

# 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:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. 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

Marconi Learning Academy, CDS 37-67983-0134890

Dr. Kathryn Catania, cell phone 559-246-8146 email: kcatania@cvwest.org

## 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:

Marconi Learning Academy (**MLA**) embraces the CA Community Schools framework as a powerful approach for transformational change, creating real, meaningful, and research-supported practices that empower parents, students, all community partners, and all MLA staff to collaboratively support students to be successful. We embrace the “whole child” approach. MLA was awarded a California Community Schools Partnership Program (**CCSPP**) Planning Grant Cohort II in 2022-23. This planning phase involved extensive collaboration between MLA students, parents, staff, educational partners, and community-based organizations to identify the school and community's unique needs, current assets, and service gaps related to academic achievement, social-emotional learning, physical and emotional well-being, and parent and community engagement. Presentations and trainings were held to share the CA Community Schools Framework, and input was gathered from focus groups of students, parents, teachers, classified staff, and surveys on the needs of our students and families. (The RTAC's Needs and Assets Assessment Tool was used.) Also, during the meetings, we mapped current assets, including school funding from various state and federal sources, so a plan

of braiding funding was outlined to most effectively use local, state, and federal monies to meet student and family needs and then use the anticipated CCSPP funding to fill the gap of unmet needs. The goal of meetings was to provide training and be collaborative in the shared power of the design of becoming a CA Community School that would be student relationship-centered, and racially just with a lens of equitable practices so ALL students are successful.

Through this approach, we envision a school environment that reflects and fosters transformation specific to the needs of our student population, where diverse cultures come together, relationships flourish, and safety and belonging are foundational values. Here, students and families work collaboratively and supportively as partners, each member playing a vital role in our collective success.

MLA is a nonprofit charter school that serves 'At-Promise' high school students who have faced challenges in traditional school settings, many from backgrounds marked by trauma or hardship. The Community Schools model aims to look beyond traditional school models to align closely with MLA's core principles of racial justice, relationship-centered learning, and social-emotional safety, fostering classroom connections and community engagement. We are deeply committed to inclusivity and personalized education, building pathways to help students re-engage with the educational system, experience a sense of belonging, and achieve empowerment.

The results of the MLA Needs and Assets Self-assessment also allowed school leaders, students, parents, and educational partners to develop an implementation budget and Plan that integrates the California Community Schools Framework with MLA's Local Control and Accountability Plan (LCAP) and other school-wide strategies. Through this framework, we strive to create an equitable, resilient school community centered around collective capacity building, shared decision-making, and an assets-driven approach. Grounded in the Four Pillars, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices, this plan is guided by five capacity-building strategies that support growth through the stages of Visioning, Engaging, and Transforming.

With a Whole Child lens, our flexible education program empowers students to define their own success—whether through diploma achievements, college preparation, or career-sustaining community readiness—ensuring success for each student's unique educational journey. To accomplish this vision, the collaborative team developed the following CCSPP goals.

MLA CCSPP Collective Priorities:

**CCSPP Goal 1: Integrated Student Supports**

Ensure equitable, culturally appropriate integrated student support services by improving coordination and delivery of school and community resources for students and their families to improve academic achievement, social-emotional growth, and overall health and well-being.

**CCSPP Goal 2: Family and Community Engagement**

Build the capacities of families and community members to support MLA students' academic success, attendance, and positive youth development by providing parent education and connecting families to available community resources.

**CCSPP Goal 3: Collaborative Leadership Practices**

Build the capacity of teachers, staff, administrators, parents, and community partners to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of MLA students, building a culture of professional learning and collective trust.

**CCSPP Goal 4: Expanded Learning Time and Opportunities**

Strengthen expanded learning opportunities beyond the regular learning time to enhance academic outcomes, social-emotional learning, physical fitness, real-world experiences, behavioral health, and career skills and planning.

CCSPP goals align and complement the 2024-25 LCAP Goals: 1) Increase student academic achievement; 2. Increase student college and career readiness; 3) Increase retention for graduation completion; and 4) Increase educational partner engagement. The goals also mirror the CCSPP four pillars as well as the Four Cornerstone Commitments, Four Proven Practices, and Four Overarching Values of the Community Schools Framework.

MLA is committed to ensuring all students progress toward academic proficiency by providing culturally relevant, high-quality, differentiated instruction and academic and social-emotional support. Student mental and physical health needs are continually assessed, and support is provided to optimize student learning focus. We have contacted a provider to lead staff through culturally relevant instruction training. We also have trained staff on Trauma-Informed instruction best practices, and will deepen that work.

MLA will hire a Community Liaison (**CL**) to lead the CCSPP Implementation Project. He/she will oversee the community school program, partnerships, and strategies at the school sites. The CL will be supported by a regional Community Schools Program Manager (**CPM**) (in-kind support.) This will include ongoing assessment of the equitable distribution of the Multiple Tiered System of Support (MTSS), mental health, and community partner resources. The CL will work with the parents and staff through existing groups of ELAC, LCAP, Parent Advisory Council, and School Steering Committee to assess the degree to which their school site embodies the CA CS Framework and the Overarching Values. Quarterly meetings will be held with All Education Partners (**AEP**), which includes parents, students, CL, CPM, principal, counselor, Sp Ed Director, community and education partners to review progress and fidelity to the implementation plan. Special attention will be placed on having parents and students who represent those student groups that data shows struggle with success. All of these committees will be continuously updated with the CA Community Schools Framework and other guiding documents to be sure any new members have a full understanding and can participate as collaborative decision-makers.

Next, an updated professional development plan will be written to improve asset-driven, racially-just, relationship-centered spaces with restorative practices, culturally responsive instruction, shared decision-making, and participatory practices. In addition, the CL will administer annual surveys and lead discussions regarding ongoing unmet student needs. The parent councils and school leaders will incorporate information about the CCSPP initiative into school-wide events, print and digital materials, internal and external communications, and site-level education partners' engagement opportunities to build shared understanding and commitment to the CA Community Schools (**CS**) Framework. The CPM will work with the MLA onboarding team to incorporate training on the CA CS Framework and the Overarching Values.

□ □

**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. 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.

The Needs and Assets Assessment (NAA) is a strategic, comprehensive approach to engage administrators, staff, students, families, community members, and community partners in the process of gathering and identifying a shared vision and setting collective priorities that reflect both the unique needs and strengths of the community. As part of the annual NAA, we will engage focus groups of students and families who represent struggling students based on ongoing data analysis. The CL, counselor, and principal will also meet three times a year with the Student Study Team, which is charged with identifying struggling students referred by teachers, identifying root causes, and developing an individual support plan for each student they consider. In the past, examples may be English Learners, students who are credit deficit, and chronically absent students by 1) creating an inclusive environment, 2) building trust and relationships, 3) strengthening communication with families, 4) providing specific and supportive resources, 5) empowering families through information and networking, and 6) providing cultural competency and implicit bias training for staff members. We will set up a schedule for each semester and circle back to these groups for updates on whether the supports put in place are working and what additional resources and supports can be put in place.

This practice helps develop a sustainable and responsive Community Schools model grounded in community-based resources and local wisdom. This process will also reveal unmet needs, which then the CL and site team can pursue finding those other needed supports, to be a continuous improvement model truly. An example was during the planning year; there was an identified need for more Tier II mental health support for students. By working with the County Office of Education, we identified additional providers who could come on campus because many of our students lack transportation to a remote business.



Method

MLA will continue to use methods used during the Planning Grant phase during which the All Education Partners (**AEP**) met and reviewed qualitative and quantitative data by 1) administering the Annual Student/Parent/Staff Survey; 2) delivering information about the California Community Schools Framework at educational partner meetings like Parent Committees, Student Council, and staff meeting; 3) administering a Community Schools Survey to students, parents, and staff; and 4) meeting with existing community partners to identify services and gaps.

Community Resource Scan

During the planning year, MLA initiated an inventory of current partnerships with service providers serving student and family needs. This inventory was organized into a Partnership Matrix that continues to grow and outlines the service area of each existing partner, the connection to the CA Community Schools Framework and Whole Child and Family Support Inventory, and expected outcomes and progress monitoring. Additionally, staff will continue training through the CDE, State Technical Assistance Center, and Regional Technical Assistance Centers in order to be informed and aligned with updates and additional resources for alignment to the CA Community Schools Framework.

Data Analysis:

MLA will continue to compile and analyze existing data in many forms, including vital baseline data from CA Dashboard Indicators, CDE DataQuest, NWEA Assessments, Annual Survey results, and the School Accountability Report Card (SARC) as well as existing school-wide strategic plans like the Local Control Accountability Plan (LCAP) and WASC self-study process. Qualitative feedback from meeting minutes, Parent Teacher Conference notes, and individual educational partner feedback will also be reviewed. Lastly, data from new measures of quantitative and qualitative feedback collected during the Community Schools planning phase, including results from Community School Surveys, empathy interviews, and focus groups, will continue to be used to review and synthesize themes and determine the school community's current state.

Document Review:

During the Planning Phase, MLA gathered documentation and artifacts demonstrating the school's strengths and areas in need of improvement. Data sources included a review of the CA Dashboard Indicators, NWEA Assessments, School Accountability Report Card (SARC), internal data, educational partner surveys such as the Annual Survey and Community School Surveys, and presentation and analysis on existing school-wide programs and goals that contribute to the Four Pillars of Community Schools such as the Local Control Accountability Plan (LCAP) and Title I Schoolwide Program.

Educational Partners Feedback

In order to maintain a shared commitment to CCSPP priorities, MLA's All Education Partners and other advisory councils will continue a systematic and inclusive approach to engage school leaders, staff, parents, and families through surveys and questionnaires, focus groups, informational presentations, digital collaboration tools, etc. giving partners multiple opportunities to provide input and have their voices considered in the decision-making processes.

Completion of the Needs and Assets Self-Assessment integrated existing data sources with new data through targeted, equity-centered methods. By identifying key themes and root causes, the NAA facilitated in identifying the following priority needs.

1. Need to increase the number of students meeting standards in ELA and math.
2. Need to close the English Learner achievement gap
3. Need to develop an environment of stronger social-emotional support
4. Need to improve parent education and engagement
5. Need to increase school-community partnerships and services
6. Need to increase student dual enrollment participation and job skills.

To assess community needs, our CPM and staff designed a survey that asked our business and community partners to identify their top three community concerns related to MLA students and the types of services or resources they could provide. Common responses included healthcare, vision, dental, mental health, literacy, immigration services, substance abuse prevention, housing, legal consultation, and other support services.

The School Site team also reviewed the compiled data, including the list of identified unmet student needs and resources, and then asked focused questions to look for root causes. A facilitated discussion was held to determine how CCSPP resources could best be allocated to address remaining unmet needs. Finally, the AEP team met with staff, parents, students, and community education partners to present the report and gather feedback on the proposed CCSPP project. This included reviewing the project's alignment with the California Community Schools Framework, overarching values, vision, goals, actions, and anticipated outcomes.



**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 you anticipate arising as you achieve more profound 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**

Priority 1: Integrated Student Supports  
Ensure equitable, culturally appropriate integrated student support services by improving coordination and delivery of school and community resources for students and their families to improve academic achievement, social-emotional growth, and overall health and well-being.

To demonstrate progress toward Priority 1, MLA will:

1. Provide tutoring support (Whole-Child Academic Support), which will increase the number of students completing two credits per learning period to increase attendance.
2. Increase the number of students showing growth on the NWEA ELA assessment.
3. Increase students participating in either dual enrollment, job skill training, and career development.

Priority 2: Family and Community Engagement  
Build the capacities of families and community members to support MLA students' academic success, attendance, and positive youth development by providing parent education and connecting families to available community resources.

To demonstrate progress toward Priority 2, MLA will:

1. Increase the number of parents or guardians engaging with MLA through ideas gathered through surveys, focus groups, parent advisory council, and family engagement events. (Whole Child - Parent Leadership Development)
2. Increase the number of community partners participating in surveys, collaborative CCSPP meetings, and other engagement events.
3. Increase collaboration and the number of community partners and resources available to students and families.

Priority 3: Collaborative Leadership Practices  
Build the capacity of teachers, staff, administrators, parents, and community partners to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of MLA students, building a culture of professional learning and collective trust.

To determine success in achieving Priority 3. MLA will:

1. Hold quarterly meetings with parents and business/community partners to train on the CA Community School Framework, present data, and engage in collaborative leadership to continuously improve the implementation plan and allocate resources for maximum student success. The number of attendees will increase.
2. Quarterly update student unmet needs based on feedback from screenings and the collective meetings held to decrease the number of students with unmet needs. (Whole Child- Health Screening and Mental Health Screening)

Priority 4: Expanded Learning Time and Opportunities  
Strengthen expanded learning

To demonstrate progress toward Priority 4, MLA will:

1. Increase the number of students graduating with a diploma and dual enrollment credits/job skills training/college and career plan.

opportunities beyond the regular learning time to enhance academic outcomes, social-emotional learning, physical fitness, real-world experiences, behavioral health, and career skills and planning.

*Aligned to Whole Child and Family Supports Inventory*

2. Increase the number of students who participate in expand learning activities such college and career field trips, (Whole Child- Before and After School Expanded Learning)
3. Increase number of students who participate in certification programs, job shadowing, training, and internships, i.e., Cert Nurse Assistant, Dental Assistant, Barbering, Construction, Accounting, Child Development Pathway



## 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	ACTIONS
Increase educator understanding and proficiency in Community Based Learning (CBL)	<ol style="list-style-type: none"> <li>1. Create dedicated time for staff to learn about the history of the Sacramento community and cultures and learning strategies that create a clear bridge between classroom, students and community. Hands-on experiential, authentic cultural activities.</li> <li>2. Train staff in the pedagogical and practical roots of CBL</li> <li>3. Incorporate CBL into the curriculum during department PLCs.</li> <li>4. Develop service learning and/or senior portfolio projects to broaden community-based learning and career skills               <ol style="list-style-type: none"> <li>a) Work with community partners and organizations to develop CBL opportunities</li> <li>b) Work with the curriculum department to develop credit-aligned CBL projects</li> </ol> </li> </ol>
Increase educator proficiency in Trauma Resilient Educational Communities (TREC) model	<ol style="list-style-type: none"> <li>1. Train staff in the pedagogical and practical roots of TREC model</li> <li>2. Progress along the continuum of TREC accreditation               <ol style="list-style-type: none"> <li>a) Partner with TREC Oversight Committee to bring in-person professional development to school-site</li> <li>b) Align TREC Self-Study and Sustainability Plan to Community Schools Implementation Plan</li> </ol> </li> <li>3. Expand resiliency programs               <ol style="list-style-type: none"> <li>a) Train staff on Social-Emotional Learning CASEL -</li> <li>b) Integration of TREC and CASEL</li> <li>c) Pilot and deliver resiliency programs</li> </ol> </li> </ol>

□□

## 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
<p>A CCSPP All Education Partners (AEP) committee of parents, students, teachers, classified staff (finance, operations, tutors), administrators, and community education partners will meet 4 times a year to make the major decisions for the CCSPP project. Progress will be measured by quarterly agendas, sign-in sheets, and minutes</p>	<ol style="list-style-type: none"> <li>1. The CL will create a CCSPP All Education Partners Committee (AEP), as described in the goal, to meet quarterly to review the implementation actions, including analysis of progress data, and make ongoing decisions.               <ol style="list-style-type: none"> <li>a. Progress measured by the AEP committee created in the first quarter of year</li> </ol> </li> <li>2. The CL will create Community AEP agendas by asking members for agenda items (a week ahead of the meeting) and send out agendas so members can review what will be discussed and gather information to make decisions.               <ol style="list-style-type: none"> <li>a. Progress is measured by quarterly agendas, sign-in sheets, and minutes</li> </ol> </li> <li>3. The CL will solicit qualitative feedback bi-annually from all key education partners, including students, parents, families, teachers and staff, and community partners, to collect information useful for community school planning and continuous quality improvement.               <ol style="list-style-type: none"> <li>a. Progress measured by bi-annual surveys and Annual CCSPP Evaluation Report</li> <li>b. Revised implementation plan developed from data analysis and updated asset mapping</li> </ol> </li> </ol>

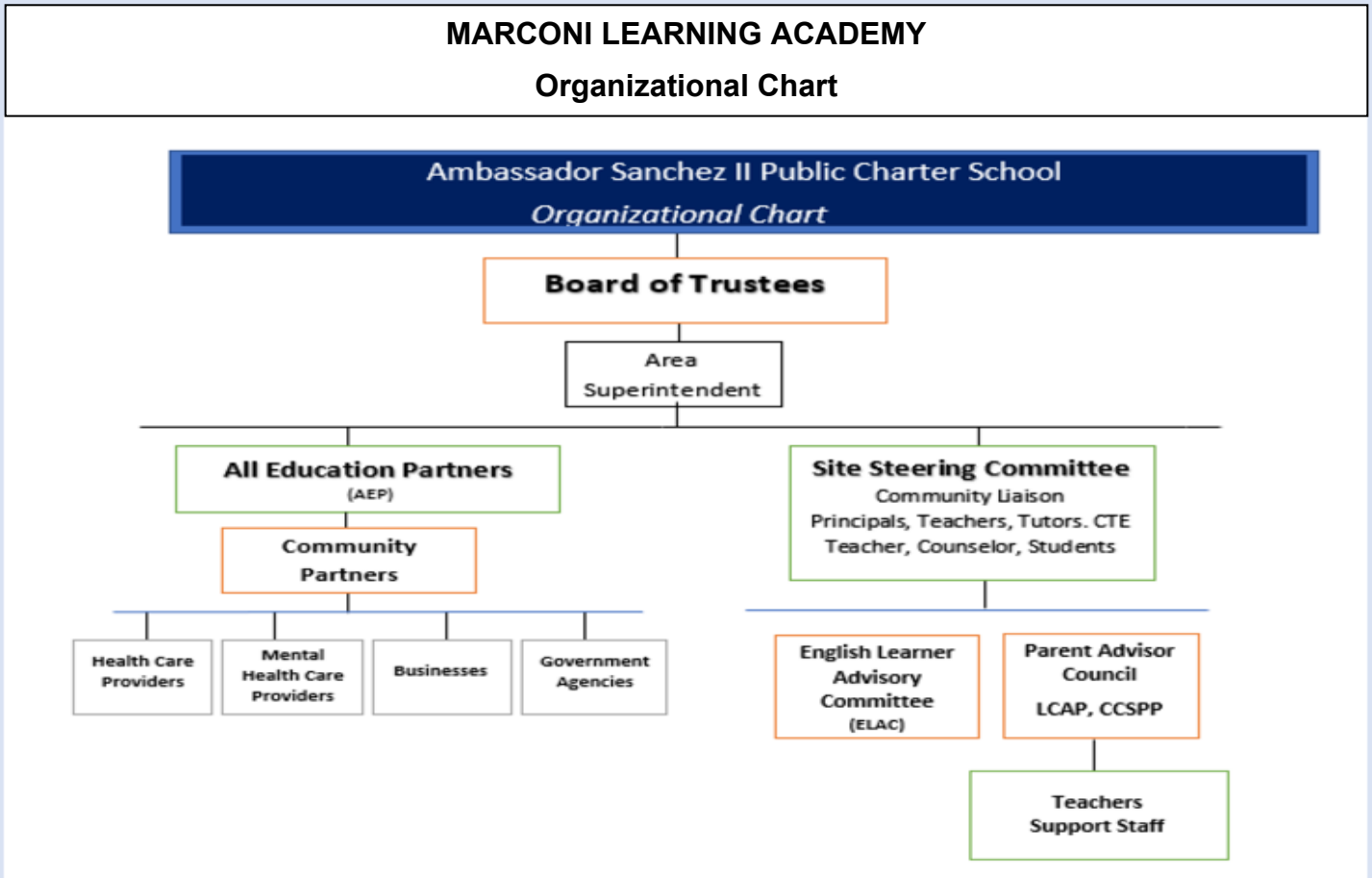


<p>The Marconi Learning Academy CCSPP Site Steering Committee composed of students, parents, teachers, staff, administrators, counselors, social workers, and operations support will meet monthly to support the implementation of the CCSPP Project.</p>	<ol style="list-style-type: none"> <li>1. The CCSPP Site Steering Committee (SSC) will meet monthly, calendared and facilitated by the CL to review the implementation plan, develop an ongoing timeline, and be sure all the action steps are taking place and struggling students are continually identified and supported as detailed in the CCSPP plan.</li> <li>2. The CL will facilitate and create the monthly agendas, sign-in sheets, and minutes monitor progress. Also, data collected shows student progress towards credit completion, meeting graduation requirements, college and career participation, and physical and mental well-being.</li> <li>3. The CL will incorporate CCSPP implementation reports (including data collected to determine progress), into all key engagement opportunities, including meetings of ELAC, LCAP, and Parent Advisory Council to gather feedback. <ol style="list-style-type: none"> <li>a) Progress is measured by agendas, sign-in sheets, and minutes</li> </ol> </li> </ol>
<p>Provide integrated student support services</p>	<ol style="list-style-type: none"> <li>1. Utilize the CCSPP Site Steering Committee to review support services for students struggling with academic progress or physical or mental health issues and develop an improved integrated support plan. <ol style="list-style-type: none"> <li>a) Meeting dates measure progress, student lists, individualized learning plan progress, and student support plans</li> </ol> </li> </ol>

□ □

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 system of collaborative leadership is represented in the following organizational chart. The LCAP/Parent Advisory Council (PAC) will assume the role of a CCSPP Advisory Council to provide guidance to school leadership and conduct ongoing needs assessment, CCSPP implementation activities, and program evaluation



□ □

## 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
Community Liaison (CL) to coordinate site activities (will work with SSC). Social Workers, Counselors, and Community Liaisons (System Of Support (SOS) Team) will maintain ongoing communication with families to improve the academic performance, attendance, and health and well-being of students. (External evaluation and support of implementation will assist the CL) (Supports LCAP Goals 1 and 3)	<ol style="list-style-type: none"> <li>1. The Community Liaison hired for MLA to coordinate and oversee the work.</li> <li>2. Develop student lists from the students, SST, and families who need additional support to be successful.</li> <li>3. Begin ongoing communication with students and families to determine how to deliver additional support, such as academic (tutoring time), mental health, transportation, and review the student's individual learning plan with the lead teacher and adjust as necessary.               <ol style="list-style-type: none"> <li>a. Progress measured by CL to be reviewed with the site leadership team</li> <li>b. Calendar of CL family communication times, including ELAC, Parent's Advisory Council, etc.</li> </ol> </li> </ol> <p>Monitor progress of identified students in academics, health appts., credits completed by learning period. (Usu Usually every 4 weeks.)</p>
Utilize additional academic tutors identified in Comprehensive School Improvement (CSI) plan to work with identified students	<ol style="list-style-type: none"> <li>1. Assign students in need of additional tutoring time.               <ol style="list-style-type: none"> <li>a. Progress monitored by CL and site tutor coordinator regarding students attending and results.</li> <li>b. Credits completed by the learning period</li> </ol> </li> </ol>

## Key Staff/Personnel

Community Liaison	<p>Oversees the MLA CCSPP implementation and ongoing progress monitoring and data collection and analysis.</p> <p>Continues to develop new community partner relationships for career skills development, internships, certification programs, SEL, and on-site career training.</p> <p>Conducts home visits and maintains ongoing communication with families to help students improve academic achievement, and attendance, ensures mental health or substance abuse appointments, and connects students with additional college and career</p>
-------------------	---

	<p>opportunities.</p> <p>Schedules school-wide presentations for students with administrators on developing a life-plan, including college and career goals.</p>
Regional Director of Educational Support Services (in-kind support .10 FTE)	Participates in monthly steering committee meetings to determine integrated student services. Coordinates training for Student Study Team on CCSPP implementation plan.
Principal, MLA (in-kind support .10 FTE)	Provides site-level community school leadership and support; works with the Community School Program Manager, Community Liaison, Parent Advisory Council, and CCSPP Steering Committee to prospect, cultivate, and secure partnerships and resources
State and Federal Programs Coordinator (in-kind support .10)	Oversees budget and implementation as member of SSC
Community Programs Manager (in-kind support .20)	<p>Oversees all sites CCSPP implementation and ongoing progress monitoring and data collection and analysis.</p> <p>Continues to develop new community partner relationships for career skills development, internships, certification programs, SEL and on-site career training.</p>
Academic Counselor, MLA (in-kind support .10 FTE)	Collaborates with students, parents and staff to create individualized learning plans, life plans and participates in monthly steering committee meetings
School Social Worker, MLA (in-kind support .10 FTE)	Collaborates with students, parents and staff to provide SEL and participates in monthly steering committee meetings.
Curriculum & Instruction Coordinator (in-kind support .10 FTE)	Collaborates/serves in SSC, coordinates CCSPP related trainings and PD along with CCSPP curriculum and instructional enhancements.
Grant Evaluator, Educational Research Corporation (External)	Attends monthly steering committee meetings, AEP meetings and gathers data for ongoing evaluation of implementation, and assists in preparing the annual report.

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

During the first year of the CCSPP project, the **Marconi Learning Academy Site Steering Committee** and the **CCSPP All Education Partners (AEP)** committee will work with the Parent Advisory Council to develop LEA sustainability plans to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Site Steering Committee will incorporate best practices for Community School sustainability as informed by the California Department of Education, the S-TAC (State Assistance Center), and the R-TAC.

The primary focus of the sustainability plan will be demonstrating the value of community schools, both in terms of economic cost-benefit analysis and their impact on student learning. the **AEP** and the Site Steering Committee will work with an external evaluator to conduct formative and summative evaluations that include quantitative and qualitative assessments (along with the CDE-required CCSPP evaluation components) to determine (1) the school's success in implementing the community schools model with fidelity and (2) the CCSPP Project's overall impact and success in meeting target performance measures (e.g., student, school, and community outcomes).

The Site Steering Committee will present the results of ongoing project reflection and evaluation to the **AEP** and the MLA Board of Trustees to quantify the CCSPP's return on investment resulting from improved student success, teachers and principal stability, and job satisfaction, the ability to attract a diverse pool of employees increases in the average daily attendance (ADA), and the contribution to supporting community and family needs. Data will also be presented for additional revenue generated by the increase in attendance and growth.

In addition, the sustainability plan will identify diverse sources of ongoing community school funding, including in-kind donations of services from community partners and government agencies, the LEA MediCal Billing Option Program, the School-Based Medi-Cal Administrative Activities Program, the federal Early and Periodic Screening, Diagnosis, and Treatment Program offered to our families and by our partners and other state and regional grant programs. Presentations will also be made to foundations and local government entities, stating the economic contribution that MLA graduates make to our community. It is well-researched that adults with a high school diploma and job skill training earn significantly more than dropouts, so sustaining our community school program helps the local economy grow. It is an attractive funding destination for economic development.

□ □

## 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
Review and enhance existing partnerships and source new prospective partnerships with focus on Four Essential Pillars to meet student and family's community-based services and activities	<ol style="list-style-type: none"> <li>1. Review and update the CCSPP Partnership List to identify any new partnerships (bi-annually). Targeted entities will be those who can provide mental health support and substance abuse counseling for students.               <ol style="list-style-type: none"> <li>a. Progress measured by number of students and families actively participating in provided supports.</li> </ol> </li> <li>2. Develop a specific Partnership Matrix (by the end of project year one).               <ol style="list-style-type: none"> <li>a. Progress monitored by the expansion of partner lists.</li> </ol> </li> <li>3. Formalize partnerships with a written agreement.               <ol style="list-style-type: none"> <li>a. Progress is monitored by a signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including services to be provided.</li> </ol> </li> <li>4. Engage community partners in the All Education Partners quarterly meetings.               <ol style="list-style-type: none"> <li>a. Progress is monitored by the meeting agendas, sign-in sheets, and meeting minutes</li> </ol> </li> </ol>

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:

Throughout the community school planning process, the Site Steering Committee engaged with local leaders and community education partners from each school site to conduct a community asset



mapping and needs/gap analysis. This included completing an inventory of existing community-based service providers operating within the charter attendance area to create an Education Partners matrix, which lists the services the partner can provide and in which areas Marconi hosted an AEP meeting to explain the purpose of Community Schools, including providing copies of the Community Schools Framework, sharing the initial identified service gaps that exist, and leveraging each partner's professional expertise and network to identify prospective partners that might contribute to future community schools efforts. The list below includes key existing community-based service providers.

Two of the key community partnerships are Capital Star, Inc., and Why Sacramento which assists with training students to create their resume, appropriate behavior on the job and other job skills for success, how to dress, and what to do when problems arise. Students earn a stipend for participating in this training beyond their regular school hours.

The MLA Community Program Manager was also able to network with other districts in our area that are also working on becoming a community school at the Regional Technical Assistance Center meetings at the Sacramento County Office of Education

<b>Community Partner</b>	<b>Service Provided</b>
Capital Star, Inc	Peer support, essential needs, job readiness, housing resources, education
School of Rock	Music programs and lessons
Greater Sacramento Urban League	Advocacy, employment services, health, housing, youth and family support, wealth building
Northstate Business Industry Association	Support for homelessness
Department of Rehabilitation	Consultation, counseling, and vocational rehabilitation
Well Space Community Clinic	Comprehensive medical, dental, mental health, substance abuse, disorder treatment, and supportive services
Mutual Assistance Network	Social Worker services
Sacramento Food Bank and Family Services	Food insecurities and hunger relief
Sacramento Public Library	Library services
Youth Health Network	Peer mentors and mental health
Lemoore College	Dual enrollment
Why Sacramento	Network of community advocates across many organizations supporting children
United Way of California	Supporting children and Families



## Site Level Goals and Measures of Progress

Goals	Action Steps
Incorporate the Community School Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan into existing school strategic plans.	<ol style="list-style-type: none"> <li>1. Parent Advisory Council (PAC) conducts an annual review of Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan (annually)               <ol style="list-style-type: none"> <li>a. Progress monitored by PAC agendas, sign-in sheets, and minutes at quarterly meetings</li> <li>b. Revised Needs Assessment and Asset Mapping/ Gap Analysis and Implementation Plan (annually)</li> <li>c. If needed, budget plan revision annually</li> </ol> </li> <li>2. Incorporate review and update of the community schools Implementation Plan into the LCAP planning and Needs Assessment and Asset Mapping revision process (annually) /Gap Analysis and Implementation Plan               <ol style="list-style-type: none"> <li>a. Progress monitored by LCAP Goals, Actions, and into existing school strategic plans budgeted expenditures show explicit alignment with the CCSPP.</li> </ol> </li> <li>3. MLA has a Comprehensive School Improvement (CSI), with a focus on additional tutoring support for students. The Site Steering Committee will list and consider on the monthly agendas any other initiatives or funding, to keep the integration of services and funding when making decisions and planning service delivery to students</li> </ol>



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