

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

Instructions

This 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 2 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support California Community School Partnership Program (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 schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The 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 and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites are encouraged to 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).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools 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.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools 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.

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 CCSPP Framework](#).

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning**, **engaging**, and **transforming**) and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
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 collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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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 and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Wonderful College Prep Academy (WCPA) is a TK-12 WASC-accredited college preparatory charter school situated in the agriculturally relevant and growing city of Delano. WCPA offers all students a longer school day and longer school year, providing a rigorous standards-aligned curricular program. In partnership with Bakersfield Community College, Wonderful College Preparatory Academy provides high school students with access to one of 3 Academic Pathways: Agricultural Business, Teaching and Learning, and Health Sciences, through a 4-year dual enrollment program, where upon graduation students may earn a high school diploma and an Associate degree. Through its commitment to ensuring every student is college and career-ready, WCPA has implemented a Multi-tiered System of Support to address the academic, social-emotional, behavioral, and mental health needs of its students.

Wonderful College Prep Academy (WCPA) promotes a rigorous, inspiring, and community-based learning environment that ensures all students are cared for and graduate with college-level academic knowledge, critical thinking skills, healthy habits, and personal efficacy to thrive - and to be transformational leaders in the Central Valley and beyond.

At Wonderful College Prep Academy, we believe that shared power and decision making starts with family, student, staff, and all educational partner input. At the beginning of our implementation grant, our emphasis was to enhance the level of engagement from all education partners. Although WCPA had previously conducted family surveys; the CCSPP grant allowed us to take a more transformative approach with how we gather and analyze feedback. The goal is to determine how to best support students and families.

Methodology #1

Online survey in field for 2 weeks

The survey was distributed to parents of students in Delano and Lost Hills via ParentSquare (survey link), as well as via Chromebooks and tablets at student pick-up locations.

- Delano: 1,132 families
- Lost Hills: 294 Families

801 parents began the survey (576 in Delano and 225 in Lost Hills), and 528 completed it in its entirety (56% response rate).

The survey was available in both English and Spanish. This is the second year the survey was conducted. Trending throughout compares this year's data to 2023 results.

Methodology #2: LCAP Feedback Sessions

On April 30, 2024, WCPA hosted a LCAP feedback session with the objectives of presenting the California school dashboard, community needs assessment results, and followed by an in-person LCAP feedback session. Families were able to elaborate on survey responses in addition to providing additional insight regarding our LCAP goals and financial investments. Their understanding of the current dashboard and needs assessment results allowed for intentional feedback regarding our LCAP investments. All of the educational partners input resulting in Community Schools alignment with LCAP initiatives to focus on Whole -child approach.

Methodology #3: Parent Advisory Committee Meetings

On April 30, 2024, WCPA hosted a LCAP feedback session with the objectives of presenting the California school dashboard, community needs assessment results, and followed by an in-person LCAP feedback session. Families were able to elaborate on survey responses in addition to providing additional insight regarding our LCAP goals and financial investments. Their understanding of the current dashboard and needs assessment results allowed for intentional feedback regarding our LCAP investments. All of the educational partners input resulting in Community Schools alignment with LCAP initiatives to focus on Whole -child approach.

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:

As a community school we strive to build strong, supportive relationships between students, families, and local organizations, creating a cohesive environment where everyone works together towards common education goals. WCPA’s “whole child” approach to education aims to remove barriers to learning by addressing student, family and staff needs through the 2023-24 LCAP: Wonderful College Prep Academy implementation of the CA Community Schools Framework & the 4 Pillars of Community Schools: (1) Integrated Student Supports; (2) Family & Community Engagement; (3) Collaborative leadership and practices for educators and administrators; and (4) Extended Learning time and opportunities.

Our Community Schools commitments at WCPA provides the opportunity to better engage families in collaborative, responsive partnerships

Our goals for the Community Schools initiatives include:

- Create and enhance innovative committees and programs, such as PACs, that include a wide array of internal and external stakeholders and leverage access to resources and partnerships to expand opportunity. Given the structure of our LEA and school sites, we merged our parent advisory committee meeting
- Pilot new engagement strategies that meet families where they are and create space for meaningful feedback, such as wellness workshops, community resource nights, and safety events.

- Make WCPA the hub of a thriving community by connecting students, families, and community to educators and local resources that support healthy development in and out of school - particularly for underserved kids.

We collectively developed an aligned instructional framework that engendered greater confidence in WCPA partners that student outcomes would improve in 2024 and beyond in a manner that did not distract us from squarely focusing on building organizational coherence anchored on a High Quality Instructional Framework (HQIF) that our students deserved.

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
By February 30, 2025, Wonderful College Prep Academy will increase community community needs assessment participation rate to reflect the larger population.	<ol style="list-style-type: none"> 1. Define Clear Objectives for the Needs Assessment 2. Develop a Comprehensive Outreach Plan 3. Launch a Community Engagement Campaign 4. Analyze Data and Share Results 5. Implement feedback and plan next steps 	<ul style="list-style-type: none"> • 23-24 Parent Participation rate 56% • 23-24 Parent Participation rate goal > 75%
By December 2024, we will establish a culture that embodies the vision of Community Schools by integrating the Community Schools Framework into all professional development activities and committee meetings, thereby fostering a unified approach to supporting student success and community engagement.	<p>Develop a clear, concise vision statement and objectives for integrating the Community Schools Framework into WCPA’s culture.</p> <p>Create a professional development curriculum that includes training on the Community Schools Framework, its principles, and its benefits.</p> <p>Include the Community Schools Framework in the agendas and discussions of all relevant committee meetings.</p>	<p>Inclusion of the Community Schools Framework in all professional development activities.</p> <p>Regular discussion and application of the Community Schools Framework in committee meetings.</p> <p>Demonstrated unified approach across staff and committees in supporting student success.</p>

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):

The Parent Advisory Committee will serve as the primary forum for shared governance, comprising school principals, parents, staff, and community members. This committee will act as a collaborative body where school principals and other stakeholders work together to address school-wide issues, develop initiatives, and enhance educational outcomes. By merging previous advisory committees, we aim to create a unified platform for diverse feedback and collective decision-making.

In this collaborative framework, school leaders will play a pivotal role by providing insights into school operations, sharing data on student performance, and presenting proposed initiatives for review. The Parent Advisory Committee will facilitate open dialogues, gather diverse perspectives from parents and community members, and work with principals to refine and implement strategies that address the needs of the entire school community.

Regular meetings will be held to ensure ongoing communication, transparency, and joint problem-solving. Additionally, subcommittees within the Parent Advisory Committee will focus on specific areas such as curriculum development, student support services, and community outreach to provide expertise and ensure alignment with school goals.

- **School Leaders:** Provide operational insights, present school data, and propose initiatives.
- **Parents:** Represent diverse perspectives, voice community concerns, and contribute to decision-making.
- **School Staff:** Contribute expertise from various school departments and support committee initiatives.
- **Community Members:** Offer perspectives from the broader community, support outreach efforts, and collaborate on shared goals.
- **School Administrators:** Act as advisors to the committee, providing guidance on school policies, procedures, and long-term planning.
- **District Representatives:** Offer district-level perspectives and resources to support committee initiatives.

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
<p>By September 30th, establish a comprehensive parental engagement plan that includes regular seminars and resources on academic and social-emotional learning, ensuring that at least 80% of participating parents report feeling more confident in supporting their child's overall success.</p>	<p>WCPA will provide all parents including those of unduplicated pupils (UP), and Students with disabilities with opportunities to engage as partners in their child's education through Coffee with the Principal, parent workshops, Town Hall sessions, Parent/family newsletters, messaging through ParentSquare, SchoolMint and LiveSchool platforms.</p> <p>Topics include but are not limited to:</p> <ul style="list-style-type: none"> ● Parent workshops (Internet Safety, Parent Institute for Quality Education) ● Individualized Learning Plan (ILP) Nights ● Orientations & Back to School Nights 	<p>Completion of the comprehensive parental engagement plan that includes regular seminars and resources.</p> <p>Number of parents attending seminars and engaging with provided resources.</p> <p>Increase in parents' confidence in supporting their child's academic and social-emotional development.</p>
<p>By May 30, 2025, WCPA will implement a comprehensive MTSS framework that integrates behavior and social-emotional learning (SEL) supports across all grade levels, ensuring equitable access to student services programming.</p>	<p>Engage Stakeholders: Collaborate with students, families, and staff to identify current needs and gaps in behavior and SEL supports.</p> <p>Distribute Tools: Ensure that staff have access to necessary materials, SEL curricula, and intervention tools.</p> <p>Educate and Involve: Organize workshops and meetings for families and community members to explain the MTSS framework and its benefits.</p>	<p>Equitable access to student services programming across all grade levels.</p> <p>Positive feedback from students, parents, and staff regarding the MTSS framework.</p>

<p>By April 30, 2025, Wonderful College Prep Academy will develop and execute initiatives to address chronic absenteeism based on established goals.</p>	<p>Create and Implement Strategic Initiatives</p> <ol style="list-style-type: none"> 1. Design Collaborative Programs 2. Engage the community 3. Track attendance data 4. Document and share best practice 5. Develop a sustainability plan 	<p>Decrease in the percentage of students classified as chronically absent (students missing 10% or more of school days).</p> <p>Increase in engagement levels of students and families with anti-absenteeism programs.</p> <p>Improvement in academic performance among students who were chronically absent before the intervention.</p>
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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 ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
WCPA will build a dedicated team of professionals who will support and sustain the community Schools framework at WCPA.	<p>Update all job descriptions funded by CCSPP to define clear roles of their support related to the Community Schools programs.</p> <p>Provide professional development</p>	<p>Composition of the team with diverse expertise relevant to the Community Schools framework.</p> <p>Completion of training for the team on the Community Schools framework and related best practices.</p> <p>Creation of a sustainability plan to ensure the long-term support of the Community Schools framework.</p>
WCPA will establish a sustainability plan related to all community schools program initiatives.	<p>Create a comprehensive plan for securing funding through donations, grants, and partnerships.</p> <p>Build relationships with local businesses, organizations, and individuals to support funding efforts.</p> <p>Monitor and report on the financial status of the Community Schools program to ensure budget adherence and identify needs.</p>	<p>Identification and allocation of resources and funding to support the sustainability of community schools programs</p> <p>Implementation of action steps and adherence to timelines outlined in the sustainability plan.</p>

Key Staff/Personnel

Community Schools Manager	Responsible for oversight and implementation of the community schoolwork. This position is responsible for developing and managing family engagement initiatives, building partnerships with community organizations, and advocating for the needs of students and their families.
Senior Manager of Family and Community Programs	Responsible for oversight and implementation of the community schoolwork. This position is responsible for developing and managing family engagement initiatives, building partnerships with community organizations, and advocating for the needs of students and their families.
Learning Farm Specialist	This role is central to the Community Schools model, which emphasizes the integration of academic,

	<p>health, and community support services.</p> <p>Integrated Student Supports: Through fresh produce for meals and educational farm activities, the Specialist supports both student health and learning.</p> <p>Family and Community Engagement: By facilitating garden clubs and engaging with community members, the Specialist strengthens connections between the school and the community.</p> <p>Collaborative Leadership: Leading garden staff and volunteers, and working with Harvest Hall and educational partners, the Specialist fosters a collaborative approach to achieving farm goals.</p> <p>Extended Learning Opportunities: The Specialist creates educational experiences through garden design, student clubs, and instructional support.</p>
<p>Family and Community Counselor</p>	<p>This role is responsible for the integration of academic, social, and emotional support to create a holistic approach to student success. This role is integral to the well-being of students and the effectiveness of the school’s support systems, including but not limited to offering parent support groups and resources.</p>
<p>Communications Manager</p>	<p>The Communications Manager will assist in facilitating community program successes in the areas of strategic communications, brand management and advancing the organization’s vision related to community programming and outreach. The objective of the position is to support the school’s Community School Program by increasing the organization’s visibility and communicating services to the school and surrounding communities we serve. The role will promote effective communications, services, and offerings with various educational partners including current students, staff, parents, and community members.</p>

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

At WCPA, we believe that in order to build sustainability, we need to begin by establishing strong fiscal practices and transparency amongst our school community regarding the budget. WCPA will engender

greater confidence among school leaders, parents and staff that our budget expenditures are aligned to our LCAP initiatives by increasing transparency through regularly scheduled informative reports/check-points that accurately show whether expenditures are equitably impacting student outcomes as outlined in our LCAP. The California Community Schools Partnership Program plan will align with all LCAP goals and initiatives.

- LCAP development and budget development are completed in tandem.
- Organization and school leaders will ensure collective responsibility by adhering to schoolwide systems and policies.
- Business office will develop and disseminate detailed budget expense forecasts for all department leads to ensure shared accountability.
- School and organization leaders to communicate and explain organizational-wide (LCAP) initiatives and provide regular updates.

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 planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Wonderful College Prep Academy aims to enhance the quality and reach of parent education workshops and resources by building strategic partnerships with community organizations, experts, and local businesses.</p>	<p>Build and leverage partnerships to provide a wider range of high-quality educational workshops and resources for parents, with the aim of improving parental engagement, knowledge, and support for students' academic and personal development.</p> <p>Continue to build on established strategic partnerships and build new ones based on family needs assessment feedback.</p> <p>PIQE - Parent Institute for Quality Education Wonderful Education Youth 2 Leaders - Cash4College Kern County Sheriffs Department - Community Safety Department Cal State University of Bakersfield - Outreach Department Family Education Inc.</p>	<p>Positive impact of partnerships on the quality and reach of parent education.</p> <p>Broadened range and accessibility of educational resources available to paren</p>

<p>Q2: Wonderful College Prep Academy will establish a holistic support system for students that addresses their dental, primary health, and mental health needs through strategic partnerships and coordinated services, ensuring that all aspects of student well-being are met to support academic success and personal growth.</p>	<p>Create a framework that outlines how dental, primary health, and mental health services will be integrated and coordinated.</p> <p>Currently we have community partnerships that provide these services; however, we are in the process of enhancing systems that would improve the utilization of services. We're enhancing our systems to help families better navigate and understand the services available for their child.</p> <p>Our communications manager will develop and implement a range of communication strategies to inform and engage families, ensuring they have a clear and accessible way to understand and make the most of the services available for their child. We will measure the campaign reach and engagement level through insights reports and data tracking of the utilization of services. This engagement strategy will be in partnership with our partners</p>	<p>Effective integration of dental, primary health, and mental health services into a cohesive support system.</p> <p>Increased student access to dental, primary health, and mental health services.</p> <p>Link between access to the support system and improved academic performance</p>
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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:

WCPA has built an extensive network of partnerships to enhance student health, academic opportunities, and career readiness. These collaborations are instrumental in providing comprehensive support and resources that address various aspects of student well-being and success.

Key Partnerships:

Omni Dental Health:

Access to Care: Through our partnership with Omni Dental Health, students receive essential dental

care services directly within the school environment. This collaboration ensures that students have access to preventive and restorative dental treatments, contributing to their overall health and readiness to learn.

Wellness Center:

Comprehensive Health Services: The wellness center offers primary care services, including routine check-ups, vaccinations, and treatment for common ailments. By providing these services on-site, we eliminate barriers to accessing healthcare, helping students stay healthy and in school.

Early College Pathway with Bakersfield College:

College Readiness: Our partnership with Bakersfield College facilitates an early college pathway for high school students. This program allows students to earn college credits while still in high school, providing a head start on their higher education journey and enhancing their future career prospects.

Kern County Department of Public Health

Health Education: The Know Your Numbers program educates students and their families about vital health metrics such as blood pressure, cholesterol, and glucose levels. This program helps promote better health management and preventive care practices within the community.

Partnership with The Wonderful Company:

Career Exploration: By collaborating with The Wonderful Company, we offer students valuable internships and job shadowing opportunities. These experiences provide real-world insights into various careers, helping students make informed decisions about their future professions and develop essential workplace skills.

PIQE - Parents for Quality Education:

Family Engagement: Our collaboration with PIQE focuses on empowering parents with the knowledge and skills to support their children’s educational journey. PIQE’s programs offer parents tools and strategies to enhance their involvement in their children’s education, fostering a supportive learning environment at home and strengthening the school-community connection.

Future Partnership Opportunities:

As we continue to build and expand our network of partnerships, we aim to create even more opportunities for our students. Future collaborations may include additional career readiness programs, advanced academic support, and expanded health services. By forging these connections, we are committed to providing a well-rounded education and support system that prepares our students for success in all areas of their lives.

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 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	Outcome/Indicators
<p>Continue to provide a robust evidence-based professional learning & coaching opportunities for all educators, administrators, and instructional support staff to build capacity, retain staff, and ensure rigorous and engaging instructional strategies to ensure the diverse learning needs of all students are met.</p>	<p>Provide all educators with robust professional development learning opportunities that starts in the summer and continues during the academic school year. We have also strengthened our instructional coaching this school year by shifting roles in the Curriculum & Instruction team to allow for more content specific support for our teachers.</p> <p>Implement a coherent professional learning model focused on empowering adults in our system to deliver and measure the effectiveness of high-quality instruction and supports within a multi-tiered system of supports.</p> <p>Our theory of action will center on the notion that if we define and implement a coherent professional learning model focused on empowering adults in our system to deliver and measure the effectiveness of high-quality instruction and supports within a multi-tiered system of supports, then staff will have the structure, knowledge, and capacity to implement and monitor the effectiveness of instructional practices within our MTSS structure and student outcomes for all students, especially English Learners (EL) and Student with Disabilities (SWD), will improve.</p>	<p>Delivery of evidence-based professional learning programs that meet best practices.</p> <p>High levels of participation in professional learning and coaching opportunities among educators, administrators, and instructional support staff.</p> <p>Positive feedback from staff regarding the quality and impact of professional learning and coaching.</p>
<p>WCPA will define and implement a coherent professional learning model focused on empowering adults in our system to deliver and measure the effectiveness of high-quality instruction and supports within a multi-tiered system of supports.</p>	<p>Our theory of action will center on the notion that if we define and implement a coherent professional learning model focused on empowering adults in our system to deliver and measure the effectiveness of high-quality instruction and supports within a multi-tiered system of supports, then staff will have the structure, knowledge, and capacity to implement and monitor the effectiveness of instructional practices within our MTSS structure and student outcomes for all students, especially Student with Disabilities, will improve.</p> <p>All educators will participate in 6 days of professional learning during the summer; 10 days of professional learning during non-instructional days, and weekly professional development during the school year to further develop instruction and intervention skills to support all students and close academic gaps for all learners, including English Learners (EL) and Students with Disabilities (SWD).</p>	<p>Successful implementation of the professional learning model across the organization.</p> <p>Effective application of new knowledge and skills from the professional learning model in the classroom and support settings.</p>

Priority 8: Centering Community-Based Curriculum and Pedagogy

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>By May 30, 2025, WCPA will effectively integrate Community-Based Learning (CBL) principles, including culinary and learning farm experiences, into classroom instruction and expand professional development opportunities to support educators in utilizing CBL approaches.</p>	<p>Expand Community-Based Learning Include Culinary and Farm-Based Learning: Incorporate modules on integrating culinary and learning farm experiences into the CBL training program.</p> <p>Provide Hands-On Workshops: Organize workshops that allow educators to experience and plan for culinary and farm-based projects.</p>	<p>Training Completion Rates: Percentage of educators completing the CBL training with culinary and farm-based modules.</p> <p>Classroom Observations: Number of classrooms implementing culinary and farm-based projects.</p> <p>Student Engagement: Increase in student participation and interest in culinary and farm-based learning activities.</p>
<p>By May 30, 2025, WCPA will expand student support through increased access to resources and community-based experiences.</p>	<p>Build or expand partnerships with local businesses, non-profits, and community organizations to offer internships, mentorships, and volunteer opportunities.</p> <p>Launch new initiatives or programs based on the needs assessment, such as workshops, mentorship programs, or after-school activities.</p> <p>Provide training for staff on how to effectively use and guide students through new resources and community experiences.</p>	<p>Number of new partnerships formed and student participation rates in community-based experiences.</p> <p>Program launch success and student engagement metrics (e.g., attendance, feedback).</p> <p>Staff feedback on training effectiveness and improvements in student support as reported by staff.</p>

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 allows 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 for continuous improvement of the system. 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 that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>WCPA’s sustainability goal is to focus on developing a working theory of improvement that results in our budget development and budget review process for 2024-2025 informing – and being informed – by the content of our 2024-2025 LCAP, which includes our Community Schools framework.</p>	<p>LCAP development and budget development are completed in tandem.</p> <p>Org and School leaders will ensure collective responsibility by adhering to schoolwide systems and policies.</p> <p>Business office will develop and disseminate detailed budget expense forecast for all department leads to ensure shared accountability.</p> <p>School and Org leaders to communicate and explain organizational-wide (LCAP) initiatives and provide regular updates.</p>	<p>Creation of a clear and actionable theory of improvement that guides budget development and review.</p> <p>Integration of key elements from the 2024-2025 LCAP into the budget development process.</p> <p>Explicit consideration of the Community Schools framework during the budget review process.</p>
<p>By the end of the academic year, improve school culture by implementing PDSA cycles to enhance student support systems and community engagement. Achieve 25% increase in utilization of support services and a 25% rise in community event participation.</p>	<p>Develop a Support Enhancement Plan: Create a comprehensive plan to address identified needs, including academic, counseling, and mental health support.</p> <p>Communicate Changes: Inform students and parents about new services through newsletters, school meetings, and digital platforms.</p>	<p>Improved awareness and utilization of student support services.</p> <p>Increased satisfaction with academic and personal support resources.</p> <p>Indicator: 85% positive feedback regarding the effectiveness of new support services. Measurement: Satisfaction surveys completed by students, parents, and staff.</p>

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