

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

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Strategies, Priorities and Goals

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

Strategy 1: Shared Commitment, Understanding, and Priorities

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

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

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

1. Racially-just, relationship-centered spaces (**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:

Provisional Accelerated Learning Academy (PCA) has fully embraced the California Community Schools Framework, driven by a commitment to continuous improvement and student success. Our understanding of community schools reflects a steadfast dedication to the framework's Overarching Values:

1. **Racially-just, relationship-centered spaces (Relationship Focus):** PCA prioritizes creating environments where relationships are foundational. By nurturing strong connections among students, families, staff, and the community, we cultivate a sense of belonging and support crucial for academic and personal growth.

2. **Shared power (Shared input):** PCA actively promotes shared decision-making through its steering committee and other forums. We empower stakeholders—students, families, educators, and community members—to collaborate in shaping school policies, programs, and initiatives. This ensures that decisions are informed by diverse perspectives and aligned with the community's needs.
3. **Classroom-community connections:** PCA recognizes the vital role of community partnerships in enriching educational experiences. By integrating community resources, expertise, and support into our curriculum and activities, we enhance learning opportunities and broaden students' horizons beyond the classroom.
4. **A focus on continuous improvement and possibility thinking:** PCA embraces a culture of continual growth and innovation. We encourage forward-thinking approaches that challenge traditional norms and seek creative solutions to educational challenges. Through ongoing reflection and adaptation, we strive to meet the evolving needs of our students and community effectively.

Developmental Plans: Moving forward, PCA is committed to further embedding these values into our community school approach:

- **Enhanced Relationship Focus:** PCA will continue to prioritize building strong, trusting relationships among all stakeholders. We plan to expand mentoring programs, peer support networks, and family engagement initiatives to deepen connections and foster a supportive school climate.
- **Promotion of Shared Power:** PCA will expand opportunities for stakeholder engagement, ensuring diverse voices are heard in decision-making processes. This includes further diversifying our steering committee to include student, family, and community representatives, and establishing regular feedback mechanisms to gather input on key initiatives.
- **Strengthening Classroom-Community Connections:** PCA will forge new partnerships and deepen existing ones to provide students with real-world learning experiences aligned with academic goals. This includes internships, guest speakers, and community service projects that connect classroom learning to local issues and opportunities.
- **Embracing Continuous Improvement:** PCA will implement data-informed practices to assess program effectiveness and student outcomes regularly. We will use feedback from stakeholders, surveys, and academic data to identify areas for growth and innovation, ensuring that our efforts continually evolve to meet the needs of our diverse student body.

In essence, PCA's commitment to the California Community Schools Framework is not just a strategy but a core philosophy that drives our efforts to create an inclusive, equitable, and supportive learning environment where every student can thrive.

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

To deepen the needs and asset assessment process and engage the entire community in identifying top community school priorities and vision, Provisional Accelerated Learning Academy (PCA) will employ a variety of strategies and methods tailored to different stakeholder groups:

1. **Administrators and School Leaders:**
 - **Meetings and Forums:** Hold regular meetings with administrators to discuss overarching goals and strategies.
 - **Visioning Exercises:** Engage in visioning sessions to align administrative priorities with community school objectives.
2. **Certificated Staff:**
 - **Surveys and Focus Groups:** Conduct surveys and focus groups to gather insights on classroom needs, instructional strategies, and student support systems.
 - **One-on-One Interviews:** Conduct interviews with key teaching staff to delve deeper into specific concerns and ideas.
3. **Classified Staff:**
 - **Feedback Mechanisms:** Implement anonymous suggestion boxes or digital feedback platforms to collect input on operational improvements and student support services.
4. **Students:**
 - **Student Forums:** Organize student forums or councils where students can voice their opinions on school programs, extracurricular activities, and support services.
 - **Surveys and Small Group Discussions:** Administer surveys and facilitate small group discussions to understand student needs and aspirations.
5. **Family Members:**
 - **Parent Workshops:** Host workshops to educate parents on the community schools model, gather feedback on school priorities, and discuss ways to support student learning at home.

- **Multilingual Surveys and Focus Groups:** Provide interpretation and translation services for surveys and focus groups to ensure all families, including those with language barriers, can participate effectively.
- 6. **Community Members and Partners:**
 - **Community Meetings:** Arrange meetings with local community members and partners to discuss collaborative opportunities, community needs, and ways to integrate external resources into school programs.
 - **Partnership Surveys:** Survey community partners to understand their goals, resources, and potential contributions to PCA's community school initiatives.

Engagement of Historically Marginalized Student and Family Groups: To ensure meaningful engagement of historically marginalized groups such as EL students and their families, PCA will:

- **Dedicated Outreach:** Specifically reach out to these groups through targeted communication channels, including culturally and linguistically appropriate materials.
- **Community Liaisons:** Employ community liaisons or bilingual staff members to facilitate discussions, gather input, and provide support during engagement activities.
- **Focus on Accessibility:** Ensure all engagement activities, whether surveys, focus groups, or meetings, are accessible and welcoming, addressing any barriers that might hinder participation.

Developmental Plans: Moving forward, PCA will continue to refine its needs and asset assessment processes by:

- **Regular Feedback Loops:** Implementing regular feedback loops to ensure ongoing dialogue and responsiveness to evolving needs.
- **Data-Informed Decision Making:** Using data analytics to inform decision-making processes and prioritize resource allocation effectively.
- **Continuous Improvement:** Engaging stakeholders in continuous improvement efforts, adapting strategies based on feedback to enhance the effectiveness and inclusivity of community school initiatives.

By leveraging these strategies and committing to inclusive practices, PCA aims to cultivate a collaborative and supportive environment where every stakeholder—students, families, staff, and community partners—plays a vital role in shaping and advancing the community school vision.

Provisional Accelerated Learning Academy (PCA) implemented a steering committee in the 2023-2024 school year to enhance collaboration and decision-making across the school community. Comprising of a counselor, 2 administrators, mental health specialist, and a teacher initially, the committee aims to broaden its representation in the 2024-2025 school year by including students, families, and community members. Staff members from various departments were invited to ensure diverse perspectives and insights into the school's needs and strengths.

The steering committee serves as a forum to identify areas of focus based on a comprehensive understanding of PCA's needs and assets. Concurrently, PCA conducts site-wide focus groups and surveys to continually assess the needs of stakeholders. Through data analysis, PCA has identified that 20.2% of its student population consists of English Learners (EL). To better engage and support EL families, PCA provides interpretation and translation services for all school-wide communications, including surveys and focus group opportunities. This inclusive approach ensures that language barriers do not hinder participation in school initiatives or committees.

PCA is committed to inclusivity and the principles of Community Schools, focusing on fostering equitable opportunities for all students. The school serves a diverse student body including 2.1% Foster Youth, 5.4% Homeless, 83.5% Socioeconomically Disadvantaged, and 12% Students with Disabilities. As needs are identified, PCA offers comprehensive and personalized services to support these student groups effectively.

By leveraging the insights gathered from its steering committee, focus groups, and surveys, PCA strives to create a supportive and inclusive school environment where every stakeholder has a voice in shaping the school's priorities and initiatives. This collaborative approach ensures that PCA continues to meet the evolving needs of its diverse student population while advancing its mission of educational excellence and equity.

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
Mental health Screening and Services	PCA will screen all students to assess Behavioral Health needs and identify services.
Academic Support (tutoring, specialist, etc.)	Because of the low scores on pre and post diagnostic testing in ELA and Math, 100% of low performing students will be scheduled to participate in expanded learning services with in class or after school
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	A full time counselor and a wellness team will be on site to support students with BH programs in the school's Wellness Center

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
Advisory System to ensure every student has a home base/family group and an advisor who knows them well.	Students will be assigned to the same school counselor who will stay with that student throughout the years of enrollment at PCA. A supervising teacher will manage a cohort of students, 1-25 for the entire school year.
Community-Based Curriculum, Pedagogy and Projects	PCA will maintain an engaging school Campus through beautification with plants/ athletic fields, physical fitness outdoor equipment and well resourced classrooms.

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

Shared Decision-Making Bodies that center the voices of students, families and community-**Goal:** Expand the system-level steering committee or advisory council composed of diverse stakeholders including administrators, teachers, support staff, students, families, and community partners.

Mapping and Assessing Current Shared Governance Structures:

- **Goal:** Identify and evaluate existing shared governance structures within PCA and its local neighborhood.
- **Purpose:** Understand where and how decisions are currently made, identify gaps or redundancies, and assess the effectiveness of current leadership structures in promoting inclusive decision-making.

Actions:

- Formulate a committee charter outlining roles, responsibilities, and decision-making protocols.
- Regularly convene meetings to discuss progress, assess challenges, and strategize solutions.
- Seek representation from key community stakeholders to foster broad-based support and engagement.

Actions:

- Conduct a comprehensive mapping exercise to document all existing school-site and local neighborhood teams, networks, or working groups.
- Analyze the purpose, composition, and effectiveness of each governance structure.
- Engage stakeholders in discussions to gather feedback on perceived strengths, weaknesses, and areas for improvement.

Teacher Leadership Development and Opportunities

-Launching or Revising Site-Level Shared Leadership Structures:

- **Goal:** Enhance site-level shared leadership structures that facilitate democratic participation and decision-making among all stakeholders.
- **Purpose:** Ensure that Teachers and staff have meaningful opportunities to contribute to decision-making processes and shape the direction of PCA as a community school.

Promoting Collaborative Leadership Practices:

- **Goal:** Cultivate a culture of collaborative leadership that values diverse perspectives, builds consensus, and enhances coordination of services.
- **Purpose:** Strengthen relationships among stakeholders, promote supportive decision-making processes, and increase the likelihood of implementing decisions that are widely accepted and sustainable.

● **Actions:**

- Develop clear guidelines and protocols for inclusive participation in decision-making.
- Designate roles and responsibilities for different stakeholder groups within the shared leadership structure.
- Implement mechanisms for ongoing communication, feedback, and evaluation to monitor the effectiveness of shared governance practices.

Actions:

- Provide training and professional development opportunities on collaborative leadership principles and practices.
- Foster cross-functional teamwork and interdisciplinary collaboration among staff and Teachers as educational partners and leaders.
- Celebrate successes and recognize contributions of individuals and groups involved in collaborative decision-making.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Here's an narrative organizational chart description of the system of shared governance and site-level leadership structure at Provisional Accelerated Learning Academy (PCA):

School Board:

- **Role:** Governing body responsible for setting policies, approving budgets, and providing oversight.
- **Involvement:** Ensures compliance with state and district regulations, hires and evaluates the Executive Director/Heads of School.

Executive Director:

- **Role:** Provide leadership and oversight of school operations, curriculum, and strategic direction.
- **Involvement:** Collaborate with the School Board, oversee school policies, and ensure effective implementation of educational programs and school operations.

Students:

Student Advisory Team- **Representation:** Serve as representatives of the student body, bringing forth their perspectives, concerns, and ideas to school leadership.

Advisory Role: Provide feedback and recommendations to the Executive Director (or Principal) on various school-related matters, policies, and initiatives.

Collaboration: Collaborate with administrators, teachers, and other stakeholders to contribute to the improvement of school culture, academic programs, and student life.

Advocacy: Advocate for student interests, needs, and well-being within the school community and beyond.

Heads of Schools

- **Role:** Heads of Schools or Principals play a pivotal role in providing visionary leadership, fostering a positive school climate, and ensuring the effective operation and continuous improvement of the educational institution to promote student success and achievement.

School Site Staff:

- **Role:** Includes teachers, administrators, counselors, and support staff.
- **Involvement:** Implements educational programs, supports student development, and collaborates with families.

Parents:

- **Role:** Guardians and primary caregivers of students.
- **Involvement:** Participate in school activities, support student learning at home, and engage in school decision-making processes.

PTA (Parent-Teacher Association):

- **Role:** Advocates for parent and student interests, organizes events, and raises funds.
- **Involvement:** Collaborates with school staff and administration to enhance the educational experience and environment.

ELAC (English Learner Advisory Committee):

- **Role:** Represents the interests of English Learner (EL) students and their families.
- **Involvement:** Provides input on programs, services, and resources to support EL student achievement and language development.

School Site Council:

- **Role:** Develops and monitors the School Site Plan (SSP), which includes setting school goals and allocating resources.
- **Involvement:** Composed of parents, teachers, staff, and community members to ensure broad representation in decision-making.

AVID Leadership:

- **Role:** Oversees the implementation of the AVID (Advancement Via Individual Determination) program.
- **Involvement:** Supports college readiness initiatives, provides academic support, and fosters a college-going culture among students.

Shared Governance Structure Overview:

- PCA's shared governance structure promotes collaboration among stakeholders to enhance student achievement and school effectiveness.
- **Collaborative Leadership Practices:** Regular meetings, committees, and feedback mechanisms ensure transparency and inclusivity in decision-making processes.

This structured approach to shared governance at PCA ensures that all stakeholders have a voice in shaping the school's vision, goals, and policies, fostering a supportive and inclusive learning environment for students.

Strategy 4: Sustaining Staff and Resources

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

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

Goals	Action Steps
<p>Goal 1: Staffing Alignment with Target Student Population</p>	<p>Needs Assessment: Conduct a comprehensive needs assessment to identify staffing gaps and align them with the needs of the target student population, including English Learners, socioeconomically disadvantaged students with disabilities, and other marginalized groups.</p> <p>Job Role Definition: Define clear job roles and responsibilities for key staff positions that directly support the community school model, including Community School Director/Coordinator, counselors, social workers, family engagement specialists, and multilingual support staff.</p> <p>Recruitment Strategy: Develop and implement a targeted recruitment strategy to attract diverse candidates who reflect the linguistic, cultural, and demographic diversity of the student population served by the school.</p> <p>Professional Development: Provide ongoing professional development opportunities for staff to enhance their skills in culturally responsive teaching, trauma-informed care, family engagement strategies, and community partnerships.</p> <p>Collaborative Hiring Practices: Implement collaborative hiring practices that involve stakeholders (including students, families, and community members) in the selection process for key staff positions, ensuring alignment with community needs and values.</p>
<p>Goal 2: Recruitment of Diverse, Multilingual Staff</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> Diversity Outreach: Strengthen partnerships with local universities, community organizations, and professional networks to recruit candidates from diverse backgrounds, including those proficient in languages spoken by the student population. Cultural Competency: Incorporate cultural competency training into recruitment processes to ensure that hiring committees are equipped to evaluate candidates' abilities to work effectively with diverse student and family populations. Language Proficiency: Prioritize hiring staff who are fluent in languages spoken by English Learners and their families, facilitating effective communication and engagement. Community Engagement: Engage current staff, students, families, and community members in recruitment efforts to promote the LEA as an inclusive and welcoming employer.

<p>Goal 3: Sustainability Planning for Core S</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Long-Term Funding Strategies: Develop sustainability plans that outline strategies for securing long-term funding to support core staffing positions, including Community School Directors/Coordinators and site-level coordinators. 2. Grant Writing and Fundraising: Build capacity within the PCA to write competitive grants and pursue alternative funding sources to supplement and diversify funding streams for staffing. 3. Collaborative Partnerships: Cultivate partnerships with local businesses, foundations, and government agencies to explore funding opportunities and support for staffing positions aligned with the community school model. 4. Evaluation and Adjustment: Regularly evaluate staffing needs and effectiveness, adjusting sustainability plans based on evolving student demographics, community priorities, and funding landscapes.
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Key Staff/Personnel

These key staff members play critical roles in supporting the community school model at Provisional Accelerated Learning Academy. By working collaboratively and leveraging their respective expertise, they contribute to creating a supportive and inclusive school environment where all students can thrive academically, socially, and emotionally.

<p>School Project Director</p>	<ul style="list-style-type: none"> ● Role: Oversees the implementation of the Community School Grant and coordinates all aspects of community school initiatives. ● Responsibilities: <ul style="list-style-type: none"> ○ Develops and implements strategies to align school resources with community needs. ○ Facilitates partnerships with community organizations, local businesses, and agencies.
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	<ul style="list-style-type: none"> ○ Manages the budget and resources allocated through the Community School Grant.
<p>Community School Coordinator</p>	<p>Leadership Role:</p> <ul style="list-style-type: none"> ● PCA’s community Schools’s Coordinator leads the implementation of PCA’s community schools vision through strategic planning and collaboration with stakeholders. <p>Partnership and Relationship Building:</p> <ul style="list-style-type: none"> ● Partnership Development: Establishes and nurtures partnerships with community organizations, local businesses, government agencies, higher education institutions, and nonprofits. These partnerships provide resources, expertise, and support services that enrich the educational experience and address community needs. ● Relationship Building: Cultivates trusting relationships with students, families, staff, and community members to foster a sense of belonging, engagement, and ownership in the community school initiatives. <p>Coordination of Services and Programs:</p> <ul style="list-style-type: none"> ● Needs Assessment: Conducts comprehensive needs assessments to identify the academic, social, emotional, and health needs of students and families. Uses data-driven insights to prioritize and coordinate services and programs that address these needs effectively. ● Service Integration: Ensures seamless integration of academic support, enrichment activities, health services, mental health counseling, family engagement programs, and community resources within the school environment. <p>Advocacy and Resource Development:</p>

	<ul style="list-style-type: none"> ● Advocacy: Advocates for policies and practices that support the community school model at local, state, and national levels. Represents the school and community interests in meetings, forums, and policy discussions. ● Resource Development: Works with Director to secure funding through grants, partnerships, and fundraising efforts to sustain and expand community school initiatives. <p>Family and Community Engagement:</p> <ul style="list-style-type: none"> ● Family Involvement: Engages families as partners in their children's education and advocates for their needs within the school community. Facilitates workshops, meetings, and events that promote family involvement and empowerment. ● Community Engagement: Organizes community events, forums, and initiatives that strengthen community ties, celebrate diversity, and promote civic engagement among students and families. <p>Professional Development:</p> <ul style="list-style-type: none"> ● Staff Support: Provides training, coaching, and professional development opportunities to school staff and community partners on the principles and practices of the community school model.
<p>Heads of Schools</p>	<p>All Site Functions-Role: Leads all site functions and provides overall leadership and management of the school.</p> <ul style="list-style-type: none"> ● Responsibilities: <ul style="list-style-type: none"> ○ Sets the academic vision and goals for the school in alignment with community school principles. ○ Supports and collaborates with the Community School Lead to integrate community engagement into school operations. ○ Oversees the implementation of policies and procedures that support the community school model.

	<ul style="list-style-type: none"> ○ Represents the school within the district and to external stakeholders.
<p>Mental Health Specialist</p>	<ul style="list-style-type: none"> ● Role: Provides counseling services to students and families, supporting their academic, social, and emotional needs. ● Responsibilities: <ul style="list-style-type: none"> ○ Conducts individual and group counseling sessions for students. ○ Collaborates with teachers, parents, and administrators to address student needs and concerns. ○ Provides crisis intervention and mental health support as needed. ○ Assists in developing and implementing programs that promote positive school climate and student well-being.
<p>Teachers</p>	<p>Student Advocate:</p> <ul style="list-style-type: none"> ● Role: Teachers advocate for the academic and social-emotional well-being of their students. ● Responsibilities: <ul style="list-style-type: none"> ○ Build strong relationships with students to understand their strengths, challenges, and aspirations. ○ Support students in setting and achieving academic and personal goals. ○ Serve as a resource for students in navigating challenges and accessing school and community resources. <p>Community Connector:</p> <ul style="list-style-type: none"> ● Role: Teachers facilitate connections between the school, families, and community partners. ● Responsibilities: <ul style="list-style-type: none"> ○ Engage families in their child’s education through regular communication and involvement in school activities.

- Collaborate with community organizations and businesses to provide enriching opportunities for students.
- Participate in community events and initiatives that promote educational equity and community well-being.

Data-Informed Practitioner:

- **Role:** Teachers use data to inform instructional decisions and improve student outcomes.
- **Responsibilities:**
 - Analyze student assessment data to identify areas of growth and intervention needs.
 - Use formative assessment strategies to monitor student progress and adjust teaching strategies accordingly.
 - Participate in professional learning communities to share best practices and collaborate on data-driven strategies.

Team Collaborator:

- **Role:** Teachers collaborate with community schools coordinator, colleagues, administrators, and community partners to support school-wide goals.
- **Responsibilities:**
 - Contribute to school improvement initiatives and the development of the community school plan.
 - Participate in team meetings, committees, and professional development activities focused on community school principles.
 - Share expertise and resources with colleagues to strengthen instructional practices and student support systems.

Cultural Competence Leader:

- **Role:** Teachers promote cultural responsiveness and equity in the classroom and school community.
- **Responsibilities:**
 - Create a culturally inclusive classroom environment that respects and values diversity.

- Incorporate diverse perspectives and materials into instruction to reflect students' backgrounds and experiences.
- Advocate for equity and social justice in school policies, practices, and curriculum development.

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

Building sustainability beyond the life of PCA's community schools implementation grant will ensure ongoing support and effectiveness. PCA is pursuing the following key plans and steps:

Diversifying Funding Sources:

- **Action Steps:** PCA actively works to identify and pursue alternative funding streams such as state grants, private foundations, corporate sponsorships, and community donations.

Integration into District Budgets:

- **Action Steps:** Inclusion of community school components in the annual budget planning process. Align community school goals with district priorities and secure recurring budget allocations to sustain core staffing and programmatic needs.

Partnership and Resource Leveraging:

- **Action Steps:** Strengthen partnerships with local businesses, nonprofits, higher education institutions, and governmental agencies. Explore opportunities for shared resources, joint programming, and in-kind contributions that reduce operational costs and expand service offerings.

Professional Development and Capacity Building:

- **Action Steps:** Invest in ongoing professional development for staff, administrators, and community partners to enhance their skills in community school strategies, data analysis, cultural responsiveness, and collaborative leadership. Build internal capacity to sustain programmatic excellence.

2. Policy Advocacy and Sustainability Planning:

- **Action Steps:** Engage in advocacy efforts at local, state, and national levels to promote policies that support community schools and sustainable funding mechanisms. Collaborate with policymakers, community leaders, and advocacy groups to influence legislative decisions.

Data-Driven Decision Making:

- **Action Steps:** PCA implements data collection and evaluation systems to measure the impact of community school initiatives on student outcomes, family engagement, and community well-being. This data to informs programmatic adjustments, demonstrate effectiveness to stakeholders, and is used to attract continued funding.

Community Engagement and Ownership:

- **Action Steps:** Foster a sense of ownership and engagement among students, families, staff, and community members in the community school model. Empower stakeholders to participate in decision-making processes, contribute to program design, and advocate for sustained support.

By implementing these plans and steps, PCA is building a foundation for sustainability that can extend beyond the initial grant period. It is hoped that this proactive approach will not only secure resources but also strengthens partnerships, enhances organizational capacity, and ensures long-term impact on student success and community well-being.

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
Work with Afterschool vendors	Meet to discuss school needs and support
Work with tutoring vendor	Meet to discuss student engagement goals and processes
Work with new career pathway partner organizations	Invite them to become part of PCA CTE Career pathway Advisory or to participate in school events
Expand Managed Care providers Partner	Meet with MCP's to discuss Mental Health Screening, Interventions and PD for staff
Expand Dual Enrollment program	Meet with SBVC to discuss CCAP expansion and Early College High School planning and implementation

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:

Habitat for Humanity- Career Pathway apprenticeship pathway for construction trades and on site training

United Brotherhood of Carpenters- Construction trades curriculum provider and DAS registered apprenticeship program for student certifications in construction skills.

Highland Palms Healthcare center- Clinical Training site for CNA career pathway participants

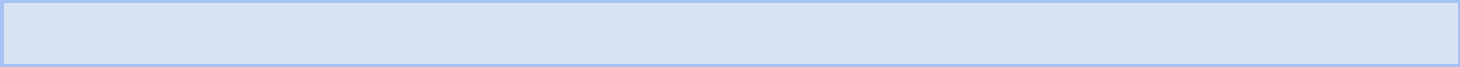
San Bernardino Valley Community College- Dual Enrollment and postsecondary partner

Inland Empire Health Plan- Student Behavioral Health Incentive Plan third party Administrator and Care Team partner

Molina Healthcare-Student Behavioral Health Incentive Plan third party Administrator and Care Team partner/Provider of free teacher PD through Psych Hub

Impact Food Pantry- PESI Community Food pantry for families enrolled in school

Operation New Hope- WIOA enrollment and summer work based opportunities for PCA students



Site Level Goals and Measures of Progress

Goals

Action Steps

<p>Shared Commitment, Understanding, and Priorities: Goal: To foster a shared sense of purpose and alignment among stakeholders.</p>	<ul style="list-style-type: none"> ● Action Steps and Measures of Progress: <ul style="list-style-type: none"> ○ Schedule regular feedback sessions to gauge understanding and commitment. ○ Implement quarterly surveys or assessments to measure alignment with organizational priorities. ○ Document Attendance and participation rates in meetings and workshops focused on shared goals.
<p>Centering Community-based Learning:</p> <ul style="list-style-type: none"> ● Goal: To prioritize learning initiatives that are rooted in and beneficial to the community. 	<ul style="list-style-type: none"> ● Action Steps and Measures of Progress: <ul style="list-style-type: none"> ○ Expand the number of community members engaged in learning activities. ○ Develop feedback loop from community members on the relevance and impact of learning programs. ○ Develop a plan to increased participation or enrollment in community-led educational events.
<p>Collaborative Leadership:</p> <ul style="list-style-type: none"> ● Goal: To cultivate leadership that emphasizes collaboration and inclusivity. 	<ul style="list-style-type: none"> ● Action Steps and Measures of Progress: <ul style="list-style-type: none"> ○ Increase and document the number of collaborative projects initiated or completed. ○ Gather stakeholder feedback on leadership effectiveness in fostering collaboration. ○ Document evidence of shared decision-making and joint problem-solving among leaders.

<p>Sustaining Staff and Resources:</p> <ul style="list-style-type: none"> ● Goal: To ensure the organization has the necessary human and material resources for sustained impact. 	<ul style="list-style-type: none"> ● Action Steps and Measures of Progress: <ul style="list-style-type: none"> ○ Evaluate and dissipate the data of the staff retention rates and satisfaction surveys. ○ Ensure that fundraising or resource acquisition targets are met by developing and implementing a plan aligned to sustainability needs ○ Review and adjust efficiency metrics related to resource allocation and utilization.
<p>Strategic Community Partnerships:</p> <ul style="list-style-type: none"> ● Goal: To develop and maintain partnerships that enhance the organization's impact. 	<ul style="list-style-type: none"> ● Action Steps and Measures of Progress: <ul style="list-style-type: none"> ○ Determine the number of new partnerships to be formed and existing partnerships sustained. ○ Determine the outcomes to be achieved through collaborative projects with partners. ○ Gather stakeholder feedback on the effectiveness and value of partnerships.

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