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

Franklin High School, 4600 E. Fremont Street, Stockton, CA, 95215, 209-933-7435

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 (Relationship Focus)
2. Shared power (Shared input)
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:

After engaging students, families, staff, and community partners in discussions about the question, “Why a community school for Franklin”, the collective response centered on the need to create a learning environment where every student feels connected, supported, valued, and equipped to succeed both academically and personally. Our stakeholders identified the importance of addressing barriers to learning while strengthening partnerships between the school, families, and the broader community.

Our understanding of community schools reflects a strong commitment to the California Community Schools Framework and its Overarching Values. We believe in creating racially just, relationship-centered spaces where students and families from all backgrounds feel welcomed, respected, and represented. Building trusting relationships among students, staff, families, and community partners is foundational to our work at Franklin High School and guides how we design programs and services.

We are committed to shared power by intentionally creating opportunities for students, families, staff, and community partners to participate in decision-making processes. Through committee groups, surveys, focus groups, and leadership teams, we seek diverse perspectives and ensure that community voices help shape priorities, programs, and resource allocation.

Our site also values strong classroom-community connections. We recognize that student success is strengthened when learning extends beyond the classroom and connects to real-world experiences, community resources, and family engagement. By leveraging partnerships and community assets, we aim to provide Franklin students with meaningful opportunities that support academic achievement, college and career readiness, wellness, and civic engagement.

Additionally, our community school approach embraces continuous improvement and possibility thinking. We use data, stakeholder feedback, and reflective practices to assess progress, identify needs, and adjust strategies to better serve students and families. We view challenges as opportunities for growth and innovation and remain committed to developing solutions that promote equitable outcomes for all students.

To ensure these values are reflected in our community schools work, our developmental plans include *expanding opportunities for stakeholder engagement and shared leadership; strengthening partnerships that provide academic, health, mental health, and family support services; increasing culturally responsive practices and professional learning for staff; and establishing systems for ongoing data collection and evaluation. We will continue to build structures that elevate student and family voice, foster collaboration across stakeholder groups, and support continuous improvement efforts aligned with the goals of the California Community Schools Framework.*

Through these efforts, we seek to cultivate a thriving school community where every student has access to the relationships, resources, and opportunities needed to reach their full potential.

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.

As Franklin High School in Stockton enters the implementation phase of the California Community Schools Initiative, we recognize the importance of building upon the foundation established during our first year of implementation. During our initial year, our primary focus was on developing a comprehensive safety net of student support by strengthening partnerships, expanding access to health and mental health services, increasing resource coordination, and creating systems that address barriers to student success. These efforts have helped establish a strong foundation for meeting the immediate needs of our students and families. As we move forward, our focus is shifting toward deepening community engagement and strengthening our collective capacity to serve the diverse student populations that make up the Franklin High School community. We serve students from historically marginalized communities, low socioeconomic backgrounds, multilingual and English learner households, students with disabilities, and other populations that have historically faced inequitable access to opportunities and resources. To effectively meet the needs of all students, we believe it is essential to ensure that every stakeholder has a meaningful voice in shaping our community school priorities and vision. To accomplish this, Franklin High School will expand and diversify engagement opportunities to reach administrators, certificated staff, classified staff, students, families, community members, and community partners. Recognizing that no single engagement strategy reaches all stakeholders, we will utilize a variety of methods including ***surveys, focus groups, listening sessions, one-on-one interviews, community forums, leadership teams, and visioning exercises***. By offering multiple avenues for participation, we aim to reduce barriers and increase opportunities for authentic engagement.

Students will continue to be at the center of our work. We will create intentional opportunities for student voice through ***student leadership groups, classroom discussions, focus groups, wellness initiatives, and student-centered surveys***. These efforts will help us better understand students' lived experiences, identify unmet needs, and gather ideas for creating a more supportive, equitable, and engaging school environment.

Family engagement will be expanded through ***multilingual communication, parent listening sessions, family forums, surveys, and targeted outreach efforts***. We recognize that many families face barriers related to language, transportation, work schedules, or prior experiences with educational institutions. As a result, we will continue to offer flexible engagement opportunities, provide interpretation and translation services when needed, and partner with trusted community organizations and school staff to build stronger relationships with families who may not traditionally participate in school activities.

Staff engagement will focus on both gathering input and building capacity. Through professional learning, collaborative planning sessions, and stakeholder discussions, administrators, certificated staff, and classified staff will have opportunities to identify priorities and develop strategies that support student success. A key area of focus will be strengthening our collective understanding of culturally responsive practices, trauma-informed approaches, asset-based thinking, and inclusive strategies that better serve students from marginalized communities, English learners, and students receiving special education services.

Community partners and local organizations will continue to play an essential role in our community school model. Through partnership meetings, asset-mapping activities, and collaborative planning efforts, we will work together to identify community strengths, address service gaps, and align resources to support student and family well-being.

Central to this work is our commitment to shared power and equitable participation. We understand that historically marginalized groups are often underrepresented in traditional decision-making processes. Therefore, Franklin High School will intentionally seek feedback from students and families whose voices have not always been heard, ensuring that engagement efforts are culturally responsive, accessible, and relationship-centered. Our goal is not simply to gather input but to create structures where stakeholder voices influence decisions, shape priorities, and guide implementation efforts.

Through continuous engagement, reflection, and collaboration, Franklin High School will continue building a community school model that reflects the strengths, needs, and aspirations of our students, families, staff, and community. By investing in both supports and relationships, we are committed to creating an equitable learning environment where every student has the opportunity to thrive.

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
Strengthen Integrated Student Supports through Multi-Tiered System of Supports (MTSS), P.B.I.S and Restorative Practices Franklin High School's needs assessment identified that some students do not adequately respond to existing Tier 1, Tier 2, and Tier 3 interventions and require more individualized and coordinated supports. Additionally, our current suspension rate of 6.7% and chronic absenteeism rate of 21.21% indicate a need to strengthen systems that proactively address academic, behavioral, social-emotional, and wellness needs. Aligned with our School Plan for Student Achievement (SPSA), we will prioritize the implementation and refinement of Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) to reduce suspensions by 5% for all student groups and decrease teacher discipline referrals by 10%. Through enhanced data analysis, early intervention practices, coordinated case management, and expanded access to wellness and mental health services, we aim to provide students with the individualized support necessary to improve attendance, behavior, engagement, and academic success.	• Reduce overall suspension rates by 5%. • Reduce teacher discipline referrals by 10%. • Improve student attendance and decrease chronic absenteeism. • Reflect and improve the effectiveness of Tier 1, Tier 2, and Tier 3 interventions through a strengthened MTSS framework. • Increase student access to academic, behavioral, and mental health supports.

Increase Student Belonging, Family Engagement, and Restorative Practices Needs assessment findings suggest that many students do not feel fully connected to the school community and that participation in clubs, athletics, leadership opportunities, and other extracurricular activities remains limited for portions of our student population. We also recognize that family engagement is essential to student success and that families should be active partners in both educational planning and restorative processes. To address these needs, Franklin High School will prioritize creating a more inclusive and relationship-centered school culture by expanding student engagement opportunities, strengthening restorative practices, and increasing authentic family involvement. Families will be invited to participate in school planning processes, restorative conferences, workshops, leadership opportunities, and ongoing discussions regarding student success and school improvement efforts.	● Increase student participation in extracurricular activities, clubs, leadership programs, and school events. ● Improve student perceptions of school connectedness and belonging. ● Increase family participation in school decision-making, restorative processes, and educational planning. ● Strengthen relationships among students, staff, families, and community partners. ● Contribute to reductions in behavioral incidents and disciplinary actions through restorative approaches.

Build Capacity Through Professional Learning and Collaborative Systems As Franklin High School continues to serve a diverse student population, including students from historically marginalized communities, low-income households, English learner families, and students receiving special education services, we recognize the need to strengthen the capacity of staff, students, and families to support student success. We anticipate prioritizing professional learning opportunities focused on culturally responsive practices, trauma-informed care, PBIS, restorative practices, social-emotional learning, and effective MTSS implementation. In addition, we will strengthen Professional Learning Community (PLC) processes to ensure staff regularly collaborate around student data, intervention planning, and continuous improvement efforts. Family education opportunities will also be expanded to provide parents and caregivers with tools, resources, and strategies that support student learning, attendance, behavior, and well-being.	• Strengthen PLC structures and data-driven decision-making processes. • Increase staff capacity to implement PBIS, MTSS, restorative practices, and culturally responsive strategies. • Improve academic, behavioral, and social-emotional outcomes through collaborative problem-solving and shared responsibility for student success.

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.

Site Level Goals and Measures of Progress

Goals	Action Steps
1. Strengthen Educator Understanding of Students, Families, and Community Assets Franklin High School will support educators in developing a deeper understanding of the cultural wealth, experiences, strengths, and needs of the students and families they serve. Through intentional relationship-building and engagement opportunities, staff will gain a greater awareness of the diverse backgrounds represented within our school community, including multilingual families, students from historically marginalized communities, and students with varying educational and social-emotional needs.	1. Provide professional learning on asset-based approaches, cultural responsiveness, funds of knowledge, and community cultural wealth. 2. Facilitate opportunities for educators to participate in family engagement events, community walks, listening sessions, and student panels. 3. Utilize student and family surveys to better understand student interests, aspirations, cultural identities, and community experiences. 4. Incorporate student voice and family perspectives into school planning and instructional practices. **Measures of progress** ● Increased participation of staff in professional learning focused on community-based and culturally responsive practices. ● Increased family participation in engagement activities and school events. ● Evidence of student and family voice being incorporated into school planning and instructional practices.

2. Build Staff Capacity to Implement Community-Based Learning Practices Franklin High School will provide educators with training and collaborative opportunities to understand both the theoretical foundations and practical application of Community-Based Learning. Teachers will be supported in designing learning experiences that connect academic content to real-world issues, local resources, student interests, and community strengths.	1. Provide professional development on Community-Based Learning frameworks and instructional strategies. 2. Incorporate Community-Based Learning discussions and planning into PLC meetings and instructional coaching cycles. 3. Identify and develop partnerships with local organizations, businesses, higher education institutions, and community leaders that can support classroom learning. 4. Share model lessons and best practices that demonstrate meaningful connections between curriculum and students' lived experiences. Measures of Progress ● Increased number of teachers participating in Community-Based Learning training opportunities. ● Growth in the number of courses or classrooms implementing Community-Based Learning experiences. ● Increased collaboration between educators and community partners. ● Teacher self-assessment data indicating increased confidence in implementing Community-Based Learning strategies.

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
1. Strengthen Shared Governance and Stakeholder Representation Franklin High School will review and assess existing governance and leadership structures, including School Site Council, English Learner Advisory Committee (ELAC), PBIS teams, MTSS teams, Wellness initiatives, parent groups, student leadership organizations, PLC structures, and community partner collaborations. Through this process, we will identify opportunities to improve coordination, communication, and stakeholder representation.	1. Map current leadership and decision-making structures to identify strengths, gaps, and opportunities for alignment. 2. Expand representation of students, families, classified staff, community partners, and historically underrepresented groups within shared leadership structures. 3. Establish a Community School Advisory Team that includes representation from all stakeholder groups. 4. Develop clear communication systems that keep stakeholders informed about priorities, decisions, and progress. Measures of Progress ● Community School Advisory Team established with representation from students, families, staff, community partners, and historically underrepresented groups, meeting regularly throughout the year. ● Leadership structure mapping and gap analysis completed, with identified recommendations incorporated into Community School planning and decision-making processes. ● Increased stakeholder participation and representation in shared leadership opportunities, as measured by meeting attendance, membership rosters, and engagement data. ● Consistent communication systems implemented to share priorities, decisions, and progress, with stakeholder feedback indicating increased awareness, transparency, and opportunities for input.

2. Build Capacity for Shared Leadership and Collaborative Decision-Making To ensure stakeholders can fully participate in shared governance processes, Franklin High School will provide learning opportunities that build leadership skills, foster collaboration, and strengthen stakeholder engagement.	1. Provide leadership development opportunities for students, families, staff, and community partners. 2. Offer training on Community School principles, restorative practices, data-informed decision-making, and shared governance. 3. Create opportunities for stakeholders to review and discuss school data, including attendance, discipline, academic outcomes, and school climate indicators. 4. Utilize surveys, listening sessions, focus groups, and community forums to gather ongoing stakeholder feedback. Measures of Progress ● Leadership development and capacity-building opportunities provided annually for students, families, staff, and community partners, with participation tracked through attendance records. ● Stakeholders complete training on Community School strategies, restorative practices, data-informed decision-making, and shared governance, demonstrating increased knowledge and engagement. ● Regular opportunities established for stakeholders to review and discuss school data, with stakeholder input documented and reflected in school improvement efforts. ● Ongoing feedback collected through surveys, listening sessions, focus groups, and community forums, with results analyzed and used to inform decisions and continuous improvement.

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):

Franklin High School's shared governance structure aligns with the California Community Schools Partnership Program (CCSPP) framework by ensuring that students, families, staff, and community partners have meaningful opportunities to participate in decision-making. Existing leadership structures, including monthly Leadership Team meetings, School Site Council (SSC), and English Learner Advisory Committee (ELAC), provide ongoing input on school priorities, student needs, school climate, and resource allocation.

As part of our Community School implementation, Franklin High School plans to form a Community School Steering Committee composed of administrators, certificated and classified staff, family representatives, students, community partners, and the Community School Specialist. This committee shall meet regularly to review data, identify needs, monitor implementation progress, and guide decisions related to Franklin's Community School strategy and goals.

Student, staff, and family voices are further elevated through monthly PBIS Committee meetings, where stakeholders collaborate to review school climate data, attendance trends, behavior supports, and recognition systems. These meetings help ensure that positive school culture initiatives are responsive to the needs of the entire school community. In addition, Franklin partners with the P.L.U.S Program (Peer Leaders Uniting Students) to facilitate student forums, listening sessions, and campus-wide activities that provide authentic opportunities for students to share their experiences, identify concerns, and contribute solutions. Feedback gathered through PLUS forums informs schoolwide planning and continuous improvement efforts.

SSC and ELAC continue to serve as formal advisory bodies that support shared decision-making, particularly around school planning, budgeting, and services for multilingual learners and their families. Franklin High School also collaborates with families through workshops, surveys, and engagement events to strengthen family leadership and participation.

Together, these structures create a comprehensive system of shared governance that promotes transparency, collective responsibility, and continuous improvement while advancing the Community Schools pillars of family engagement, collaborative leadership, integrated support, and student-centered learning.

Strategy 4: Sustaining Staff and Resources

Key Staff/Personnel

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
1. Ensure appropriate staffing reflects and effectively serves Franklin High School's diverse student population. Franklin High School will ensure staffing reflects and effectively serves its diverse student population by recruiting, training, and retaining staff with the skills to support multilingual learners, students from low-income backgrounds, and students with varying academic and social-emotional needs. Staffing decisions will prioritize culturally responsive practices and strong relational capacity to build trust with students and families. Ongoing professional development will focus on equity, MTSS implementation, restorative practices, and culturally responsive communication.	Collaborate with district departments, including Mental Health Services, Student Support Services, and community partners, to provide comprehensive support aligned with student needs. 1. Utilize needs assessment, attendance, behavior, academic, and school climate data to identify staffing priorities and service gaps. 2. Provide ongoing professional learning in culturally responsive practices, restorative approaches, MTSS, and family engagement. **Measurable Outcomes:** ● Review student support and staffing needs at least quarterly through leadership and Community School Steering Committee meetings. ● Provide a minimum of two professional development opportunities annually focused on culturally responsive and student-centered practices. ● Increase student and family satisfaction regarding access to Wellness supports as measured through annual surveys.

2. Strengthen collaborative leadership and staffing capacity to support implementation of Community School Strategies. Franklin High School will engage community partners as thought partners in school improvement by including them in quarterly collaboration meetings and annual MOU review sessions. Partners will review student data trends, program participation, and service outcomes to provide feedback on effectiveness and areas for improvement.	1. Build staff capacity through participation in Community School professional learning networks, conferences, and trainings. 2. Create systems for cross-department collaboration among counseling, mental health, attendance, PBIS, MTSS, and family engagement teams. **Measurable Outcomes:** ● Conduct at least three Community School-focused professional learning opportunities annually. ● Increase collaboration between student support teams as evidenced by documented meetings and action plans. ● Maintain active participation from key school and district departments in Community School planning and implementation.

Strategy 5: Strategic Community Partnerships

Describe the plans or steps you are considering to build sustainability beyond the life of your 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
1. Leverage community partners as thought partners and contributors to school improvement efforts.	**Action Steps:** 1. Invite community partners to participate in Community School Steering Committee meetings, PBIS meetings, and other collaborative leadership structures. 2. Engage partners in reviewing school climate, attendance, and student support data to help inform strategies and interventions. 3. Create opportunities for partners to provide feedback and recommendations regarding student needs and community priorities. 4. Utilize partner expertise to support continuous improvement planning. **Measurable Outcomes:** ● Ensure community partner representation at a minimum of 50% of Steering Committee meetings. ● Conduct at least two collaborative planning sessions annually with community partners. ● Document partner recommendations and resulting action steps each year.

2. Ensure partnerships reflect Franklin High School's priorities and voices of students, staff, families, and community members.	1. Engage partners in Community School Steering Committee meetings and school planning processes. 2. Utilize student voice gathered through PLUS forums, family feedback, school wide surveys, and community meetings to guide partnership development. 3. Align partner services with school priorities, including social-emotional learning, restorative practices, student belonging, mental health, attendance, and academic success. 4. Conduct annual reviews of partnership effectiveness to ensure services continue meeting identified needs. **Measurable Outcomes:** ● Collect stakeholder feedback on partnership effectiveness annually. ● Demonstrate alignment between partnership activities and identified school priorities. ● Maintain or expand partnerships that directly support student wellness, engagement, and academic achievement.

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:

Franklin High School has established and continues to strengthen partnerships that directly support the academic, social-emotional, and wellness needs of students while reflecting the priorities identified by students, families, staff, and community members. This year, Franklin formalized a partnership with Sow a Seed Community Foundation, which provides socioemotional mentoring opportunities for students and supports our efforts to create a positive and inclusive school culture. Through this partnership, we are expanding work around trauma-informed care and restorative practices, helping staff and students build stronger relationships, improve conflict resolution skills, and foster a greater sense of belonging on campus. These efforts directly support Franklin's goals of increasing graduation rates, reducing chronic absenteeism, and decreasing suspension rates by ensuring students feel connected, supported, and engaged in their school community.

In addition to this new partnership, Franklin continues to collaborate with long-standing partners, including Delta Health Care and Community Medical Centers, to provide students and families with access to health, wellness, and support services. These partnerships help address barriers to learning by connecting students and families to critical medical, mental health, and social services. Franklin also benefits from the support of community volunteer Joaquin Diaz, who worked weekly with students through our RISE program, providing mentoring, encouragement, and academic support to students who were struggling academically or at risk of falling behind. This targeted support helps improve student engagement, course completion, attendance, and overall academic outcomes.

These partnerships are responsive to the needs and priorities identified through stakeholder feedback, school climate data, student voice initiatives, and family engagement efforts. Input gathered through PLUS student forums, monthly PBIS meetings that include students, families, and staff, surveys, and Community School planning processes consistently highlights the importance of mental health supports, positive relationships, academic intervention, and access to community resources. By aligning partnership activities with these priorities and involving partners in ongoing planning and continuous improvement efforts, Franklin High School is building a coordinated network of support that advances student success, strengthens family engagement, and supports the school's vision of increasing graduation rates, decreasing chronic absenteeism, and reducing suspensions for all students.