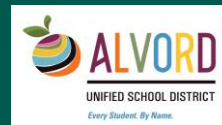


COMMUNITY SCHOOLS PARTNERSHIPS

Prepared for Alvord Unified School District



Alvord Unified School District (AUSD) is working with the California Community Schools Partnership Program (CCSPP) to align community resources and improve student outcomes. The district is currently in year two of a planning grant and is preparing for an upcoming implementation grant application. To support this effort, AUSD has partnered with Hanover Research (Hanover) to create an infographic that summarizes and defines Community Schools efforts.

COMMUNITY SCHOOLS OVERVIEW

What Are Community Schools?

- A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development along with community engagement leads to improved student learning, stronger families, and healthier communities.
- Community schools design their own curricula and programs and partner with community-based organizations (CBOs) and local government agencies to align community resources to realize a shared vision for success.



Benefits of Community Schools

Community schools address students' academic, cognitive, physical, mental, and social-emotional needs.



Community schools partnerships orchestrate governmental and community resources to benefit students.



Community schools help to build a positive school climate and provide rich learning opportunities that prepare all students to succeed in college, career, and life.

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM

WE ARE
HERE

In July 2021, California passed a historic \$3 billion investment in the California Community Schools Partnership Program (CCSPP). This investment will make possible new and sustained community schools across the state, with a focus on schools and communities with demonstrated need, across the next five years. *AUSD is currently at the end of the planning grant and is preparing for the implementation phase.*

PLANNING GRANTS

Planning grants fund up to two years of planning with the intention to provide an implementation grant on completion.

IMPLEMENTATION GRANTS

Implementation grants are awarded up to five years and help establish new community schools.

COORDINATION GRANTS

Coordination grants help sustain or expand existing community schools.

FEATURES OF COMMUNITY SCHOOLS

Community schools are typically structured similarly, based on four pillars of practice, and are supported by designated staff members and interdisciplinary teams.

FOUR PILLARS OF PRACTICE

Integrated Support
Services

Family & Community
Engagement

Collaborative
Leadership &
Practices for
Educators and Admin

Extended Learning
Time and
Opportunities

KEY PARTICIPANTS IN THESE PROCESSES MIGHT INCLUDE:



Community School Coordinators

CSCs are responsible for the overall implementation of community school processes, programs, partnerships, and strategies at the school site.



Community School Managers

Community school managers help to integrate the partnership work of the school with its academic mission, serving as a high-level administrator managing, leading, and coordinating the community work to support school and student needs.

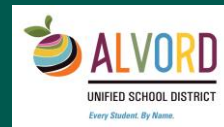


Community School Teams

Community school teams may include steering committees, support teams, and cohort workgroups to support schools in integrating the four-pillar framework of community schools.

COMMUNITY SCHOOLS PARTNERSHIPS

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COMMUNITY SCHOOL PILLARS

1 INTEGRATED SUPPORT SYSTEMS

Community schools feature a variety of high-quality tutoring and mentoring, counseling, and student support teams, along with health, mental health, and social services provided by a combination of district and school staff and community partners. *Student support services may include:*

RESTORATIVE PRACTICES

Address trauma and reduce exclusion by:



Teaching Social-Emotional Skills



Building Community



Supporting Educators

SUPPORTS & OPPORTUNITIES

for students, families, teachers & staff.



Food & Nutrition Services



Enriching Extracurriculars

INTERDISCIPLINARY TEAMS/ SUPPORT SYSTEMS



Coordination of Services Teams (COST)



Multi-Tiered Systems of Support (MTSS)

2 FAMILY & COMMUNITY ENGAGEMENT

Family and community engagement practices center on relationship-building and shared decision making between families and educators so that schools and families are supporting children together in culturally affirming, mutually reinforcing ways. *Relevant practices may include:*

Flexible Time for Educators



Time allows for home visits, family-student-teacher conferences, and other regular communications between home and school.

Family Liaisons



Liaisons help educators and the community school coordinator maintain good communication and connection with families at the site.

Ongoing courses & trainings for families



Trainings such as language classes, computer training, or leadership development and capacity building opportunities.

Effective partnerships between educators and families allow families to be co-creators in their children's education.

3 COLLABORATIVE LEADERSHIP & PRACTICES FOR EDUCATORS AND ADMIN

Community schools are based on collaborative leadership and shared decision-making that includes students, families, and community partners. The principal and school leadership team play an essential role by working with the community members and partners in decision-making processes. *Functions may include:*

Offer Professional Development for Educators and Administrators

Professional development for educators emphasizes collaboration, coaching and expert support, and space for feedback and reflection with active learning opportunities.

Build Collaboration Structures

Collaborative structures between school departments, district offices, and the county and community help to create a cohesive community-wide initiative.

Develop Shared Goals, Plans, and Data

Shared goals are collaboratively developed with input from students, families, staff, and community partners that are integrated into the school's planning efforts.

Establish a Site-Based Leadership Team

A site-based leadership team is representative and includes families, students, community partners, unions, the principal, the community school coordinator, teachers, and school staff.

4 EXTENDED LEARNING TIME & OPPORTUNITIES

Expanded learning opportunities include in-classroom instruction that offers rich learning experiences, as well as extended learning time and opportunities that support academic growth along with social, emotional, and physical development. *Relevant practices may include:*



In-Classroom Instruction that supports inquiry-based learning and problem-based learning that are culturally and community connected. Students are able to share their experiences, interests and strengths in class and teachers personalize instruction for each child.



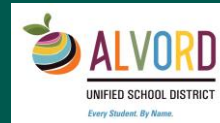
Explicit Development of Social/Emotional Skills which helps students be engaged, effective learners. Educators also offer supports for growth mindsets and opportunities for students to practice these skills during everyday instruction and school activities.



Accelerated Learning Programs, including tutoring and small-group supports within and beyond the school day, which support essential curricular standards and the learning activities developed to achieve those standards.

COMMUNITY SCHOOLS PARTNERSHIPS





Prepared for Alvord Unified School District



PROVEN PRACTICE: A TIMELINE FOR IMPLEMENTATION

PROVEN PRACTICES

When creating a community school plan, school and district leaders should involve the school community in building structures, coordinating and providing support services, training and support for school staff and community partners, and implementing new or expanded practices. There are four proven practices that community schools adapt in implementation which drives collaboration with the community:

	Community Asset Mapping and Gap Analysis	This process should provide opportunities for school and community members to identify gaps in programs, services, and resources that may impact student learning or community coherence.
	The Community School Coordinator	Community schools use a variety of staffing models to fulfill the goals of each district; however, all models include a coordinator who is responsible for the overall implementation of community school processes, programs, partnerships, and strategies at the school site.
	Site-Based and LEA-Based Advisory Councils	Education leaders and school sites may design shared decision-making models differently in terms of their composition and scope, but “both school site-based and LEA-based shared decision-making will engage interest holders, including students, staff, families, and community members, in determining the focus and direction of the community school effort.”
	Integration and Alignment with Other Relevant Programs	The community schools movement in California is intentionally embedded in a variety of other initiatives meant to transform public education; positive practice means that community schools seek to align and integrate their programs with other, similarly oriented programs in the state.

IMPLEMENTATION TIMELINE



Step 1: Building Structures

- ☐ Hire a community school coordinator.
- ☐ Collaborate with a network of community schools.
- ☐ Create shared decision-making teams.
- ☐ Create spaces for shared decision-making teams to integrate existing resources and services.



Step 2: Coordinating & Providing Support Services

- ☐ Partner with nonprofits and government agencies to provide staffing and services.
- ☐ Provide trauma-informed health, mental health, and social services.
- ☐ Create a coordination of services team.
- ☐ Provide childcare and education for children under five.



Step 3: Training and Support for School Staff & Community Partners

- ☐ Provide leadership coaching for school leaders, teachers, families, students, and community partners.
- ☐ Provide training to integrate resources to support students.
- ☐ Provide training on social-emotional well-being.
- ☐ Provide training on trauma-informed practices.



Step 4: Implementing New or Expanded Practices

- ☐ Hold student-family-teacher conferences and home visits.
- ☐ Implement intensive tutoring.
- ☐ Implement restorative justice practices.
- ☐ Offer before-school, after-school, and summer school programs and activities.