

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM
Ambassador Sanchez II Public Charter School

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CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

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.

Capacity-Building Strategies Overview

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

1. Shared understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Ambassador Sanchez II Public Charter School
Shacola Green, principal@ambsanchezcharter2.org
559-930-4347

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

Ambassador Sanchez II Public Charter School's (AMBII) shared understanding of and commitment to the CA Community Schools Framework, and the Overarching Values was evident throughout the two years of planning with all our education partners and in the development of the goals for the CCSPP Project and the goals for LCAP. Since AMBII is a non-profit public benefit corporation that offers an independent charter school designed for 'At-Promise' high school students who were not successful in traditional high schools, the values of being racially-just, relationship-centered, social-emotionally safe, with strong classroom-community connections are the foundation of our programs. Most AMBII students come from dysfunctional environments where there has been significant trauma. Typically, incoming students have very low trust with others and don't have resources or supportive mentors focused on helping the student be successful. The AMBII community is committed to every student's success and rebuilding trust between the students and

adults. It is a flexible, personalized education program that, with becoming a community school, provides a pathway to a high school diploma and a personalized life plan beyond high school for career success.

Within this Implementation Plan, the CA CS Framework awareness, training, and commitment will include the Four Pillars of Community Schools, the Four Key Conditions for Learning, the Four Cornerstone Commitments, and the Four Proven Practices. Using the S-TAC Whole Child Self-Assessment Support Tool twice a year, the AMBII Community will continue to engage in guided reflection and update our implementation plan each year. The refresher training of the Whole Child Support Tool will be in August 2024 and will continue each year. We will continue to use the Nine Capacity-Building strategies to move from Visioning to Engaging and finally to Transforming, in a continuous improvement model long beyond the five years of the CCSPP grant funding. We look forward to updates of tools and best practices as we begin implementation of becoming a sustained California Community School, hand in hand with all of our partners in shared decision-making. Each person brings a unique perspective that results in the best community school program and student success. Each person brings a unique perspective and improvement ideas that result in the best community school program and student success.

The CCSPP planning meetings over the past 18 months renewed our shared look at AMBII's students and current program (including the use of improvement science strategies and data analysis). We asked, "What can becoming a community school do to strengthen the values and meet the identified needs of students?" During the process, our LCAP goals were refined, and our CCSPP goals and actions were developed:

AMBII CCSPP Goals:

1. Ensure equitable access to culturally appropriate, integrated student support services by improving coordination and delivery of school and community resources for students and their families.
2. Build the capacity of families and community members to support AMBII students' academic success, attendance, and positive youth development by providing parent education and connecting families to available community resources.
3. 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 AMBII students.
4. Partner with community-based agencies to enhance and expand extended learning programming to provide students with new, relevant academic and enrichment learning.

AMBII LCAP Goals:

1. Increase student academic progress.
2. Increase student college and career readiness.
3. Increase student retention for graduation completion.
4. Increase educational partner engagement.

AMBII 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.

AMBII is located near downtown Fresno, near Highway 99 and Fresno Street.

AMBII's current Community School Program Manager (funded by the CCSPP Planning Grant) will continue to serve in that position to lead the CCSPP Implementation Project. He will oversee the community school program, partnerships, and strategies at the school sites. This will include ongoing assessment of the equitable distribution of the Multiple Tiered System of Support (MTSS), mental health, and community partner resources.

The Community School Program Manager (CSPM) will work with the 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. All of these committees will be refreshed or retrained with the CA Community Schools Framework and other guiding documents in August of 2024 to be sure any new members have a full understanding and can participate as collaborative decision-makers. Next, a professional development plan will be developed to improve asset-driven, racially-just, relationship-centered spaces with restorative practices, culturally responsive instruction, shared decision-making, and participatory practices. In addition, the CSPM will take 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 CS Framework. The CSPM will work with the AMBII new employee onboarding team to incorporate training on the CA CS Framework and the Overarching Values.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys,

one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

The AMBII CCSPP **Site Steering Committee (SSC)**, led by the CCSPP Community School Program Manager (CSPM), worked with the entire community to conduct a multi step needs assessment process to assess the needs of students, families, and the school communities to map community resources and identify service gaps. First, the SSC compiled student, school, and community data from sources such as the US Census Bureau, CDE DataQuest, School Accountability Report Cards (SARCs), School Plan for Student Achievement, the Learn 4 Life Annual Student, Parent, Staff Survey, a custom survey (explained below), and the LCAP.

Second, staff was trained in Improvement Science and the first action was to develop a survey, which was conducted to specifically measure student, parent, and staff responses to specific questions in the following areas;

- *students - 205 responses - school climate, connectedness and engagement, social-emotional learning (SEL), self-awareness, self-regulation, social awareness, relationship skills, decision making, academics, future goals, college and career, and civic engagement;

- *parents or guardians -70 responses - safety and connection, teacher time and interaction, communication and engagement;

- *staff- 27 responses - school climate, culture and mission/vision, academics, instruction, and SEL, communication and engagement, leadership perception, professional development, and partnerships

Third, using focused-interview techniques, community education partners were convened in a series of meetings to review the compiled data, including the list of identified student needs and resources, and then ask focused questions to look for root causes. Fresno County Superintendent of Schools staff prepared a list of supporting agencies for student needs that could provide services in the AMBII site areas.

A discussion was held to identify what resources and services could be provided to students through existing state and federal funding or community partners, then a resource and service gap list was generated. The group brainstormed what prospective partners or additional funding resources might fill the gaps for identified needs and then what the CCSPP could provide in resources to meet the remaining needs. This process leveraged existing partners and resources.

Fourth, the Site Steering Committee met to analyze all the survey results and data gathered from all the sources listed above and create a report highlighting key findings from the asset mapping and needs/gap analysis. Additionally, the report detailed how the CCSPP resources could be allocated to fill the remaining unmet student needs.

Finally, the Site Steering Committee and Community Schools Program Manager met with the staff, parents, students, and community education partners to share the report and get feedback on the proposed CCSPP project, including the alignment of the vision, goals, actions, and expected outcomes with the CA CS Framework and Overarching Values.

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

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

Draft Collective Priority	Outcome/Indicators you aim to improve
Equitable access to integrated student support and resources for academic success	<p>Improved coordinated support for students to increase student success.</p> <p>Increased the number of students meeting standards in ELA and mathematics as measured by CAASPP.</p> <p>Increase the percent of students showing growth on ELA and mathematics as measured by NWEA.</p> <p>Increase the students completing 2.0 credits in each learning period and reduce chronic absenteeism.</p>
Expand extended learning programs with new academic courses, career skill concurrent enrollment with community college, and other enrichment opportunities.	<p>Increase students' success in concurrent enrollment in community college courses</p> <p>Increase student-relevant academic courses and activities</p> <p>Increase additional enrichment opportunities in college and career.</p>
Increase the number of students and parents connected to the community resources.	<p>Increase collaboration and the number of community partners and resources available to students and families.</p> <p>Increase the number of students with all needs met as measured through surveys and focus groups.</p>
Build the capacity of all AMBII staff, administrators, students, parents, and community partners to strengthen engagement, and collaborative decision-making.	<p>Increase the number of parents or guardians engaging with AMBII through surveys, focus groups, parent advisory council, and family engagement events.</p> <p>Increase the number of community partners participating in surveys, collaborative CCSPP meetings, and other engagement events.</p>

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

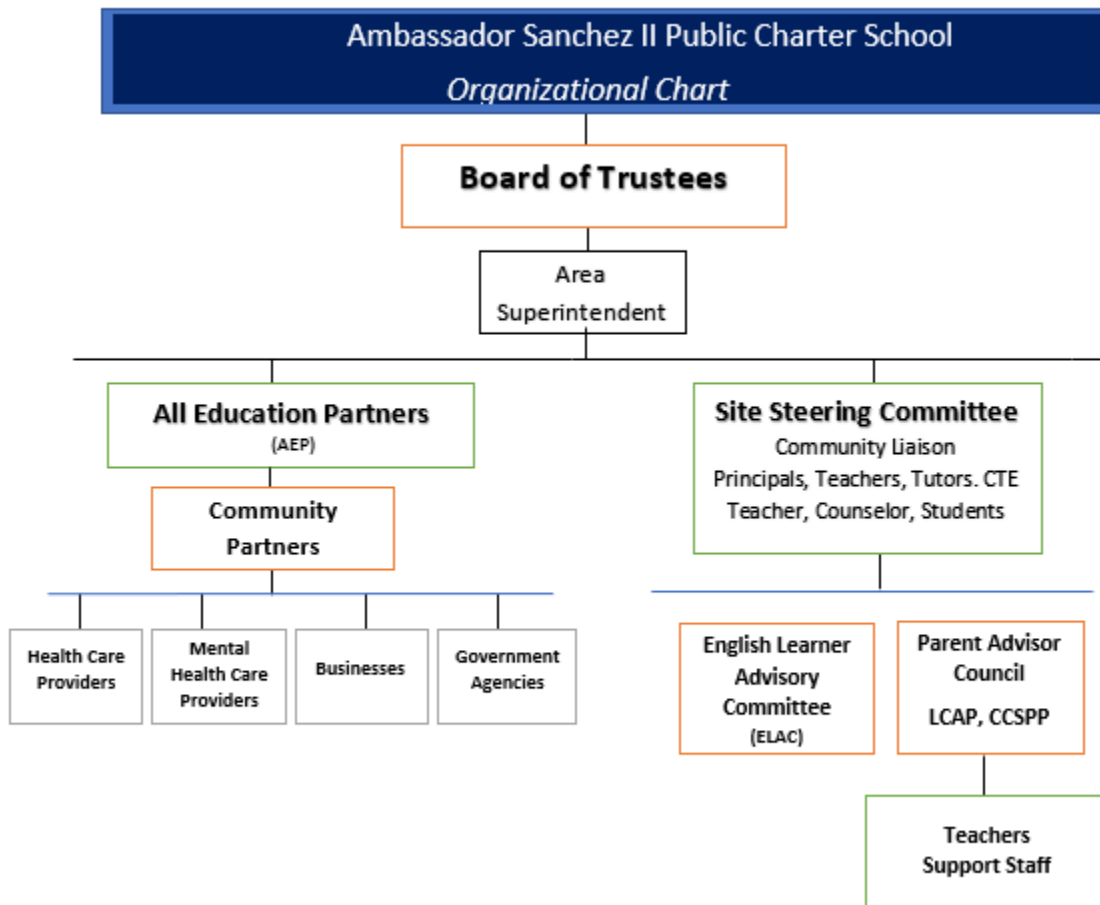
Goals	Action Steps
A CCSPP All Education Partners (Community AEP) committee comprised of parents, students, teachers, classified staff (finance, operations, tutors), administrators, and community education partners will meet 4 times a year to make the major decisions for the CCSPP project.	<ol style="list-style-type: none">1. Create a CCSPP All Education Partners Committee (Community AEP), as described in the goal, to meet quarterly to review the implementation actions, including analysis of progress data, and make ongoing decisions.<ul style="list-style-type: none">- Progress measured by the AEP committee created by August 15 of year 12. 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.<ul style="list-style-type: none">- Progress is measured by quarterly agendas, sign-in sheets, and minutes-3. 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.<ul style="list-style-type: none">- Progress measured by bi-annual surveys and Annual CCSPP Evaluation Report- Revised implementation plan developed from data analysis and updated asset mapping

Ambassador Philip V Sanchez II Public Charter
School CCSPP: Implementation Plan

<p>The AMBII CCSPP Site Steering Committee, led by the Community School Program Manager and comprised of students, parents, teachers, staff, administrators, counselors, Career Specialist and operations support will meet monthly to support implementation of the CCSPP Project.</p>	<ol style="list-style-type: none"> 1. The CCSPP Site Steering Committee (SSC) will meet mont 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. -Progress is monitored by monthly agendas, sign-in sheets, and minutes. Also, data collected shows student progress towards credit completion, meeting graduation requirements, college and career participation and physical and mental well-being. 2. 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. -Progress measured by agendas, sign-in sheets, and minutes
<p>Provide integrated student support services</p>	<ol style="list-style-type: none"> 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. - Progress is measured by meeting dates, student lists, adjusted individualized learning plan, and student support plan

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 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: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Incorporate the community schools Needs Assessment and Asset Mapping /Gap Analysis and Implementation Plan into existing school strategic plans	<ol style="list-style-type: none">1 Parent Advisory Council (PAC) conducts an annual review of Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan (annually)<ul style="list-style-type: none">-Progress monitored by PAC agendas, sign-in sheets, and minutes at quarterly meetings- Revised Needs Assessment and Asset Mapping/ Gap Analysis and Implementation Plan (annually)- If needed, budget plan revision annually2. Incorporate review and update of the Implementation Plan into the LCAP planning and revision process (annually)<ul style="list-style-type: none">-Progress monitored by LCAP Goals, Actions, and budgeted expenditures show explicit alignment with the CCSPP.3.AMBII 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.

Strategy 5: Staffing and Sustainability

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Community Liaison (CL) to coordinate site activities (with work with LEA Community Program Manager). CL will conduct home visits and maintain ongoing communication with families to improve the academic performance, attendance, and health and well-being of students (Supports LCAP Goals 1 and 3)	<ol style="list-style-type: none"> 1. Community Liaison hired during the planning grant will continue in that position. 2. Develop student lists from the 23-24 school year for students and families that need additional support to be successful. (July 2024) 3. Begin home visits with students and families to determine how to deliver additional supports, such as academic (tutoring time), mental health, transportation, and review the student's individual learning plan with the lead teacher and adjust as necessary. <ul style="list-style-type: none"> -Progress measured by Luis Daniel continuing as CL -Site CCSPP Integrated Leadership monthly team review students who need additional support -Calendar of CL recording family meeting times -Monitor progress of identified students in academic, attending mental health appts., credits completed by learning period. (Usually every 4 weeks.)
Utilize additional academic tutors hired through Comprehensive School Improvement (CSI) funding to work with identified students	<ol style="list-style-type: none"> 1. Assign students in need of additional tutoring time. If student is an English Learner, ensure the tutor is bilingual. <ul style="list-style-type: none"> -Progress monitored by CL regarding student attending tutoring support -Credits completed by learning period

Key Staff/Personnel

Ricky White, Community Program Manager (in-kind support .20 FTE)	<ol style="list-style-type: none"> 1. Oversees all sites CCSPP implementation and ongoing progress monitoring and data collection and analysis. 2. Continues to develop new community partner relationships for career skills development, internships, certification programs, and on-site career training.
Community Liaison to be hired	<p>The community liaison 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 opportunities.</p> <p>Schedules school-wide presentations for students with administrators on developing a life-plan, including college and career goals.</p>

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Amy Macintosh, Regional Director of Student Services and Special Education (in-kind support .10 FTE)	Train all counselors on the CCSPP implementation plan, the CA CS Framework, and with United Way Fresno Madera, use of the 211 call line to request community resources for students and families. Participate in the monthly AMBII steering committee meetings to determine integrated student services. Assign appropriate counseling or refer out to All 4 Youth Behavioral Health, operated by Fresno County Superintendent of Schools.
Shacola Green, Principal, AMBII Public Charter School	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.
Raj Gill, Career Specialist (in-kind support .20 FTE)	Facilitates concurrent community college courses and career opportunities offered to students.
Jill Tafoya, Grant Evaluator, Educational Research Corporation (External)	Attends monthly steering committee meetings, gathers data for ongoing evaluation of implementation, and assists in preparing the annual report.
Dr. Kathryn Catania, Director of Leadership Development (in-kind support .20 FTE)	Facilitate the training on Collaborative Leadership (in conjunction with the R-TAC) for the AEP, which includes teachers, parents, classified staff, counselors, career specialist, administrators, and community partners.

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 **AMBII 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, Fresno County Superintendent of Schools. 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 AMBII 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. 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, Fresno County Superintendent of Schools. Plus, other state and regional grant programs. Presentations will also be made to foundations and local government entities, stating the economic contribution that AMBII graduates make to our community. It is well-researched that adults with a high school diploma and job skill training make 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 6: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Enhance relationships with existing partnerships and prospect new partnerships to better meet site-specific needs for students and families' community-based services and activities.</p> <p>(Supports LCAP Goals 2 and 4)</p>	<ol style="list-style-type: none">1. Review and update the CCSPP Partnership List to identify any new partnerships (bi-annually). Targeted entities will be those who can provide drug and tobacco prevention and cessation counseling for students. - Progress measured by Partnership List expanding2. Develop a site-specific Partnership Matrix (by the end of project year one). -Progress monitored by the expansion of partner lists.3. Formalize partnerships with a written agreement. -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.4. Engage community partners in the All Education Partners quarterly meetings. -Progress is monitored by the meeting agendas, sign-in sheets, and meeting minutes.

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. AMBII hosted an All Education Partners meeting to explain the purpose of CA Community Schools, including providing copies of the CA 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 along with several prospective partners that AMBII plans to establish a relationship with to support the CCSPP Project.

AMBII 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 Fresno County Superintendent of Schools Office. In our area, Fresno Unified and Mendota Unified shared their community partner contact information.

Existing Community Partners

Fresno County Superintendent Of Schools (FCSS) Curriculum and Instruction Department.

FCSS has begun to provide professional learning, such as culturally relevant Instructional Practices to our teaching staff. They will also provide training on Restorative Justice as well as content-specific strategies.

Fresno County Superintendent of Schools, Charter SELPA. The Charter SELPA has provided tremendous technical assistance with struggling special education students, including instructional strategies, parent communication assistance, and, when needed, student residential placement.

All 4 Youth. FCSS is a sub-contractor of the Fresno County Behavioral Health Department and provides mental health services for students. Schools get a certain amount of no-cost services and can contract for more hours for more intensive Level 2 and 3 students. (Reference to the Multiple System of Support, MTSS).

United Way of Fresno and Madera Counties support qualifying AMBII families at all of our sites with financial assistance through the USDA Farm and Food Workers Relief Grant Program. There is also a 211 call line that is available 24 hours a day, to assist students or families with emergency needs of housing, food, clothing, utilities, and other basic needs.

Fresno State University Office of Community-Based Learning offers adult education classes to families at all sites (Parent University) in three languages. They include classes in digital literacy, financial literacy, health and wellness, and parenting skills.

Marjoree Mason Center for Domestic Violence offers 24-hour services for students and families who are victims of domestic violence. They provide free housing, food, clothing, and mental health counseling, along with housing and job placement services. They also support through the legal system of filing restraining orders, divorce proceedings, and other needs that families might have.

United Health Centers provides community-based health services for low-income residents, including medical, dental, optometry, and behavioral health. UHC operates a health center adjacent to our largest school site at Manchester Center in Fresno.

Image Church in Fresno provides a space for our AMBII students to complete their Certified Nurses Assistant certification, with training provided by a state-approved trainer. It is a very rigorous program both in class and applied skills in senior living centers, that culminate in CA State Medical Board exams to receive the certification.

Kingsburg School of Dental Assistant, Dr. Harmit Mann, in Kingsburg provides training and mentoring for AMBII students to receive a CA Dental Assistant Certificate. This husband and wife dental team allows 8 students per 6-week session.

West Hills Lemoore Community College is our partner in concurrent online classes. In the spring of 2023, we had 302 'At-Promise' students taking a variety of classes such as health, art, child development, business, Spanish, geology, psychology, communication, and college success. West Hills Lemoore allows our tutors and teachers to participate in the online class as tutors so the AMBII student progress can be tracked and supported throughout the semester.

Fresno City Community College is our partner for core academics and career skills-building classes such as English, art, US History, welding, auto repair, forklift certification, and construction.

Fowler Packing Company is a produce packer and distribution center that provides job skill training and internship opportunities to our students. The owner has a strong value of giving back to the community by setting up mentors for students.

Developing Community Partners

Turning Point provides a variety of services to homeless individuals, veterans, and families involved with Child Welfare Services, including substance abuse counseling, case management, and family therapy.

Hands-on Central California provides opportunities for students and community members to engage in community service. AMBII will leverage its services to expand service-learning projects in extended learning programming.

The Community Program Manager has been meeting with additional partners during the planning grant to develop new relationships with additional agencies and businesses to benefit students, families, and community members. This will include working with each site to maintain a site-specific Partnership list that addresses the local needs for wraparound services provided to students and families.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider

how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

(Table next page due to set formatting)

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Build the capacity of the All Education Partners Committee, Parents Advisory Council, and all school site personnel to understand the CA CS Framework, community based learning, Overarching Values, and Implementation Science to foster collaborative leadership in addressing the unique academic, behavioral, and developmental needs of AMBII students.</p> <p>(Supports all LCAP Goals and CSI goal.)</p>	<ol style="list-style-type: none"> 1. Ricky White, Community School Program Manager, in collaboration with our R-TAC, FCSS, will lead training as described in the goal. -Progress measured by professional development agendas, participant rosters, sign-in sheets, and feedback surveys at the end of each session of training 2. Training and coaching are embedded into existing collaborative planning infrastructure (e.g., Professional Learning Communities, Student Study Teams). (ongoing) -Progress is monitored by PLC agendas, logs, and calendars. (ongoing) 2. FCSS will provide additional PD in <ol style="list-style-type: none"> a) Culturally-Relevant instruction b) Social-emotional learning strategies c) Subject-specific instruction d) Implementation Science e) Restorative Practices -Progress measured by professional development agendas, participant rosters, sign-in sheets, and feedback surveys at end of each session of training. 3. Counselors will participate in 4 day PD on 'Hatching Results' which empowers counselors and administrators to use data to improve efficiency and effectiveness, leading to improved outcomes for students. -Progress measured by professional development agendas, participant rosters, sign-in sheets, and feedback surveys at end of each session of training.
<p>All staff of AMBII will continue to be trained in Speed of Trust and Being a Warm Demander and participate in monthly trust huddles to continue to improve a high-trust environment.</p>	<ol style="list-style-type: none"> 1. Continue to train all new employees in Speed of Trust 13 trust behaviors. Monthly, principals facilitate a Trust Huddle to provide an opportunity to discuss implementation issues that may arise. -Progress is measured by professional development agendas, participant rosters, sign-in sheets, and feedback surveys at the end of each session of training.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase educator proficiency in community-based learning (CBL).	<ol style="list-style-type: none">1. Train all staff in the theoretical roots and practical elements of community-based learning. -Progress is monitored by training logs, sign-in sheets, and surveys of new learning when training is complete.2. Teachers who participate in CBL professional learning share best practices for incorporating CBL into the curriculum during grade-level PLCs. -Progress is measured by agendas, sign-in sheets, and minutes from PLCs.
Develop a senior portfolio that students share with a staff and community member during their senior year, including evidence of career skills.	<ol style="list-style-type: none">1. In the first year of the CCSPP Implementation, the Site Steering Committee will develop criteria for a senior portfolio, present to the AEP for feedback, finalize, and train staff on the criteria for the portfolio. -Progress will be measured by the completion of a portfolio and agendas of staff meetings where the teachers were trained on the criteria required.2. In year two and beyond, seniors will assemble a senior portfolio, including learned career skills. The student will share the portfolio with staff and community members. -Progress will be measured by the schedule of students' presentations and feedback by the community members and teachers' feedback sheets.

Strategy 9: Progress Monitoring and Possibility Thinking

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome / Indicators
Develop and refine the CCSPP Project evaluation plan that enables the All Education Partners Committee (AEP) to engage in continuous quality improvement	<p>1. AMBII SSC will work with the evaluator to create an evaluation plan that includes mechanisms for accurate and timely data collection, management, analysis, and reporting. (Complete Year 1 by December, AEP Committee will review and provide feedback to finalize the CCSPP Evaluation Plan.</p> <p>2. The evaluation plan will include all of the CDE required, and S-TAC recommended data, surveys, and focus group feedback, PLUS all of the Measures of Progress listed in the implementation plan. Overall school data disaggregated by student groups (CDE definition) and grade level, including, but not limited to: -Academic Achievement in ELA and mathematics -Graduation Rates (continued on next page)</p>	<p>1a. Evaluation plan draft given to the AEP Committee by Quarter 1 meetin final plan for Year 1 will be finalized at Quarter 2 meeting.</p> <p>1b. Baseline data presented to the AEP Committee by Quarter 3 of Year 1.</p> <p>1c. Annual evaluation will be shared with the AEP, SSC, PAC, Board, and all school site staff, and feedback taken to improve will be solicited annually.</p> <p>2. Our R-TAC will review our evaluation plan to ensure all required data, surveys, and any other required or recommended data/ information collection are included. (To be done in Year 1, draft in October, and final in December.)</p> <p>3. Revised Implementation Plan and Needs Assessment and Asset Mapping / Gap Analysis to be done annually. (continued on next page)</p>

	<p>(Continued from the table above because of formatting issues)</p> <ul style="list-style-type: none"> -English learner progress -Job Skill participation -Attendance -Chronic Absenteeism -Dropout Rate -Suspension Rate -Student surveys; mental health -NWEA Achievement in ELA and math -Parent Engagement -Student connectedness to school -Students and Families with unmet needs - Student retention until graduated -Community Partnerships - Adherence to budget allocations <p>3. The SSC will review ongoing data collection and management monthly to update the evaluation plan throughout the first year of the project and annually thereafter.</p> <p>4. Ongoing data collection, analysis, and evaluation will inform the review and an update of Asset Mapping and Needs/Gap Analysis and the CCSPP Implementation Plan. (annually)</p> <p>5. The AEP Committee and SSC Committee will collaboratively review all data, the current year's implementation plan progress, and integrated service delivery. Improvement science processes will be used, and updates to the plan, data collection and adjustments, the composition of the committees, and production of the annual presentation to the Board will be made.</p>	<p>4a. Progress will be monitored by AEP and SSC agendas, sign-in sheets, and minutes. (AEP Quarterly and SSC monthly.)</p> <p>4b. The Community Schools Evaluation Report will demonstrate ongoing reflection and improvement. (annually)</p>
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