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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:

Gateway College and Career Academy (GCCA) is committed to the four Overarching Values of the CA Community Schools Framework. Our Vision: GCCA was built on a foundation of the four

Overarching values at its inception. Our school was created to be a haven of imaginable possibilities for those who were told or believed they had lost their way. We have always served historically marginalized populations, invited the ideas and strengths of our community, have re-created ourselves many times to be a relevant resource, and are ever evolving in our offerings and practices based on feedback from those we are here to support.

1.Racially-just, relationship-centered spaces: GCCA has and will continue to provide a safe, inviting, and equitable environment for our diverse population of students, families, staff, and partners to gather, collaborate, and support each other as we learn and transform into a full-service community school. This includes equitable resource allocation and information in both English and Spanish languages.

This essential overarching value was brought to fruition to service students who were disconnected and disengaged from their traditional education and have since responded to the current model which was evolving pre-Covid 19 pandemic in response to the needs of our diverse community. Now, with the adoption of the community school model GCCA is being guided by best practices unfolding from the California Community School Partnership Program (CCSPP) strategies and working towards transformation. The initial needs assessment/asset mapping/gap analysis is a road map to guide us on where we will dive deeper into the gaps in our school and community and serve as support indicator. We will build on the rich assets of people, places, and support in our community.

2.Shared power: #youbelonghere is not only a hashtag commonly used by GCCA, but a truth as we welcome all who find their way to us and have hopes for a promising future regardless of their past or background. A shared decision-making process has become the norm, as all stakeholders are welcome and encouraged to attend meetings, events, and be involved in our school in various ways.

We have established several school governance councils and planning committees in preparation for full implementation of the Community School Framework.

Our District Gateway Community Advisory Team (D-GCAT) consists of the Executive Director, Principal, Chief Financial Officer, and Community Schools Coordinator.

Our Gateway Community Advisory Team (GCAT) is made up of the school Principal, a School Counselor, Teachers, Instructional Aides, Outreach and Enrollment Specialist, and Community

School Coordinator.

Our Gateway Community Advisory Council (GCAC) is made up of GCAT members, students, parents, and community members/partners.

We have an active and growing Youth Council that meets weekly to discuss, plan, implement, and evaluate decisions and events that directly impact the school stakeholders and community.

Our newly formed Parent Advisory Council will meet every other month to contribute insight and ideas, as well as voice opinions or concerns about school practices and initiatives for the school's future. This practice was initiated at the beginning of our needs assessment process when focus groups were formed where parents/caregivers, and students were actively involved in our WASC accreditation.

We will continue to conduct and improve our pre-existing multi-disciplinary meetings like our teacher/counselor meetings.

We added monthly staff gatherings, referred to as "staff huddles", so that the entire school body can feel welcomed and valued. Staff huddles have truly become an intentionally democratic time and space where anyone can address new concerns, ask clarifying questions, or celebrate small and big wins for our school.

We incorporate inclusive hiring practices by screening applicants and interviews conducted by a diverse range of stakeholders from our school, including administrators, teachers, instructional assistants and school counselors.

3.Classroom-Community Connections: Being located on the Riverside City College (RCC) campus, GCCA has a deep connection to the community around us. It has been a common practice to invite guest speakers, community experts, and partners to engage directly with our students and staff in classrooms and one on one. We value the rich history and environment of the thriving historic downtown area where we call home. We will continue to seek out opportunities to offer, organize or collaborate with existing groups on campus and off, to participate in field trips to universities, museums, community centers, local businesses, and other government organizations. Students enjoy being able to explore, learn, and contribute to the surrounding area of our school. Understanding the value of linking instruction to the broader community, we have recently partnered with Chick-Fil-A to participate in their Leader Academy designed for high school students. Students

are involved in civic engagement and several service-learning projects which they plan, execute, and evaluate. We will continue to build on this partnership and similar partnerships as students experience the impact of their engagement with such programs.

4. A Focus on Continuous Improvement: GCCA will continue to engage in regular community needs assessments, data analysis, and feedback loops which will encourage shared learning. As the cycle of reflection develops, it will promote a deeper dive into specific areas for our school community's diverse student populations. This will include school culture and climate surveys and inquiring about basic needs, health and wellness, social emotional, and academic supports. We will do this in conjunction with students, families, staff, partners and community members. This continuous program improvement will not go unnoticed, as we plan to acknowledge and celebrate efforts and achievements of all the above during the process. We will continue to show that this ongoing continuous cycle of improvement is not a punitive criticism, but rather an illumination of possibilities.

The data will allow us to build on existing assets of our community and guide sound reasoning for next steps in developing goals and action plans in a way that benefits all stakeholders.

GCCA recognizes that this journey is not linear. While planning, developing, and implementing the nine capacity building strategies we are embracing all phases, (envisioning, engaging, and transforming) of the community school adoption. Our community of stakeholders understand that this journey will be cyclic in nature and at times we may revisit phases so that we can simply pivot, course correct, or morph to serve our students, families, and community better. This mentality will ensure that we do not become stagnant and thus proceed in lieu of any unforeseen circumstances or seeming setbacks to our commitment to this model of education.

This is not a mindset that is unfamiliar to GCCA. During the Covid-19 pandemic our school was able to quickly unite, take problem solving and forward-thinking action. After careful considerations and a foundation of knowing that we wanted to serve our population of students more efficiently we were back up and running with scheduled classes via Zoom within two weeks of school closure announcements.
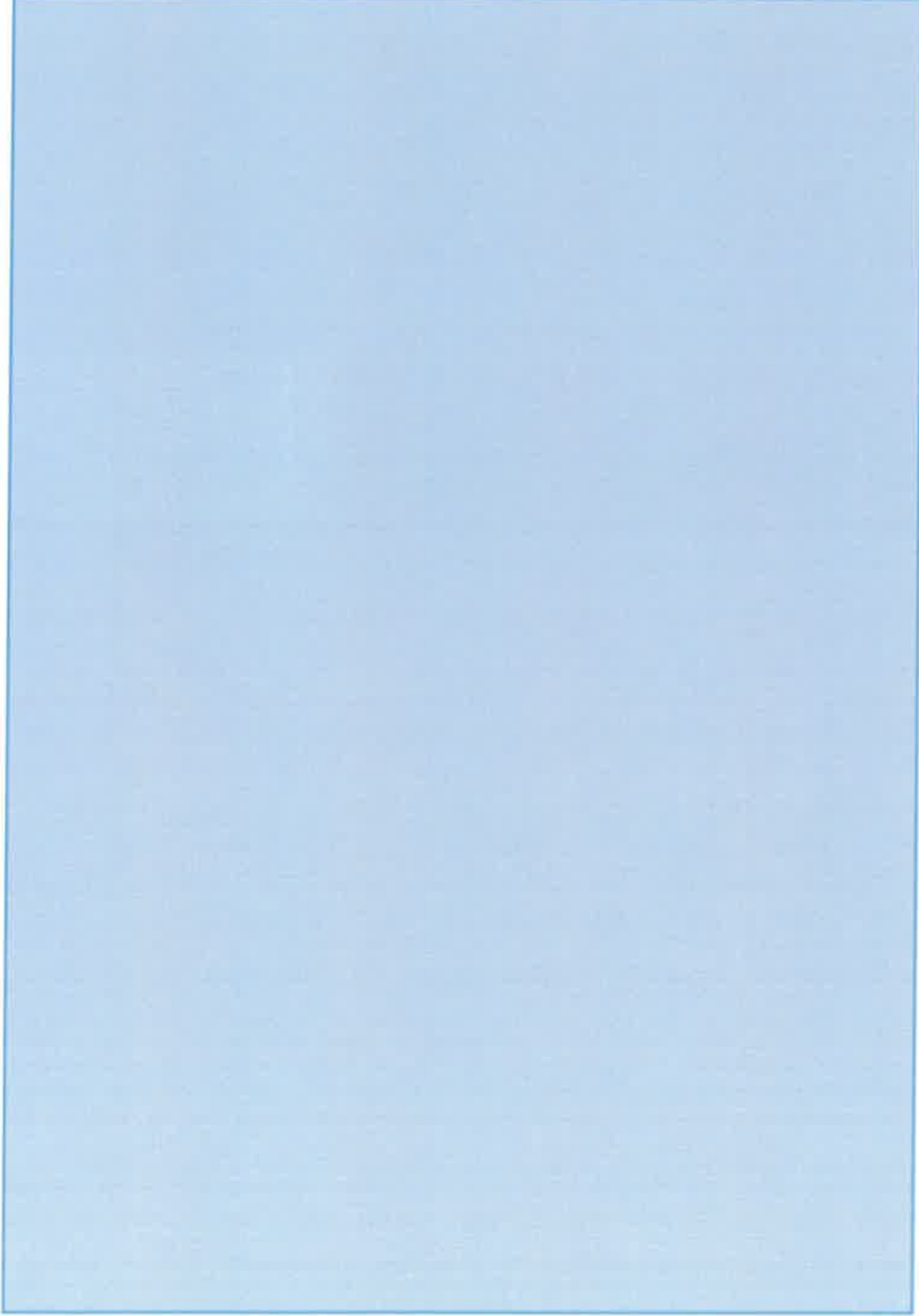
Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

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.

During the past school year, our approach to needs and assets assessment involved active engagement from a wide range of stakeholders to identify top priorities and a vision for our community school.

Engagement with Administrators, Certified Staff, and Classified Staff:

Administrators, certified staff, and classified staff played a pivotal role in this process. They participated in multiple sessions, including staff meetings, huddles, and visioning sessions. These sessions focused on using various methods like surveys, one-on-one interviews, focus groups, visioning exercises, and meetings to collect qualitative and quantitative data. Also, they helped develop assessment tools that were later administered to other stakeholders. This collective effort ensured that insights from our school professionals were integrated into the assessment process.

Engagement with Students, Families, Community Members, and Community Partners: Students, families, community members, and community partners were equally integral to the assessment process. They were actively involved in developing assessment tools, reflecting their perspectives and needs. These stakeholders provided valuable data through a combination of methods, including paper surveys, electronic surveys, focus groups, one-on-one interviews conducted by school staff, and participation in meetings with counselors and other stakeholders. Their diverse input enriched the qualitative and quantitative data collected, ensuring a holistic understanding of our community's priorities.

Engagement with Historically Marginalized Student and Family Groups: Recognizing the unique learning and attendance modalities at GCCA, we acknowledge the need for targeted engagement with historically marginalized student and family groups. Some students rarely set foot on our campus and only attend virtually, making it essential to adapt our approach. To address this, we are committed to pursuing training and professional development on best practices for building trusting relationships with these populations. In addition to the methods mentioned above, we will implement empathy interviews as a specific data collection method tailored to historically marginalized populations. This approach will allow us to gain deeper insights into their needs and aspirations.

In summary, our assessment process has been comprehensive, involving a wide spectrum of stakeholders. It has utilized a combination of methods to collect both qualitative and quantitative data, ensuring a well-rounded understanding of community priorities and vision. We are dedicated to further enhancing our engagement strategies, especially with historically marginalized groups, to

ensure inclusivity and responsiveness in our community school planning and implementation.

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 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
Inquiry and Effectiveness (Collaborative Practices)	-Outcome-Improve the efficiency and reliability of all data reporting. -Indicator-Establish and maintain data reporting processes to enable timely and transparent communication among key stakeholders.
Health and Wellness (Integrated Support Services)	-Outcome-Improve daily attendance/participation rates for all student categories (in-person, hybrid, virtual). -Indicator-Increased utilization of student and family support resources/Sign in sheets, self-reporting from participants
Engagement and Sense of Belonging (Active Family and Community Engagement)	-Outcome-Improved rates of student engagement, sense of belonging, positive school culture -Indicator-Increased awareness and participation of students and parents at school events, and increased utilization of community resources/Sign in sheets, self-reporting from participants
School Access and Academic Achievement (Extended Learning Time and Opportunities)	-Outcome-Increased course success rate, graduation rate, and overall academic completion and growth. Indicator-LCAP Student Achievement Measures

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
Continue to develop and refine the site level team and council structure	-Meet with existing councils to review current structure -Identify key roles for the team and council -Map out goals for the school year
Establish COST (Care of Service Team)	-Located, secure, and initiate training for best practices with this model -Identify key roles for team -Define roles -Identify members
Improve communication among all stakeholders	-Build upon existing methods of communication systems -Create an accessible hub of information for all stakeholders
Improve Data Collection and Reporting	-Assess internal resources and capacity to drive improvement. -Address identified resource/capacity gaps, either through internal additions or partnerships. -Design and execute improved data collection and reporting processes.

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):

Shared Governance and Leadership
GATEWAY COLLEGE AND CAREER ACADEMY

Areas in orange denote newly developed committees and councils with the adoption of the Community School Framework and CCSPP Planning Grant
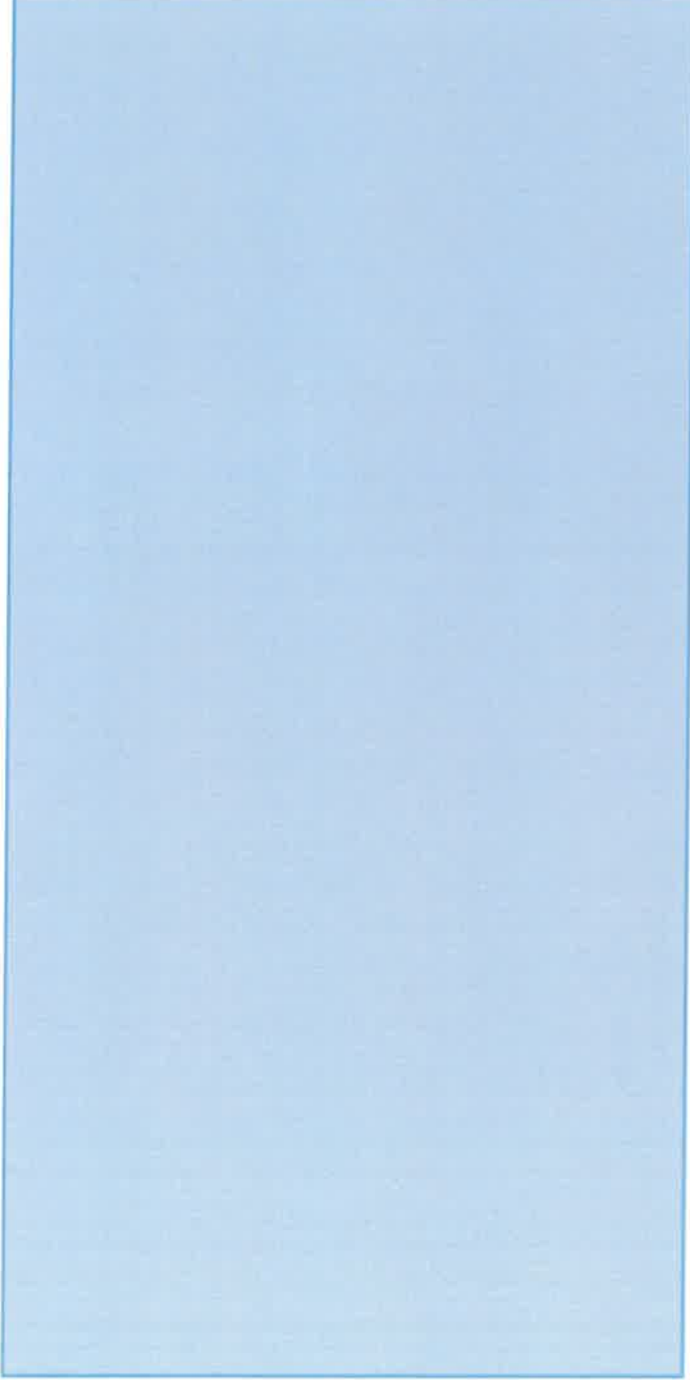
Strategy 4: Coherence: Policy and Initiative Alignment

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
Conduct a complete policy/initiative review	-Convene a committee composed of administrators, teachers, parents, and community partners -Do a crosswalk of existing policies/initiatives -Identify areas of irrelevancy, gaps, improvement, and need for updates
Integrate the community school implementation goals into LCAP	-Identify areas of irrelevancy, gaps, improvement, and need for updates -Adjust plan to create alignment
Regular review and assessment of implementation	-Establish a monitoring system to track alignment of policies/initiatives

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
Evaluate Student Demographics	-Conduct an in-depth analysis of student population (including demographics, language proficiency, attendance modalities, and specific needs)
Assess Staffing Needs	-Identify critical areas of staffing adjustments necessary to service target(priority) populations
Define Roles of Key Staff	-Create/revisit description of duties and responsibilities

Key Staff/Personnel

Community School Director/Coordinator	Oversight/Responsible for Community School implementation as outlined by the CCSPP grant/ implementation, integration, alignment, and coordination of the community school strategy through relationship building and linking community resources to the school
After school learning program pathway 1.0 FTE Certified Teacher	New after-school program to increase school access for in person and virtually attending students. The teacher will support an expanded afternoon/evening learning lab in person and virtually.
After school learning program pathway 1.0 FTE Instructional Assistant	New after-school program to increase school access for in person and virtually attending students. The Instructional Assistant will support an expanded afternoon/evening learning lab in person and virtually.

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

Professional Development and Training:

-Allocate resources to professional development and training for all stakeholders to increase awareness and skills in sustaining the community school framework.

-This includes community school related training offerings that will build and support the evolving infrastructure to our school culture and process systems.

Capacity Building:

-Invest in data analysis systems and training for key staff to accurately and efficiently identify continuous improvement processes and practices.

-Create a system for sharing knowledge of lessons learned and best practices for all stakeholders regarding community school framework and utilize as an onboarding tool.

-Cultivate an environment of continuous improvement process through ongoing evaluation and renewing of practices.

Strategic Partnership Development:

-Cultivate and maintain partnerships with community-based organizations, foundations, and local businesses to attain additional resources and funding.

-Acquire Letters of Support and Memoranda of Understanding (MOUs) with relevant key partners to plan for ongoing partnerships beyond the grant cycle.

-Develop a team to monitor the progress of existing, new, and aspiring partnerships.

Increase Enrollment:

-Leverage community school status to increase and improve outreach and marketing efforts.

-Increased enrollment will enable GCCA to dedicate general and supplemental/concentration grant LCFF funds toward sustaining the investments made in implementing the community school model.
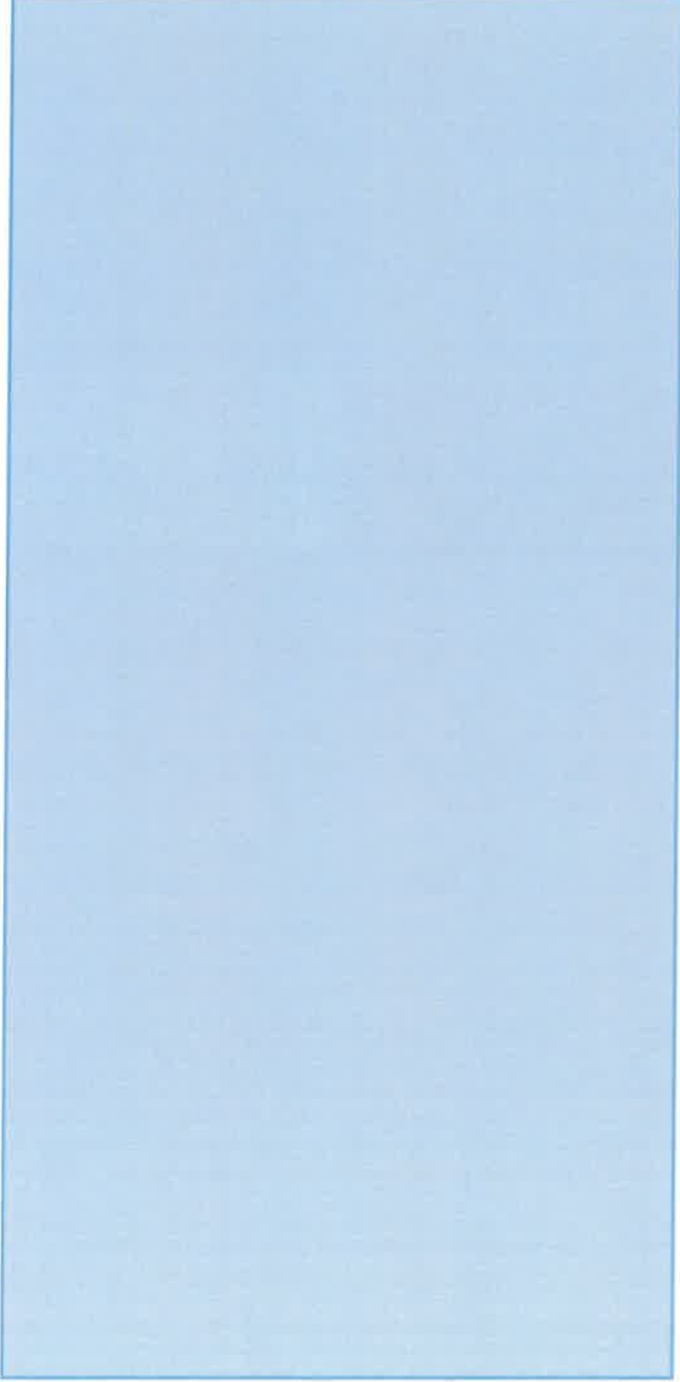
Strategy 6: Strategic Community Partnerships

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
Training for Community Based Partners	-Provide orientation and trainings for community-based partners regarding high school Education system, GCCA's school culture, and needs of our population demographic -Share ongoing and updated information about the community school model; offer opportuni[ties?] for them to be involved in real time experiences during the transformation process -Have community-based partners share expertise with school staff, students, and parents ar[...] Invite partners to learn from staff, students, and parents
Shared Understanding of Program Design	-Create spaces for collaboration and engagement to outline program design -Promote open conversations about the expectations of the partnership and population needs -Establish work groups to focus on specialized areas of services, such as mental health, physical health, academic achievement, basic needs, etc.

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:

GCCA is embracing all phases, Visioning, Engaging and Transforming as we plan and intend to implement the Community School Framework.

With the CCSPP planning grant, GCCA has taken the time to consider the assets of the community, develop relationships, and position our school in ways that will develop and maintain community-based partnerships. We have renewed, established,

and enriched many partnerships within the last year during the CCSPP planning grant process.

The following organizations and governmental agencies are vetted and relevant and thus will be responsive to the vision, priorities, and support of our community school initiative by being active members of our Gateway Community Advisor Council (GCAC) where our shared goals will be envisioned, planned, implemented, and evaluated on a regular basis.

GCCA is supported by Riverside County Office of Education, Riverside City College District, specifically Riverside City College.

In addition, we have secured several Letters of Support from the following partners thus far:

Johnny Sotelo Youth Opportunity Center, Rubidoux Youth Opportunity Center, Riverside Community Health Foundation (RCHF), and Trinity Lutheran Church thus far. These organizations are true assets in the Riverside community and provide many integrated support services, referral systems, and resources our school community had identified as important needs. These existing and expanding partnerships will be fruitful as we explore new ways to collaborate and bring betterment to our students, families, other partners, and community members.

Other partnerships that have been established are as follows:

Riverside Unified School District, JUSD, AUSD, MVUSD-We receive referrals from all surrounding school district personnel

Riverside Community Health Foundation- physical and mental health resources, healthcare and education for babies to senior citizens

Central Community Church-Food and Clothing assistance

Panera Bread-Weekly Food Distribution

Community Settlement Association (CSA)- provides programs ranging from food assistance, after-school program, culture and arts enrichment, educational support services, health and well-being, bilingual social services and more.

Planned Parenthood-Reproductive Health, education, and referrals

Operation Safe House -Temporary/Emergency Housing/Shelter, community-based programs for children and youth

Transitional Living Program (TLP)-Housing/Shelter for homeless youth 18-21 years of age

Path of Life Shelter-Emergency Shelter

Cup of Happy-Mental Health education and prevention

Chick-Fil-A-Youth Leadership Development Program/Community Resources

Riverside University Health Systems- Public health system offers various resources to the community and patients

Riverside County Department of Public Health- Various resources and services for individuals of all ages

Neighborhood Health Care-Medical and behavioral health services, and community resources

Community Health Systems (CHSI)-Medical and behavioral health services, and community resources

Community Action Partnership- Technical assistance, training, and other resources, including utility assistance

Reach Out- Provides networks of support in the areas of education, career options, skills development, and community mobilization

MFI Recovery Center- provides behavioral healthcare treatment to adults and adolescents with substance abuse, mental health and family problems

TODEC-Legal services, policy advocacy, community organizing, and training for immigrants and their families

Gateway actively participates in many community collaboratives and meetings: Reach Out Healthy Jurupa, Community Action Partnership, Hope Collaborative District 1, HEAL Zone, Real Residents of Eastside, Family Services Association (FSA), Riverside Health Alliance, Inland Empire Health Plan (IEHP), Business Education Partnership, Growing Inland Achievement

GCCA plans to deepen partnerships with other local churches and food pantries, the Lions Club, Hope Collaborative District 5, Friday Night Live, Family Promise, Big Brothers and Sisters, City governmental agencies, local businesses, professional development with 21CSLA (Trauma Informed LAEP Core 21st Century School Leadership Academy), science of learning and development

All these organizations provide resources, services, and referrals to many of the integrated supports our students, families, and communities have specified as needed for themselves and families.

These include basic needs such as food, clothing, utility assistance, emergency housing, medical, vision, dental, mental health prevention and intervention, exercise, education, job search/career readiness skills, life skills, volunteer experiences, opportunities for various culturally diverse experiences, that are rooted in equity for the benefit of all stakeholders.
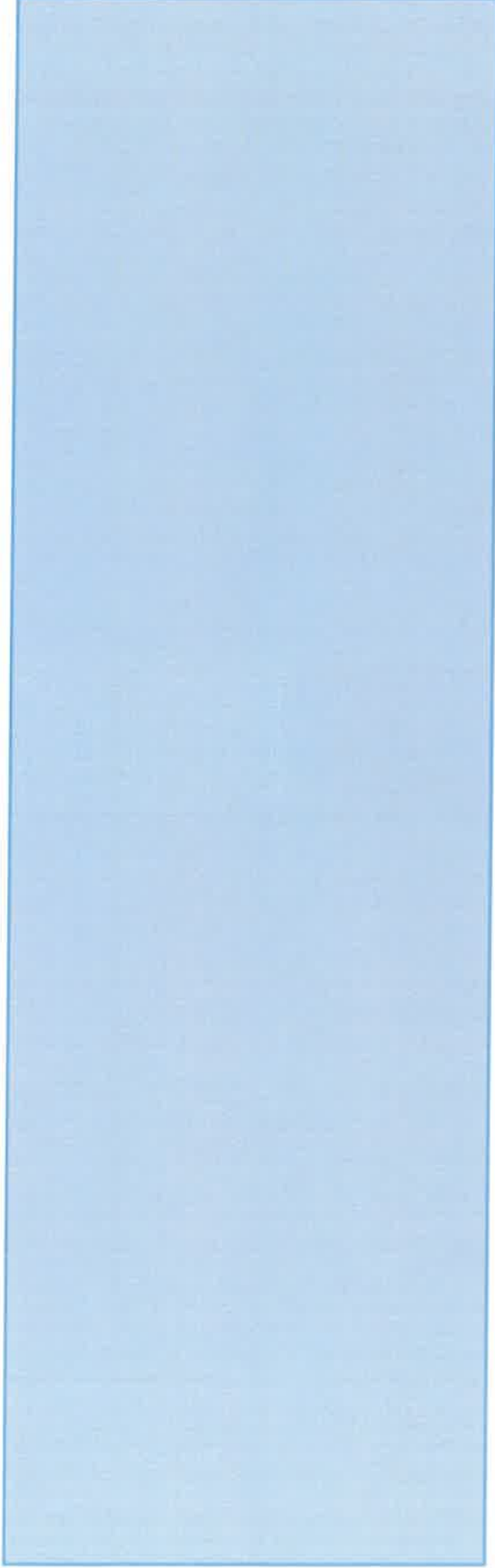
Strategy 7: Professional Learning

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
Increase Understanding and Adoption of the Community School Framework	-Continue to provide intentional time for Community School focused trainings (such as monthly staff huddles and regular professional development days) -Share real life experiences that showcase successful community school practices, including site visits. -Encourage stakeholders and provide opportunities for them to attend community school local and national meetings, webinars, trainings, and conferences.
Cultivate and Environment of Strong Collaboration	-Offer trainings and workshops focused on collaborative practices for all stakeholders -Facilitate team building exercises that will promote a culture of open communication, trust, and a system thinking approach

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
Explore understanding of Community-Based Learning (CBL)	-Take an inventory of existing knowledge base of the pedagogy -Have educators/administrators seek out professional development opportunities

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.

Gateway College and Career Academy 33-10330-0128777 Attachment 3

CCSPP: Implementation Plan Template

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Identify Key Performance/Improvement Indicators	-Schedule meetings with stakeholders -Share existing indicators with stakeholders -Agree to shared set of metrics	Increase in academic growth/course success rates, graduation rate Improved student perceptions of school climate, engagement, positive relationships/Youth Truth Survey, other ongoing qualitative and quantitative surveys
Clear Communication and Report Practices	-Inventory existing data reporting practices -Continue to calendar regular meetings with mentioned councils of stakeholders -Prompt feedback from stakeholders about clarity	Increased and active engagement from stakeholders regarding practices/Agendas, Sign In sheets, Feedback surveys

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.