-One Interviews: Individual interviews to understand specific administrative needs and perspectives.

Engagement Strategies:
- Administrators will be involved in strategic planning sessions to ensure their insights shape the overall direction and priorities of the community school.

By utilizing these processes and engagement strategies, we aim to create a comprehensive and inclusive needs and asset assessment that reflects the diverse perspectives of our entire community. This approach will ensure that our community school priorities and vision are truly representative and responsive to the needs of all stakeholders.

**Part C:** As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

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

**Draft Collective Priority                    Outcome/Indicators you aim to improve**

(1) Developing and implementing a comprehensive Multi-Tiered System of Supports (MTSS) framework that addresses all aspects of student needs: academic, socioemotional, behavioral, and attendance.

Outcome/Indicators We Aim to Improve:

- Enhanced student outcomes through personalized support and aligned interventions to student learning needs and barriers.
- Improved academic performance, attendance (e.g., chronic absences), and socioemotional well-being.
- Reduction in behavioral issues and disciplinary actions.
- Greater equity in educational opportunities and resources.

(2) Enhancing the relationship between the school and families to build a strong, collaborative partnership that supports student success.

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Outcome/Indicators We Aim to Improve:

- Stronger partnerships between families and the school.
- Increased family involvement and engagement in student learning and school activities.
- Enhanced student motivation and engagement due to aligned supports between home and school.
- Greater cultural competency and responsiveness from school staff.
- Increased family leadership, advocacy, and decision-making.

(3) Embedding socioemotional learning (SEL) into the curriculum and school culture to equip students with essential skills and habits for their long-term success.

Outcome/Indicators We Aim to Improve:

- Improved student self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Enhanced academic performance and classroom behavior.
- Better mental health and well-being for students.
- Preparation of students for future challenges and opportunities, both personally and professionally.

# Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

| Goals | Action Steps |
|-------|--------------|
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| Deepen Educators' Understanding of Students and Families | 1. Professional Development on Cultural Competency:<br>    ● **Workshops and Training:** Offer regular professional development sessions focused on cultural competency, diversity, equity, and inclusion.<br>    ● **Guest Speakers and Panels:** Invite community leaders, cultural experts, and families to share their experiences and insights with educators.<br>    ● **Cultural Immersion Experiences:** Organize visits to local neighborhoods and cultural centers to help educators gain a deeper understanding of the community context.<br>2. Building Relationships with Families:<br>    ● **Family Surveys and Interviews:** Conduct surveys and one-on-one interviews with families to gather information about their backgrounds, needs, and aspirations.<br>    ● **Family Engagement Events:** Host regular events such as family nights, open houses, and cultural celebrations to facilitate informal interactions and relationship-building.<br>3. Knowing Our Students & Their Learner Profiles:<br>    ● **Student Profiles:** Understand and study comprehensive student profiles that include academic, socioemotional, and personal information gathered through interactions with students and families.<br>    ● **Collaborative Goal-Setting:** Work with students and their families to set individualized learning goals and action plans during Family Conferences held twice a year. |
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| Enhance Educators' Knowledge of Community-Based Learning Theories and Practices | 1. Professional Learning on Community-Based Learning (CBL) Principles:<br>   ● **Professional Development:** Offer professional development sessions focused on the theoretical foundations of community-based learning, including its benefits and best practices.<br>2. Integration of CBL into Curriculum:<br>   ● **Curriculum Development PLCs:** Facilitate PLCs where educators can collaborate to integrate community-based learning projects into their lesson plans.<br>   ● **Resource Sharing:** Develop a repository of CBL resources, including lesson plans, project ideas, and community partner contacts.<br>3. Partnerships with Community Organizations:<br>   ● **Field Trips and Guest Speakers:** Arrange for field trips to local organizations and invite community members to speak in classrooms.<br>4. Ongoing Support and Reflection:<br>   ● **Reflective Practice:** Incorporate regular reflective practice sessions where educators can share their experiences, challenges, and successes in implementing CBL.<br>   ● **Feedback Mechanisms:** Create systems for gathering feedback from students, families, and community partners to continuously improve CBL practices. |
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# 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.

**Goal 1: Map and Assess Current Shared Governance Structures at the Site Level**
Action Steps:
1. Identify Existing Structures:
    ○ Inventory of Teams and Networks: Create a comprehensive inventory of all existing school-site and local neighborhood teams, networks, or working groups, detailing their purpose, composition, and decision-making processes.
    ○ Stakeholder Engagement: Engage with stakeholders to gather insights on the effectiveness and inclusivity of current governance structures.
2. Assessment of Governance Structures:
    ○ Evaluate Effectiveness: Assess the effectiveness of current shared governance structures in facilitating democratic participation and decision-making.
    ○ Identify Gaps: Identify gaps and areas for improvement in representation, inclusivity, and decision-making processes.

**Goal 2: Launch or Revise Site-Level Shared Leadership Structures**
Action Steps:
1. Revise or Establish New Structures:
    ○ Inclusive Leadership Teams: Establish or revise site-level shared leadership teams to ensure they are inclusive and representative of all stakeholder groups.
    ○ Clear Governance Framework: Develop a clear governance framework that outlines the decision-making processes, roles, and responsibilities of each team or committee.
2. Facilitate Democratic Participation:
    ○ Engagement Strategies: Implement strategies to encourage active participation from students, staff, families, and community members, such as regular meetings, open forums, and feedback mechanisms.
    ○ Transparent Communication: Ensure transparent communication of decisions and processes to all stakeholders through newsletters, meetings, and digital platforms.
3. Capacity Building:
    ○ Training Programs: Provide training for site-level leaders on collaborative leadership, conflict resolution, and effective communication.
    ○ Mentorship and Support: Establish mentorship and support systems to help new leaders develop their skills and confidence.

**Site Level Goals and Measures of Progress**

| Goals | Action Steps |
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| **Map and Assess Current Shared Governance Structures at the Site Level** | 1. Identify Existing Structures:<br>   ○ Inventory of Teams and Networks: Create a comprehensive inventory of all existing school-site and local neighborhood teams, networks, or working groups, detailing their purpose, composition, and decision-making processes.<br>   ○ Stakeholder Engagement: Engage with stakeholders to gather insights on the effectiveness and inclusivity of current governance structures.<br>2. Assessment of Governance Structures:<br>   ○ Evaluate Effectiveness: Assess the effectiveness of current shared governance structures in facilitating democratic participation and decision-making.<br>   ○ Identify Gaps: Identify gaps and areas for improvement in representation, inclusivity, and decision-making processes. |
| **Launch or Revise Site-Level Shared Leadership Structures** | 1. Revise or Establish New Structures:<br>   ○ Inclusive Leadership Teams: Establish or revise site-level shared leadership teams to ensure they are inclusive and representative of all stakeholder groups.<br>   ○ Clear Governance Framework: Develop a clear governance framework that outlines the decision-making processes, roles, and responsibilities of each team or committee.<br>2. Facilitate Democratic Participation:<br>   ○ Engagement Strategies: Implement strategies to encourage active participation from students, staff, families, and community members, such as regular meetings, open forums, and feedback mechanisms.<br>   ○ Transparent Communication: Ensure transparent communication of decisions and processes to all stakeholders through newsletters, meetings, and digital platforms.<br>3. Capacity Building:<br>   ○ Training Programs: Provide training for site-level leaders on collaborative leadership, conflict resolution, and effective communication.<br>   ○ Mentorship and Support: Establish mentorship and support systems to help new leaders develop their skills and confidence. |

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):

# Strategy 4: Sustaining Staff and Resources

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

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

## Site Level Goals and Measures of Progress

| Goals | Action Steps |
|---|---|
| **Foster a Culture of Continuous Improvement and Shared Responsibility** | 1. Regular Review and Reflection:<br>○ Feedback Loops: Create feedback loops that allow for regular review and reflection on the effectiveness of collaborative leadership structures.<br>○ Data-Driven Decisions: Use data and feedback from stakeholders to inform continuous improvement efforts.<br>2. Celebrate Successes:<br>○ Recognition Programs: Develop programs to recognize and celebrate the contributions of individuals and teams to the collaborative leadership process.<br>○ Share Best Practices: Share best practices and success stories across the district and community to inspire and motivate others.<br>3. Sustainability Planning:<br>○ Long-Term Vision: Develop a long-term vision and sustainability plan for collaborative leadership, ensuring ongoing commitment and resources.<br>○ Resource Allocation: Allocate resources effectively to support the continued growth and development of shared leadership structures. |

## Key Staff/Personnel

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| Principal<br>Family & Community Coordinator<br>Dean of Culture |

Family Leadership Council (FLC) Site Representatives
Student Supports & Services Coordinator
Union Site Representatives
Culture & Climate Team

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

To build sustainability beyond the life of our implementation grant, we plan to implement a multi-faceted strategy that focuses on securing long-term funding, fostering community partnerships, building internal capacity, and embedding the principles of collaborative leadership and community-based learning into the school's culture. Below are some plans we are considering to build sustainability beyond the life of our implementation grant.

**Strengthening Existing Partnerships & Expanding Network of Partners:**
- Regular Communication: Maintain regular communication with existing community partners to ensure alignment of goals and continued collaboration.
- Community Outreach: Actively seek out and engage new community organizations, businesses, and civic groups that can support the school's initiatives.

**Building Internal Capacity:**
- Sustainability Planning: Integrate sustainability planning into the school's strategic planning process to ensure long-term goals are prioritized.
- Shared Leadership: Embed shared leadership practices into the school's governance structures, ensuring that collaborative decision-making becomes the norm.
- Family & Adult Leadership: Provide families and staff members with the tools, skills, and knowledge to ensure continuity and longevity of our community schools vision, plan, and systems.

# Strategy 5: Strategic Community Partnerships

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

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

## Site Level Goals and Measures of Progress

| Goals | Action Steps |
|---|---|
| Establish Strong and Collaborative School-Community Partnerships | 1. Identify and Engage Potential Partners:<br>   • **Community Mapping:** Conduct a comprehensive community mapping exercise to identify potential partners, including local businesses, non-profits, health providers, cultural organizations, and higher education institutions.<br>   • **Outreach and Relationship Building:** Initiate outreach efforts to establish relationships with identified partners, explaining the goals and benefits of collaboration.<br>2. Formalize Partnerships:<br>   • **Partnership Agreements:** Develop formal partnership agreements or memoranda of understanding (MOUs) that outline the roles, responsibilities, and commitments of each partner.<br>   • **Shared Vision and Goals:** Collaboratively develop a shared vision and set of goals that align with the holistic focus on students, families, and the community. |

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| Ensure Active Involvement of Partners in Planning and Development | 1. Community Needs and Asset Assessment:<br>  ● **Collaborative Assessment:** Engage community partners in the needs and asset assessment process to gather comprehensive data and insights.<br>  ● **Focus Groups and Surveys:** Conduct focus groups and surveys involving community partners to understand their perspectives on community needs and resources.<br>2. Co-Development of Programs and Services:<br>  ● **Collaborative Program Design:** Work with community partners to co-develop programs and services that address identified needs, leveraging each partner's expertise and resources.<br>  ● **Pilot Programs:** Implement pilot programs to test and refine new initiatives, incorporating feedback from partners and stakeholders. |

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:

The partnerships we have established and plan to establish include Families in Action (FIA), High Expectations, Seneca Family of Agencies, and Ignite! Reading.

**Families in Action (FIA):** FIA collaborates with our school to engage families as active participants in their children's education. They provide resources and training to help families support their children's academic and socioemotional development.

**High Expectations:** This organization works with our school to promote high academic standards and offers workshops for parents to help them understand and support their children's educational goals.

Both FIA and High Expectations align with our core belief that families are integral to the success of a community school. They help bridge the gap between home and school, ensuring that families are equipped to support their children's education. These partnerships facilitate regular family engagement events, workshops, and communication channels, ensuring families are actively involved in the school community and decision-making processes.

**Seneca Family of Agencies:** Seneca provides comprehensive support services, including mental health counseling, behavioral interventions, and family support programs. They work closely with our school to address the diverse needs of our students.

**Ignite! Reading:** Ignite! Reading focuses on literacy development, offering targeted reading interventions and support to help students achieve reading proficiency. Their programs are designed to support struggling readers and improve overall literacy outcomes. This program has become a critical component of our MTSS program.

Both Seneca and Ignite! Reading play crucial roles in building our MTSS framework. Seneca addresses socioemotional and behavioral needs, while Ignite! Reading provides academic interventions. Together, these partnerships ensure that students receive comprehensive support, addressing academic, socioemotional, behavioral, and attendance needs. This aligns with our goal of providing holistic support to every student.