CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN (Draft)

McKinley Elementary

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

McKinley Elementary School

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Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data develop priorities, and then strategically collaborate with community partners on the emerging core priorities.

The plan will use a needs assessment based on The Four Key Learning Conditions, Four Key Commitments, and the Four Pillars of Community Schools. The plan to collect data will be through formalized surveys completed at back-to-school nights, family nights, and parent education sessions. Also, strategically timed focus groups with all stakeholders throughout the year will be planned, as will gather street data through informal interviews and conversations.

As we gather this data, we will bring it to the community school committee to work through discovering patterns, organizing what is working and what isn't, and beginning to create a plan. We also want to work with our LEA, utilizing data collected across the district and compared to our site to follow trends and tap into LEA resources to help address the needs identified in the assessment.

Priority 2: Shared Understanding

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?"

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.

Shared Understanding Built Around Core Commitments

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. Indicate how your site's understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient, and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of, and centered in the wisdom, history, culture and experience of students, families, and communities.
4. **Shared Decision-Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

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

The CCSPP provides an opportunity to expand and strengthen our vision for community schools by allowing for 1) a community asset mapping and gap analysis to identify the gaps in programs, services, and resources that inhibit student achievement and community coherence on our site; 2) ensure overall implementation and alignment of the community school processes to create a nourishing and sustaining climate that is centered in the embrace of and support for all students in the totality of school interactions ; 3) to bring in community resources to fill in gaps our integrated services multi-tiered system of supports and professional developments that nurture powerful culturally proficient and relevant instruction 4) support a community shared-decision making process that moves the work from transactional to participatory decision-making and taps into the assets and strength of our students, staff, families, and community members and give each stakeholder voice as to how to govern the school.

Keeping these commitments at the forefront of communicating the vision is essential to ensuring these commitments are reflected in our school.

Priority 3: Collaborative Leadership

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. 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.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Creation of a Community School Committee	Ensure all stakeholders are represented on committee	Schedule meetings, sign-in sheets, and agendas
N/A	N/A	N/A

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):

The identified leader on the campus is the principal. However, the development of the community school site committee is essential in varying the voice on the site to facilitate democratic participation and decision-making among students, staff, families, and community members. We are in the process of developing this committee and ensuring we have appropriate representation. Our meetings at this time center around the information from the annual performance report.

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. 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.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Align community school strategies with LEA Portrait of a Graduate initiative.	Actively connect the CCSPP framework with the initiative of the district, specifically the Four Learning Key Conditions and Four commitments	Systems and structures put in place that follow the community school framework
N/A	N/A	N/A

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve 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 sustain core staffing through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop existing position into site-level coordinator	Identify the roles on the site that could be redeveloped into community school coordinator at the site level.	Role identified and job description adjusted
District Community School Coordinator	Identify how the role can expand the community school framework to other schools that are not a part of the CCSPP grant.	Observe and call out how the role is important to overall work of the LEA.

Key Staff/Personnel

Family and Community Liaisons	Gathering parents for advisory councils, hosting and teaching parent education sessions, family

	nights
N/A	N/A
N/A	N/A

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

Over the next grant years, the role and responsibilities of the community school case managers will be shared with the Bakersfield City School District Family and Community Engagement Liaisons to build their capacity. Liaisons are privileged to know our community and its needs; therefore, they can assist in providing community resources. This will allow the district to create a sustainable model for site coordination and future expansion of the transformational outcomes of the community schools to develop strong and intentional community partnerships.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding 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 that community partners were actively involved in the community school's planning, development, and continuous improvement.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
BCSD and community partners will provide coordination and support services available to students and families at or near the community schools.	Ensure community partners are represented on the community school committee. Ensure partners interact with school psychologist, Behavior Intervention specialist, social workers, and liaisons	Regular meetings with community partners and school staff, ensuring needs have been met.
N/A	N/A	[N/A

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:

Tier I/Tier II Support:
Through the partnership of Community Action Partnership of Kern (**CAPK)**, **CAPK** provides a) wraparound case management and links school families and students to key community-based services addressing food insecurity, housing stability, and other related basic services; b) serves as a community bridge between disengaged families and the school; and c) serve to coordinate community-based services for their respective school sites. This partnership is expected to aid in removing barriers that can hinder families and students from fully engaging in school.

Tier II/Tier III Support:
Garden Pathways, a community transformation non-profit, will provide its Comprehensive Mentoring Services program to address families in need of intensive wraparound services. These services are expected to aid the overflow of students who need extra social and emotional support.

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and reimagining 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	Outcome/Indicators
Incorporated culturally proficient and relevant practices into professional development for staff.	Identify CRT practices that can be seamlessly incorporated lesson planning and instruction	CRT is reflected in the observation of classroom instruction and lesson plans.
N/A	N/A	N/A

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an instruction approach responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. They see examples of CBL in action and discuss and explore how to integrate it into their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Gain an understanding of CBL pedagogy, Identify what it looks like for K- 8 children	Introduce community-based learning to faculty and staff	Created plans of how it can be a part of student learning experiences
N/A	N/A	N/A

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allow for diverse community-based definitions of success.

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 to continuously improve the system. The school site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), and other data sources the school collects.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Create a full-functioning committee school committee that will offer assistance on needs assessments and annual performance reports	Recruit participants that represent our stakeholders of our school community and community partner	Host at least 4 active meetings in the upcoming school year.
N/A	N/A]	N/A