Blue Lake Union Elementary School District
SITE LEVEL: 12-62703-6007694
DISTRICT LEVEL: 12-62703-0000000

Community School Implementation Plan
Year 2 Update: July 1, 2025 - June 30, 2026

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Blue Lake Union Elementary School District (BLUESD)
Community School Implementation Plan Overview

Needs and Assets

During the 2025-2026 school year, Blue Lake Union Elementary School District continued an ongoing needs and assets process using student, family, and staff surveys; school climate and attendance data; School Site Council and advisory discussions; staff collaboration; family events; and direct feedback from community partners. The Community School Coordinator supported this process by coordinating outreach, events, partnerships, and opportunities for students and families to share input. The school learned that traditional meetings alone did not consistently reach a broad cross-section of families. Activity-based events that included students, meals, hands-on activities, and community partners were more successful in building relationships and gathering feedback. Current priorities remain student social-emotional and behavioral supports, positive school climate and attendance, meaningful family and community engagement, and community-based learning through the school garden. The district will continue to broaden participation, document how input influences decisions, and improve consistent data collection.

Core Commitments

BLUESD is committed to a whole-child, relationship-centered community school model that supports academic growth, social-emotional well-being, safety, belonging, and family partnership. The district values the assets of students, families, staff, and the surrounding community and seeks to create inclusive opportunities for shared input and participation. CCSPP implementation is centered on a dedicated Community School Coordinator and a school garden program that connect students and families with learning, enrichment, resources, and community partners. The district remains committed to continuous improvement, restorative and culturally responsive practices, and the long-term sustainability of the most effective community school supports.

Measurable Goals and Activities

The 2025-2026 implementation plan continues the three priorities established through the Needs and Assets Assessment and prior APR: (1) increase counseling, social-emotional learning, and behavior supports; (2) improve school climate through MTSS, PBIS, attendance supports, and relationship-centered practices; and (3) expand family and community engagement. Progress is monitored through behavioral referrals and suspension data, student connectedness and safety surveys, chronic absenteeism, participation in school events and advisory opportunities, and local implementation evidence. The district will continue to use these measures to refine actions and establish measurable outcomes for 2026-2027.

Key Staff

Key implementation staff include the Superintendent-Principal, Community School Coordinator, school counselor/psychologist, garden staff, teachers, classified staff, expanded learning staff, and fiscal support personnel. The Community School Coordinator leads family and community engagement, partnership coordination, and implementation support. The garden program provides community-based learning tied to food, the environment, culture, teamwork, wellness, and student belonging. Staff receive ongoing professional learning related to MTSS, PBIS, social-emotional learning, restorative practices, culturally responsive instruction, and meaningful engagement.

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 Cohort 3 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.

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 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

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

Implementation Plan:	Year 2: July 1, 2025 - June 30, 2026
District Name:	Blue Lake Union Elementary School District
School Name:	Blue Lake Union Elementary School
Grades:	TK - 8
Primary Contact:	DeAnn Waldvogel
Contact Phone:	707-668-5674
Contact Email:	dwaldvogel@bluelakeschool.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 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:

Rationale for a Community School at Blue Lake Union Elementary School District (BLUESD):
BLUESD is a small, rural, single-school TK-8 district where strong relationships and community partnerships are essential to student success. The community school model provides a structure for aligning the LCAP, MTSS, extended learning, student wellness, family engagement, and community-based learning around shared priorities.
During 2025-2026, CCSPP funding supported two central investments: a Community School Coordinator and the school garden program. The Community School Coordinator strengthened outreach, coordinated family and community events, gathered feedback, developed partnerships, and connected families with school and community resources. The garden program provided hands-on learning connected to food, environmental stewardship, culture, wellness, teamwork, and responsibility.
Shared Commitment, Understanding, and Priorities:
The school used surveys, school climate and attendance data, meetings, direct conversations, and family events to identify priorities. Activity-based events that included students, meals, hands-on activities, and community partners were more effective than

traditional meetings alone. Although engagement increased, the district recognizes that a majority of families have not yet participated in formal planning and shared decision-making. The current developmental phase is Engaging.

Commitment to the California Community Schools Framework:

1. Relationship-centered and racially just spaces: continue SEL, restorative practices, culturally responsive learning, and partnerships that support historically marginalized students and families.
2. Shared power: use School Site Council, advisory structures, surveys, student voice, and family feedback to inform priorities and explain how input influences decisions.
3. Classroom-community connections: expand garden-based, cultural, environmental, arts, and field-based learning supported by local partners.
4. Continuous improvement: review attendance, behavior, school climate, participation, and implementation data and adjust actions through regular reflection.

Next Steps for 2026-2027:

Broaden student and family participation, strengthen documentation of shared decision-making, sustain the Community School Coordinator and garden program, and improve consistent collection of participation and outcome data.

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.

2025-2026 Needs and Assets Process

BLUESD used a combination of formal and informal engagement to understand current needs and assets. Sources included school climate and family surveys, attendance and behavior data, School Site Council and advisory discussions, staff meetings, direct student and family feedback, family events, and partner conversations. The Community School Coordinator helped coordinate outreach and compile information from these sources.

What We Learned

The school confirmed continued needs in student social-emotional and behavioral supports, school connectedness and attendance, meaningful family participation, and sustainable community-based learning. Local data reviewed for the APR show chronic absenteeism improved from approximately 20 percent to approximately 9 percent. Student connectedness also improved in the most recent comparable survey data. These gains are encouraging, while behavior, consistent family participation, and reliable data collection remain areas for continued attention.

Engagement Approach

The school will continue to engage administrators, certificated and classified staff, students, families, and partners through surveys, School Site Council and advisory meetings, staff collaboration, student leadership opportunities, direct outreach, and activity-based family events. Engagement with historically marginalized students and families will be supported through multiple communication methods, individual outreach, inclusive events, student support teams, and partnerships with organizations serving Native American students, students with disabilities, students experiencing homelessness or foster care, socioeconomically disadvantaged students, and other underrepresented groups.

Continuous Improvement

The district will improve sign-in procedures, use consistent survey questions, track unduplicated participation when feasible, and document how feedback changes programs, partnerships, and resource decisions.

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
Increase school-delivered counseling services, social-emotional learning, and behavior supports	• Continue counseling, Wellness Center, SEL, positive behavioral, restorative, and MTSS supports. Monitor behavioral referrals and pupil suspension rates. Strengthen early intervention, staff coordination, and targeted follow-up for students needing additional support. Connect students and families with school and community resources through the Community School Coordinator.
Increase positive school climate, connectedness, safety, and attendance	• Continue MTSS, PBIS, positive recognition, student leadership, restorative practices, and schoolwide SEL. Use garden-based and community-connected learning to support engagement, teamwork, wellness, and belonging. Monitor student connectedness and safety survey results. Monitor chronic absenteeism; local data improved from approximately 20 percent to approximately 9 percent.
Expand meaningful family and community engagement	• Sustain the Community School Coordinator position. Continue activity-based family events with student participation, meals, hands-on activities, and community partners. Increase participation in School Site Council, advisory opportunities, surveys, and other shared decision-making structures. Improve participation tracking and use consistent family survey questions.

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
Strengthen inclusive shared leadership and broaden representation	● Use the Community School Coordinator, School Site Council, staff leadership structures, students, families, and community partners to review needs, assets, and implementation progress. Provide multiple ways to participate, including surveys, direct outreach, meetings, and family events. Seek broader participation from families and students who have been less represented. Clarify roles and schedules for shared leadership structures.
Document how community input influences decisions	● Summarize key feedback themes and share how the school responded. Connect recommendations to the Community School Implementation Plan, LCAP, MTSS, and school improvement priorities. Review progress with the governing board and school community at least annually. Maintain agendas, minutes, survey summaries, and implementation evidence.

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):

BLUESD uses a shared governance structure appropriate for a small, single-school district. The Community School Coordinator facilitates outreach, family and community engagement, partnership coordination, and collection of implementation feedback. The School Site Council, staff leadership structures, students, families, and community partners provide input through meetings, surveys, events, and direct conversations.
The Superintendent-Principal reviews recommendations, aligns community school work with the LCAP, MTSS, budget, and district operations, and brings required items and implementation updates to the governing board. Fiscal support staff assist with grant monitoring, allowable expenditures, and sustainability planning.
During 2025-2026, the district learned that formal meetings alone did not reach a broad range of families. The shared governance approach therefore includes both formal structures and accessible activity-based events. For 2026-2027, the district will broaden representation, improve documentation of how input affects decisions, and present implementation progress to the school community and governing board.

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
Integrate community school priorities with LCAP, MTSS, school improvement, and expanded learning	• Use the same three priorities across the APR, implementation plan, LCAP/MTSS reflection, and site planning. Align counseling, SEL, behavior, attendance, family engagement, garden learning, and extended learning actions with existing systems. Review data and implementation evidence during leadership, staff, and School Site Council discussions. Avoid duplication by identifying which funding source and staff role supports each action.
Use common outcome measures	Goal 1: behavioral referrals and pupil suspension rate. Goal 2: school connectedness and safety survey results, chronic absenteeism, and attendance. Goal 3: participation in family events, surveys, and educational advisory opportunities. Use annual results to refine actions, desired outcomes, staffing, partnerships, and sustainability priorities.

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
Sustain core community school staffing and whole-child supports	• Continue the Community School Coordinator as the primary lead for family engagement, partnerships, and implementation coordination. Continue garden staffing and garden-based learning as a central community-based learning strategy. Maintain counseling, SEL, MTSS, positive behavioral, restorative, and extended learning supports through aligned programs and funding. Provide professional learning and role clarity for staff participating in community school implementation.
Strengthen staff capacity and implementation consistency	• Provide learning related to MTSS, PBIS, restorative practices, SEL, culturally responsive instruction, community-based learning, and meaningful family engagement. Use staff meetings and collaborative planning to review implementation and student needs. Monitor workload, staffing changes, and the support needed to maintain coordinator and garden functions.
Complete and implement a sustainability plan	• Identify the essential functions and costs of the Community School Coordinator and garden program. Review potential braided funding, including LCFF/LCAP, appropriate federal funds, ASES/ELOP, grants, partner contributions, and local fundraising. Prioritize the highest-impact activities based on participation, outcome data, and community feedback. Review and update the sustainability plan annually with the governing board and school community.

Key Staff/Personnel

School Board Members	Provide governance, approve plans and expenditures, receive implementation updates, and ensure that community school work reflects district priorities and community needs.
Superintendent-Principal: DeAnn Waldvogel	Oversees CCSPP implementation, aligns the plan with the LCAP, MTSS, budget, staffing, and district operations, and serves as liaison to the governing board.
Business Manager Consultant: Taylor Combs	Supports fiscal monitoring, allowable expenditures, reporting, and sustainability planning for the CCSPP grant.
Community School Coordinator: Elizabeth “Libby” Treu	Coordinates family and community engagement, school events, partnerships, outreach, feedback collection, resource connections, and implementation support.
School Counselor/Psychologist: Kelene Jake	Provides counseling, social-emotional, behavioral, and student support services and coordinates with staff and families as appropriate.
Garden Coordinator/Gardener	Plans and provides garden-based learning connected to food, the environment, culture, wellness, teamwork, and community participation.
Teachers, Classified Staff, and Expanded Learning Staff	Implement student supports, participate in professional learning and shared leadership, and connect students and families with community school opportunities.

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

BLUESD is a small rural district and must plan carefully to sustain the most effective community school functions beyond the implementation grant. The district’s highest sustainability priorities are the Community School Coordinator, the school garden program, and the family and community engagement activities that have strengthened relationships and student participation.

Essential Functions and Costs:

The district will identify the minimum staffing, time, materials, and partnership costs needed to continue coordinator-led outreach, family events, partner coordination, garden instruction, and data collection.

Braided Funding and Partnerships:

The district will review the appropriate use of LCFF/LCAP resources, federal funds, ASES/ELOP, other state or local grants, partner contributions, donations, and community fundraising. Funding decisions will comply with each program’s requirements and will not assume that one source can replace all CCSPP activities.

Prioritization and Continuous Improvement:

Participation, attendance, school climate, behavior, and feedback data will be used to identify which activities provide the greatest value. The district will continue successful activity-based family events and garden learning while modifying or discontinuing strategies that do not produce meaningful participation.

Capacity and Institutionalization:

Key coordinator functions, partnership contacts, event procedures, data tools, and garden practices will be documented so the work can continue during staffing transitions. Community school priorities will remain aligned with the LCAP, MTSS, expanded learning, and annual school improvement processes.

The sustainability plan will be reviewed annually with school leadership, the School Site Council, community partners, and the governing board.

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
Strengthen strategic partnerships and coordinator-led family engagement	● Continue inclusive activity-based family and community events. Coordinate partner participation in student learning, wellness, culture, environmental education, arts, extended learning, and family supports. Use the Community School Coordinator as the primary point of contact for outreach and partnership coordination. Seek participation from partners that reflect the cultures, assets, and needs of students and families.
Review partnership quality, access, and impact	● Maintain a current partnership list and identify each partner's purpose and contribution. Gather feedback from partners, staff, students, and families. Track participation or service use when feasible. Continue, adjust, or conclude partnerships based on fit, access, and demonstrated value.

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:

BLUESD relies on strategic community partnerships to provide opportunities and supports that a small rural school could not provide independently. During 2025-2026, the Community School Coordinator coordinated partners for family events, student enrichment, wellness, cultural learning, environmental activities, and resource connections. The prior APR documented participation by more than 40 community partners across school activities.

Integrated Student Supports:

School and community providers support counseling, wellness, referrals, attendance, nutrition, and other student and family needs.

Expanded and Enriched Learning:

Partners support ASES/ELOP, summer learning, STEAM, arts, athletics, outdoor education, and field-based experiences.

Family and Community Engagement:

Activity-based events with meals, hands-on activities, student participation, and community organizations have been more successful than traditional meetings alone. These events will remain a central engagement strategy.

Community-Based Learning:

The garden program and partnerships with tribal, cultural, environmental, arts, government, and community organizations connect learning with local history, knowledge, food, culture, and the environment.

Collaborative Leadership:

Partners are invited to provide feedback and contribute to planning. The district will strengthen documentation of partnership participation, purpose, and impact during 2026-2027.

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.

Site Level Goals and Measures of Progress

Goals	Action Steps
Strengthen schoolwide MTSS, PBIS, SEL, and restorative practices	• Provide ongoing learning and collaboration related to consistent expectations, positive recognition, early intervention, restorative responses, and student support. Use behavior, attendance, and school climate data to identify staff learning needs. Support new and continuing staff in understanding community school and whole-child practices. Review implementation and adjust training based on staff feedback and student outcomes.
Build capacity for meaningful engagement and community-based learning	• Use lessons from Community Engagement Initiative professional learning to strengthen listening, reflection, and accessible engagement practices. Provide collaboration and learning related to garden-based, culturally responsive, environmental, and community-connected instruction. Support the Community School Coordinator and staff in partnership coordination and shared decision-making practices. Document participation and identify practices to sustain beyond the grant.

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
Expand garden-based learning across grade levels	• Continue garden staffing and regular hands-on student learning. Connect garden activities to food, nutrition, science, environmental stewardship, culture, wellness, teamwork, and responsibility. Invite family and community participation in garden-related learning and events. Collect examples of student participation, learning, and feedback.
Increase locally relevant community-based learning opportunities	• Coordinate cultural, environmental, arts, outdoor, and field-based learning with community partners. Use student interests and local assets to guide learning opportunities. Support educators in connecting classroom learning with the local community and environment. Share student work and learning with families and community members when appropriate.

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
Establish an annual CCSPP data review and improvement cycle	● Review behavioral referrals, suspension, attendance, chronic absenteeism, student connectedness and safety, and family engagement data. Review the three CCSPP goals and actions with school leadership and educational partners. Use comparable survey questions from year to year. Document adjustments to actions, metrics, desired outcomes, staffing, and partnerships.	● Annual data summary aligned with the APR. Documented changes based on results and feedback. Continued monitoring of chronic absenteeism, connectedness, behavior, and engagement.
Improve participation and service tracking	● Use practical sign-in and participation tools for major events and advisory groups. Estimate unique participants carefully when exact unduplicated counts are unavailable. Track coordinator and garden activities, partner participation, and key implementation evidence. Create a simple annual evidence file for the APR and implementation plan update.	● More complete and consistent participation data. Clear evidence of how CCSPP-supported staffing and programming were implemented. Improved accuracy and reduced burden in future reporting.

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