



CALIFORNIA COMMUNITY SCHOOLS FUNDAMENTALS

Capacity-Building Strategies

A Developmental Rubric

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM
STATE TRANSFORMATIONAL ASSISTANCE CENTER



This document was authored by the State Transformational Assistance Center (S-TAC) for Community Schools.

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*This is a working document. The S-TAC will continue to update and revise this document to reflect the evolving needs of CCSPP grantees

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About the Capacity-Building Strategies: A Developmental Rubric

The Capacity-Building Strategies, developed by the State Transformational Assistance Center (S-TAC) for the California Community Schools Partnership Program (CCSPP), is a developmental rubric that is intended to serve as a road map for both Local Educational Agencies (LEAs) and school sites as they work towards transforming their schools to community schools. The Capacity-Building Strategies align with the [California Community Schools Framework](#), its [overarching values](#), and CCSPP statutory requirements, and is intended to be used to both guide and gauge progress. The Capacity-Building Strategies emphasize the use of meaningful measures and data that should continuously shape, and reshape, the work.

To enhance the adoption, implementation, and sustainability of community schooling, the Capacity-Building Strategies are informed by [Implementation Science](#) which focuses on the strategies used to facilitate the implementation of evidence-based practices. The current version of the Capacity-Building Strategies also benefited from a review of existing developmental rubrics that aim to guide community schools implementation and other improvement efforts.

In order to best serve CCSPP grantees, the Capacity-Building Strategies were shared with S-TAC Advisory Board members, community partners and researchers for feedback and suggested revisions. Follow up conversations were conducted with multiple partners and advisors. The current draft has undergone numerous revisions and updates based on their generous feedback. In the spirit of community schools, we view the Capacity-Building Strategies as a collaborative endeavor, and as a living document that will undergo continuous improvement and updates.

How to Use the Capacity-Building Strategies

The Capacity-Building Strategies are structured by three sequential phases of growth and development: 1) visioning, 2) engaging, and 3) transforming. It consists of phase-specific strategies and activities which aim to assist LEAs and schools in gauging their growth and progress as they engage in the work of transformation. Guiding questions and self-assessment tools provide opportunity for reflection.

The strategies and activities outlined in the rubric aim to strengthen and build the capacity of all interest-holders, and create the opportunity for collective efficacy and action in meeting shared goals. "Deeper dive" resources, which are currently under construction, will also include examples and stories from the field that highlight these strategies in action and practice.

The capacity-building strategies highlighted in the rubric are tethered to the California Community Schools Framework through the overarching values: **racially-just, relationship-centered spaces; shared power; classroom-community connections** and; **a focus on continuous improvement.**

Value 1:

Racially-Just, relationship-centered spaces



Community schools aim to build trust by bringing people together and authentically valuing diverse cultures, perspectives and strengths in schools and communities. A focus on relationships builds a positive school climate and culture that is racially-just, caring, identity safe and nurtures a sense of belonging. Racially-just, relationship-centered spaces build collaborative, supportive and sustainable spaces where everyone learns and grows together.

Value 2:

Shared Power



Recognizing and building towards shared ownership and deep engagement, through shared decision-making and collaborative strategies, is vital to building a democratic, inclusive and empowering environment. Through these strategies, all interest-holders feel that their expertise and commitment to the community is recognized and valued.

Value 3:

Classroom-community connections



Community schools are continuously linking classroom instruction to the broader community. Instruction is engaging, providing real-world and project-based learning opportunities. It is interdisciplinary in nature and rooted in the assets of students, families, educators, and local community members. Curriculum is responsive to local history, knowledge, values, languages, literature, institutions, cultures, and environments. Community schools ground student learning in civic engagement and address real-world issues.

Value 4:

A focus on continuous improvement



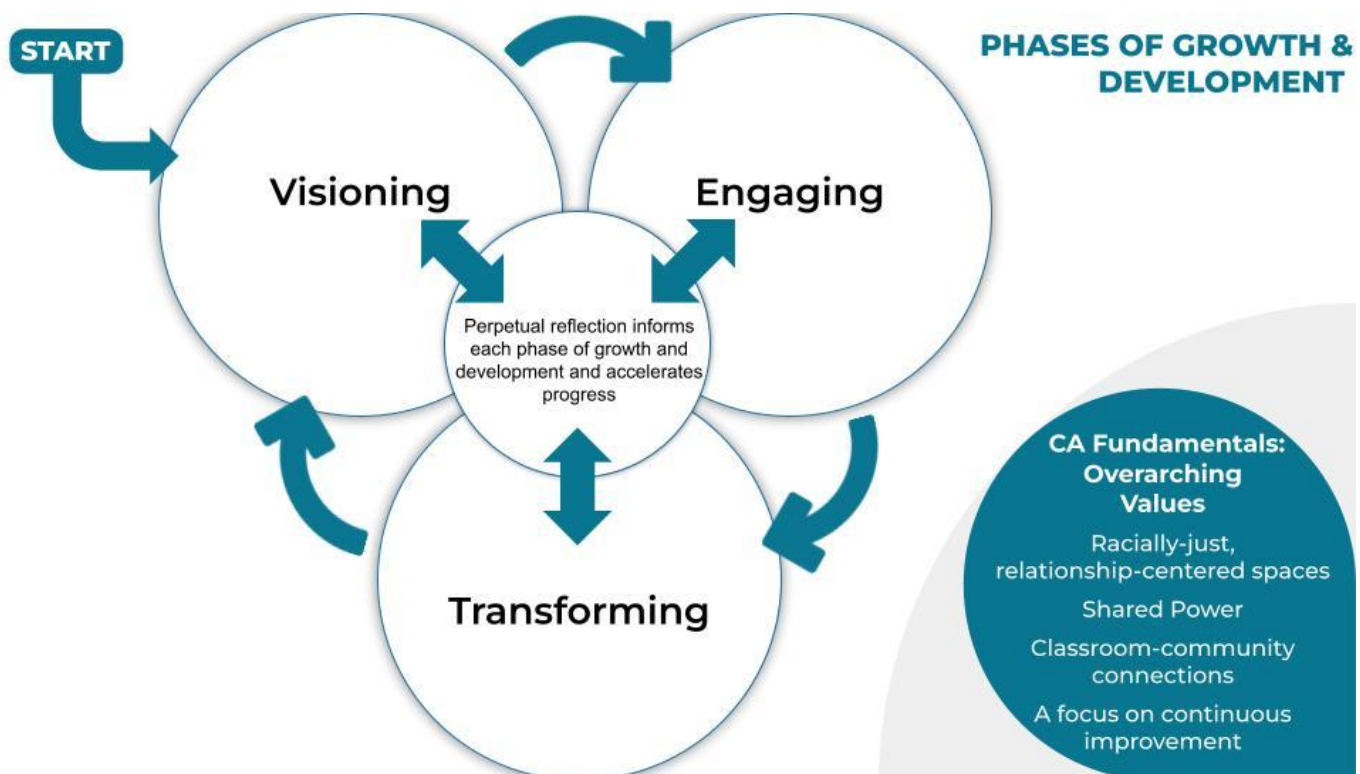
Working together, community schools participate in an ongoing cycle of reflection, analysis, shared learning, and revision with a focus on student learning conditions, well-being and outcomes. Community schools also ensure students, families, school staff and the community are valued, engaged and empowered. Community schools go beyond traditional metrics of educational success to reinvent systems of measurement rooted in asset-based, community-driven, and actionable data. Data becomes a tool for improvement that students, staff, families and community members can access, an instrument for reflection and mutual accountability – a flashlight, not a hammer.

The phases of growth and development are as follows:

Visioning - Visioning is focused on the initial stages of raising consciousness around the community schools strategy. LEAs and schools, with students, families and community partners, envision and explore how community schools can foster **racially-just, relationship-centered spaces, shared power**, establish **classroom-community connections** and **continuous improvement**.

Engaging - Engaging is focused on building the capacity of community schools and LEAs to deeply engage students, families, educators and community members and partners in the community school transformation process. LEAs and schools, in partnership, develop plans, based on a deep needs and asset assessment and build the organizational capacity and infrastructure necessary to implement the community schools strategy.

Transforming - Transforming is focused on action rooted in findings from the deep needs and asset assessment. LEAs and schools fully implement the community schools strategy, in partnership with students, families, school staff, and community members and use established structures and practices to reflect on data and work towards continuous improvement.



CCSPP Planning Grantees will likely start in the visioning phase and move into the engaging phase during the course of their grant. CCSPP Implementation Grantees will need to assess their starting point—they may be “transforming” in some areas, while in other areas they may identify a need to return to “visioning” or “engaging” to strengthen implementation. It is critical to note, that phases of growth and development are not linear. Based on progress, weaknesses or gaps in the system, there may be a need to move from “transforming” to do additional “visioning” or “engaging” work.

There also may be instances in which schools or districts are in more than one phase at the same time- for example, “transforming” in one area of the California Community Schools Framework but “engaging” or “visioning” in another. Because community schools are dynamic communities and seek to continuously evolve and grow, perpetual reflection informs each phase of growth and development. Importantly, the Capacity-Building Strategies highlights that implementation is an ongoing process, not an event.

Capacity-Building Strategies: Activities, Deeper Dive Resources and Outcomes

The Capacity-Building Strategies, a developmental rubric, provide guidance and serve as a tool to gauge implementation efforts. To accomplish both of these goals, the rubric is structured by the distinct phases of implementation and outlines the developmental progression that supports transformation. It focuses on strategies and associated activities that build the structural and organizational capacity for collective efficacy and action in meeting shared goals.

Capacity-building strategies:

- Shared Understanding and Commitment
- Collective Priorities: Setting Goals and Taking Action
- Collaborative Leadership
- Coherence: Policy and Initiative Alignment
- Staffing and Sustainability
- Strategic Community Partnerships
- Professional Learning
- Centering Community-based Curriculum and Pedagogy
- Progress Monitoring and Possibility Thinking

Capacity-building strategies and associated activities within each phase form a critical step towards achieving school transformation. While strategies and associated activities address and further all four values, some values may be more pronounced than others—these values are represented by icons in the rubric. We note that all capacity-building strategies and activities further shared power by ensuring students, families, community partners and educators participate in all activities, and data is used for continuous improvement and reflection throughout. Finally, we remind implementers that the capacity-building strategies and activities are all in service of developing and maintaining thriving community schools where students, families and the community flourish.

Recognizing that the pace of progress can be highly variable, the self-assessment tools, available as hyperlinks at the end of this document, should be used by LEA and school-level implementation teams (e.g., shared decision-making teams, councils, advisories, steering committees) on a regular basis (at least bi-annually) to gauge progress towards building the capacity of the community schools strategy to deeply engage students, families, educators, community members and partners in the processes that lead to transformation. Conducting self-assessments at the beginning of the school year and mid-way, for example, can inform implementation plan updates, course corrections, and assist with end-of-the-year reporting requirements. Frequent self-assessments can also capture small wins that add up to bigger wins and enhance the efforts. The tools are designed to facilitate reflective practices and help a team solidify learning, ground the work in the values embraced by the community, and plan collective next steps. The self-assessment tools also provide guidance for teams, in terms of their progress: readiness to move from one phase of growth and development to another and when they need to revisit a particular capacity-building strategy.

Note that the Capacity-Building Strategies is a living document that will evolve with the field. Look for additional hyperlinks (currently under development) that will provide deeper dive resources including examples and stories that support CCSPP grantees in tracking their progress towards achieving transformation. As we work to improve and build on the current version of the Capacity-Building Strategies, feel free to [email](#) the S-TAC with suggestions and/or feedback.

Visioning

Envision and explore how community schools can foster racially-just relationship-centered spaces, shared power, establish classroom-community connections and work towards continuous improvement.

Engaging

Create the LEA-and school-level plan and build the infrastructure necessary to implement the community schools strategy in partnership with students, families, educators, community members and partners (community-based organizations), and build organizational capacity.

Transforming

Implement the community schools strategy, in partnership with students, families, school staff, and community members and use established structures and practices to reflect on data and work towards continuous improvement.

Shared Understanding & Commitment



When interest-holders develop a shared understanding and commitment to the goals and expectations of the community schools strategy, and fully commit to the strategy, they can work together towards realizing their common vision. Shared understanding and commitment promotes collaboration, support for change, transparency and democratic values.

Visioning

Engaging

Transforming

SITE-LEVEL

School-site families, educators, students and community members engage in dialogue and learn about the community school strategy – its overarching values, CA CS Framework, pillars – and what it could look like at their school site.

Answer the question, “why a community school for my school?”

Democratic strategies (voting, town halls, petitions) gauge interest groups’ commitment to the community school strategy.

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community. At the same time, school sites create ongoing opportunities for listening to community feedback, questions, ideas, and concerns.

Democratic strategies concretize interest groups’ commitment to the community school strategy.

Every student, staff member, family, and local community member shares an understanding of community schooling and those who are new to the school and the neighborhood are systematically oriented to the community school strategy. The community is re-grounded in the vision and invited to engage as active co-creators and co-owners.

LEA-LEVEL

LEA raises awareness of community schools throughout the community, developing a shared understanding and commitment of the community schools strategy, in collaboration with school-level practitioners.

Answer the question, “why a community school strategy for my LEA?”

LEA supports schools with democratic strategies to gauge interest group’s commitment to the community school strategy.

Most members of the community are aware of and share an understanding of the strategy. New and existing leaders and advocates are identified within the community.

LEA leadership, local educators, families, young people and community members are advocates for the strategy and for continued system-level changes that aim to disrupt systemic inequities.

Collective Priorities: Setting Goals and Taking Action



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.

[Needs & Assets Assessment Guide/Resources](#)

	Visioning	Engaging	Transforming
SITE-LEVEL	<p>Schools (via shared governance structures) develop a plan for a deep needs and assets assessment that reaches a majority of students, staff, families and community members through focus groups, interviews, surveys, one-on-one meetings, and other methods. The questions developed for engagement and data gathering reflect an asset lens. They do not simply ask what interest-holders “need,” but rather ask what their vision is for their school and community.</p> <p>In the needs and assets plan, schools explore critical access to a range of supports and services such as health/mental health care, after school programming, summer school, learning recovery strategies, authentic family engagement, and school climate issues, etc.</p> <p>In the needs and assets assessment plan, schools explicitly identify those who are the hardest to reach, marginalized/excluded students and families, and develop strategies to reach a majority of them.</p>	<p>Schools execute the needs and assets assessment and gap analysis engaging 75-100% of students, staff, families and community members in identifying their top community school priorities and vision.</p> <p>Schools produce a findings report and publicly share the results from their needs and assets assessment. The findings report informs the School Plan for Student Achievement (SPSA) (See Coherence: Policy and Initiative Alignment, below.)</p> <p>Utilizing the findings report, the school shared leadership structure prioritizes the topics, goals, and/or challenges that should form the initial focus areas for transformation. The focus areas could include a variety of topics such as health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, etc.</p>	<p>Based on the identified priority topics from needs and assets assessment and gap analysis, schools form diverse and representative working groups or goals teams that utilize Improvement Science to address root causes and take action. Goal teams identify clear indicators of success, and then continuously develop and test strategies to achieve priority goals.</p> <p>Schools fully integrate the priority goals that emerged from the needs and assets assessment with the SPSA and all other schoolwide strategic plans as discussed below (see Coherence: Policy and Initiative Alignment).</p> <p>Goal teams regularly report progress to school-site leadership/shared governance structure which oversees progress on the revised school-wide strategic plan (SPSA). As discussed below (Progress Monitoring), school site decision-making councils/teams make annual public reports on progress made on their plan.</p>
LEA-LEVEL	<p>LEA supports sites with developing their deep needs and assets assessment plan by providing tools, templates, and coaching on engagement strategies.</p>	<p>LEA develops process for developing new ideas, creative solutions and different perspectives to address system-level issues emerging from community schools work, including broadening and increasing access to critical supports and services. To help open doors and break down barriers on system-level challenges, LEA convenes or partners with an existing cross-sector system-level working group, such as a children’s cabinet or place-based collective impact partnership.</p>	<p>LEA supports schools working on similar priority goals to share successes, best practices and address challenges through networked communities of practice.</p> <p>LEA leverages system-level working group to develop new ideas, creative solutions and different perspectives to address system-level challenges that arise across multiple school sites.</p>

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.

[Collaborative Leadership Structures](#)

Visioning

Engaging

Transforming

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 build relationships to identify current and potential student, staff, family and community leaders who could serve on emerging community school leadership teams. Leadership identification and recruitment is especially focused on historically excluded student, family and community groups to ensure diverse representation reflective of the school community.

Schools develop a process for analyzing its current leadership model and decision-making structures with the goal of establishing a more “flat” and democratic governance structure. Space is created to not only re-tool existing structures, but also to envision new governance structures rooted in equity and shared power.

Schools launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, community members, leaders of community organizations, local government agencies, and university partners. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams. If a shared leadership structure spans multiple teams, a communication structure should frame how communication and decisions are made across teams.

Students and families are provided with leadership development opportunities that are asset based and inclusive of multiple languages in order to learn and grow their skills to thrive in leadership positions.

Interpretation, translation, childcare and other accommodations (e.g. for deaf/blind students, parents, community) are made to ensure participation from diverse interest-holders.

Major decisions at the school, including curricular, operational, personnel, budgetary, and strategic decisions, are made with democratic engagement through representative systems, such as a site-level steering committee/advisory council, whereby each student, staff, family, and community member has a voice and a vote on decisions impacting the school and community.

There may be times, due to a variety of circumstances, where site-based administration may need to make an unpopular decision. However, school administrators actively seek to foster democratic decision-making whenever possible, and constantly strive towards a culture where all interest-holder voices are valued.

Regular discussions occur with students, families, educators and community partners about how to improve decision-making processes and measure impact of engagement.

LEA-LEVEL

Establish an LEA-level steering committee/advisory council to conduct exploration and visioning activities. The steering committee/advisory council provides crucial guidance to school-level implementers, and also provides opportunities for schools to share their expertise and input as co-creators of the LEA-level strategy and supportive structures.

LEA provides guidance and support to schools to support their analysis and understanding of democratic governance structures at their sites.

Steering committee/advisory council composition continues to be revisited to ensure it reflects the diversity of the community, particularly from those communities who have been historically excluded. Diversity includes but is not limited to language, race, ethnicity, socioeconomic status, and role in the schooling process.

Steering committee/advisory council explores new strategies to learn from school sites and the larger community.

The work of the LEA-level steering committee/advisory council continues to evolve and be shaped by educators, students, families, and community members who are viewed as equal, authentic and respected partners.

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.

Visioning

Engaging

Transforming

SITE-LEVEL

Schools map policies, initiatives, programs, personnel, and other assets that already exist at the school and district-level that connect to or overlap with the community school strategy. School shared leadership structure develops an initial community school implementation plan and a needs and assets assessment plan (see Collective Priorities above).

School leadership, staff, along with students, families and community partners, collaborate to integrate various school-wide efforts (e.g., expanded learning, college and career pathways, MTSS, dual enrollment, etc.) and reflect on collaborative efforts for the purpose of alignment.

School fully integrates 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 strategic plan (e.g., SPSA) become one cohesive plan.

With support from the LEA, schools work to interpret and implement multiple LEA policies and initiatives in a manner that works towards coherency and supports the community schools strategy and implementation plan.

Schools, in partnership with educators, families, young people and community members, establish, advocate for, and implement local policies (school, district, city, county state, and beyond) that prioritize the needs of the community, lead to improved student experiences and outcomes, address inequities, and advance the community school strategy.

LEA-LEVEL

Develop, in collaboration with students, staff, families and community partners, an LEA visioning document that outlines a shared purpose statement, initial goals and the alignment of community school implementation across other LEA initiatives and strategies.

The LEA visioning document is formalized into an LEA-wide strategic plan for community schools that aligns with and informs the LCAP. Plan includes all documents and resources that operationalize the LEA's community school strategy (job descriptions, steering committee/advisory council bylaws, strategic plan for how community schools are launched, etc.). This plan is essentially a blueprint for community school implementation within the LEA.

Community Schooling becomes the "way" of doing school. District-level leadership, across departments, work together to implement a shared vision for community schools, in partnership with students, families, educators and community partners.

LEA identifies policies that can provide support, including financial, resourcing, and/or implementation, that align with and reinforce the shared vision for community schooling. This includes district policies (e.g., expanded learning, college and career pathways, MTSS, dual enrollment, etc.), but also local city and county policies, as well as state and federal policy (e.g., McKinney-Vento).

LEA-level leadership, representing allied reforms/initiatives collaborate to integrate and align efforts, and reflect on collaborative efforts for the purposes of improvement.

Reform initiatives are de-siloed.

LEA creates a template/resources to support school-level mapping of allied initiatives, programs, and personnel.

LEA pursues new policy initiatives that define community schools comprehensively, allows flexibility in local implementation while adhering to a collective vision, aligns with the California Community Schools Framework, and supports a strong foundation for the strategy including a focus on teaching and learning, professional learning, interagency collaboration and shared decision-making to improve students' social emotional well-being, academic outcomes and closes equity gaps.

Policies support teaching and learning that is relationship-centered, asset-based, democratic and community based; students and families have access to a range of critical supports and services; students are agentive; teachers lead and participate in professional learning opportunities, and; students participate in learning that connects to their community.

Policies are aligned horizontally (district, city) and vertically (local, state, national), such that every level of government is engaged and coordinated.

Staffing and Sustainable 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.

Job Descriptions
and Staffing
Guide/Resources

Visioning

Engaging

Transforming

SITE-LEVEL

With support from the LEA, schools envision the role and develop a job description for a community school director/coordinator who will build the capacity of the school to facilitate the community school strategy/process.

Schools envision the roles of all staff members, including the principal and teachers to consider the requisite mindsets and expertise needed to fully embrace the community schools approach.

School-sites address site-level staffing, including hiring community school director/coordinator and develops a process for identifying other roles/positions necessary based on need. School ensures diverse, multilingual, multi-racial, community school staff who reflect the diversity of the communities they serve are recruited, supported and retained.

Director/coordinator works with family liaisons, teachers, other staff members, student and family leaders, and community partners to facilitate the community schools process.

The Community School Principal serves as a key lever in supporting school priorities and team transformation. School recognizes the agency, leadership, and collective expertise of teachers, site counselors, social-workers, health providers, paraprofessionals, and additional support staff as foundational for school improvement. School focuses on developing and maintaining a supportive working environment where staff members want to stay and grow.

School site has a long term funding plan to ensure core staff positions and community and inter-agency partnerships are sustained over time. Long term funding plan is comprehensive and considers every aspect of the initiative, including how to fund programs, practices, and facilities and maintain contracts and MOUs with CBOs and county-level service providers.

Staff, including administrators, apply their collective skills, assets, and asset-based approach to challenges to become co-drivers of the vision, alongside students, families and community partners. Educators are viewed as valued members of their community.

Through integrative strategies that aligns the LCAP and SPSA with the community schools implementation plan, schools establish sustainable funding.

LEA-LEVEL

LEA envisions role and job description for an LEA-level Community Schools Coordinator/Director to lead the LEA-level implementation team.

LEA supports school sites in addressing site-level staffing. HR supports school teams in developing a job description and screening process for site-level coordinators as well as other key staff, including community school principals.

LEA hires/ identifies an LEA-level Community Schools Coordinator/Director, and also considers additional staffing support (administrative support, communication specialists, budget analysts, grantwriters, etc.)

LEA ensures diverse, multilingual, multi-racial, community school staff (LEA and site-level) who reflect the diversity of the communities they serve are recruited, supported and retained. LEA provides supports to schools to develop and maintain a positive working environment where staff members want to stay and grow. LEA analyzes workforce data, disaggregated by school and demographic group.

LEA develops a performance evaluation framework for LEA-wide community school staff, and partners with sites to develop an evaluation framework for school-level staff that ensures a performance-management cycle rooted in clear expectations, feedback, and coaching.

LEA develops long-term funding streams to ensure sustainability of community school staffing and operations including community-based and inter-agency partnerships. Long term funding plan is comprehensive and considers every aspect of the initiative. This could include blending and braiding of existing resources, as well as pursuing new funding sources (e.g., grants, partnerships with externally funded orgs such as health care agencies).

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. Partnerships build trust and establish stronger relationships between interest-holders, leading to greater support and investment in the strategy.

SITE-LEVEL

LEA-LEVEL

	Visioning	Engaging	Transforming
<p>To help inform the needs and assets assessment, schools conduct external asset mapping, developing comprehensive map and database of existing and potential partners in the surrounding community, including nonprofit organizations, colleges and universities, faith-based institutions, early childhood programs, local businesses, health facilities, libraries and government offices, and all youth-focused organizations, among others.</p>	<p>Schools connect with potential partners through one-on-one conversations. Schools and potential partners explore how both parties could contribute to and benefit from the community school process, exploring alignment to needs identified in needs and assets assessment (e.g., health services, enrichment, etc.).</p> <p>Community-based organizations are recruited to participate on school-level shared decision-making councils/teams.</p>	<p>In alignment with strategies developed by working groups or goal teams, in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families, educators, and the community. Partners provide a range of supports and services including in- and out-of-school resources and opportunities that build on the strengths and respond to the needs of students and their families.</p> <p>Existing partnerships are strengthened and new partnerships are continuously developed to meet the evolving needs and strengths of the local community.</p>	
<p>LEA identifies and establishes a repository of active district-wide community partners including partnerships with community agencies, philanthropic partners, institutions of higher education, parent and community organizing groups, and/or local government to provide support of the initiative.</p> <p>LEA gathers centralized information from schools on existing and developing partnerships and attends to equity issues if resources are not distributed in a way that aligns to need.</p>	<p>LEA supports schools to differentiate partnerships between episodic partnerships and ongoing partnerships, and outlines the types of support that ongoing partnerships might require.</p> <p>Partnership process is streamlined to foster cross-agency collaborations.</p> <p>Districts partner with counties and County Offices of Education on developing partnerships with county-level service providers.</p>	<p>LEA supports schools with formalizing ongoing partnerships through a written agreement, such as a MOU or shared use agreement, that creates an understanding on space, data sharing, and management.</p> <p>Partnerships continue to deepen and evolve based on the changing needs of schools and their local communities.</p> <p>Evaluation of partnership effectiveness is routine and monitored with clear understanding on all sides.</p> <p>Partners participate in community schools' decision-making bodies and communities of practice to share learnings and best practices around building authentic relationships, shared power and decision-making, and collaborative leadership models.</p>	

Professional Learning



Professional learning strengthens the capacity of school staff, fosters a culture of continuous improvement, enhances collaboration and coordination, and inspire staff members to explore new ideas and innovative strategies. Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understandings, build relationships, and coordinate their efforts to better support student success.



Visioning

Engaging

Transforming

SITE-LEVEL

Schools conduct an inventory of current professional learning system and offerings and develop a plan, led by educators, to align professional learning to the community school strategy and strengthen professional learning in areas where gaps exist.

Schools identify, in partnership with educators, 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 rooted and sustaining, asset-based, democratic and community-based.

All educators and school staff, as well as students, families and community partners, receive role-specific training and ongoing support to transition their roles to embrace community school values and fundamentals.

Professional learning is rooted in the vision and priorities that emerge from the deep needs and assets assessment and collaboratively developed utilizing shared leadership structures. Professional learning is also culturally sustaining and rooted in racial justice values.

LEA-LEVEL

LEA identifies, in partnership with schools, the supports and professional learning needed for each role group, but specifically for school administrators to support both shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally rooted and sustaining, asset-based, democratic and community-based.

LEA develops a system of professional learning supports including communities of transformative practice that include school-level advisory teams (coordinators, principals, educators and other school implementers, students, families and community partners) to share learnings and best practices as well as challenges from their community school work.

Role specific professional learning supports are offered to coordinators, principals, educators (including all staff) and other school implementers, students, families and community partners, and those opportunities are co-constructed with representatives from those groups.

LEA continues to revisit and revise professional learning opportunities, in collaboration with school sites.

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.

Visioning

Engaging

Transforming

SITE-LEVEL

Educators learn the theoretical roots and practical elements of community-based learning (CBL), see examples of CBL in action, and discuss and explore this strategy.

Dedicated time and supportive resources are allocated for educators to plan curriculum and integrate classroom-community connections. This includes time for interdisciplinary teams of educators to learn and plan together. Educators (including all staff) have space to address problems of practice, and to ensure the curriculum addresses the learning needs of vulnerable students, English learners, and those with learning differences.

All school-level policy and procedures related to curriculum and pedagogy, including educator evaluations, purchasing of instructional materials, and assessment practice are rooted in a community-based learning framework.

Development and administration of assessments that provide evidence of the impact/value of community-based pedagogy (e.g., performance assessments like capstone projects, portfolios, etc.).

LEA-LEVEL

LEA instructional leaders explore community-based learning (CBL) and envision how it aligns with district instructional priorities and supports.

LEA seeks to answer the question "how is teaching and learning different in a community school?"

Instructional resources, curriculum, and LEA-wide professional learning is modified to reflect and support a community-based learning approach in community schools, emphasizing locally designed community-based curriculum and pedagogy. All new and existing curricular resources and supports are vetted to ensure they address the learning needs of vulnerable students, English learners, and those with learning differences.

LEA adopts and supports a vision of teaching and learning that is at the center of its community school initiative. Teaching and learning, across the district, is collaborative, relationship-centered, culturally-affirming, relevant, asset-based, democratic and community-based.

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.

Visioning

Engaging

Transforming

SITE-LEVEL

Schools develop a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), Differentiated Assistance, CA Dashboard, the Comprehensive Support and Improvement plan (if applicable), and other data sources, including local measures, that the school is currently collecting. Indicators for this portfolio are selected in partnership with LEA (outlined in LEA evaluation plan) and aligned to CCSPP success indicators and reporting requirements. CCSPP school-level outcomes measures include:

- Attendance rates
- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- Proficiency scores (ELA/Math)
- High School grad rates
- Pupil suspension/expulsion rates
- School climate
- Locally determined measures

Schools revisit its data/evaluation collection strategy to ensure that data being collected aligns with community-based vision emerging from needs and asset assessment and with statewide CCSPP reporting requirements. Data is disaggregated by student subgroups to identify and address potential disparities in outcomes.

Schools revisit and update the baseline data portfolio.

School sites provide public presentations and annual reporting of community school plans and how students, staff, families and community members were engaged in the development of the plans. Presentations to school sites and LEA's governing board include community school plans, including data and outcomes. Presentations are made by school's decision-making team/council.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for monitoring progress of the system and ensuring continuous improvement.

Shared leadership teams regularly review and reflect on data and progress towards community school outcome goals. Site implements and refines its process for developing new ideas, creative solutions and different perspectives for actively seeking solutions to challenges that emerge from routine data reviews.

School sites provide public presentations and annual reporting of community school implementation and impact. Presentations to school sites and LEA's governing board include community school plans, including data and outcomes. Presentations are made by school's decision-making team/council.

LEA-LEVEL

LEA, with educational partners, explores the development of an evaluation plan, aligned with the LCAP, for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success, as well as statewide indicators including school-level outcome and program outcome measures as defined by CCSPP reporting requirements (see school-level outcomes, above).

LEA develops systems to support schools' capacity to collect, access/understand and use data for improvement.

LEA-wide data is disaggregated by school and shared with individual community school site teams to inform baseline understanding and school needs and assets assessment.

Initiative-wide data collected should include performance (e.g., implementation plan updates), school-level outcome (e.g., attendance rates) and program outcome measures as defined by CCSPP reporting requirements. Data is disaggregated by student subgroups to identify and address potential disparities in outcomes.

Data flows in two-directions: from school site to LEA and from LEA to school sites.

LEA routinely updates public, through annual report and public presentations, on progress of systemwide Community Schools Initiative.

LEA implements and refines its process for developing new ideas, creative solutions and different perspectives for actively seeking solutions to challenges that emerge from site-level community school goal teams and routine data reviews.

Guiding Questions & Self-Assessments

Visioning

- Why a community schools strategy for our district/school?
- Whose voices—students, families, educators, community organizations and partners—should be leading this work and engaged in collective sense-making?
- Are we collecting the right data, including local data, that can guide our process and capture potential outcomes of the strategy?

Engaging

- Are we building the capacity of all community members—students, families, educators, and community partners/organizations—to contribute to community wellbeing? Who are we missing?
- Are we building the infrastructure that can ensure the de-siloing of school and community improvement efforts?
- Are we identifying collective priorities through a range of activities including needs and assets assessments?

Transforming

- How are we using data to continuously gauge our progress? Are we sharing progress with the entire community? Do we continuously monitor the progress and wellbeing of our communities' most vulnerable and historically marginalized/excluded?
- Are we continuously addressing new ideas and concerns?
- Are we analyzing and targeting root causes of challenges?
- Are we facilitating students, staff, families and community members to lead in possibility thinking where new ideas, creative solutions and different perspectives are applied to priority challenges in meeting collective goals?

GUIDING QUESTIONS

[Site-Level Self-Assessment Tool](#)

[LEA-Level Self-Assessment Tool](#)

Glossary of Terms

Advisory Council/Steering Committee: Decision-making bodies that involve students, educators, families and community members. Bodies reflect the diversity of the community they represent, including BIPOC populations, those from low-income households, English and multilingual learners, differently abled, undocumented, LGBTQ+, in foster care, or who are experiencing housing insecurity. The representatives help provide input and guide the direction of the community school at the site level and guide the community school initiative at the LEA level.

Assets-driven: The view and approach that builds on the strengths of the community, students and families. The languages, cultures, histories and lived experiences of students and their families are uplifted.

Collective Problem-solving: The capacity to create regular collaborative spaces that build trusting relationships to problem-solve. It's rooted in the idea that educators, students and families have a wealth of knowledge and are best suited to problem solve and provide direction in their community school.

Communities of Transformative Practice: A professional learning network for ongoing community school implementation support. The learning community is tasked with creating opportunities for sharing transformative practices and addressing challenges across a network of schools. The membership can include, but not limited to the school governance structure/advisory council/steering committee and implementation teams.

Community School Coordinator: A coordinator facilitates the overall implementation of community school processes, programs, partnerships and strategies at the school site. The work of the coordinator is grounded in a collaborative team that may include site administrators, educators and LEA directors to facilitate the development and implementation of the community school vision.

Continuous Improvement: A reflective process created by cycles of data-gathering, analysis and ongoing learning. Community schools create intentional spaces of collective reflection that are informed by a variety of measures to support student and educator growth. Data is used in a way that is action-oriented, holistic and improves practice towards collective goals.

Goal Teams: Teams of interest holders working together on structured improvement projects. Goal Teams are deliberately composed to ensure diverse expertise and experience within a system.

Initial Implementation Team: The initial team of school site and LEA leaders that are tasked with engaging interest holders in crafting a vision for the community school prior to the development of a formal shared leadership structure. This team could be an already existing team or a new team. The initial implementation team develops a plan for the needs and assets assessment. They model and embrace processes for shared decision-making through relationship and trust-building.

Improvement Science: A disciplined approach that guides practitioners to define problems, understand how the system produces the problems, identify changes to rectify the problems, test the efficacy of those changes, and spread the changes, if the change is in fact an improvement (Hinnant-Crawford, 2020). One of the tools of Improvement Science is the Plan-Do-Study-Act (PDSA) inquiry cycle which allows for rapid, small-scale testing that can be used to inform and accelerate system improvements.

Memorandum of Understanding (MOU): An agreement or understanding between an LEA, union and/or the community school that outlines protections and a sustainability plan for the community school strategy.

Networked Improvement Communities (NIC): Refers to an intentionally designed network (of schools or LEAs) working on a specific aim, guided by a deep understanding of the problem and system that causes the problem, as well as a shared theory to improve the current conditions. The NIC uses a disciplined approach to design, test, and refine interventions or improvements and to swiftly disseminate the learning across the network and beyond. NICs need to be focused, guided, disciplined, and highly coordinated. (Bryk et al., 2015; Hinnant-Crawford, 2020)

Needs and Assets Assessments: Effective needs and assets assessments include accessible surveys, one to one meetings, focus groups, and a variety of additional methods of engagement and information gathering. They inform, shape and give life to the community school strategy. The needs and assets assessment involves the following processes:

- Needs Assessment: An intentional way of gathering information from students, staff, families and community members to identify a shared vision and set of collective priorities.
- Assets Assessment: A process of identifying and illuminating the assets and wisdom throughout the community. It allows schools to build intentional relationships and draw in community-based resources that uplift students, families, educators and the well-being of the entire school community.
- Gap Analysis: A process to help members identify the gaps in services, programs and resources that impact school and community well-being.
- Resource mapping: a tool that allows schools to identify community resources in order to create a larger ecosystem of support and resource building for families, students, educators and community members.