CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

Instructions

This CCSPP Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 2 implementation applicants with the requirement of submitting an implementation plan (per site) as part of their Request For Application (forthcoming). Request for Application (RFA Attachment II), and to support California Community School Partnership Program (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 schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes.

The Implementation Plan should be guided by the California Community Schools Framework and the Community Schools Implementation Growth Chart . As long as reasonably possible, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended, to build on existing objectives for community school sites. We recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

The Lead LEA is responsible for creating, reviewing, and updating a site-based CCSPP Implementation Plan(s) every school year. LEAs are encouraged to 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 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).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools 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.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools 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.

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 CCSPP Framework.

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning**, **engaging**, and **transforming)** and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning Centering community-based curriculum and pedagogy
8. Progress monitoring and collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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Goals/Priorities

Describe the main goals/priority actions for the school site's community school's initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Since 2017, schools in Del Norte have been working to establish and implement MTSS as part of the CASUMS grant. In addition, the Learning Communities for School Success Program (LCSSP) grant, focused on ending the school to prison pipeline by training staff in Restorative Practices, improving chronic absenteeism and expanding parent engagement have provided the foundation for this application.

Through the MTSS process monitored our progress by using the Fidelity Integrity Assessment (FIA) to identify areas of strength and areas in need of increased support and improvement. Our MTSS is woven into the LCAP and student support services model that we currently use for students needing Tier II academic, behavioral and social-emotional support.

- Goal #1: Increase student achievement
- Goal #2: Address chronic absenteeism and promote school connectedness, DNHS offers culturally relevant coursework such as Tolowa and Yurok language classes, as well as CTE and music classes which increase student engagement.
- Goal #3: the enhancement of collaboration between all educator stakeholder groups and the District enhance collaboration and family engagement.
- Goal #4: to provide schools that are safe, clean and welcoming. Serve our low income students, foster youth, and English learners, and support the implementation of PBIS and youth mental health supports. The social-emotional needs of District students by providing for additional school counselors, counseling technicians, and school psychologists.

As part of the Needs and Assets assessment process we used a Community Asset Mapping and Needs/Gap Analysis tool (taken from the National Center for Community Schools Resource Inventory and Assets and Needs Assessment Report). It can be found in our evidence section. The tool helped ensure we reviewed Supports for School-Age Children and Youth and Community Supports.

In preparing this proposal the data from our needs-assessment was analyzed by our Advisory Teams to determine gaps and discover if we were missing any voices from our school community. We then gathered additional information through focus groups and some one on one interviews to address our gaps and include previously unheard voices. This enhanced data was then shared and reviewed in our Community School planning meeting as well as faculty, grade and subject area teams, classified staff and parent and community meetings.

Through this process we identified the following areas of strength and areas to grow.

Areas of Strength: Just use a few existing things from the school plan
Margaret Keating is truly a community school located on the Yurok Tribe's reservation in a town of 700 people. Everyone is interconnected and family focused. Community partners currently have a designated classroom in which multiple organizations and county agencies are on campus. Two Feathers, contracted through Yurok Tribe, is an example of a community partner on campus which provides mental health services two days a week.

Attendance has been increasing since COVID.
Suspensions have been decreasing since COVID and the climate is much better.
Independent due to geographic location

Areas to Grow: Just use a few existing things from the school plan
According to Margaret Keating's SPSA goal #1 academic measures in ELA and Mathematics indicate slow or negative growth in student academic outcomes on the CAASPP test. Increasing academics across all grade levels will be an area to grow. In order to improve academic outcomes of students, attendance for the entire instructional day, rather than arriving late and leaving early, will be encouraged. Which lead to SPSA goal #2 Margaret Keating Elementary School will maintain a yearly attendance average of 93% or higher.

Additionally, SPSA Goals three and four support community and climate on campus.
#3 Host in person community events, double efforts to reach out to the local community, and support the new teachers at MKS.
#4 Support the ongoing implementation of school-wide PBIS (positive behavior interventions and supports), classroom PBIS, and Tier 2 support systems.

Priority 2: Shared Understanding

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?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

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. Indicate how your site’s understanding of community schools reflects its· commitment to the Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

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

Margaret Keating began the school year began by establishing a diverse tier II team to support the struggling students needing Tier II/III services based on regular data reviews for attendance, behavior and academics that showed low academic skills according to the iReady diagnostic, high behavior or social emotional needs based on the SWIS tracker and the SAEBRS screener. The Tier II team, facilitated by the PBIS Coach, is composed of staff from the principal, school counselor and psychologist, special education teacher and family engagement liaison. Each student of concern is

identified by a staff member or caregiver. Student data is collected and the student is placed on a watch list that is reviewed weekly. Parents of students to receive Tier II services or referred for an SST were contacted. The principal discussed with parents their students' participation in Tier II program and then students were documented in Aeries and began services in school.
Early in this process we educated our staff, students, families, and community about the Community School transformation and the Core Commitments to provide background and a shared understanding. We did this in faculty meetings, including a full faculty meeting where each department studied and responded to the Core Commitments and how their department was addressing the commitments and could enhance their practice.

Parents, families and community partners were engaged through Del Norte's Community Schools Advisory Committee meetings helped to inform the process to schools.

At Margaret Keating School a group of parents, family and community members came together to review the Pillars and Core Commitments and give their input on how the school could expand our existing MTSS to more fully include the aspects of community schools. The school budget supports under-achieving students with the After School Program and providing academic interventions in reading and math for those students who need small-group or individualized support to meet standards. Tutors and instructional aids, including Title VI, NCIDC, and JOM tutors are available to those students who qualify for extra support.

Through the planning process interest-holders demonstrated their understanding of the Core Commitments in a number of ways. The Core Commitments are things we have strived to put into practice in the past through MTSS, LCAP and many other initiatives. But while the general ideas were not unfamiliar we recognize there are many areas where we can and must improve.

These areas of needed growth are the focus of our implementation plan. Specific suggestions and areas of growth include:

Assets-Driven and Strength-Based Practice:
The community takes ownership and pride in this elementary school. Its campus serves as a family center in which the Yurok Early Head Start and Head Start programs are located. Children can be educated in a culturally rich environment from birth through 6th grades. The Yurok Food Sovereignty program is collaborating with the school to build curriculum and resources to enhance our science and outdoor curriculum offerings.

Racially Just and Restorative School Climates:
In the Yurok culture restorative practices are called "settling up." Restoring the harm is just one of the alternatives to suspension used by the school. PBIS is the main structure of expectations for the campus. As a result of epigenetics in the American Indian population, all staff have been trained in Conscious Discipline because it is a trauma informed, SEL program that supports children with a safe environment so they can learn.

Powerful, Culturally Proficient and Relevant Instruction: Community:
Margaret Keating Elementary serves a large number American Indian students with 65% of the total student enrollment. Due to Cultural collaboration and competency celebrate Yurok culture. Yurok

language is currently being taught by the Yurok Tribe's language department and incorporated into all classrooms and the library. Displays of local culture, photos of elders and traditional foods are just some of the ways in which the school purposefully attends to diversity.

Shared Decision Making and Participatory Practices:
Students and families are regularly asked to participate in the decision-making process at Margaret Keating School. Parents, community members, teachers, and school personnel come together to evaluate goals and progress through School Site Council. School Site Council is used to help guide the planning, implementation and evaluation of the School Plan and other school-site initiatives. Margaret Keating conducts a series of stakeholder meetings every Spring to provide input to the LCAP and SPSA. Family engagement events reiterate goals of the school with student-led PBIS expectation stations, art and cultural activities.

Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee 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. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Goals and Measures of Progress

Note: I am not making these SMART goals. Specifically I am not listing when and the responsible party. YOU CAN DO THAT IF YOU WISH.

School name:

Goals	Action Steps	Outcome/Indicators	By When	By Whom
Goal 1: Increase family participation in school decision-making processes.	1) Parents/families recruited to participate in Community School, Site Council and LCAP committees. 2) Parents/families provided with opportunities to give input and participate in decision making **outside** of the scheduled meetings.	Number of family members who participate in Community School, Site Council and LCAP committee meetings. Number of family members who give input and participate in decision making **outside** of the scheduled meetings.		
Goal 2:				

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):

SSC
PTSO
Parent Surveys
Stakeholder meetings
LCAP meetings

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. 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.

Site Level Goals and Measures of Progress

School name:

Goals	Action Steps	Outcome/Indicators
Goal 1: community school strategy is integrated/aligned with all existing district and school-wide strategic plans.	1) Existing school wide strategic plans are reviewed and modified to ensure community school strategy is integrated into them. 2) Community school strategies and LCAP are aligned	Margaret Keating Elementary school wide strategic plan aligns with community school strategies. LCAP and community school strategies are aligned.
Goal 2:		
Goal 3:		

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve 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

Key Staff/Personnel

Goals	Action Steps	Outcome/Indicators
Goal 1: District hires/assigns a district Community School Initiative Coordinator	District Community School Initiative Coordinator is hired/reassigned.	Collects outcome measure data, norms work of community school liaisons with regular meetings and data reviews
Goal 2: Community School Liaison is hired for each site.	Community School Liaison begins working at school site to connect students and families for resource and referral services.	Number of students and families accessing communal supports increases which in turn decreases chronic absenteeism.
Goal 2: Community School Site Level Lead is hired for all initiative schools.	Community School Site Level Coordinator is hired and begins working at all initiative schools.	Coordinators are in place at schools.
Goal 2a: Community School Site Level Lead is hired	Community School Site Level Coordinator is hired and begins working	MK School is in place.
Goal 3: Wellness Center is established at all schools.	Wellness Centers staff are hired.	Wellness Center staff begin/continue delivering services.
Goal 3a: Wellness Center staff with PPS credentials begin sustaining their positions through MediCal billing.	Newly hired PPS credentialed staff work with CS and other staff to set up billing through LEA Medical.	Using California's expanding School Based MediCal billing mechanism PPS Credentialed CS and Wellness Center staff become significantly self-supporting.

Describe the plans or steps you've taken to build sustainability beyond the life of your implementation grant:

The district will look to add supporting the Community School initiative to the existing language and commitment to support MTSS. This includes expanding the CS initiative's inclusion in the yearly strategic plan.

The CS program aligns with California's statewide reform in school-based Medi-Cal billing—resulting in LEAs billing for screening and mental health services based on a fee schedule (to be developed in 2023). Starting in 2024 all health plans (Medi-Cal and commercial plans like Blue Shield) will have to reimburse for the provision of school-linked mental health services—which in many cases will require a Pupil Personnel Credential to receive reimbursement.

Through the Prop 63 MHSSA funds, a mental health supervisor and three mental health technicians will be hired to support student mental health services at all community schools for Tier I and II services. Tier III services at DNHS will be provided through the CCSPP grant with the hiring of a credentialed School Social Worker – or other PPS credentialed mental health service provider for all sites. Our intention is that through MediCal and soon private insurance billing these positions will be able to sustain themselves – or greatly reduce their cost.

We are also waiting for more information on the pending fee schedule – which is supposed to include reimbursement opportunities for people without a PPS credential. Depending on the schedule, we are hopeful our classified CS staff will be able to partially cover the cost of the important work they do.

Other MK initiatives and funding?
Promise Neighborhoods have provided a navigator to expand communal outreach to tribal services.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding 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 that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Goal 1: Finalize MOU with Open Door Clinic	Telehealth for students who are patients of Open Door Clinic will be provided	More students at ____ that are referred for outside mental health services will receive them
Goal 2: Food and Clothing Closets will be established at each community school	Community School Liaisons will work with the Family Resource center and its food pantry to create supply Closets for students to access while on campus	Struggling students with unstable housing and food resources will have access to supplies and continue attending school uninterrupted

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:

Start with the relationships that already exist then proceed to the relationship you will be building. Show proof that you have been in contact with and included the partner in the plan and for future services.

Please see the table of community partners on the next page.

Partner Roles and Responsibilities Chart

Name	Title	Organization and Organization Type	Roles, Responsibilities, and Support
Tolowa Dee-ni' Nation	Sheryl Steinruck, Education Director	Native American Tribe	TDN already partners with the DNHS & DNUSD. TDN funds student activities, teacher PD and 2x Native student-supporting staff. Through its 2020 Demon-stration Grant TDN will expand areas of collaboration and participate in Advisory Committee. **MOU**
Yurok Tribe	Jim McQuillen, Education Director	Native American Tribe	YT already partners with DNUSD and has MOUs. YT funds student activities, teacher PD and 6x Native student-supporting staff. Through its 2018 &2020 Demonstration Grants YT will expand collaboration and participate on LT. **MOU**
Northern California Indian Development Council	Madison Flynn, Assistant Director	Native American Community Organization	As a state leader in supporting self-determination and fostering success of Native Peoples, NCIDC will provide support and TA to RC schools, identify additional opportunities for Native youth and participate on LT.. **MOU**
Del Norte County Office of Education	Tom Kissinger, Assistant Superintendent	County Office of Education	Direct support for CE & DNHS and provide PD & other support as part of countywide MTSS system. DNCOE partners with the Humboldt districts through 3 state and federal MTSS grants. DNCOE. On Leadership Team.
Humboldt/ Del Norte SELPA	Heather Program Director	Educational Agency	Besides existing services to all SPED students, the SELPA will provide a 0.5 FTE Behaviorist to work directly with teachers and BSAs.
Two Feathers Native American Family Services	Jennifer Oliphant LCSW, Program Director	Community/Tribal Organization	TF will provide mental health counseling to Native students in all 4 schools—with family support available. Will provide Trauma Informed PD for schools & serve on Advisory Committee. **MOU to expand established partnerships to be developed at DNHS as part of the contracted services by the Yurok Tribe for Yurok tribal members.**

Del Norte County Dept. of Health of Health and Human Services (DHHS)	Ranelle Brown, DN DHHS Director, DN Behavioral Health	Government agencies	DHHS already works with the Del Norte schools and provides mental health services. Crisis intervention support is available to all students and families. MediCal eligible families are served and others are referred to other local providers. **MOU**
Del Norte's Family Resource Center of the Redwoods & First5	Amira Long, Director	Family Resource Center First5 Del Norte	The FRC works closely with the Del Norte schools to provide support to families and students including emergency food and shelter. They will continue to help students and families receive Gov't & Tribal supports. Will serve on the Leadership Team. **MOU**
Del Norte Child Care Council	Sarah Campbell	Resource and Referral Nonprofit	**MOU**
Open Door Clinic, Del Norte County	Hilda Yepes Contreras, Site Administrator	Del Norte Community Health Center	**Pending MOU to expand established partnerships to be developed at DNHS by providing Telehealth on campus by their CSWs.**
Remi Vista		Community Counseling Services	Contracted through Del Norte Behavioral Health to provide youth and family counseling services and psychotherapy in Del Norte County. Intensive case management, suicide prevention services and Psychosocial rehabilitation services are also available.

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. 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

Look at your MTSS and LCAP. What are you doing to support teachers, classified and administrators?

Restorative practices? Culturally informed instruction? UDL? Science of Reading PD? Attendance Works?

Maybe add a brief description on how the PD is aligned with the data/needs assessment/community needs

Goals	Action Steps	Outcome/Indicators
Goal 1: Conscious Discipline coaching monthly Peer mediation and restorative relationships boy group and girl groups mentoring meeting with counselor/principal		
Goal 2: Climate coach comes to work with classrooms		
Goal 3:		

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Goal 1: Working with MK's Title VI program as well as the Yurok Tribes and Tolowa Dee-ni' Nation, support all teachers to integrate local and regional Native American lessons and activities into their classes.	Arrange for teachers to participate in locally available PD provided by local Tribes and Native Organizations/Initiatives like Save Our Salmon.	Number of teachers who participated in training. Number of teachers who teach the curriculum.
Goal 2: Other BIPOC or other groups?? Copy format of Goal 1.		

Goal 3: To deepen our educational professionals understanding of community-based learning (CBL).	Through ongoing Restorative Practices and Student Engagement PLCs teachers and administrators will study CBL and how it positively impacts student SEL, cultural relevance, identity, and outcomes.	CBL will be presented to all teaching staff at the site and will be included in the on-boarding for all new teachers. Number of teachers who participate in the training Number of administrators that participate in the training
Other??		

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores 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.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system.School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Integrate CS goals in our ongoing MTSS and LCAP data and student success monitoring and Plan Do Study and Act cycles.	Identify CS initiative goals and measures of progress	New or newly emphasized goals are identified. Progress towards those goals is assessed regularly as part of PDSA cycles.
Use the PDSA cycle to monitor and facilitate a continuous improvement cycle	The Advisory Team will meet a minimum of three times a year to monitor the progress of CS goals and to calibrate the progress with the needs as identified by the Needs Assessment Process The Advisory Team will develop regular needs assessment tools (surveys, interview questions, focus groups) to address the outcomes and next steps identified through the PDSA cycle	Advisory PDSA report will be made public three times a year to share data on the progress towards goals. Additional Needs Assessment steps will be taken regularly based on the above mentioned report.