CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

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

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

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

CA CS Framework Overview

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

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

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

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

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

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

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the Capacity-Building Strategies.

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

Capacity-Building Strategies Overview

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

1. Shared understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

Coarsegold Elementary and Yosemite Unified are in the "Engaging" phase of Community Schools growth and development and will use CCSPP Implementation Grant funding to continue the process of building our capacity and shared community ownership to foster racially-just relationship-centered spaces, shared decision-making power, and classroom-community connections, with a focus on continuous improvement. These four Overarching Values of the California Community Schools Framework are closely aligned with the Core Beliefs (found on the "About Us" section of the YUSD website) that provide the focus, direction, and resources for Yosemite Unified, including the belief that "every student has the ability to learn and succeed" and that "learning is a shared responsibility between students, parents, teachers, the school, and the community."

To support our work to engage students, families, educators, and community members/partners in the community school transformation process, Yosemite Unified applied for and received a planning grant as part

of the second cohort of CCSPP funding. With these funds, the district organized a multi-pronged planning project to garner support and capacity among a broad range of school community educational partners in order to develop the Implementation Grant application. The proposed CCSPP project is designed to address the local needs related to each of the four pillars of community schools, leverage existing resources, identify/build new community partnerships, and institutionalize a comprehensive network of programs and services at Coarsegold Elementary that will continue to serve students and their families beyond the life of the five-year implementation grant.

To oversee the planning grant process and the development of the proposed implementation plan, Yosemite Unified hired a Student & Community Services Coordinator to coordinate the Community Schools initiatives across the district's three comprehensive schools, including Coarsegold Elementary. Yosemite Unified also created a district-level Community Schools Advisory Council and school-level Community Schools Advisory Councils to serve as site-based and district-based decision-making councils that engaged the school community in determining the focus and direction of the community school effort.

As a result of the planning process, Yosemite Unified and Coarsegold Elementary have identified the following goals to guide the CCSPP Implementation grant, which will establish or expand programs, partnerships, and services designed to mitigate the academic and social impact of the pandemic, improve school responsiveness to student and family needs, and organize and leverage school and community resources. Yosemite Unified's goals for the CCSPP Implementation grant are:

1. To leverage the programs and resources of the school and neighborhood, including the school facilities and community-based partnerships, to more effectively and comprehensively meet the academic, physical, social-emotional, and mental health needs of Coarsegold Elementary students and families.
2. To build the capacity of teachers, parents, families, and community partners to become involved in the activities, services, and issues facing their school communities.
3. To add or expand a variety of educational, recreational, cultural, and social opportunities for children, youth, and adults in response to needs defined by the school communities, both during the instructional day and as part of Coarsegold Elementary's extended/expanded learning time programming.

These three CCSPP goals, also outlined in Strategy 2 below, advance the goals identified in Yosemite Unified's LCAP and are consistent with the district's vision and strategic direction to (a) address student and family needs; (b) increase service coordination and integration; (c) expand the quality and quantity of available services, (d) identify other community organizations as potential partners in removing barriers to student and family flourishing; (e) increase student academic achievement; and (f) establish a sustainable community schools initiative.

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

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

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

Yosemite Unified was awarded a California Community Schools Partnership Program Planning Grant as part of Cohort 2. As part of this work, the district hired a Student & Community Services Coordinator to lead the planning process to garner support and capacity among a broad range of school community educational partners in order to create an effective and sustainable implementation plan that (1) addresses the local needs related to each of the four pillars of community schools; (2) leverages existing resources and identifies/builds new community partnerships, and (3) institutionalizes a comprehensive network of programs and services that will continue to serve students and their families beyond the life of the five-year implementation grant. Yosemite Unified has formed a district-level Community Schools Advisory Council and site-level Community Schools Advisory Councils at each of the district's three comprehensive schools, including Coarsegold Elementary.

The district-level Advisory Council includes representatives from various educational partner groups and will be responsible for identifying district trends, cultivating additional resources (money or partnership) to meet emerging needs, sharing best practices, and serving as an overall system of support for the Community School initiatives at the individual schools. The Coarsegold Elementary Community Schools Advisory Council includes broad representation of the school community, including parents, teachers, student services staff, school and district administration, and community partners, and will make collaborative decisions to determine the focus of the Community Schools initiative in response to the needs and assets assessment. As part of the community schools planning process, the district Advisory Council and Coarsegold Elementary Advisory Council have collaborated to engage in a needs and assets assessment process that included the following:

- Data Analysis: The district Advisory Council compiled and analyzed student-level metrics, which included evaluating standardized assessment results, attendance information, educational partner survey results, and similar resources that lend perspective on the scope or intensity of outcomes that may warrant intervention. These efforts included analysis of school and community data sources related to education, health, student/family characteristics, attendance, behavioral data, health statistics, and many other domains.
- Document Review: The district Advisory Council collaborated with Coarsegold Elementary leaders and educational partners to gather documentation and artifacts that demonstrate the school's strengths and improvement areas. This included a review of the School Accountability Report Card (SARC), School Plan for Student Achievement (SPSA), educational partner surveys, and the Yosemite Unified Local Control and Accountability Plan.
- Community Resource Scan: The district Advisory Council inventoried community-based service providers operating within Coarsegold Elementary and district boundaries. This inventory was organized into a Community Schools Partnership Matrix that outlines the role of each existing partner. In addition to providing a concise summary of active community partnerships, the Community Schools Partnership Matrix also aids in identifying service gaps that may exist or that might contribute to future community schools efforts.

- Stakeholder Perspectives: Coarsegold Elementary and Yosemite Unified engaged with students, parents, family members, teachers, staff, administrators, and a broad range of key community partners and educational partners to better understand the many perspectives of those committed to partnering with Coarsegold Elementary to support the community school initiative. Educational partner perspectives were gathered both formally and informally through community schools meetings, open forum discussions, interviews, focus groups, and surveys.

Coarsegold Elementary and Yosemite Unified will make every effort to ensure the full participation of historically marginalized students, families, teachers/staff, and community members by conducting engagement strategies that are linguistically and culturally relevant. Broad participation will be supported by providing translation services, childcare, and other accommodations as needed. In order to gauge progress towards building the capacity of the community schools strategies described below, Coarsegold Elementary and Yosemite Unified will review the self-assessment process throughout the CCSPP Project period to produce an annually updated Needs and Assets Assessment document that will inform data-driven, community-informed continuous quality improvement.

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

One of the priorities should align with 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.

For YEAR 1: Draft Collective Priority	For YEAR 1: Outcome/Indicators you aim to improve
To leverage the programs and resources of the school and neighborhood, including the school facilities and community-based partnerships, to more effectively and comprehensively meet the academic, physical, social-emotional, and mental health needs of Coarsegold Elementary students and families.	Reduce chronic absenteeism rate to less than 5% for all students and sub-groups (LCAP Goal 2.1) Reduce suspension rate to less than 3% for all students and sub-groups (LCAP Goal 2.2)
To build the capacity of teachers, parents, families, and community partners to become involved in the activities, services, and issues facing their school communities.	At least 80% of all educational partners respond “agree” or “strongly agree” to: Yosemite Unified and Coarsegold Elementary provide a positive school climate 150 parents/families participate in the educational partner survey
To add or expand a variety of educational, recreational, cultural, and social opportunities for children, youth, and adults in response to needs defined by the school communities, both during the instructional day and as part of Coarsegold Elementary’s extended/expanded learning time programming.	Increased number of program activities, such as workshops, clubs, and events for students and families (baseline established in year 1) Increased average attendance rates to measure the consistent participation of students in the afterschool program (baseline established in year 1)

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
Facilitate regular discussions and collaborative decision-making processes with students, families, educators, and community members about curricular, operational, budgetary, and strategic decisions at the school and district.	Conduct quarterly district-level Community Schools Advisory Council meetings and bi-monthly school-level Community Schools Advisory Council meetings to meaningfully engage with all educational partner groups during all aspects of the CCSPP Implementation process to ensure that each student, staff, family, and community member has a voice in decisions that impact the school and community.
Integrate community schools planning, self-assessment/reflection, and communication/information-sharing into all key community school engagement opportunities, including PTO meetings, School Site Council meetings, staff meetings, LCAP meetings, and Yosemite Unified Board meetings.	Integrate community school planning, self-assessment/ reflection, and communication/information-sharing in the agendas and other materials developed by and for the school and district decision-making bodies, including the PTO, School Site Council, staff, and administrative leadership teams, LCAP committees, and the Yosemite Unified Board of Trustees.
Update the Needs Assessment and Implementation Plan to reflect emerging needs/opportunities and community school educational partner input	Yosemite Unified's Student & Community Services Coordinator will work with the district and school leadership and Community Schools Advisory Councils to review needs/assets data and collect educational partner input to inform the annual review and revision of the Needs Assessment and Implementation Plan.

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):

As outlined in the Planning Grant, Yosemite Unified established the goal of creating equitable and inclusive systems at the school and district level to oversee the planning grant process in preparation for the development of each school's Implementation Plan. Yosemite Unified hired a full-time Student & Community Services Coordinator to coordinate the Community Schools initiatives across the district, including the implementation of community school processes, partnerships, and strategies at Coarsegold Elementary, Rivergold Elementary, and Yosemite High – the district's three comprehensive schools. The Student & Community Services Coordinator worked with district and school leadership to create site-level Community Schools Advisory Councils to engage each school community in determining the planning and implementation of the ICEF Community school initiative and serve as site-based collaborative. Yosemite Unified also created a district-wide Community Schools Advisory Committee that includes representatives from the various educational partner groups and is responsible for identifying district trends, cultivating additional resources (money or partnerships) to meet emerging needs, sharing best practices, and serving as an overall system of support for the Community School initiatives at the individual schools.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Build capacity at the school and district level to identify and align policies, practices, and programs to ensure an integrated and coherent community school initiative.	(1) Yosemite Unified’s Student & Community Services Coordinator will continue to build local capacity to coordinate resources, initiatives, services, and community partnerships in a manner that works towards coherency and supports the community schools strategy and implementation plan. (2) CCSPP Implementation Grant funds will be used to provide stipends for Certificated Staff and additional hours Classified Staff to increase the capacity of the district and school to collaborate on school-wide efforts.
Develop and annually update a comprehensive matrix of school and district programs, partnerships, and resources to help identify opportunities to leverage resources, avoid the unnecessary duplication of services, and break down organizational barriers.	Yosemite Unified’s Student & Community Services Coordinator will work with district and school leadership to identify and compile a list of programs, partnerships, and resources, which will be reviewed and updated annually.

Strategy 5: Staffing and Sustainability

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Use CCSPP Implementation Grant funds to continue funding the Student & Community Services Coordinator (originally funded with CCSPP Planning Grant funds) to facilitate Coarsegold Elementary's site-level CCSPP Project planning, implementation, and continuous quality improvement	Review/revise job description to reflect the Implementation Grant goals and objectives
Recruit and hire a part-time mentor for Coarsegold Elementary's Native American student population	(1) Review/revise job description to reflect the Implementation Grant goals and objectives; (2) Broadly and strategically disseminate the job announcement to secure a qualified pool of applicants; (3) conduct interviews; (4) hire the most qualified candidate
Recruit and hire two part-time Campus Supervisors	(1) Review/revise job description to reflect the Implementation Grant goals and objectives; (2) Broadly and strategically disseminate the job announcement to secure a diverse and qualified pool of applicants; (3) conduct interviews; (4) hire the most qualified candidates

Key Staff/Personnel

Student & Community Services Coordinator	The Student & Community Services Coordinator will serve as the site-level coordinator at Coarsegold Elementary and will communicate and build partnerships with community-based organizations that can provide services to support the social-emotional, mental health, curricular, and academic needs of students, families, and the community. This person will also serve as a liaison for agencies and programs in partnering with schools District-wide.
Health Aide	The Health Aide will assist the Principal, the Secretary, and the Nurse in a variety of office routines and student health-related tasks.
Native American Mentor	The Native American Mentor will implement and sustain a structured and developmental relationship with Native American students and families and school/community personnel through a range of mentoring activities and services to help students to be successful in school, assist children in receiving support and guidance from the school and community, and act as a liaison between the school and home.
Campus Supervisors (2)	The part-time Campus Supervisors will help maintain an open and hospitable campus environment to members of the broader community while also ensuring that students and educators are safe.

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

To ensure the sustainability of Yosemite Unified's district-wide community schools initiative beyond the five-year grant period, Yosemite Unified and Coarsegold Elementary will develop a sustainability plan comprised of four strategies:

1. Leveraging existing district and school resources
2. Identifying and securing in-kind contributions from program partners
3. Coordinating community resources
4. Collaborating with partners to secure direct funding to support the goals of the community schools initiative.

Beginning in Year 2 of the Implementation Grant, Yosemite Unified will develop a district-wide sustainability plan that will be reviewed and updated on an ongoing basis by the Student & Community Services Coordinator, the Assistant Superintendent, and the Chief Business Officer as well as the district-level Advisory Committee and the site-level Advisory Committees. At the site level the Student & Community Services Coordinator and the Coarsegold Elementary Principal will collaborate on efforts to increase community support for the program, including seeking and identifying appropriate funds that match the mission and goals of the community schools initiative, mapping and leveraging existing resources, and establishing/maintaining local partnerships to provide resources, services, or in-kind contributions to sustain the program. Yosemite Unified and Coarsegold Elementary will seek to access state and federal funding, including the LEA MediCal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and the federal Early and Periodic Screening, Diagnosis and Treatment program, to sustain the programs and services added and/or enhanced by the CCSPP Implementation Grant. Sustainability efforts will be strengthened by a core commitment to ongoing reflection, evaluation, and continuous quality improvement (see Priority 9 below), and the district-wide Advisory Committee and Coarsegold Elementary Community School Advisory Committee will broadly share the successes and impacts with the public to increase program visibility in the community and garner support for the program from a diverse group of educational partners well-positioned to sustain the program.

Finally, as described above the community schools initiative will be incorporated into Yosemite Unified's future Local Control Accountability Plans, which will include support for Coarsegold Elementary's community school initiative.

Strategy 6: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Strengthen existing relationships and identify, cultivate, and formalize new partnerships with community organizations and individuals to expand the network of services and resources available to students, families, and the broader school community.	Under the direction of the Student & Community Services Coordinator, the Coarsegold Elementary Community Schools Advisory Committee will (1) review and update the Community Schools Partnership Matrix at least once every six months during a Community School Advisory Council meeting to identify any new partnerships that may benefit community schools efforts; (2) meet with prospective community partners to discuss ways in which they may benefit the community schools initiative; and (3) execute formal partnership agreements.

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:

As part of its community school planning process, Coarsegold Elementary administrators and staff collaborated with the Student & Community Services Coordinator to inventory community-based service providers operating within school and district boundaries. This inventory was organized into a Community School Partnership Matrix that outlines the role of each existing partner. In addition to providing a concise summary of active community partnerships, the Community School Partnership Matrix aids in identifying service gaps that may exist or that might contribute to future community schools efforts. To ensure Coarsegold Elementary's community school partnerships are responsive to the vision and priorities of students, staff, families, and community members, the Student & Community Services Coordinator will (1) manage partnerships and communications across community school partners and educational partners; (2) participate in community meetings to build relationships and collaboration with community organizations and to leverage and coordinate all available services that could benefit students, parents, families, and community members; (3) frequently update the Partnership Matrix to align with emerging priorities and identify new partnerships and services; and (4) identify and cultivate new community school partnerships to address any service gaps identified through Coarsegold Elementary's annual Needs and Assets Assessment revision. Coarsegold Elementary's current Community School Partnership Matrix is included as a Community School Artifact (Attachment IV-c).

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps
Provide professional learning opportunities to enhance collaboration and coordination and provide opportunities for administrators, educators, and classified staff to develop shared understandings, build relationships, and coordinate their efforts to better support student success.	(1) Review current professional development offerings and collaboratively develop a plan to align professional learning to the community school strategy and strengthen professional learning where gaps exist.
	(2) Collaboratively identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and collaborative, relationship-centered, culturally-affirming, asset-based teaching and learning.
	(3) Provide annual ~~online~~ crisis intervention training to the entire staff ~~through Life Space Crisis Intervention~~. These ~~online~~ workshops provide training in an advanced, interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Establish a community school in which community-based learning is central in order to build Coarsegold Elementary's appreciation for local history, values, and cultures	Coarsegold Elementary administrators and educators will dedicate time to planning curriculum and integrating project-based learning activities that demonstrate the connections between the classroom and the community.
Build the capacity of teachers and support staff to effectively implement community-based curriculum and teaching and learning practices.	Coarsegold Elementary will provide professional learning Opportunities for teachers to learn and apply racially-just and culturally-affirming and sustaining teaching and learning practices.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop and implement a CCSPP evaluation plan that enables the district and school Advisory Councils to monitor progress and engage in continuous quality improvement in order to be responsive to the assets and needs of students and families and adapt practices to better support success.	Establish a data management and evaluation plan that includes baseline data at the start of the project period to determine the project's success in accomplishing the goals of the CSSPP goals identified above.	Data management and evaluation plan on file and baseline data established at the start of the project period
	Participate in ongoing data Collection, analysis, and evaluation to update the Needs and Assets Assessment and Implementation Plan documents	Needs and Assets Assessment and Implementation Plan documents revised annually
	Provide public presentations and and annual reporting of community school plans, including data and outcomes	Presentations made at ~~bi-~~monthly school-level Advisory Council meetings and bi-annual district-level Advisory Council meetings, with annual evaluation reports distributed to various educational partner groups and committees, including the PTO, School Site Council, and Yosemite Unified Board of Trustees

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