# 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 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: 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

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## 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:

Our journey toward becoming a community school emerges from deep engagement with our students, families, educators, and community partners. Through our Community School Steering Committee's comprehensive planning process, we've identified how the community school model naturally aligns with and enhances our mission to create pathways to success through trauma-responsive education. Fusion's vision aligns with and will be further developed using the CA Community Schools Framework's Overarching Values (S-TAC Resource):

1. **Racially-Just, Relationship-Centered Spaces**

Current Foundation**:** Fusion Charter serves a diverse student population (69% Hispanic, 20% White, 4% African American, 4% Two or More Races) through a trauma-responsive approach that prioritizes relationship-building. Our non-classroom based hybrid (online/onsite) program specifically recognizes the importance of creating trust and fostering positive relationships with both students and families.

Developmental Plans**:**

- Implement restorative practices and Community Talking Circles to address systemic barriers and create spaces for authentic dialogue about race, equity, and justice
- Provide professional development focused on culturally responsive teaching practices and implicit bias awareness
- Continue to encourage engagement of student, family, and community members to participate in the Community Schools Steering committees, a shared decision-making committee
- Create curriculum review processes that ensure materials and resources reflect our students' diverse backgrounds and experiences

2. **Shared Power**

Current Foundation**:** Our hybrid learning model already incorporates elements of shared decision-making through individualized learning plans and flexible programming that responds to student and family needs. Fusion's Community School Steering Committee demonstrates our commitment to collaborative leadership.

Developmental Plans:

- Expand our committee structure to include meaningful roles for students, families, and community partners in school decision-making processes
- Create formal feedback loops that ensure student and family input shapes program development and resource allocation
- Develop parent leadership programs that build capacity for authentic partnership and advocacy
- Institute regular community forums where educational partners can participate in school planning and problem-solving
- Establish shared leadership teams for key initiatives that include staff, families, students, and community partners

3. **Classroom-Community Connections**

Current Foundation**:** Our existing partnerships with Modesto Junior College, California State University – Stanislaus (CSUS), and local support services demonstrate our commitment to connecting classroom learning with community resources. Our flexible scheduling already accommodates students' work and family obligations.

Developmental Plans:

- Expand our dual-enrollment partnership to include more career-aligned pathways
- Develop service learning opportunities that connect academic content with community needs
- The Community Schools Steering Committee will ensure alignment of support services with student needs to address barriers to learning

- Establish mentorship programs connecting students with community professionals
- Design project-based learning experiences that address real community challenges
- Build partnerships with local businesses for internship and career exploration opportunities

4. **Continuous Improvement and Possibility Thinking**
   Current Foundation: Our WASC accreditation process and existing MTSS framework demonstrate our commitment to continuous improvement. Our success with credit recovery and re-engagement demonstrates our commitment to every students' potential for growth and achievement.
   Developmental Plans:
   - Integrate the SWIFT Fidelity Integrity Assessment (FIA) Tool with our existing improvement processes.
   - Implement Plan, Do, Study, Act (PDSA) cycles aligned with our WASC Continuous Improvement Focus on Learning process.
   - Create data-sharing agreements with partners to better track and respond to student needs.
   - Establish regular community asset mapping updates to identify new resources, needs, and opportunities.
   - Develop teacher inquiry groups focused on innovation and best practices.
   - Create systems for regular student and family feedback on program effectiveness

**Impact and Vision**
By becoming a community school, Fusion Charter will strengthen its capacity to serve our unique student population while creating lasting positive change in our community. Our implementation of the CA Community Schools Framework will:

- Deepen our trauma-responsive approach through expanded integrated support services.
- Strengthen family and community engagement through authentic partnership opportunities.
- Enhance academic outcomes through real-world learning connections and integrated services and supports.
- Create sustainable systems for continuous improvement and innovation.
- Build stronger pathways to college and career success.
- Foster a more equitable and inclusive school community

Through this transformation, we will better fulfill our mission of preparing students for college, career, and life success while creating positive ripple effects throughout their families and our broader community.

**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.

At Fusion Charter, we recognize that meaningful community transformation begins with authentic engagement of all stakeholders in our educational ecosystem. Building upon our initial needs and assets assessment, we are committed to implementing a comprehensive engagement strategy that ensures every voice in our community contributes to shaping our community school priorities and vision. Our approach to deeper community engagement will be multifaceted, utilizing various methods tailored to different stakeholder groups while ensuring accessibility and cultural responsiveness throughout the process.

To engage our school staff and administrators effectively, we will implement regular professional learning communities and dedicated planning sessions. Monthly leadership team meetings will incorporate visioning exercises and strategic planning discussions, while teacher surveys will help us understand school/classroom-level needs and opportunities. Classified staff will participate in staff surveys to capture their unique perspectives on student and family support needs.

Student voice will be central to our engagement process through multiple channels. We will form a Student Advisory Committee with representatives from diverse student groups and conduct quarterly student forums facilitated by peer leaders. Student surveys will be administered, to document school and community experiences, and focused discussion groups specifically designed for historically underserved student populations will ensure comprehensive representation of student perspectives.

Our family engagement strategy emphasizes cultural responsiveness and accessibility by removing traditional barriers to participation. We will offer flexible meeting schedules with morning, afternoon, and evening options, provide childcare during engagement activities, and ensure multilingual facilitation and materials are available. Transportation assistance, virtual participation options, community walks, home visits, and informal coffee chats with the Principal will create multiple touchpoints for family involvement.

Recognizing that traditional engagement methods often fail to reach historically marginalized communities effectively; we will partner with trusted community organizations serving specific cultural groups and recruit parent leaders from diverse communities. Cultural brokers who understand community dynamics will help facilitate meaningful connections. All materials and communications will be provided in community-preferred languages, with professional interpreters available at meetings and bilingual staff facilitating small group discussions. We will meet people where they are through mobile resource fairs, partnerships with faith-based organizations and community centers, and neighborhood-based small group discussions.

To ensure our engagement efforts lead to actionable insights, we will implement both quantitative and qualitative data collection methods. Digital surveys with demographic analysis, participation tracking, asset mapping, and school climate surveys will provide numerical data, while focus groups, individual interviews, narrative collections, and community journey mapping will offer rich qualitative insights. This mixed-methods approach will operate within a continuous improvement cycle, with quarterly reviews of engagement data, regular feedback loops with stakeholder groups, and strategy adjustments based on participation trends and community input.

Fusion has designed an Implementation Plan that aligns with the CA Community Schools Framework integrating the 4 Pillars of Community Schools.
As a recipient of the CCSPP Planning Grant, we formed a CCSPP Steering Committee which collaborated and provided significant input with the Community Asset Mapping & Gap Analysis, the CCSPP Implementation Grant application, and helped identify key partnerships needed to support our Community School.

Fusion's Community Schools Steering Committee is comprised of educators, administrators, parents, support staff, students, and community partners. The Steering Committee developed a needs assessment, and Community Asset Mapping and Gap Analysis, which guided the development of the CCSPP Project Abstract (Form B) and the development of the CCSPP Implementation Grant Budget (Attachment I).

Through this comprehensive approach of community engagement, Fusion Charter will continue to ensure that our community school priorities and vision truly reflect the diverse voices, needs, and aspirations of our entire school community. By emphasizing equity, accessibility, and authentic participation, we create multiple pathways for all educational partners to contribute meaningfully to our shared future. This inclusive engagement process will serve as the foundation for building a strong, responsive, and unified community school that meets the needs of all its members.

**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 |
|---|---|
| Build capacity to strengthen our integrated support system by expanding both direct services and community referrals to enhance students' academic achievement, social-emotional development, and overall well-being. (Aligns with Pillar #1: Integrated Student Supports) | ● CCSPP Steering Committee Minutes, Roster<br>● Quarterly Meetings |
| Develop staff expertise through targeted training and coaching, fostering a collaborative leadership model that effectively addresses students' academic, social-emotional, and behavioral needs. (Aligns with Pillar #3: Collaborative leadership and practices for educators and administrators) | ● Student engagement (observations & surveys)<br>● Student attendance<br>● Teacher feedback (observations & Surveys)<br>● Student academic outcomes |
| Expand learning opportunities beyond the classroom by creating community partnerships that provide students with meaningful, hands-on 'real-world,' experiences that connect to their future goals. (Aligns with Pillar #4: Extended learning time and opportunities) | ● Provide onsite tutoring services<br>● Provide transportation services for students who lack transportation to the school<br>● Academic grades<br>● HS Graduation Rates |

# 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 |
|---|---|
| Implement a robust intake interview for all incoming students and families that aligns to 4 Pillars, assess for strengths and needs to ensure integrated services are made available. | 1. Develop an intake interview protocol that aligns with the 4 Pillars, including questions to assess academic needs, health/wellness concerns, family engagement preferences, and community connection opportunities. Create the protocol in multiple languages and formats (digital and print).<br>2. Train front office staff, counselors, and family liaisons on conducting strength-based intake interviews. Include guidance on cultural sensitivity, trauma-informed practices, and proper documentation procedures for identified needs and assets.<br>3. Establish a clear referral pathway that connects intake findings to appropriate integrated services. Create a tracking system to monitor service delivery and follow-up, with monthly reviews to ensure families are accessing recommended supports. |
| Implement a formalized Home Visit protocol document that will be shared with the MTSS Team to identify student barriers to learning and connect students and families with resources. | 1. Form a Home Visit Protocol Development Team including MTSS members, teachers, and family liaisons to draft guidelines for pre-visit planning, safety procedures, and documentation requirements. Create standardized forms that align with MTSS data collection.<br>2. Conduct staff training on protocol implementation, including cultural competency, trust-building strategies, and proper documentation procedures. Establish a mentoring system pairing experienced home visitors with new staff. |

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| | 3. Create a structured follow-up system connecting home visit findings to support services. Implement monthly MTSS team meetings to review data, assess resource connections, and refine the protocol based on field experience. |
| We will implement a comprehensive professional development plan that includes training for all educators and staff on cultural competency and community engagement training. Educators will participate in community immersion experiences, spending time in neighborhood centers, local organizations, and family gatherings to develop firsthand understanding of the community's cultural wealth and resources. These experiences will be paired with structured reflection sessions where teachers can process their learning and discuss implications for classroom practice. | ● Educators and staff will participate in community immersion experiences, including schoolwide and community events that bring families together. These experiences will be paired with structured reflection sessions where teachers can process their learning and discuss implications for classroom practice.<br>● Educators, staff and administrators will participate in professional development to strengthen home-school connections. |

# 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 |
|---|---|
| Community Schools Coordinator (CSC) will continue to lead Fusion's Community Schools Steering Committee meetings (that includes educators, administrators, parents, support staff, students, and community partners) and improve shared decision-making, through transparency and continuous improvement cycle which also takes place annually with the development of our LCAP and WASC. | • Upcoming CCSPP Steering Committee schedule of meetings will be posted on the school's calendar of events<br>• Community Schools Coordinator (CSC) will inform families, students, and community members of upcoming meetings during schoolwide and community events, and via ParentSquare app.<br>• CSC will ensure the Community Schools Steering Committee is represented by a diverse group of educational partners representative of our school.<br>• The Community Schools Steering Committee will annually collaboratively update the Community Asset Mapping & Gap Analysis document; and this Implementation Plan. |
| | |

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Fusion Charter School's system of shared governance and leadership structure includes the following:

I. Fusion's Governing Board: Aspiranet

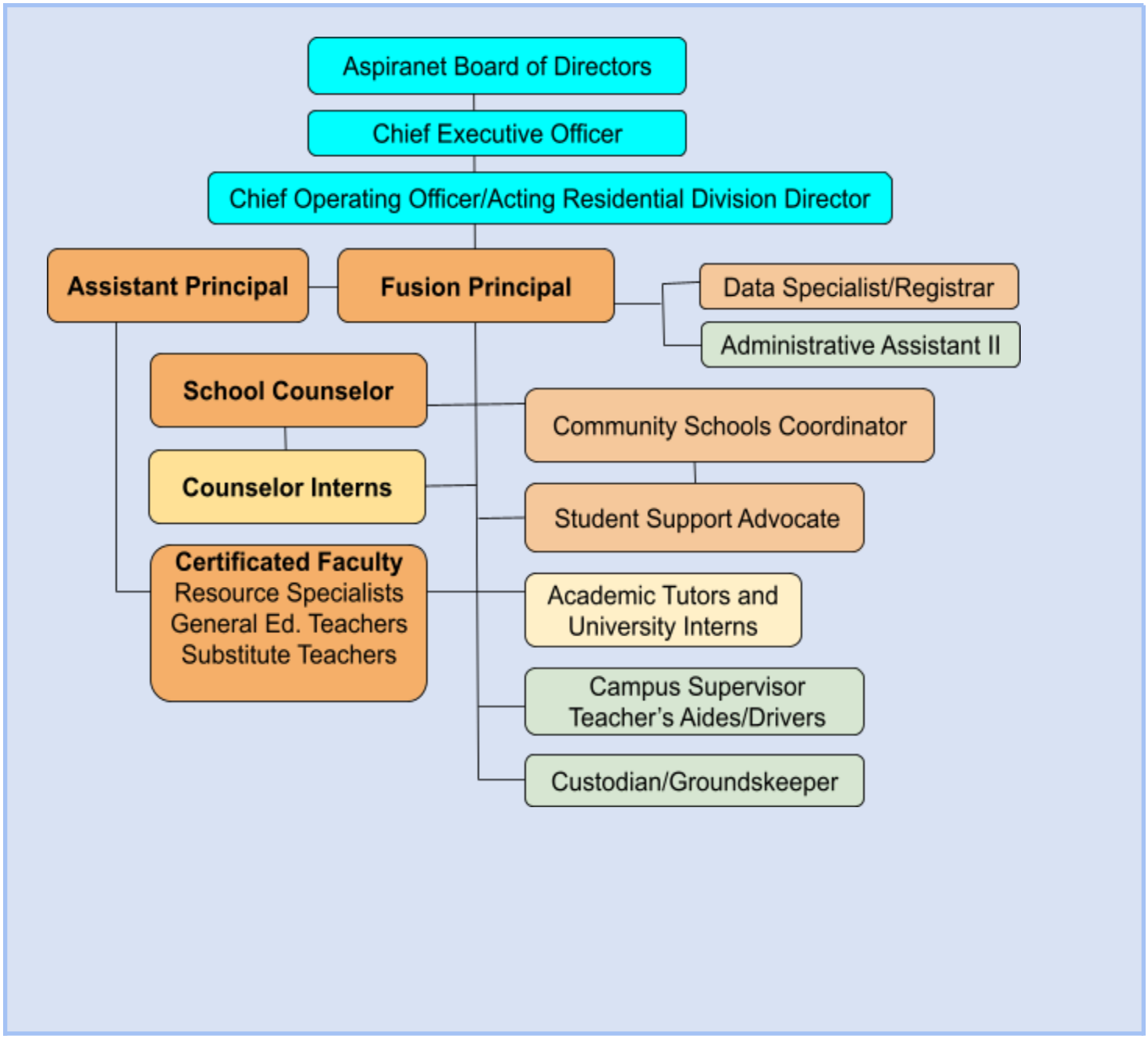
II. Fusion's Leadership Team
   a. Principal
   b. Counselor
   c. Assistant Principal
   d. Lead Teacher

III. MTSS Team
   a. Principal
   b. Counselor
   c. SPED Director
   d. Teacher

IV. Committees
   a. School Site Council
   b. ELAC
   c. CCSPP Steering Committee

On an annual basis the CCSPP Implementation Plan will be updated by the CCSPP Steering Committee and the Leadership Team. Annual revisions will be presented to the governing board, presented at the annual schoolwide meeting, and uploaded to the school's website.

The following is a visual organizational chart.


Aspiranet Board of Directors
Chief Executive Officer
Chief Operating Officer/Acting Residential Division Director
Assistant Principal
Fusion Principal
Data Specialist/Registrar
Administrative Assistant II
School Counselor
Community Schools Coordinator
Counselor Interns
Student Support Advocate
Certificated Faculty
Resource Specialists
General Ed. Teachers
Substitute Teachers
Academic Tutors and University Interns
Campus Supervisor
Teacher's Aides/Drivers
Custodian/Groundskeeper

# 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 |
|---|---|
| Seek, hire, train, support and retain staff needed to support our Community School Initiative. | 1. Develop job descriptions for new positions that will be added as part of the CCSPP Implementation Grant Project.<br>2. Conduct extensive outreach and recruitment efforts to secure a diverse pool of high quality, multilingual, and experienced applicants that reflect and understand our vision for Fusion's Community School.<br>3. HR and Community Schools Steering Committee will review applicants, participate in the interview process of qualified applicants.<br>4. Ensure staff hired participates in training: Initial and ongoing to ensure schoolwide/staffwide needs are being met; and to provide support for our staff and strengthen retention. |

## Key Staff/Personnel

| | |
|---|---|
| Community Schools Coordinator (CCSPP Grant funded Years 1-4); then School Match | The CSC position, initially established through the CCSPP Planning Grant, will expand under the Implementation Grant to take on broader leadership responsibilities. Working closely with the Principal, the CSC will facilitate committee leadership to build and maintain vital school-community partnerships. These partnerships will develop students' academic, social-emotional, behavioral, mental health, and civic competencies while strengthening our continuum of services for students, families, and staff. The CSC will ensure program success by participating in R-TAC Community of Practice (COP) meetings, managing CCSPP Implementation Grant deliverables and reports, conducting home visits, and collaborating with the Student Support Advocate (SSA). |

| | |
|---|---|
| Instructional Coach<br>(CCSPP Grant Funded) | As part of the needs and gap analysis, Fusion teachers highlighted the need to provide comprehensive professional development responsive to teacher and student needs. Fusion will address the need by building the capacity of Fusion teachers and support staff to understand and address the complex needs of severely disadvantaged/at risk students many of whom have experienced high levels of trauma, social isolation, homelessness, and previous school failure. Instructional coach (new position supported by CCSPP funding) will identify specific teacher/staff PD needs, including the use of evidence-based pedagogical strategies to re-engage students and address learning gaps, using mindfulness, trauma-informed practices, PBIS, and restorative practices. |
| Student Support Advocate<br>40% CCSPP Grant funded; 60% School Match | The SSA will conduct student intake interviews, home visits for disengaged students, gathering insights into academic, social-emotional, and environmental factors impacting their success. Findings will be compiled into actionable reports and shared with the MTSS team to develop tailored interventions for each student. The SSA will provide translation services, individualized parent orientation, connect families to community resources, and meets with HS seniors and graduates with college planning, financial aid, college and career training and certifications. |
| Academic Tutors (CCSPP Grant Funded; and School Match) | Fusion provides tutoring services onsite and online that will be expanded with this grant. CSUS tutors will provide academic coaching to students, assisting in foundational skills development and bridging gaps in core subject areas. Their work will focus on one-on-one and small-group settings, ensuring that students receive the individualized attention needed to succeed. |
| School Van driver<br>(50% CCSPP Funded; 50% School Match) | Students identified lack of transportation as a primary reason for not participating in academic support (tutoring) and extended learning opportunities. Fusion will expand transportation services by increasing the number of hours for the van driver from 0.5 PTE to 1.0FTE. Transportation services will also improve student attendance for in-person instruction; and participation in real-world learning experiences that take place on and off-campus. |
| Certified Wellness Coach<br>(100% Community Match) | The Wellness Coach will offer non-clinical services that support youth behavioral health and well-being, such as |

| | |
|---|---|
| | wellness promotion and education, screening, care coordination, individual and group support, and crisis referral. The model will supplement and support existing behavioral health roles, fill gaps in the current behavioral health workforce, and create a larger and more diverse workforce with whom youth can connect. |
| University Interns (Tutors)<br>(100% Community Match) | |
| | |

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

Fusion Charter plans to maximize enrollment and improve daily attendance (reduce chronic absenteeism rates), a key area of focus that impacts student learning, exacerbates achievement gaps, and negatively impacts the school's budget.

Fusion Charter's CCSPP Implementation Plan, Project Abstract (Form B), and the Grant Budget (Attachment II) has prioritized capacity-building among staff, educators and administrators to ensure sustainability of our Community School Initiative.

To ensure **sustainability**, Fusion Charter plans to maximize reimbursement for services from available sources, including but not limited to Medi-Cal Billing, School-based Medi-Cal Administrative Activities program, including reimbursement for mental health specialist.

Annually, the Principal and Leadership team will develop a budget that maximizes the use of federal, state and local funds, and utilizing the services including professional development from the Stanislaus County Office of Education for professional development; Stanislaus Community of Practice (CoP) for the CCCSPP Grantees, Cal State University, Stanislaus for professional development, and tutors; and will apply for grant funding that supports capacity building for our school-based identified needs.

Key staff/personnel – roles and responsibilities will be assessed annually by the CCSPP Steering Committee to ensure alignment with Fusion's Community School Initiative using multiple measures (data) to measure effectiveness of our program.

As evidenced in Attachment II – CCSPP Implementation Grant Budget, Fusion will match 83.99% of the overall 5-year CCSPP Budget Plan.

# 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 |
|---|---|
| California State University, Stanislaus (CSUS) | Partnership provides multi-lingual undergraduate tutors and student mentors in all subject areas. The Instructional Coach will provide extensive training on effective evidence-based high-dosage tutoring strategies including trauma-informed practices |
| Aspiranet | Provides counseling, behavioral health support, and family services as part of Fusion's "wraparound" services. |
| Seity Health | Provides evidence-based solutions to address teacher burnout, reduce teacher attrition, address student chronic absenteeism rates, suspension rates.<br>Seity Health will provide Fusion with a valuable tool, the Seity Health digital companion app, designed for schools to measure and monitor daily well-being check-ins of our students and staff. To incentivize participation, it provides customizable contests and prizes that help them focus on monitoring their wellbeing. When scores are low, the Wellbeing Navigator is triggered, resulting in timely, positive & empathetic messages, tailored to support their needs. For students, it is also connected to personalized resources 24/7, including automated outreach to parents. It also helps staff and students to understand and discover core values, which leads to authentic self-identify and increases self-worth. The 4 Core Values shape our identity and influence our daily choices. At school it helps deepen connections, improve school culture, and empower better communication. These core values are shared with educators that can support students to become the best version of themselves. The Grow toolkit provides students & educators with a comprehensive suite of daily wellbeing features, empowering them to actively manage & enhance their wellbeing. |

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:

As noted in the chart on the previous page, Fusion has established community partnerships with Institutes of Higher Education (IHE), non-profit entities and community based organizations that support our Community School's vision, our school's mission, in alignment with the Four Pillars of Community Schools from the CA Community Schools Framework.

Fusion Charter will continue to seek partnerships with organizations and agencies that support our Community School's vision, and is responsive to the vision and priorities of students, staff, families and community members.

## Site Level Goals and Measures of Progress

| Goals | Action Steps |
|---|---|
| Establish/implement a mobile health clinic to address the unmet medical needs of our students. | • Seek partnership with local health provided to offer on-site or mobile health clinic for our students |
| Need to increase student access to mental health care providers | • Seek partnerships with mental health care providers due to the high (increased) demand for mental health services, and trauma recovery support. |