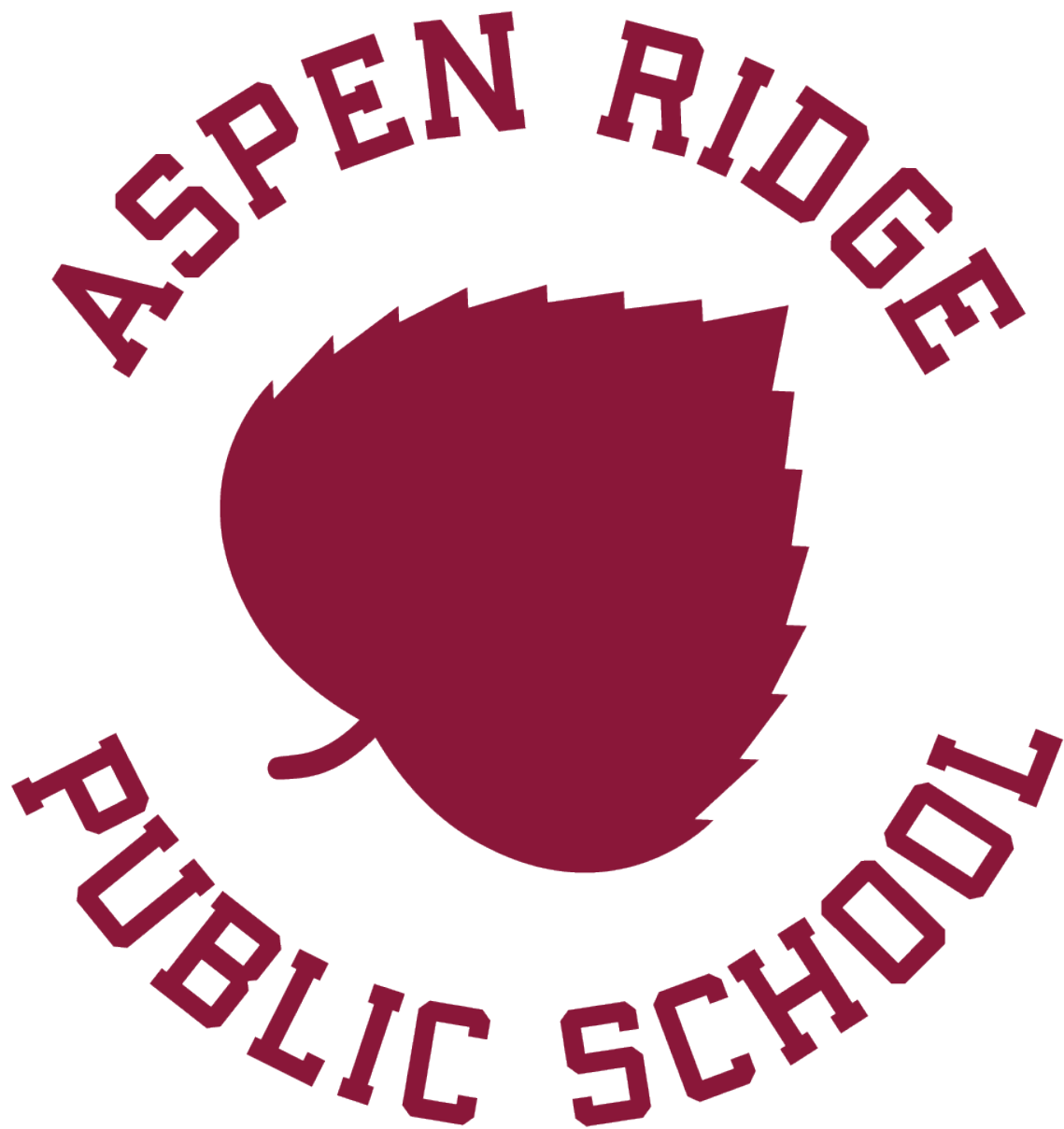


COMMUNITY SCHOOLS IMPLEMENTATION PLAN

Updated May 2025



CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the *Capacity-Building Strategies: A Developmental Rubric*.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

Capacity-Building Strategies Overview

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

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership

4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Riley Fox
Principal
(559) 374-0080
Riley.Fox@aspenps.org

Strategies, Priorities and Goals

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

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

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

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

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

Aspen Ridge Public School is one of three public charter schools operated by Aspen Public Schools, a non-profit 501(c)3 charter school management organization based in Fresno, CA. During the 2022-23 school year, Aspen Meadow partnered with Aspen Ridge Public School and Aspen

Valley Prep Academy to form a consortium supported by a Community Schools Round 2 Planning Grant that has enabled the consortium to engage in a full year of community schools planning in partnership with Aspen students, teachers, staff, parents, family members, educational partners, and community organizations. This meaningful engagement included school site meetings; one-on-one stakeholder interviews; surveys to collect qualitative and quantitative data; focus groups with students, parents, and school staff; and collaborative analyses of school-specific reports. As part of this process, Aspen Ridge formed a Community School Advisory Council to serve as the school's local governing body of the community schools initiative, and Aspen Public Schools formalized a Community Schools Leadership Team to guide consortium-wide community schools planning and collaboration. This intentional design and collaborative planning has enabled Ridge to effectively articulate local needs, assets, and service gaps in areas related to academics, social-emotional development, mental and behavioral health, school climate and safety, family and community engagement, and collaborative leadership and decision-making, which has culminated in Ridge's Needs and Assets Assessment and highlighted the need to adopt the California Community Schools Framework in order to improve the lives of Ridge students, families, and community members.

In 2024-2025, our team revised goals to reflect our progress. Data review, conversations with families, staff, students and partners brought focus these goals/actions:

Goal 1: Increase social-emotional learning and mental health for students.

Goal 2: Increase in-person academic support, specifically for math.

Goal 3: Develop strong understanding of family and student engagement by creating opportunities for families to build connections, engage and volunteer.

Goal 4: Build the capacity of Aspen teachers, staff, and families to participate in collaborative leadership and decision-making that improves the lives of all students and their families, advancing Aspen's mission of transforming the community.

This 4th goal is carried over from our planning session. It does not show up on our metrics, but it's a continual goal and connects to our mission.

The Overarching Values of the Community Schools Framework is central to Aspen Ridge's community schools initiative. To ensure intentional alignment of Aspen Ridge's Community Schools with the Overarching Values, the Aspen Public Schools Community Schools Director will guide Ridge leaders, staff, parents, educational partners, and community stakeholders in the frequent review of the California Community Schools Framework as part of the project's evaluation and continuous quality improvement process.

To continually improve Aspen's community schools initiative and ensure that the project fully embodies racially-just, relationship-centered spaces; shared power; classroom-community connections; and a focus on continuous improvement, Ridge will engage in school- and consortium-level evaluation, reflection, and continuous quality improvement, which will include frequently assessing fidelity of implementation through the use of resources such as S-TAC's Capacity-Building Strategies Developmental Rubric and other locally developed tools useful for

measuring the impacts of the community schools initiative. Ridge will ensure the Community Schools Project's alignment to the Overarching Values, continually refine programs and practices, and leverage lessons learned and evaluation findings to inform future efforts that will benefit Ridge students, families, and communities during and after the Community Schools funding period.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. 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.

Throughout the five-year Implementation Grant period, Ridge will collaborate with the Community School Advisory Council and the Community Schools Leadership Team to engage all community school interest-holders in an ongoing needs and assets assessment process that is racially, culturally, and linguistically equitable and appropriate. As more than 90% of Ridge students and families belong to one or more historically marginalized groups, large and equitable representation from these groups will be prioritized, including through ensuring linguistically and culturally appropriate opportunities for full engagement in community schools planning and implementation by employing strategies such as translating community school materials and hiring multilingual community school personnel and those with experience in community-based learning. To further ensure equitable access to and participation in the community schools initiative, Ridge will partner with community organizations with a history of engaging and serving historically marginalized groups (e.g., Every Neighborhood Partnership, Central Valley Justice Coalition, Food Bank) and provide professional learning to administrators, teachers, and staff designed to build local capacity to engage with marginalized student and family groups and promote democratic decision-making, racially just and restorative school climates, and other values and practices highlighted in the California Community Schools Framework.

Document and Data Review: Advisory Councils, staff and leadership teams will continually review data of all types, and align policy and plans to integrate the "Local Control and Accountability Plan" or "LCAP" and community schools goals into one cohesive strategic plan.

Stakeholder Perspectives: The Advisory Council and Leadership Team will engage with students, parents, families, teachers, staff, administrators, and community partners and stakeholders to better understand the many perspectives of those committed to partnering with Aspen Ridge to support the community schools initiative. Stakeholder perspectives will be frequently gathered both formally and informally through methods such as community schools meetings, open forum discussions, listening tours, interviews, focus groups, and surveys.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities 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
<p><u>Priority 1:</u> Effectively integrate services within a multi-tiered system of supports to meet the academic, social-emotional, and mental/behavioral health needs of all Aspen students. (Aligns with <i>Pillar 1: Integrated student supports</i>).</p>	<ul style="list-style-type: none"> ● Increase mental health and social emotional support, measured by the “LCAP” family surveys. ● This year, we will narrow the focus to 3-4 specific questions that focus on connection, belonging, sense of safety, etc. ● Increase in person math support, measured by SBAC and iReady.
<p><u>Priority 2:</u> Improve family and community engagement and build the capacity of Aspen parents and families to partner in their children’s healthy development. (Aligns with <i>Pillar 2: family and community engagement</i>).</p>	<ul style="list-style-type: none"> ● This is connected to our Family engagement goal of developing a strong understanding around highly effective family and student engagement. ● Create more opportunities for family connection ● Launch a volunteer process ● Engage families and community members in career development focuses
<p><u>Priority 3:</u> Build the capacity of Aspen teachers, staff, students, and families to participate in collaborative leadership and decision-making that improves the lives of all students and their families, advancing Aspen’s mission of transforming the community. (Aligns with <i>Pillar 3: Collaborative leadership and practices for educators and administrators</i>).</p>	<ul style="list-style-type: none"> ● “LCAP” staff surveys, three times a year ● Increase family level leadership (establish a family leadership team)

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase administrators', staff's, students', and families' understanding and appreciation of community-based learning.	<ul style="list-style-type: none"> • Use the Community Schools Teacher or teams role to provide examples, support and resources • Provide professional learning that covers the key components of community-based learning. • Create a proposal system for teachers to utilize designated funding for project-based learning, bringing in experts, or special field trips connected directly to the community/curriculum • Build out our directory of partners with family and community members who will educate, mentor and partner with students for extended opportunities
Provide more partnerships and connections Community Based Learning and college-career readiness.	<ul style="list-style-type: none"> • Bring in professionals regularly to the classroom • Create internships or similar opportunities with our community partners and Community Garden • Build out our directory of partners with family and community members who will educate, mentor and partner with students for extended opportunities • Identify and share direct connections to the real world in the scope and sequence of curriculum

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

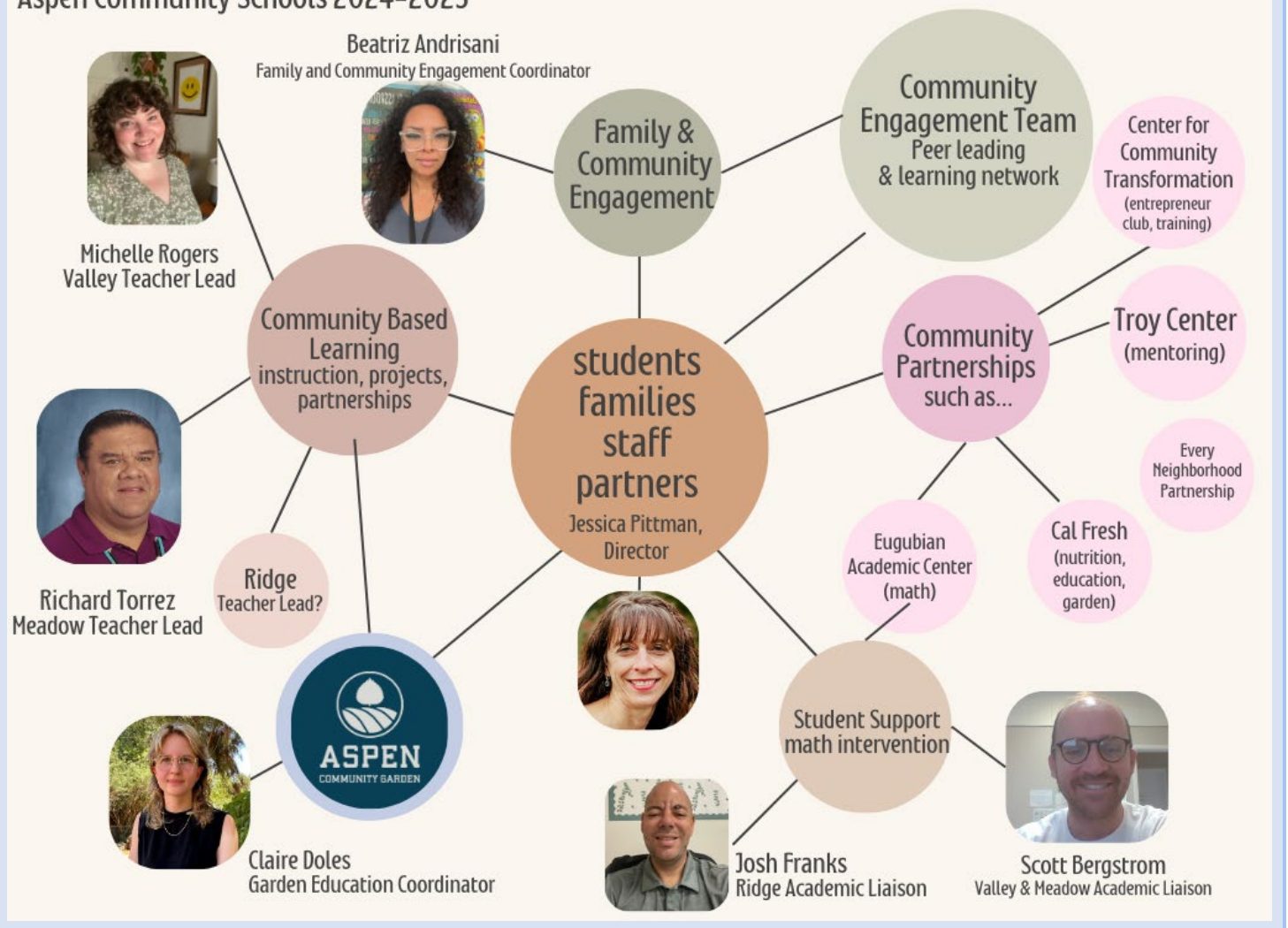
Goals	Action Steps
Continually improve shared governance by increasing opportunities for meaningful engagement with students, parents, family members, and the school community to ensure democratic decision-making throughout community school planning, implementation, review, and continuous quality improvement efforts.	<ul style="list-style-type: none"> • Maintain a proactive Community School Advisory Council composed of members who reflect the ethnic, racial, socio-economic, gender, and linguistic characteristics of the Ridge school community. • Provide training and/or resources to administrators, teachers, staff, and governing bodies designed to build capacity to effectively engage in shared, democratic decision-making. • Provide opportunities for all partners and stakeholders to submit qualitative feedback through surveys, focus groups, listening tours, and other culturally and linguistically appropriate strategies. • Collaboratively review and consider partner and stakeholder feedback during community schools planning, design, and continuous quality improvement decision-making. • Annually update the Implementation plan to reflect updates and progress.

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):

As part of the community schools planning process, Aspen established site-specific and consortium-wide mechanisms for ensuring the community schools initiative is guided by a leadership structure and system of shared governance that meaningfully engages all interest-holders in ongoing community schools planning, implementation, review, and refinement. Site-level community schools governance is coordinated by the Ridge Community School Advisory Council and includes the participation of school administrators, teachers, staff, parents, students, and key school community partners. At the consortium level, Community Schools Leadership Team or Community Engagement Initiative Team is composed of members from each Community School Advisory Council and representatives from key community partners and students.

Being a community school will promote shared governance within and across Aspen schools by enabling Aspen Public Schools to employ a full-time Director of Community Schools, who will be charged with fostering shared governance, shared power, shared decision-making, and shared responsibility among partners and stakeholders.

Aspen Community Schools 2024-2025



Strategy 4: Sustaining Staff and Resources

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Continue training, supporting, and retain the staff needed to ensure Aspen has sufficient human resources to implement the community schools initiative with fidelity and lay the groundwork for being a community school beyond the five-year funding period.	<ul style="list-style-type: none"> Assess roles in light of changes to implementation Provide training and ongoing support to all community schools personnel Assess job descriptions annually, working in community schools language Build a culture of being a community school, working together in all departments
Hire, train, support, and retain the consortium-wide staff needed to ensure Aspen Public Schools has sufficient human resources to support all three consortium schools in implementing the community schools initiative with fidelity and laying the groundwork for being a community school beyond the five-year funding period.	<ul style="list-style-type: none"> Assess roles in light of changes to implementation Provide training and ongoing support to all community schools personnel Assess job descriptions annually, working in community schools language Build a culture of being a community school, working together in all departments

Key Staff/Personnel

Director of Community Schools	<p>Community Schools Director will</p> <ol style="list-style-type: none"> (1) lead community schools and community development work on all three Aspen Public School campuses; (2) oversight of the Community School, Community Engagement and Community Garden budget, and all funded programs and activities (3) collaborate closely with schools' leaders, teachers, and support staff to implement the California Community Schools Framework with fidelity; (4) frequently assess Aspen Public Schools' needs in cooperation with administration, the community, families, and agencies to leverage services and resources that meet identified needs (5) work with the Community Schools Leadership Team
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	<p>and collaborate with each school's Community School Advisory Council</p> <p>(6) serve as Aspen Public School's lead liaison to community partners</p> <p>(7) guide continuous quality improvement efforts in partnership with the Leadership Team and Advisory Councils.</p> <p>(8) Oversight and development of Community Based Learning, including the Aspen Community Garden</p>
School Counselor	<p>The Counselor will (1) support student social- emotional wellbeing and build a positive school climate;</p> <p>(2) work collaboratively with schools and families to coordinate and allocate resources that meet the social-emotional needs of students, with targeted support to students with greatest need (e.g., multilingual learners, students of varied abilities, foster and homeless students);</p> <p>(3) provide professional learning and support to students, teachers, and staff in order to build their capacity to effectively integrate social-emotional learning strategies and practices into classrooms (topics such as positive interventions and supports, social-emotional learning, and classroom management); (4) design and implement school-wide positive reinforcement systems to ensure academic and social success; (5) coordinate school-wide events related to social-emotional and academic achievement to assist students in meeting high standards.</p>
Community Schools Teacher Team	<p>The Teacher Team will lead efforts in Community-Based learning at each school site. They will provide resources, connections, and support for teachers integrating community based and project based learning into the classroom, and will be part of the Community Schools Advisory Council. They will work on creating and implementing pathways for students, focusing on college-to career pathways and opportunities.</p>
Academic Coach	<p>The academic coach will support teachers in evaluating student progress and identifying students requiring targeted academic intervention in order to meet grade level standards, particularly in Math.</p> <p>Academic Coaches will also support academic tutors in delivering high-quality academic assistance and tutorials.</p>

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

- Under the guidance of the Director of Community Schools, the Community School Advisory Council and Leadership Team will collaboratively complete assessment efforts recommended by the State Transformational Assistance Center for Community Schools (S-TAC) and California Department of Education, such as the Capacity Building Strategies Developmental Rubric, Whole Child and Family supports Inventory, and Implementation Plan annual revision.
- Sustainability also takes the form of professional development and networking. For two years, Aspen participated in the Community Engagement Initiative. This has provided a statewide learning platform, and has supplemented the budget by \$140,000. These efforts have been especially focused on Aspen Ridge, to be used as a model for all Aspen schools.
- Community garden related grants and special fund raisers, such as the Garden Party, are being applied for and planned annually
- Braid into “LCAP”, which includes Community School goals and strategy

Strategy 5: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Identify and leverage the resources of existing community partners to support Ridge.	<p>Continue partnerships with:</p> <ul style="list-style-type: none"> • Eurgubian Academic Center • Every Neighborhood Partnership • Fresno State University • Big Smiles Dental • City Center Church • True Organic Products, Inc • Central Valley Justice Coalition • Food Bank • Fort Miller Middle School • Fresno Police Department / Cadettes • Cal Fresh • Fresno Pacific University / Center for Community Transformation • Fresno Public Library • United Health • Resiliency Center • Troy Center • Fresno City Council • Educational Employees Credit Union
Establish an increasing number of new community partnerships in order to leverage community resources that benefit and sustain the community school initiative.	<ul style="list-style-type: none"> • Identify new partners that align with Aspen's vision • Encourage existing Ridge community partners to recruit new partners from within their respective networks. • Establish partnership agreements as needed

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 our first year, we have expanded our partnerships significantly. For example, we partnered with the Center for Community Transformation to hold an Entrepreneurship Club and Expo, where students showcased their businesses for the whole community. We have expanded our connection to organizations at the City Center and continued to work with the Troy Center for mentoring and career guidance. For each partnership, we look for:

1. Shared vision
2. Learning + action
3. Creative capacity to find solutions together
4. Partnerships that benefit all involved.

Updated by Community Schools Director, May 2025.