CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

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

Cesar Chavez Elementary School

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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:

Chavez Elementary School's CCSPP strategic vision is to establish a community school that provides high-quality academic, social-emotional, youth enrichment, health, and community engagement services that improve the lives of all students and families within the school's service area. Madera Unified School District has collaborated closely with Chavez Elementary in the planning and development of its community school, which has included leveraging the district's prior experience with community school development. Madera Unified's 28 schools are organized into three "pyramids" that each contain one comprehensive high school, one middle school, and five to nine elementary schools. Over the past decade, Madera Unified has implemented and braided a number of special projects and initiatives that advance all Four Pillars, Four Cornerstone Commitments, and Four Overarching Values of the California Community Schools Framework. These efforts include prior and current grant projects funded by the California Department of

Education and the U.S. Department of Education, such as an Elementary and Secondary School Counseling Program, School Climate Transformation Program, 21st Century Community Learning Centers Programs, and three prior California Community Schools Partnership Programs (Pilot in 2019, CCSPP Round 1, and CCSPP Round 2). The majority of investments to date have supported Madera Unified in establishing strong community schools within the district's Red Pyramid and Purple Pyramid. This new proposed CCSPP Round 3 initiative (the ASCENT-4 Project) will build on Madera Unified's CCSPP investments and enable the district to scale its community schools initiative to all Blue Pyramid schools, which includes Chavez Elementary School.

As part of CCSPP planning efforts, Chavez Elementary and Madera Unified completed a comprehensive Needs and Assets Assessment and gathered the multiple perspectives of community partners and stakeholders to inform the development of this Implementation Plan. This process has included holding multiple stakeholder engagement meetings to review the Four Pillars, Four Cornerstone Commitments, and Four Overarching Values of the California Community Schools Framework in order to ensure all key community partners understand the CA CS Framework and that the Framework remains central to the design of Chavez Elementary's proposed CCSPP Project and explicitly aligns with the Chavez Elementary Single Plan of Student Achievement and the Madera Unified LCAP. The proposed ASCENT-4 Project as described in detail throughout the CCSPP Implementation Round 3 Grant application is the result of these collaborative planning efforts and is designed to ensure Chavez Elementary establishes its community school in close alignment to the CA CS Framework. The ASCENT-4 Project will address local needs related to each of the Four Pillars of Community Schools and build the capacity of Chavez Elementary and its school community partners. The Chavez Elementary Community School Advisory Council has collaborated with Madera Unified's Community Schools Leadership Team to formulate the following six ASCENT-4 Project goals, which clearly reflect the CA CS Framework's Overarching Values: (1) increase academic achievement among the district's most vulnerable student populations, particularly among students disproportionately impacted by COVID-related learning loss; (2) build school- and district-level capacity to improve MTSS and PBIS fidelity of implementation; (3) expand social and emotional learning strategies across Blue Pyramid schools through resource procurement and professional learning; (4) enhance school and district capacity to meet the behavioral and social-emotional needs of students by hiring new Pupil Personnel Services-credentialed staff and support specialists, delivering specialized professional learning, and enhancing coordination with mental and behavioral health services providers; (5) increase Parent Resource Center services to build parent and family members' capacities to foster social and emotional learning supports in the home and to connect families with available community services and resources; and (6) sustain all ASCENT-4 Project efforts beyond the CCSPP Round 3 Implementation Grant period.

To ensure the Chavez Elementary community school continues to prioritize racially-just and relationship-centered spaces, shared power, classroom-community connections, and a focus on continuous improvement, the MUSD CCSPP Leadership Team and Chavez Elementary Community School Advisory Board have collaboratively incorporated review of the CA CS Framework into the Chavez Elementary community school continuous quality improvement process. This will include using formal evaluation tools to frequently assess the fidelity of implementation of the CA CS Framework throughout the CCSPP Project period, which will determine the degree to which Chavez Elementary's community school is reflecting the Overarching Values of the CA CS Framework.

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.

Over the past four years of community schools implementation, Madera Unified has collaborated with its schools to engage in site-level needs and assets assessment and has developed robust tools, mechanisms, and processes for engaging in both the initial needs assessment process and frequent continuous quality improvement, which includes meaningfully engaging a broader range of groups through multiple processes that have been strategically designed to ensure the full engagement of historically marginalized student and family groups (e.g., developing culturally relevant materials, translating materials for students and families whose primary language is not English, providing interpretation services). Madera Unified and Chavez Elementary will continue to implement and refine this needs and assets assessment process throughout the CCSPP Project period to produce an annual Needs and Assets Assessment Revise that will be used by the Chavez Elementary Community School Advisory Council to inform data-driven, community-informed continuous quality improvement.

Madera Unified's CCSPP Leadership Team is spearheaded by the Department of Student and Family Support Services, which conducts district- and site-level needs assessments to inform the planning of community schools services. Since fall of 2022, the CCSPP Leadership Team has partnered with Chavez Elementary leaders to conduct a number of needs assessments, including (1) administering Panorama Surveys to students, staff, and parents/families; (2) conducting numerous virtual listening sessions to gather student, staff, and parent feedback; and (3) collecting qualitative feedback from community members who have requested Parent Resource Center services. Throughout the CCSPP Project period, the CCSPP Leadership Team will collaborate with the Chavez Elementary Community School Advisory Council to engage in ongoing, site-level community school needs and assets assessment that includes the following:

Data Analysis: The Leadership Team and Advisory Council will compile and analyze numerical metrics, which include evaluating standardized assessment results, attendance information, school climate survey results, and similar resources that lend perspective on the scope or intensity of phenomenon that may warrant intervention. These efforts will include analysis of school and

community data sources related to education, health, student/family characteristics, attendance, behavioral data, health statistics, and many other domains.

Document Review: The Leadership Team and Advisory Council will collaborate with Chavez Elementary leaders and stakeholders to gather documentation and artifacts that demonstrate the school's strengths and improvement areas. This will include annual review of the School Accountability Report Card (SARC), School Plan for Student Achievement (SPSA), Panorama Surveys, evaluation reports from prior projects related to one or more of the Four Pillars of Community Schools, and Madera Unified Local Control and Accountability Plans.

Community Resource Scan: The Leadership Team and Advisory Council will inventory community-based service providers operating within Chavez Elementary and district boundaries. This inventory will be organized into a "CCSPP Community Schools Partnership Matrix" that outlines the role of each existing partner. In addition to providing a concise summary of active community partnerships, the Matrix will also aid in identifying service gaps that may exist or that might contribute to future community schools efforts.

Stakeholder Perspectives: The Chavez Elementary Community School Advisory Council and Madera Unified CCSPP Leadership Team will meaningfully engage with students, parents, family members, teachers, staff, administrators, and a broad range of key community partners and stakeholders to better understand the many perspectives of those committed to partnering with Chavez Elementary to support the community school initiative. Stakeholder perspectives will be gathered both formally and informally through community schools meetings, open forum discussions, interviews, focus groups, and surveys.

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
Build school and district capacity to improve MTSS and PBIS fidelity of implementation	Indicator 1: Increased number of teachers and staff participating in MTSS and PBIS trainings (attendance records) Indicator 2: Improved teacher and staff ability to implement MTSS and PBIS strategies with fidelity (classroom observation, SWPBIS Tiered Fidelity Inventory) Indicator 3: Improved student behavioral outcomes (referrals, suspension/expulsion rates) Indicator 4: Improved school climate (Panorama Surveys)
Expand social and emotional learning strategies across all participating schools through resource procurement and professional learning	Indicator 1: Increased number of teachers and staff participating in SEL trainings (attendance records) Indicator 2: Improved teacher and staff ability to implement SEL strategies with fidelity (classroom observations, surveys) Indicator 3: Improved regular day attendance (attendance records) Indicator 4: Improved student behavioral outcomes (referrals, suspension/expulsion rates) Indicator 5: Improved school climate (Panorama Surveys)
Increase PRC services to build family members' capacity to foster social and emotional learning supports in the home and to connect families to community services	Indicator 1: Increased number of parents and families who access PRC services (PRC service and attendance records) Indicator 2: Increased number of parents and family members who report having adequate access to needed services (Panorama Family-School Relationship Survey) Indicator 3: Increased parent/family member capacity to foster social-emotional supports in the home (Panorama Family-School Relationship Survey)

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
Meaningfully engage with students, parents, families, school personnel, and community members during every aspect of community school planning and implementation in order to ensure the shared governance of the community schools initiative	1. Conduct district-level Community Schools Leadership Team meetings 2. Conduct Community Schools Advisory Council meetings 3. Integrate community schools planning, review, and messaging into all key community school engagement opportunities (e.g., LCAP, SSC, ELAC) 4. Frequently solicit feedback from all key stakeholder groups, including students, parents, family members, school personnel, and community members in order to collect information useful for community schools planning and continuous quality improvement

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

Chavez Elementary's CCSPP Project will benefit from robust district- and site-level leadership structures. At the district level, the primary Madera Unified department leading districtwide CCSPP efforts is the Department of Student and Family Support Services, which is composed of the three divisions engaged in the planning and delivery of school community services: Community Services & Parent Resource Centers, School Culture & Climate, and Health & Wellness. Chavez Elementary will collaborate with all other MUSD community schools through district-level CCSPP Leadership Team engagement and shared governance. At the site-level, Chavez Elementary will leverage the leadership of its School Site Council to serve as the Community School Advisory Board and collaborate with the CCSPP Leadership Team to guide local implementation and continuous quality improvement of the community schools initiative.

Madera Unified uses a portion of its two prior CCSPP Implementation Grants to support a Community Schools Coordinator charged with leading community engagement efforts and shared leadership, and CCSPP Implementation Round 3 funding will be braided with Round 1 and Round 2 investments to support this position. The Community Schools Coordinator will spearhead community engagement and school transformation efforts across all Blue Pyramid schools by (1) chairing Leadership Team meetings; (2) maintaining a Community Schools Partnership Matrix that outlines the commitments of each partner as well as prospective new partnership that could strengthen the CCSPP initiative; (3) serving as Madera Unified's lead liaison to each community school and community partner; (4) collaborating with the Madera Unified Executive Director of Accountability and Evaluator to assess the quality and impact of community school services; (5) leading the Leadership Team in continuous quality improvement efforts; and (6) broadly disseminating evaluation findings to the Madera Unified Executive Cabinet, School Board, and Blue Pyramid school communities to ensure the long-term sustainability of community school services, including through LCAP integration.

One Leadership Team meeting per year will focus on the formal review of partner roles and ways to effectively leverage and braid resources from multiple sources to best meet the needs of Madera Unified and each Blue Pyramid school's service population and to avoid services duplication. Written agreements will be reviewed annually during a CCSPP Leadership Team meeting and revised, if necessary, to reflect any partnership adjustments. At the site level, the Community School Advisory Board will meet quarterly to review progress in achieving stated CCSPP Project goals and dedicate the last meeting of each year to review progress in achieving target performance outcomes and to refine goals and indicators for the subsequent school year.

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
Increase intentional community school alignment and integration across all key district- and school-level stakeholder groups, initiatives, and services in order to ensure the effective braiding of complementary strategic plans into one cohesive initiative	1. Increase opportunities for school and district leaders to engage in collaborative review of school and district priorities and to identify opportunities to better align efforts 2. Integrate community schools planning, review, and messaging into all key stakeholder engagement opportunities (e.g., LCAP, SSC, ELAC) 3. Annually update the Community School Needs & Assets Assessment and Community Schools Implementation Plan in conjunction with SPSA development

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
Hire and retain a Community Schools Coordinator and the appropriate support staff to implement the CCSPP Project with fidelity and achieve all target performance outcomes; ensure staff reflect the characteristics of students, parents, families, and communities served	1. Develop job descriptions 2. Broadly and strategically disseminate job announcements to secure a diverse applicant pool that mirrors the characteristics of the target population 3. Conduct interviews 4. Hire for new positions

Key Staff/Personnel

Community Schools Coordinator	The Community Schools Coordinator will spearhead community engagement and school transformation efforts across all MUSD Blue Pyramid schools by (1) chairing Leadership Team meetings; (2) maintaining a Community School Partnership Matrix that outlines the commitments of each partner; (3) serving as MUSD's lead liaison to each partner; (4) collaborating with the MUSD Executive Director of Accountability and evaluator to assess the quality and impact of community school services; (5) leading the Leadership Team in continuous quality improvement efforts; and (6) broadly disseminating evaluation findings to the MUSD Executive Cabinet, School Board, and Blue Pyramid school communities to ensure the long-term sustainability of community school services, including through LCAP integration.
Teacher on Special Assignment	A full-time Teacher on Special Assignment will support the implementation of improved recess activities to support students' social-emotional learning.

Community Support Specialist	The full-time Community Support Specialist will provide case management and wraparound services for at-risk students and their families.
Student Advocate	The full-time Student Advocate will provide individualized mentoring and support to at-risk students.

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

In addition to Annual Performance Report compliance, Madera Unified will collaborate with the external evaluator to complete additional assessment tools and efforts recommended by S-TAC and/or CDE that will be useful in informing fidelity of CCSPP implementation, guiding data-driven continuous quality improvement efforts (e.g., Capacity Building Strategies Development Rubric, Whole Child and Family Supports Inventory, Needs & Assets Assessment annual revise, Implementation Plan annual revise), and ensuring the CCSPP Project's long-term sustainability.

The CCSPP Leadership Team and Community School Advisory Council will meet quarterly to review progress in achieving CCSPP Project goals and dedicate the last meeting of each year to review progress in achieving target performance outcomes and to refine goals and indicators for the subsequent school year. The Leadership Team and Community School Advisory Council will strategically disseminate evaluation findings that demonstrate the CCSPP Project's success in order to encourage future investments in Madera Unified community schools, including through LCAP investments and the continual cultivation of strong community partnerships that provide meaningful resources required to continue to sustain Chavez Elementary's community school initiative long after CCSPP funding expires.

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
Continually build Chavez Elementary's roster of core community school partnerships in order to ensure diverse representation in the community school initiative, broad community stakeholder buy-in, and opportunities to leverage key community resources that support the community school	1. Under the direction of the Community Schools Coordinator, review and update the Community Schools Partnership Matrix at least once every six months during a Community School Advisory Council meeting to identify any new partnerships that may benefit community schools efforts 2. Meet with prospective community partners to discuss ways in which they may benefit the community schools initiative 3. Execute formal partnership agreements 4. Invite new partners to join the Community School Advisory Board and engage in collaborative community school planning, development, and continuous quality improvement efforts

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:

Madera Unified and Chavez Elementary School have established community schools partnership agreements (e.g., memoranda of understanding, contracts, letters of commitment) with all external entities partnering on this community schools initiative, which include government and county agencies (Madera County Behavioral Health Services, Madera Parks & Recreation, Madera Police Department); community-based organizations (Community Action Partnership of Madera County, Family Leadership Inc., Madera Coalition for Community Justice, Madera Arts Council); local health services providers (Camarena Health); postsecondary partners (Fresno State University, Fresno Pacific University, Madera Community College); and other community-based partners, such as California Teaching Fellows Foundation (CTFF), and Parent Institute for Quality Education (PIQE). Among external partners within this community schools consortium, Camarena Health and Madera County Behavioral Health Services are the most critical collaborators in the planning and delivery of

integrated services. Camarena Health staffs Madera Unified's school-based health center and mobile health center. Madera County Behavioral Health Services oversees the Madera Unified community schools consortium's interagency planning of case management and wraparound behavioral health services, facilitating linkages and access to a continuum of ongoing and sustained services for Madera Unified students with identified social-emotional and mental/behavioral health needs.

As part of Madera Unified's existing community schools funding efforts under CCSPP Implementation Rounds 1 and 2, the CCSPP Leadership Team has formalized a Community Schools Partnership Matrix that outlines the role and primary responsibilities of each community school's partner, and the ASCENT-4 Project will leverage these relationships and efforts as the district's community schools framework is scaled to Chavez Elementary and all Blue Pyramid schools over the coming years.

The CCSPP Leadership Team and Community Schools Advisory Council will ensure shared governance and shared responsibilities for the process of school transformation and ensure the community school's partnerships will be responsive to the vision and priorities of students, staff, families and community members. The Leadership Team is composed of (1) administrators from each Department of Student and Family Support Services division; (2) administrators, teachers, and support staff from each participating Blue Pyramid school (including personnel specialized in serving special populations); (3) student representatives from each major subgroup; (4) parent leaders; and (5) at least one representative from each community partner. The CCSPP Leadership Team will meet quarterly to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement. The Leadership Team is also divided into three subcommittees that meet more frequently to discuss issues specific to their subcommittee areas of expertise. These subcommittees are the following:

Community Health Services Subcommittee: Madera Unified Health & Wellness Department, Camarena Health, and Madera County Behavioral Health Services

Community & Parent Resources Subcommittee: Madera Unified Department of Community Services & Parent Resource Centers, Madera Unified Department of Student and Family Support Services, Madera Police Department, Family Leadership, PIQE, and Community Action Partnership

Extended-Day Programming Subcommittee: Madera Unified Educational Services Department, California Teaching Fellows Foundation, Madera Parks & Community Services, Fresno State University, Madera Coalition for Community Justice, and Madera Arts Council

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
Deliver new professional learning at Chavez Elementary in order to expand and enhance positive behavioral interventions and supports, social and emotional learning, and tiered academic interventions for all students and particularly those requiring targeted supports	1. Continually assess PBIS, SEL, and MTSS implementation in order to identify and document professional learning needs 2. Leverage PPS-credentialed personnel to lead trainings and directly assist all Chavez Elementary teachers and support staff in order to build their capacities to serve students with unique learning and behavioral needs 3. Contract with trainers and coaches to lead in-house professional learning that builds Chavez Elementary's capacity to address improvement areas identified through formal semiannual SWPBIS Tiered Fidelity Inventory assessments
Increase school-wide collaborative leadership practices and shared decision-making by increasing opportunities for collaboration and professional learning within Chavez Elementary's and Madera Unified's existing Train-the-Trainer infrastructure	1. Identify Chavez Elementary lead teachers and administrators to receive initial and ongoing professional development within the Train-the-Trainer framework 2. Deliver training of trainers 3. Disseminate lessons learned to all Chavez teachers and support staff during professional learning community meetings

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
Provide educators with opportunities to observe and engage with teachers who are experienced in integrating community-based learning into their classrooms, including teachers within their home school and at other Madera Unified schools	1. Identify teachers who are highly experienced with community-based curriculum and pedagogy 2. Create a roster of experienced teachers and commitments from teachers to serve as Madera Unified leaders in supporting other educators to explore and implement CBL 3. Develop a calendar of CBL observation and collaboration opportunities
Build teacher and staff capacity to employ instructional practices and supports that are informed by community-based learning	1. Contract with subject matter experts and trainers experienced in CBL 2. Deliver district-wide and site-specific professional learning designed to build Chavez Elementary and Madera Unified educators' understanding of the theoretical roots and practical elements of community-based learning

Strategy 9: Progress Monitoring and Possibility Thinking

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Create and execute a ASCENT-4 Project data management and evaluation plan that enables the Community Schools Leadership Team and Advisory Council to document progress towards achieving (i) school-level outcome measures and (ii) program outcome measures and identified goals	1. Annually define target goals and performance measures aligned to Chavez Elementary's Needs and Assets Assessment Annual Revise and Implementation Plan Annual Revise 2. Leverage existing data management and evaluation tools and processes to support ongoing data management and assessment 3. Execute a data management plan that defines (i) what data are to be collected, (ii) how data are to be collected, (iii) when data are to be collected, (iv) who is responsible for collecting data, and (v) how data are to be stored 4. Conduct formative and summative evaluation that helps determine Chavez Elementary's progress in meeting school-level outcome measures	1. Annual performance measures defined during the final Community School Advisory Board meeting of each year, as documented in meeting minutes and the Implementation Plan Annual Revise 2. Data management and evaluation tools leveraged and integrated into the CCSPP evaluation plan 3. Data management plan formalized and on file 4. Annual CCSPP evaluation report finalized and on file

Formally review evaluation findings and engage all key educational partners and community school stakeholders in collaborative continuous quality improvement efforts	1. Present the annual evaluation report that highlights key findings useful for informing data-driven community school improvement efforts 2. Engage a broad range of educational partners and community stakeholders in the review of evaluation findings and the continuous quality improvement decision-making process	1. Evaluation report formally presented during the final Community School Advisory Board meeting and at other meetings of key educational partners and stakeholders 2. Advisory Board meeting minutes and rosters document meaningful stakeholder engagement in continuous quality improvement decision-making

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