

Leading Community Schools with Purpose: Community Schools 101



inflexion

Objectives

By the end of our conversation you will:

- Have an understanding of the groundwork necessary for implementing the California Community Schools Framework.
- Be equipped to prioritize an implementation strategy for CCSPP.
- Identify who needs to be involved with CCSPP.
- Identify clear next steps.



A Community School Overview



What is a community school?

"A community school is any school serving pre-Kindergarten through high school students using a "whole-child" approach, with "an integrated focus on academics, health and social services, youth and community development, and community engagement."

As a school improvement strategy, community school initiatives enable the local school district and school to work closely with educators, students, and families to understand and address the unique needs, assets, and aspirations of the school community."

**California Community
Schools Framework 2022**

What have we learned?

By continuing the work of community schools we are building off of a foundation created 20 years ago.

The field has developed a consensus about the core elements that need to be included and adapted in a community school. There is solid theoretical and empirical research undergirding this strategy.

The community school strategy is not a quick fix but rather a long-term strategy. One that we will navigate together by learning with and from one another throughout this collective journey.

Twenty Years, Ten Lessons: Community Schools as An Equitable School Improvement Strategy

JANE QUINN AND MARTIN J. BLANK

This article features two leaders of the contemporary community school movement who share their reflections on key lessons learned by community school practitioners and advocates over the past two decades and outline ideas about the challenges facing the field in the years ahead. They offer a brief history of community schools in the United States and provide an update on the evidence of the strategy's effectiveness, particularly in high-poverty urban schools. They also explain how the current "generation" of community schools has addressed two specific shortcomings of earlier iterations of this holistic approach to education. Acknowledging that today's political climate creates both opportunities and obstacles for education reformers, the authors argue that the community school strategy is increasingly recognized as a compelling alternative to the neoliberal dream of public-school privatization.

In a 1902 speech to the National Education Association, John Dewey outlined a comprehensive approach to American schooling that encompassed adults as well as children, fostered holistic development and brought community resources into strong partnerships with schools. More than 100 years later, even in a challenging educational environment dominated by marked economic inequality and technical solutions (such as test-based accountability and privatization of public education), Dewey's vision is being enacted across America through the community school strategy. As two of the leaders of this modern-day movement, we want to reflect here on recent progress in realizing Dewey's vision of every school a community school, with a focus on how this strategy is being adapted to contemporary economic and societal conditions.

We served as directors respectively of the Children's Aid National Center for Community Schools and the Coalition for Community Schools, working together over the past 20-plus years to advance the community schools agenda across the country. The Coalition led national advocacy efforts, building a broad alliance of education, youth development, human services, higher education, and community organizing, and creating tools to support the field. The National Center focused on capacity building at the school, district, and community levels, assisting most of the country's major community school initiatives through training, consultation, and on-site coaching. Throughout our collaboration, we witnessed both encouraging successes and formidable challenges. Our intent in this article is to outline key lessons learned by community school practitioners and advocates over the past two decades and to consider the challenges ahead as we hand over the reins to the next generation of capable community school leaders. We begin with a brief history of community schools

What have we learned?

Community schools is a strategy for supporting student learning and development, not a specific program model.

Community schools take an asset-based approach and build on the strengths of communities, schools, and individuals.

A good student support system cannot compensate for a weak core instructional program.

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"To meet the current moment, it is important not to view community schools as one initiative among many that are currently being funded in California districts, but rather as an equity-enhancing strategy that aligns with and can help coordinate and extend a wide range of state, school, and district initiatives."

**California Community
Schools Framework 2022**

Why This?
Why Here?

WHY?

Why Now?
Why Me?



*“We have to be willing to
challenge the systems
that perpetuate
inequality in education.”*

Dr. Pedro Noguera

GREAT SCHOOLS

Every student deserves one



Collaborative
Leadership and Practices



Family and
Community Partnership



Expanded and
Enhanced Learning Time



Integrated
Student Supports



California Senate Bill 820

In July 2021, California passed a historic investment in the California Community Schools Partnership Program (CCSPP). Marked the first time school districts across the state received grant funding to support coordination of partners and administration of services for community schools' programs.

The California Community Schools Partnership Program (CCSPP) is an equity-driven initiative that prioritizes schools whose unduplicated count exceeds 80 percent of the overall enrollment student body.

This investment marks the largest investment in school transformation through community schools' strategies in the nation.



WHAT?

California Community Schools Framework



Four Pillars



Integrated Student Supports, which can support student success by meeting their academic, physical, social-emotional, and mental health needs.



Family and Community Engagement, which involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students.



Collaborative Leadership and Practices for Educators and Administrators that establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members.



Extended Learning Time and Opportunities that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning).

California Community Schools Framework



Four Key Conditions for Learning



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.



System of supports that enable healthy development, respond to student needs, and address learning barriers.

California Community Schools Framework



Four Cornerstone Commitments



Assets-Driven and Strength-Based Practice:

Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.



Racially-Just and Restorative School Climates:

Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.



Powerful, Culturally Proficient and Relevant Instruction:

Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.



Shared Decision Making and Participatory Practices:

Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

California Community Schools Framework



Four Proven Practices



Community Asset Mapping and Gap Analysis:

An essential element for successful community school efforts are strategies to engage school and community interest holders in a coherent process of identifying and curating assets and wisdoms throughout the community.

Integrating and Aligning with other relevant Programs:

Community schools are intentionally situated in a suite of CA initiatives (e.g., Multi-tiered Systems of Support, mental health services, expanded learning time, universal TK, etc.) that stand to transform public education throughout the State. Practices also align, integrate and cross stitch with other education justice and equity initiatives at the district and school site level.



Site-Based and LEA-Based Advisory Councils:

School site-based and LEA-based advisory councils (often called shared decision-making councils or teams) engaged interest holders including students, staff, families, and community members in determining the focus and direction of the community school effort.

Community School Coordinator:

A coordinator who is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site.





The next few slides highlight district and state priorities.

Their purpose is to showcase how aligned Community School implementation is to the work you and your team are already doing.

As you review the following slides, consider how you are already doing the work of Community Schools.



LCAP State Priorities

Basic

Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.

Implementation of State Standards

Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.

Parental Involvement and Family Engagement

Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.

Student Achievement

Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.



LCAP State Priorities

Student Engagement

Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

School Climate

Factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers and parents.

Course Access

Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education and others, that prepares them for college and careers, regardless of what school they attend or where they live.

Pupil Outcomes

Measuring other important indicators of student performance in all required areas of study.



California English Learner Roadmap

Principle 1: Asset-Oriented and Needs-Responsive Schools

Pre-School and schools are responsive to different EL strengths, needs, and identities and support social-emotional health and development of English learners. Programs **value and build upon the cultural and linguistic assets** students bring to their education in safe and affirming school climates. Educators **value and build strong family, community, and school partnerships**.

Principle 2: Intellectual Quality of Instruction and Meaningful Access

English learners engage in **intellectually rich, development appropriate learning experiences** that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.



California English Learner Roadmap

Principle 3: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle 4: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, and higher education. These pathways foster the skills, language (s), literacy, and knowledge students need for college and career readiness and participation in a global, diverse, multilingual, twenty-first century world.

AUHSD

VISION

To create a better world through Unlimited You.

MISSION

The Anaheim Union High School District, in partnership with the greater community, will graduate socially aware, civic-minded students who are life ready by cultivating the soft and hard skills.



AUHSD CORE VALUES

We Believe...

- 1 In and model the 5Cs: Collaboration, creativity, critical thinking, communication, and compassion
- 2 That education must work for students and not the other way around
- 3 In an assets-based instructional approach focused on our community's strengths and in nurturing everyone's potential
- 4 In moving the needle toward equity and justice
- 5 That our vision, mission, and core values are delivered primarily through instruction
- 6 In systems not silos
- 7 That public schools should enhance and strengthen democracy through cultivation of student voice and problem solving



MAXIMIZE

OUR UNLIMITED POTENTIAL

| ONE STUDENT,
ONE STORY,
ONE FAMILY...

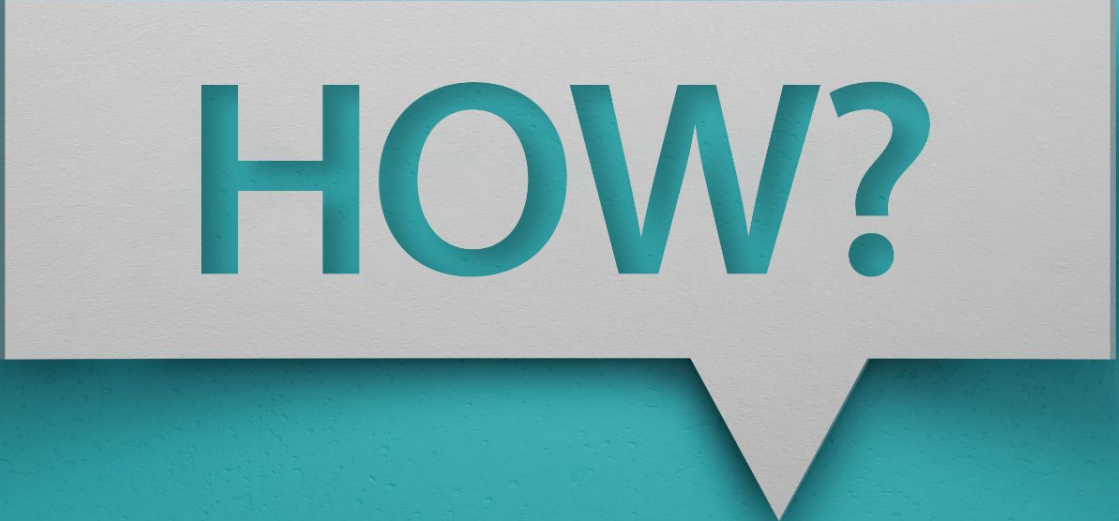
AT A TIME

DALE

Vision



#WE ARE
ONE



HOW?



The next few slides highlight district and state priorities.

Their purpose is to showcase how aligned Community School implementation is to the work you and your team are already doing.

As you review the following slides, consider how you are already doing the work of Community Schools.

Setting the Stage



Consider this you are given have big rocks, little pebbles and sand. If you try to shove it in at the same time it's not going to work. When you think about CS it's similar. Take it a step at a time. Big rocks first, small pebbles, and sand... and look it fits!

This same concept applies to Community Schools! it is about being strategic and intentional about how you do the work.



Think about how to build the plan toward sustainability. The state gives you 5 years to build your system to transform your schools. But implementation takes more than 5 years. These steps will support you in making Community Schools sustainable.



Establish a shared understanding and purpose, a why, and a collective identity. Create momentum and accountability for the school's purpose that is shared by all. This allows school leaders to look at systems and structures through the lens of what we are trying to accomplish for all students, and tap into the collective wisdom and energy of the entire school community.



Co-create a vision of the skills, dispositions, and behavior that you are trying to achieve for all students. Find a north star, and backwards map from that vision to create the goals and identify the actions that will get you there. School leaders strengthen bidirectional communication with the entire school community, including families, to partner in supporting students.



Understand what needs to happen in the classroom to make the shared vision for students a reality. Start with classroom practices and community based and asset based learning to create understanding and relevance, so students can learn what they are supposed to learn and develop the skills they need to be successful. Share strategies that enable students to see the relevance of what they are learning, and empower students to have voice and choice and reflect on their learning.



As the impacts from steps one through three become visible, you can begin to focus on the mindset shifts and the systemic work that create results for students and changes adult behaviors and schoolwide structures. This allows for changes to any inequitable system and structures, and directly addressing barriers to success in the school.



In order to maintain a strong school culture and continue to welcome and embrace the school community, the ways that new individuals are folded into the organization are critical to continue to have success. Healthy systems do not happen by accident, and constant attention is required to support the system. The makeup of the school, the professional learning needs of educators, and the support needs of students change over time and we can't plan for every potential scenario. In order for the school culture to stand the test of time it is critical that the identity of the organization is central to all decisions, and all new additions to the school community are brought into the shared identity.



CALIFORNIA COMMUNITY SCHOOLS FUNDAMENTALS

Capacity-Building Strategies

A Developmental Rubric

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM
STATE TRANSFORMATIONAL ASSISTANCE CENTER

The Capacity-Building Strategies provide a roadmap for implementing the CA CS Framework. They offer a set of goals and actions designed to enhance the knowledge, skills, and commitment of stakeholders, ensuring they have the capacity to realize the full potential of community schools.

These strategies integrate the framework's pillars, key conditions of learning, cornerstone commitments, and proven practices, providing a practical guide for implementation.



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Capacity-Building Strategies

A Developmental Rubric

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM
STATE TRANSFORMATIONAL ASSISTANCE CENTER

Capacity-Building Strategies

- **Shared Commitment, Understanding, and Priorities**
- **Collaborative Leadership**
- **Center Community-Based Learning**
- **Sustaining Staffing and Resources**
- **Strategic Community Partnerships**

Five STAC Capacity Building Buckets



Take a moment to explore [this document](#).
Make a copy and use it to support your thinking
around the STAC Capacity Building Strategies.

What are we trying to accomplish?

“The long-term measure of success for the CCSPP is the establishment and expansion of learning supports, learning opportunities, community-rooted and culturally relevant instructional practices, positive and nurturing school climates, and strong partnerships that better serve the needs of students and families, resulting in improved student outcomes.”

2023-24 California Community Schools
Partnership program: Implementation Grant



Now that you know the why, the what, and the how use the information in the following slide to create an action plan.

Take a moment to explore this [resource](#).



Little Things
Could have done it yesterday;
can be done tomorrow



Key Moves
Would take 3-6 months
to fully implement.



Big Plays
Would take 6-18 months
to fully implement.

**Supporting Districts and
Schools with Community
Schools Implementation:
Lessons Learned**



inflexion

1

Do your homework

- Read the CCSPP Request for Application (RFA)
- Understand the CCSPP Framework
- Read 20 years, 10 lessons
- Know the CCSPP Vision



1

Do your homework

Recommendations

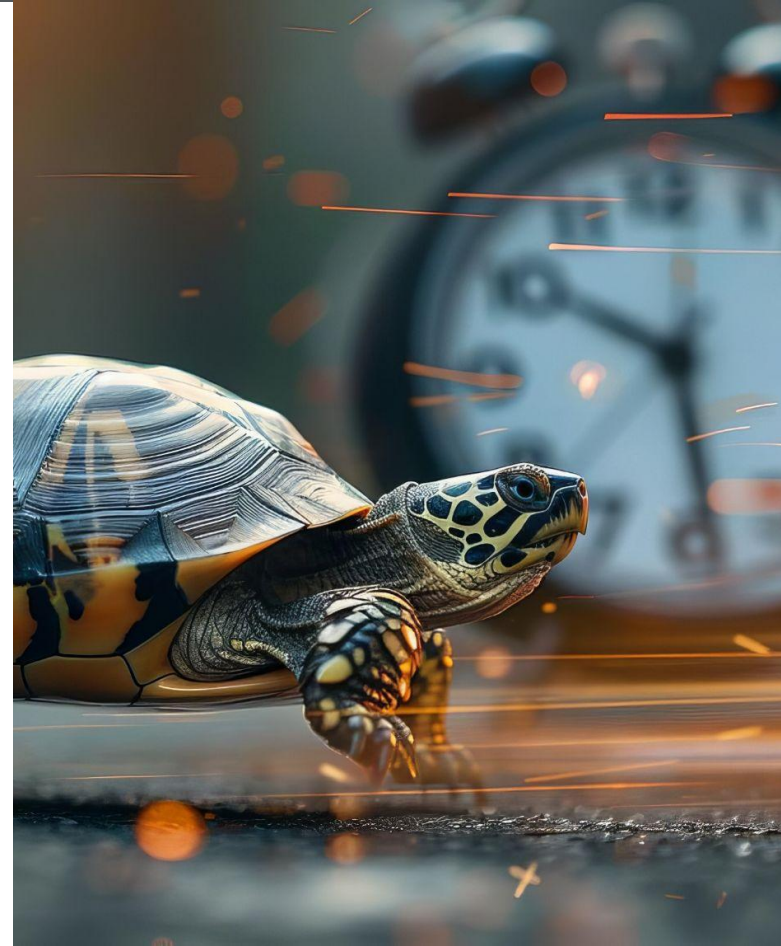
- Create a shared understanding
- Align all site and district initiatives and goals (LCAP)
- Develop a baseline/inventory
- Identify data that will be monitored and measured



2

Take your time

- Make sure you bring people along “share the bus”
- Focus on student needs (strong assets and needs assessment)
- Go slow to go fast

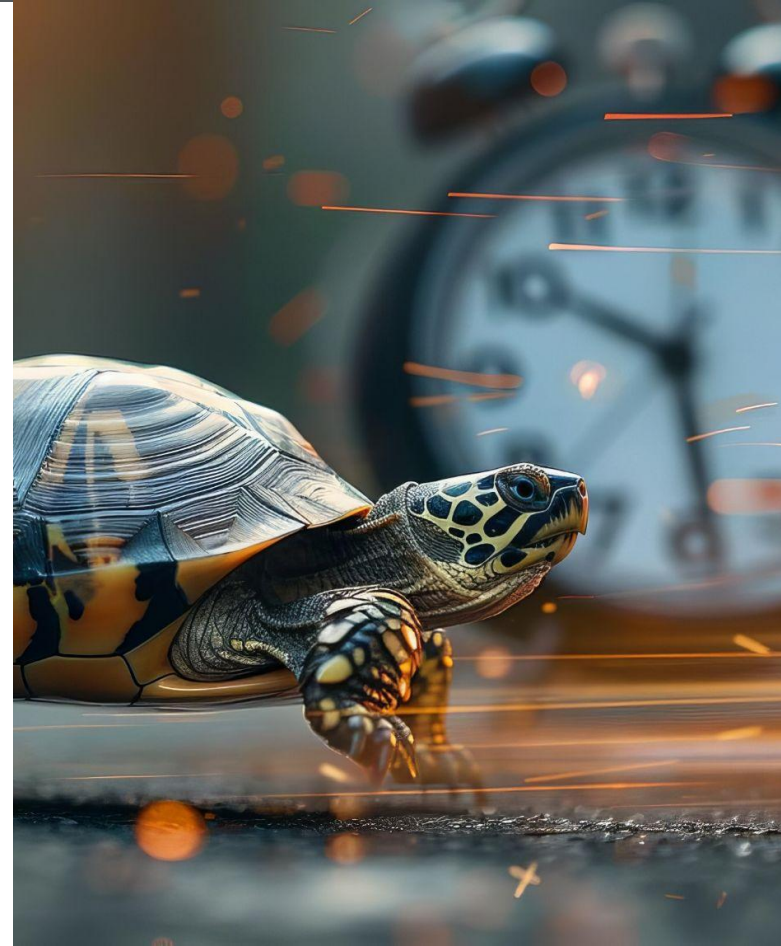


2

Take your time

Recommendations

- Develop a sequence of implementation
- Celebrate incremental successes
- Build capacity



3

Tap your resources

- Once you know what you need (based on your assets and needs), look for resources that already exist.
- What resources exist within the LEA (district)?
- What resources can I access from the county office?
- What resources does my RTAC provide?
- What resources do community partners provide (including higher education institutions)?

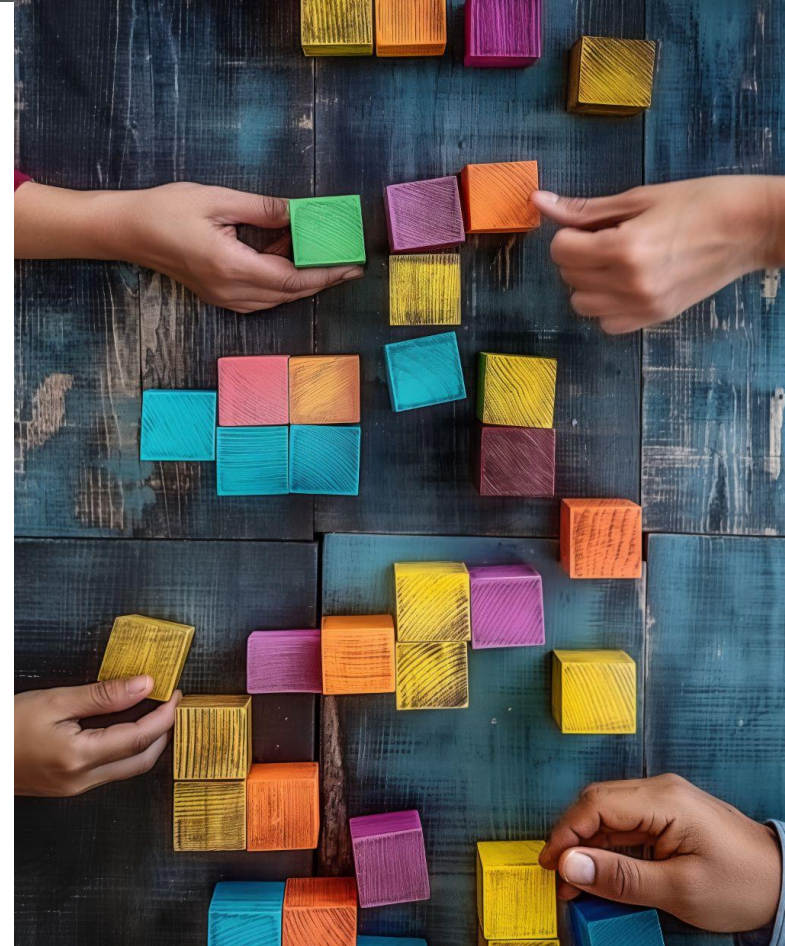


3

Tap your resources

Recommendations

- Consider sustainability of best practices (possible alignment to LCAP)
- Work smarter not harder, maximize free resources first
- Look for opportunities with partners such as grants (higher ed)
- Align community school efforts with other state initiatives (leverage existing funds)



4

Build your network

- No one person can do it alone.
- Collaborative leadership is the key to your success.
- It takes a village.



4

Build your network

Recommendations

- Prioritize role of the principal
- Build capacity, which leads to leadership, which leads to shared accountability, which leads to shared problem solving, which leads to continuous improvement
- Define authentic engagement of all educational partners

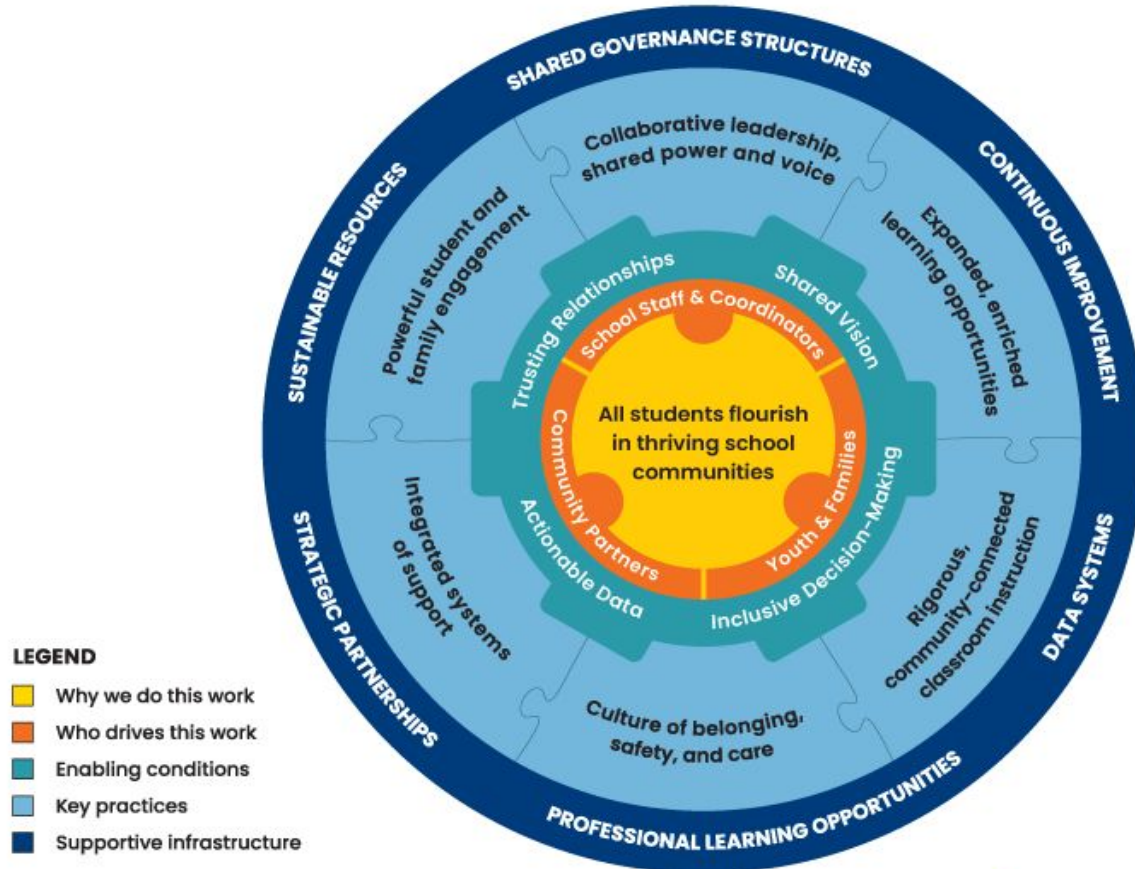




Initial Implementation Expectations

- ☐ Plan and execute needs and assets assessment and develop collective priorities.
- ☐ Develop a shared understanding of the community schools approach.
- ☐ Establish or revise site-level shared leadership structure to facilitate democratic participation and decision-making among students, staff, families, and community members.
- ☐ Align policies and initiatives to ensure an integrated community schools strategy.
- ☐ Conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community.

Essentials for Community School Transformation



BROOKINGS



National Center for
Community Schools

