

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the *Capacity-Building Strategies: A Developmental Rubric*.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

- Shared Commitment, Understanding and Priorities
- Centering Community-based Learning
- Collaborative Leadership
- Sustaining Staff and Resources
- Strategic Community Partnerships

The *Developmental Rubric* can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

School: Golden Hills Community 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 Commitment, Understanding, and Priorities

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

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

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

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

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

Racially-Just, Relationship-Centered Spaces

During the recent School Advisory Committee meeting, campus safety was identified as a paramount concern. A review of Solano County data reveals a persistent increase in community and campus-based violence between March 2020 and October 2022. According to an August 2023 report by the California Department of Justice's Office of Gun Violence Prevention, gun violence accounted for six out of every 100,000 resident deaths between 2016 and 2021, ranking Solano County fifth in the state for gun homicide rates.

This escalating violence has significantly heightened anxiety and fear among the student body. In particular, African American, Latinx, and LGBTQ+ students—alongside a significant portion of the general population at Golden Hills Community School (GHCS)—have been disproportionately impacted by collective trauma. These challenges are further compounded by systemic inequities, including elevated rates of housing insecurity, homelessness, food insecurity, and juvenile justice involvement.

Consequently, comprehensive social-emotional support remains a critical priority for GHCS students, many of whom navigate gang involvement or profound personal trauma. Historically, feelings of insecurity on campus have contributed to student disengagement. However, targeted Social-Emotional Learning (SEL) initiatives at GHCS have proven highly effective in fostering behavioral self-regulation.

Recognizing the need for intensive, individualized interventions, the Solano County Office of Education (SCOE) has prioritized expanded student services. In 2019, GHCS pioneered the county's first student-led Wellness Center. This innovative facility provides a trauma-informed, culturally inclusive, and supportive environment designed to address holistic wellness and promote healing.

Cultivating Racially Just and Relationship-Centered Spaces

Safety and Community Context

During the School Advisory Committee meeting, stakeholders raised critical concerns regarding student safety. Data from Solano County indicates a troubling rise in community and school-based violence from March 2020 through October 2022. Furthermore, a 2023 report from the California Department of Justice highlighted that Solano County experienced six gun-related homicides per 100,000 residents between 2016 and 2021, making it the fifth deadliest county in California for gun violence.

Impact on Students

This climate of violence has acutely impacted student well-being, driving up rates of fear and anxiety. Collective trauma has disproportionately affected African American, Latinx, and LGBTQ+ youth, as well as the broader Golden Hills Community School (GHCS) student body. This trauma is exacerbated by socio-economic hurdles, such as:

- Homelessness and housing instability
- Food insecurity
- Juvenile justice involvement
- Gang exposure and personal trauma

Targeted Interventions and Social-Emotional Support

Historically, safety concerns have led to student alienation and decreased engagement. To counter this, GHCS has utilized Social-Emotional Learning (SEL) to successfully support students in behavioral self-regulation.

To address the documented need for intensive, individualized care, SCOE has invested in dedicated wellness spaces. In 2019, GHCS launched Solano County's first campus Wellness Center. Developed using direct student input, the center offers a trauma-informed, culturally inclusive environment where students can access vital mental health and wellness resources in a safe, calming space.

Shared Power

By actively engaging community partners, educators, students, and families in a comprehensive needs and assets assessment, this initiative shifts the focus to holistic, whole-child support. The ultimate objective is to establish restorative, transformative, and culturally grounded frameworks that promote racial equity and collective healing.

To ensure inclusive representation, all parents and guardians were invited to participate in a series of educational partner engagement meetings. Crucially, families of English Learners, unhoused or foster youth, and socio-economically disadvantaged students provided targeted feedback on the academic and social-emotional interventions required for their children's success. To remove barriers to participation, Spanish interpretation services were provided at all sessions.

Additionally, Golden Hills Community School students actively participated in six dedicated engagement meetings, offering direct recommendations to enhance their educational experiences. Facilitated by Solano County Office of Education (SCOE) administrators and teachers, these collaborative sessions yielded a wealth of actionable insights aligned with a shared vision for a community school model.

To complement these meetings, comprehensive needs and assets data was gathered from families, students, community members, and staff. Stakeholder feedback was captured using mixed methods—including digital Google Forms, bilingual print surveys (English and Spanish), focus groups, small-group discussions, and individual interviews—ensuring a robust, data-driven foundation for the school's transformation.

Classroom-Community Connections

Utilizing a Multi-Tiered System of Support (MTSS), the Solano County Office of Education (SCOE) delivers innovative, high-impact professional learning for Golden Hills Community School (GHCS) staff. In tandem, SCOE offers targeted workshops designed to equip students and families with the practical tools and skills necessary to address individualized student needs.

In response to stakeholder feedback indicating a strong desire for expanded College and Career Technical Education (CTE) pathways, the SCOE team is actively broadening its professional learning models and cultivating new community partnerships. These efforts focus on engaging local businesses to secure internship opportunities and robust career pipelines for students. Furthermore, ongoing needs and asset assessments will continue to identify and integrate community-based services that directly benefit families.

Dedicated SCOE Support Personnel

To optimize classroom instruction and institutional support, a diverse team of SCOE specialists collaborates directly with GHCS, including:

- **Director**, College and Career Readiness
- **Director**, Assessment, Research, and Evaluation
- **Director**, Innovative Programs & Student Success
- **Director** of Clinical Services
- **Program Manager**, English Language Development Curriculum and Instruction
- **Program Coordinator / Educational Liaison** for Homeless/Foster Youth
- **Project Coordinator**, Solano Work Ready
- **Teachers & Specialists**: Construction Trades Teacher, CTE Classroom Specialist, and STEAM Innovation Teacher

Community Partnerships and Wraparound Services

Recognizing that learning extends far beyond the classroom, SCOE leverages an extensive network of established partnerships to connect students and families with critical community resources. SCOE and GHCS personnel actively facilitate and participate in multiple collaborative initiatives with community-based organizations and local agencies.

A cornerstone of this effort is the **Solano County System of Care for Children and Families Interagency Leadership Team (ILT)**. The ILT brings together key leaders from:

- Solano County Child Welfare Services
- Solano County Office of Education
- Solano County Probation
- Solano County Mental Health

This collaborative framework ensures that program models and policies remain integrated, synchronized, and highly effective. By leveraging the ILT and similar alliances, SCOE has successfully expanded co-located, school-based services—including partnerships with the **Solano County Food Bank, Clothes Closet, County Health, Social Services, and College and Career Readiness initiatives**. Moving forward, our strategic priority is to sustain and scale these essential support services to ensure continuous, holistic care for our students and families.

Continuous Improvement and Possibility Thinking

1. Ongoing Needs and Assets Assessment

- **Intake Assessments:** Conduct structured needs assessments during initial family intake and registration meetings to proactively identify evolving community challenges and opportunities.
- **Impact Evaluation:** Systematically evaluate the efficacy of existing interventions and programming by administering formal exit surveys to departing students and families.

2. Data-Driven Decision Making (PDSA Cycle)

- **Evidence-Based Strategy:** Institutionalize the Plan-Do-Study-Act (PDSA) cycle to ensure all organizational and instructional decisions are rigorously informed by empirical data.

3. Stakeholder Feedback Loops

- **Constituent Engagement:** Establish formal feedback mechanisms—including monthly focus groups with students, parents, educators, and community leaders—to gather continuous qualitative insights on program efficacy.
- **Grassroots Innovation:** Proactively solicit strategic recommendations and innovative ideas from the stakeholders directly impacted by community school initiatives.

4. Professional Development and Capacity Building

- **Targeted Training:** Deliver continuous, high-quality professional learning opportunities for educators and community partners to build capacity and align with industry best practices.
- **Growth Culture:** Cultivate an organizational culture anchored in continuous learning, professional growth, and operational excellence across all partners.

5. Strategic and Collaborative Partnerships

- **Sustained Alliances:** Cultivate robust, collaborative alliances between community schools and local organizations to maximize collective impact.
- **Alignment Audits:** Periodically review and optimize partnership agreements to ensure strict alignment with evolving community needs and overarching educational objectives.

6. Community Engagement and Outreach

- **Public Forums:** Organize structured community events to deepen engagement with parents, students, and local stakeholders.
- **Transparency and Dialogue:** Leverage community forums to celebrate milestones, transparently address systemic concerns, and gather public feedback.

7. Peer Learning Networks

- **Knowledge Sharing:** Facilitate collaborative peer learning networks among regional community schools to cross-share proven strategies and institutional knowledge, specifically leveraging the R-TAC partnership.

8. Strategic Resource Allocation

- **Fiscal and Operational Audits:** Periodically evaluate the distribution of capital, personnel, and operational resources to guarantee maximum ROI and support for continuous improvement initiatives.
- **Gap Analysis:** Proactively identify funding and resource deficits to secure targeted support for future program enhancement.

9. Commitment to Equity and Inclusion

- **Inclusive Design:** Prioritize equity, access, and inclusion as foundational pillars in all program design and implementation frameworks.
- **Disparity Mitigation:** Routinely analyze demographic data to identify, address, and eliminate disparities, ensuring equitable outcomes for all students and community members.

10. Long-Term Sustainability Planning

- **Strategic Longevity:** Develop robust, forward-looking sustainability models designed to secure long-term funding and operational viability.
- **Adaptive Governance:** Ensure programs are structurally agile and capable of adapting seamlessly to shifting socio-economic and community dynamics.

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

In order to deepen our engagement with our educational partners, the following strategies will be employed:

1. Administrators, Certificated staff, and Classified staff members- Engagement in professional learning opportunities that are focused on target professional learning in the areas of communication with families and building relationships that have a positive impact on the academic and social-emotional needs of students.
2. Families- Ongoing and consistent outreach to parents and caregivers through a variety of communication methods including: Blackboard message system phone, emails and texts in English and Spanish, personal outreach to families by phone and in person (at the porch) during morning and afternoon drop offs and pick up periods. Personal invitations to educational partner meetings including the Community School Advisory Committee, SSC, ELAC, and LCAP Educational Partner Meetings, surveys, and home visits. These outreach methods will encourage the participation of families who have been historically marginalized.
3. Community Partners- Ongoing and consistent outreach to community partners personally inviting them to attend educational partner meetings and complete surveys. The connection to community based organizations will contribute to building trust with families and expand the access that families have to available support organizations in Solano County.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Mental Health Screening	We aim to improve the number of families who consent to engaging with the Mental Health Screening during the Family Welcome Meetings.
Positive Behavior Interventions	We aim to improve the number of students who utilize positive behavior self-regulation strategies during moments of frustration.
Academic Intervention Support	We aim to improve student academic performance levels in all content areas through effective academic intervention instruction and supports.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of

students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase professional Learning for teachers, administrators, and support staff members.	1. Engage school staff members in professional learning that focuses on building relationships with students and families. 2. Conduct surveys with staff members to identify the areas of success and challenge. 3. Data Analysis- Collaborate with staff members to review progress and plan activities to support improved relationships with families.
Increase student access to college and career readiness instruction.	1. Conduct surveys to determine student interest. 2. Invite local community leaders, business owners, and community support providers to educational partner meetings and school activities to provide students access to real life Solano County members who represent various careers that they could enter.
Increase student achievement	1. Invite colleges and universities to present to students about their programs. 2. Invite trades programs to the campus to present to students about the various trades and careers connected to them. 3. Invite local business owners to share with student the requirement necessary to obtain employment with their various business sectors.

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.

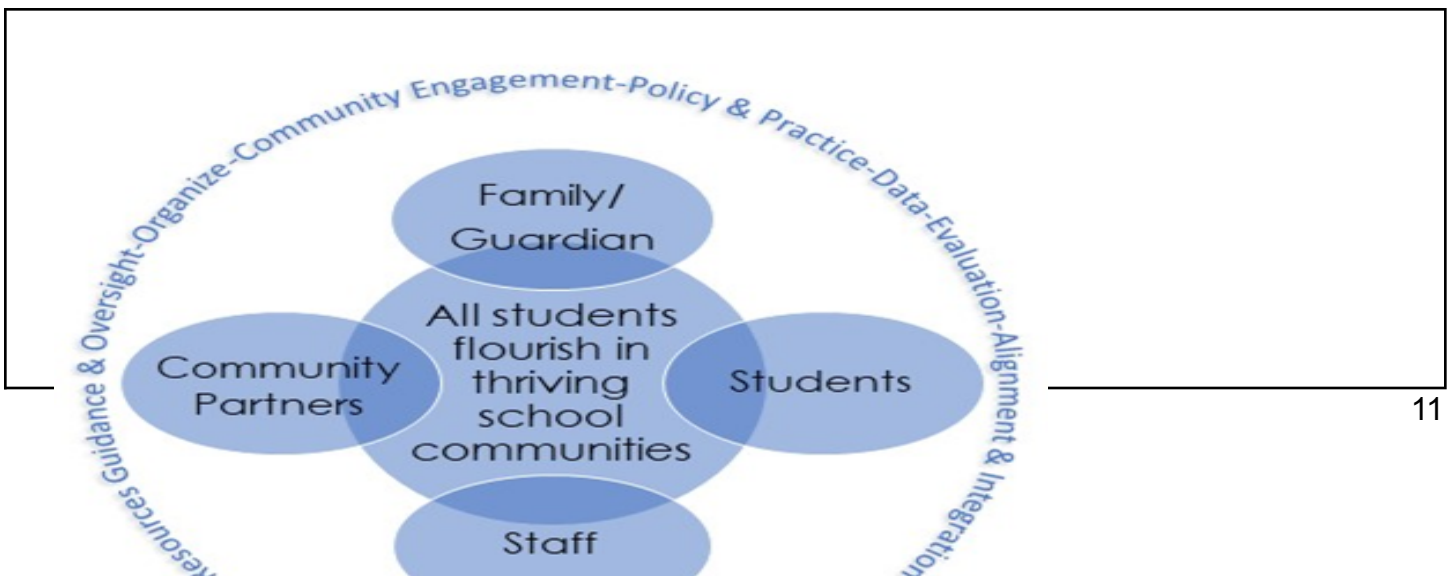
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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
Enhance Decision-Making Structures	Map and assess existing shared governance structures at the site level, identifying the current landscape of decision-making within the school and community at the SAC meetings.
Inclusive Participation	- Strive to facilitate inclusive participation at the site level by involving students, staff, families, and community members in decision-making processes at SAC meetings. - Ensure that decision-making structures reflect the diversity of perspectives within the school and local community.
Transparent Communication	- Promote transparent communication within the collaborative leadership structures, fostering open dialogue and information-sharing. - Implement mechanisms to disseminate important information and decisions to all educational partners.

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



Strategy 4: Sustaining Staff and Resources

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Hire/ Retain Program Administrator	• Create Program Administrator • Post for Program Administrator • Hire, orient, and train Program Administrator
SCOE will have all staff trained in key principles of our practice and fully completing the responsibilities of their positions	• Recruit for and hire diverse, multilingual staff for open positions • Provide training in Asset-Based work, standard driven lessons, Restorative Practices

Key Staff/Personnel

Program Administrator	Program Administrator/ Community School Partnerships will be responsible for implementing program activities as outlined in the job description.
Director, Educational Options	Works with families, staff, and students, and community partners to support California Community Schools Framework implementation.
Intervention Teacher	The Intervention Teacher provides academic support for students who are performing below grade level.

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

Personnel Acquisition, Onboarding, and Retention

Our immediate priority centered on the successful recruitment and onboarding of the Community Schools Coordinator. To ensure organizational continuity, we are proactively developing strategies to integrate this position into our core operational budget upon the expiration of grant funding.

The cornerstone of this initiative's success relies on securing high-caliber, diverse, and culturally competent personnel who possess lived experiences and a profound understanding of the unique challenges navigating our students and families. Upon hire, equipping staff with the necessary tools for operational excellence is paramount. To this end, the Solano County Office of Education (SCOE) is committed to executing a robust onboarding and professional development framework, ensuring all team members are positioned to drive meaningful outcomes.

Long-Term Sustainability Framework

To ensure institutional sustainability beyond the lifecycle of the California Community Schools Implementation Grant, SCOE is advancing the following strategic initiatives:

- **Strategic Partnerships:** Forge enduring alliances with local organizations, businesses, and educational stakeholders to secure diversified resources, shared advocacy, and ongoing financial backing.
- **Fiscal Diversification:** Identify and pursue alternative revenue streams—including private foundations, federal grants, and state-level allocations—to mitigate reliance on any single funding source.
- **Systemic Integration:** Align Community School initiatives with broader local education and regional community development plans to maximize institutional efficiency and collective impact.
- **Capacity Building:** Invest heavily in continuous professional development for educators, staff, and community partners to cultivate an autonomous, highly skilled team capable of maintaining long-term program integrity.
- **Community Ownership & Empowerment:** Cultivate deep-rooted community investment in our programming, empowering local stakeholders to actively champion and sustain these initiatives.
- **Stakeholder Governance:** Actively engage parents and community members in democratic decision-making processes, establishing feedback loops to ensure services remain adaptive and responsive to local needs.
- **Strategic Longevity Planning:** Embed long-term sustainability as a core tenant of SCOE's overarching strategic vision, ensuring future planning efforts account for prolonged operational vitality.

By systematically executing these initiatives, SCOE will establish a resilient foundation that secures the enduring impact of our Community School programs well beyond the conclusion of the grant cycle.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Create School Advisory Council (SAC) meetings	• Community partners are part of the SAC • Meetings are facilitated by the Program Administrator • Continue to recruit new community members
Create and keep SCOE partnerships with agencies	• Utilize partnerships already established with SCOE Foster Youth Education Planning Team, Solano County Juvenile Court System, Solano County Dept. of Health and Social Services, Solano County Probation Department, Solano County Resource Family Association, etc. • Continue to expand partnerships with outside agencies in Solano County Continue with partnership with Solano Community College

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:

Partnerships established with Foster Youth Education Planning Team, Solano County Juvenile Court System, Solano County Dept. of Health and Social Services, Solano County Probation Department, Solano County Resource Family Association will continue to provide support services to our students. Community business partnerships will be established to provide learning opportunities for our students who would like to pursue the CTE pathway. Students will continue to have access to community college classes through Solano Community College. Additional community partnerships will be established based on needs and asset assessment data.

Our goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school are as follows:

Goals:

Enhanced Collaboration:

- Foster a culture of collaboration where community partners are integral contributors to the planning and development processes.
- Strengthen relationships to ensure sustained, meaningful engagement throughout the community school journey.

Inclusive Decision-Making:

- Actively involve community partners in decision-making forums to ensure their perspectives are considered in shaping the community school's goals and strategies.
- Strive for inclusivity, recognizing the diverse expertise and experiences community partners bring to the table.

Shared Vision:

- Cultivate a shared vision for the community school that reflects the collective goals and aspirations of both the school and its community partners.
- Align community partner objectives with the broader vision of the community school.

Resource Mobilization:

- Collaborate with community partners to identify and mobilize additional resources, including funding, expertise, and in-kind support as needed.
- Leverage the strengths of community partners to enhance the overall impact and sustainability of community school initiatives.

Mutual Learning and Growth:

- Establish a framework for mutual learning and growth, where community partners and school staff learn from each other's experiences and expertise.
- Provide opportunities for professional development and capacity building for community partners.

Action Steps:

Regular Engagement Meetings- Students, parents, staff and community members:

- Schedule regular meetings with community partners to provide updates on community school initiatives and seek their input.
- Create a collaborative space for ongoing dialogue.

Advisory Council Meeting Calendar:

- Community School Advisory Council members consisting of representatives from various community partner organizations will meet regularly.
- Use the council as a platform for strategic discussions, feedback, and collaborative decision-making.

Task Force for Specific Initiatives:

- Establish task forces or working groups for specific community school initiatives, with active participation from relevant community partners.
- Ensure that community partners have a direct role in shaping and implementing initiatives aligned with their expertise.

Training and Capacity Building- Staff and Community Members:

- Provide training sessions and capacity-building opportunities for community partners to enhance their understanding of community school goals and strategies.
- Develop a shared understanding of roles and responsibilities to maximize the impact of community partnerships.

Regular Feedback Mechanisms-Students, Parents, Staff, and Community Members:

- Implement feedback mechanisms to gather insights and suggestions from community partners on the effectiveness of community school programs.
- Act on feedback to continuously improve and refine initiatives.

Recognition and Appreciation-Students, Parents, Staff, and Community Members:

- Acknowledge and appreciate the contributions of community partners through regular recognition events and communications.
- Foster a positive and collaborative atmosphere that values the diverse contributions of all educational partners.

Documentation and Knowledge Sharing:

- Document successful collaboration stories, lessons learned, and best practices.

- Share this knowledge within the community and with other community schools to promote cross-learning.

By implementing these goals and action steps, SCOE aims to create a dynamic and inclusive partnership with community organizations, ensuring their active involvement in the planning, development, and continuous improvement of our community school initiatives.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.