



COMMUNITY-BASED LEARNING FOR ADMINISTRATORS



What is Community-Based Learning?



Community-Based Learning (CBL) is a systems-aligned instructional strategy that operationalizes community schools priorities through curriculum, professional learning, and partnerships. It builds educator capacity to design instruction that is community-driven, equity-centered, and aligned to the California STAC Capacity Building Strategy for [Centering Community-Based Learning](#).

What Does it Look Like?

Districts and schools align Community-Based Learning (CBL), LCAP goals, and grant priorities. Professional learning structures, such as coaching cycles, lesson study, and Train-the-Trainer models, emphasize cross-initiative alignment. Clear protocols and templates supporting implementation with fidelity and flexibility are provided through strong professional development offerings and intentional observation of implementation. Strengthening strategic partnerships with community organizations and local agencies is imperative to this work. Data-informed reflection on student engagement, outcomes, and collaboration takes place in multiple spaces where teachers, students, administrators, and families collaborate on curricular choices.

What Are the Benefits?

- Increased coherence across initiatives and instructional priorities.
- Stronger educator capacity for culturally responsive, inquiry-based instruction.

- Improved student engagement, behavior, and academic outcomes. ([Learning Policy Institute report](#)) —→
- Sustainable community partnerships that support whole-child development.



How Can I Support Educators?

- Communicate flexibility for teachers to try new approaches.
- Protect time for planning, reflection, and collaboration.
- Use existing structures (PLCs, coaching, PD days) to support CBL.