CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM:
IMPLEMENTATION PLAN

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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

Jurupa Middle School, Debra Sigala, Principal

Phone: (951) 360-2846

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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment 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

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

Jurupa Middle School is currently working with all Educational Partners to improve trust and bringing everyone together is a shared goal of building relationships, creating a sense of belonging, and building a collaborative supportive, racially-just space where we can learn and grow together. Jurupa Middle is committed to an assets-driven and strength based practice that is driven by surveys, focus groups aka Street Data and professional development of culturally relevant instruction.

Jurupa Middle is committed to Restorative Practice and Trauma informed practices, with many trained we would like to continue training our staff especially with the addition of a Community Schools TSA (TBD).

We currently work with the PICO (Parent Involvement and Community Outreach) program to provide our students and families with support in managing their mental health. We would like to be able to open a wellness center that would create a space to facilitate more engagement opportunities between staff and students and families.

Jurupa Middle would like to continue to provide Professional Development on real world project based learning as well as instruction that is responsive to our local history, values, and culture of our students and

their families. .
Jurupa Middle School is establishing a Community Schools Committee as well as providing them with Bylaws. The meeting will take place four times a year, and the council will provide feedback on the Implementation Plan.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

As part of Jurupa Unified School District (JUSD), Jurupa Middle School utilizes district-available tools to collect data. District Lead Surveys available for Jurupa Middles to use: The Local Control Accountability Plan (LCAP) surveys for students, parents, educators, and educational partners are administered annually to help inform the development of the Single School Plan for Student Achievement and District Level LCAP. In addition, JUSD contracted with Panorama to enhance survey collection data. The Panorama survey is held twice a year, once per semester.

The Panorama platform promotes a positive school climate by collecting valid and reliable feedback regarding belonging and teacher-student relationships and engagement and school safety. This survey is administered twice a year and is completed by every student, family member, and site staff. The data is used to address the needs impacting positive school culture as well as to plan our spending.

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to all our students. CHKS allows schools and communities to collect and analyze data regarding local youth health risks, behaviors, school connectedness, school climate, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements.

JUSD also contracted with the Hanover Research Council. Hanover advisors provide recommendations based on research trends, gathered and interpreted stakeholder feedback, analyzed current performance,

and supported efforts to develop an action plan to work toward supporting equity. This contract continues to focus on equity and culturally relevant education.

JUSD has established parent leadership systems and governance that engage school-based advisory groups, including School Site Council (SSC), English Language Advisory Council (ELAC), Gifted and Talented Education (GATE), and Special Education Parent Advisory Council (SEPAC) and the African American Parent Advisory Council (AAPAC). These advisory groups serve as focus groups at each site or the District level to inform decision-making and the development of the Single Plan for Student Achievement (SPSA). Committees continue to evolve to address gaps in student populations such as African American, homelessness, foster youth, English Learners, and Special Education to name a few. The district-level attendance committee engages the community to identify barriers to attendance and decrease chronic absenteeism.

Due to the gathered data using the methods mentioned above, JUSD's Parent Involvement & Community Outreach (PICO) regularly engages with community partners to address identified needs, such as providing eye exams and glasses to students through Vision to Learn and expanding school-based dental services with Neighborhood Healthcare. The district also collaborates with the Riverside University Health System. Jurupa Middle School continually shares information through various channels like school-wide events, announcements, websites, and internal and external communication. This helps establish a shared interest in racially just, relationship-centered schools that provide comprehensive supports for students and their families. As a result, Jurupa Unified annually updates a community resource guide that is available to all sites.

Home Visits: The TSA (TBD) will attend home visits to understand the barriers of some of our chronically absent students. The goal is the TSA (TBD) join together with the SRO or Social Worker to conduct more home visits as early as the second week of school for students we know have a history of being chronically absent as well as those who are borderline

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A COST (Coordination of Services Team) group has been formed at JMS to identify students who would benefit from TCI (Targeted Collaborative Intervention) and/or groups provided by the Behavioral Support Team. Groups being offered are Empowerment, Coping Skills, Empowering Girls and Social Media (Ophelia Project), Relaxation and Mindfulness (stress and anxiety), and Second Chance: supporting you to make the change. Restorative Practices: Jurupa Middle Schools Student Management and accountability Teacher on Special Assignment(TSA), as well as counselors and administration have all been trained in

Restorative Practices: Additionally, the SMAA TSA has been trained in trauma-informed for marginalized students and families to help support homeless, newcomer, and foster children in the classrooms. Applied Suicide Intervention Skills Training (ASIST): ASIST is a two-day, two-trainer workshop that emphasizes teaching suicide first-aid to help a person at risk stay safe and seek further help as needed. Participants learn to use a suicide intervention model to identify persons with thoughts of suicide, seek a shared understanding of reasons for dying and living, develop a safe plan based upon a review of risk, be prepared to do follow-up and become involved in suicide-safer community networks. Jurupa Middle School now has six ASIST trained employees who could provide an immediate risk assessment if needed. The goal is to have our community schools TSA trained in both of these restorative practices as well.

Jurupa Middle has established a **Positive Behavior and Intervention Support (PBIS) team** to promote a positive and safe environment for all students. Jurupa Middle also has a Positive School CUlture Committee which consists of classified and certificated staff that works to provide a positive school culture through different initiatives as well as activities and programs.

Part B: 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
Community and Family Engagement and continue to meet with all the current parent advisory groups and increase parent engagement	- Meeting Agenda/Minutes - Community Schools Advisory Committee and parent meetings to discuss students Social emotional needs, behaviors etc.. - We utilize platforms such as Parent Square, Remind, and direct USPS mailing to maintain ongoing communication with parents, actively promoting our parent engagement activities.
Establish a Wellness center to Integrate Student Supports	- Meeting Agenda/Minutes - Purchase items to help with SEL supports - Provide Professional development for trauma informed practices and SEL - Implement more student groups for SEL support
Improve attendance	Continue: - incentives - attendance groups (students) - Consistent academic meetings targeting specific areas - Collaborate district staff (PICO) to solicit support and resources Implement: - Classroom attendance competitions

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
Continue to meet with all the parent advisory groups.	● Schedule regular meetings by the end of the year for th ● Communicate with parents and other committee members to facilitate the needs assessment feedback. ● Invite/ Re-invite a variety of education partners.
Meet with the Community Schools Advisory Committee	● Schedule for the committee to present findings at the School Site Council annually. ● Keep sharing school data with parents to get input and feedback.
Parent Learning Opportunity	● Provide parenting classes ● Implement ESL classes ● Implement Family and Financial Literacy classes

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):

The Community Schools Advisory Council at Jurupa Middle School consists of three teachers from the school site, two parents, an administrator, and CS TSA(TBD). Jurupa Middle school's Advisory Council will engage the community through the lens of the community school pillars to support alignment with the community school's implementation plans and the site Single Plan for Student Achievement. The community school teacher on special assignment (TBD) will hold a position on this council and will be responsible for the ongoing community engagement of educational partners at the school site to help inform the development and sustainability of community schools. These meetings are open to all the parents from our school community. The National Education Association further supports our community school teams through Jurupa's participation in the NEA Community School Institute. This council will conduct an annual needs assessment utilizing our Panorama Survey, Community Schools Needs Tools, LCAP, and focus groups, with site-based parent groups and site leadership to inform and support updating the implementation plan, which will be posted online.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools "de-silos" all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Utilize all survey-applicable data to engage in focus groups from a community school lens to inform the development of the SPSA	- Timeline of implementing focus groups for presenting to SSC for SPSA input. - Set dates for surveys from parents, staff, and students twice a year. - Present the Needs Assessment findings to the staff, SSC, and Community Schools Council annually.
Post the community school implementation plan on the school website and review it throughout the year.	- Create a timeline to review and share data. - Identify focus groups to interview and gather as a group. - Identify focus groups to interview and to gather as a group. WR will focus on Chronically absent students and students who need support academically (earning 1s)

Strategy 5: Staffing and Sustainability

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
Maintain appropriate staffing.	Ensure one FTE Behavioral Health Clinician through levera (EPSDT/CCSPP). Increase capacity to add graduate-level interns to support Mental Health services and case management. Community schools TSA (site coordinator TBD)

Key Staff/Personnel

Debra Sigala	School Site Principal
Latressa Mccullough	Assistant Principal
TBD	Community School Teacher
Jose Campos	Director, Parent Involvement and Community Outreach
Monica Leon	Pupil Services Coordinator
Alexa Hernandez	Behavioral Health Therapist/Associate

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

Jurupa Unified School District - JUSD is currently working on the sustainability of integrated services through a variety of leveraged funding sources and partnerships. These include:
   1. Expanding its current contract with Riverside University Health System - Behavioral Health under EPSDT billing. The goal is for any Behavioral Health Staff funded by community schools to shift to EPSDT funding. We have already seen an increase in our contract with previous grant funding. a. Medical services are now reimbursable for case management services.
   2. Co-located substance abuse treatment and prevention programs provided by Riverside University Health System - Behavioral Health.

Jurupa Unified plans to explore the following funding streams:

   3. Managed Care Plans. With Medical and mental health reform at the state level, there is momentum for school districts to become contract providers of managed care plans.
   4. Private Insurance: We currently have plans to submit a proposal to Kaiser Permanente to become an approved provider for mental health services. This is pending JUSD employing a sufficient number of Licensed Therapists and being able to meet the needs of its existing Medi-Cal-based and uninsured referrals. Community school funding would accelerate this work by increasing the mental health workforce to meet current needs.
   5. Mental Health Pathways: Currently, in partnership with Riverside County Office of Education, Moreno Valley Unified School District, Beaumont School District, and Cal Baptist University, we are planning to establish dual enrollment in the field of social work / mental health. This Federal School-Based grant funding will support pathways to social work / mental health and provide paid internship opportunities. This aligns with the internally developed Student Support Services Action Plan.

Strategy 6: 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
Explore new partnerships	Community School TSA (TBD) to engage the community groups listed in the narrative.
Expand existing partnerships.	Engage with all Federally Qualified Health Center partners.
Establish collaborative relationships and ways to engage new partners.	List all collaborative groups, including elected officials for community school teachers on special assignment (coordinators) to engage with.

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:

Jurupa Middle has collaborated with Riverside University Health System, Healthy Jurupa Collaborative, The Riverside County Family Resource Network, Strengthening Families MFI Marriage and Family Institute, Reach Out, Community Health and Wellness, Commission, JARPD Jurupa Area Recreation and Park District, Wiley Center (Triple P), Training Occupational Development Educating Community, Seeking Strength, Neighborhood Healthcare Dental, and other services organizations which have helped build a true network to serve our communities and to collaborate to address current needs. Below is a brief list of organizations/contracts which allow us to provide services. All these relationships have been built over time through our committed involvement. As a result, we annually update our community resource guide, which is available to all sites. (https://jurupausd.org/ourdistrict/ps/pico/Pages/Resources.aspx)

- Riverside University Health System - Behavioral Health:
    - System of Care / EPSDT: Our current specialty mental health contract reimburses Jurupa Unified for services rendered. Staffing includes clinicians, a parent partner, and peer specialists for Transitional Aged Youth (TAY).
    - Substance Abuse Prevention & Treatment (SAPT): We plan to integrate and co-locate Riverside County Staff members into wellness centers at our secondary schools to provide onsite Substance Use and Prevention Treatment. Community schools Cohort 1 planned for the use of Wellness Centers. The first one was put into operation this first year, and the second one is set for construction with match dollars over the summer. We plan to expand Wellness Centers to Cohort 2 schools if funded.
    - Mental Health Service Act / Prevention and Early Intervention: Suicide Prevention Training is provided annually for JUSD staff.
    - Mental Health Service Act / Prevention and Early Intervention: CBITS or Cognitive Behavioral Intervention for Trauma in Schools is funded for JUSD staff to provide These services are available in our schools for grades 6-9.
- MFI - Marriage & Family Institute: is a mental health and substance treatment agency. We provide referrals to. MFI provides parent outreach and education regarding substance use prevention. ● Vision Y Compromiso provides *promotoras* (Community Health Workers) to

provide parent education and support through various programs. Vision Y Compromiso is a lead grassroots organization based out of Los Angeles that has expanded to the Inland Empire with funding from the Mental Health Service Act and the Mexican Consulate to provide culturally relevant engagement of our communities and families.

- Cal Baptist University provides mental health graduate interns and is a lead partner of the School-Based Mental Health initiative. Their role is to provide a pathway utilizing dual enrollment and paid internships for our school district to hire and retain mental health professionals.
- Community Health Systems Federally Qualified Health Center provides both a medical mobile unit and integrated mental health supports.
- Neighborhood Health Federally Qualified Health Center provides a dental mobile unit across all campuses and screens our Head Start / Preschool students.
- First 5 Riverside contracts JUSD as one of the region's largest home visitation providers and a Riverside County Family Resource Center member.
- Alma Family Services is an EPSDT provider co-located at JUSD's Children & Family Services location and provides school-based EPSDT mental health services.
- Wylie Center provides parenting classes
- America's Best Eyeglasses allows JUSD's PICO office to provide four monthly referrals for free vision exams and eyeglasses.
- Youth Enrichment Services provides regular donations of backpacks, school supplies, new clothes, and hygiene kits for JUSD to provide students access by school staff.
https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps
To increase all staff Capacity in equitable culturally responsive practices, restorative practices,trauma-informed practices, and social-emotional learning through professional development and coaching to address inequitable student outcomes as measured by: <u>self-reporting, attendance, academics,</u> and <u>discipline data.</u>	● Schedule Restorative Practices ● Schedule Trauma Informed training for school staff. ● Implement ongoing Positive Behavior Intervention Supports PBIS training/implementation for school sites. ● Train and monitor all staff in 2nd Step social, emotional learning curriculum
Increase opportunities for parent engagement at school sites by building trust, strengthening relationships and respect among all educational partners by increasing and improving communication, and developing a culture of exceptional customer service.	● Increase the availability and times for Parent Engagement Leadership Initiative is offered to the community. ● Schedule and Mandate Customer Service Training for Office Staff ● Schedule and Mandate Systems of Support training for all staff groups to increase awareness of support services available to students, families, and the community.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
To ensure we are culturally relevant in community schools.	Provide Professional Development on the importance of culturally relevant practices.
Provide in-class presentations to address school community needs.	Provide Professional Development such Trauma-informed and Restorative Practices.
Provide training to address mental health stigma.	Ensure key staff members are trained on Applied Suicide Intervention Skill training. Provide presentations on mental health topics to staff and students.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Schedule ongoing focus groups with all advisory committees previously mentioned.	Calendar meetings Review the implementation to solicit feedback continually.	Meeting agendas Meeting notes
Coordinate and schedule a survey data.	Meet with site staff to review results	Survey (Panorama, LCAP, Community School Needs) results in Survey completion percentage

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