

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 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

Ina Arbuckle, Tina Herrera, Principal

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:

Ina Arbuckle is currently evolving in being asset - driven and strengths based. The focus of starting with family strengths and collective experiences has always been driven by surveys, professional development surrounding culturally relevant instruction. Ina Arbuckle focuses on utilizing and communicating about the protective factors under the Strengthening Families Framework. This is the first year we have implemented this program.

Ina Arbuckle's TSA, RSP Teacher, and General Ed Teacher, and Principal will be attending a Restorative Practice and Trauma Informed training this year as a way to support the school site with this practice. Wellness Wednesdays will be implemented weekly to provide a safe space for students during their lunch hour. It is needed to support racially just and restorative school climates. We are evolving in this practice. The district has mandated a two-day restorative practices certification training for all administrators and support staff and they offer module training for all certificated and classified staff focusing on practices that help with self-reflection to guide response systems in adults thus building relationships and de-escalating conflict.

Wellness Wednesday will become a place where students will come to decompress during their day, attend groups, or meet with a Behavior Specialist. To make it a comfortable, inviting, and relaxing space, we will need to purchase school supplies such as construction paper, paint, glue, scissors, student engagement supplies, fidget toys, etc. Healthy Snacks and drinks will also be needed to promote a healthy body and mind during Wellness Wednesday. This will help promote student engagement.

PAL Leader students from Ina Arbuckle will be going on a field trip to Orange County Ropes course to encourage team building skills, promote student engagement, and encourage expanded learning opportunities.

PAL Leader-PAL Team order to student support items where students are easily visible on campus. The students and PAL team can be identified as leaders and support the school culture. This will reflect the site's individual LCAP goals.

Family Literacy & Math Night- family and community engagement; collaborative leadership and practices for educators and administrators; extended learning time and opportunities. Student and parent engagement activities to promote literacy & math connections and access to curriculum for students and families. Parents/families/community members are invited to a Family Literacy & Math Night after school where they will engage in a literacy & math lesson or activity planned by the school teachers. Teachers will implement lessons for families. Supplies and incentives will be provided for less on instruction and to increase engagement. CS TSA, Literacy TSA, Administrators, and will facilitate the event by greeting families, supporting teachers, advertising the event, setting up booths with community resources for families.

Social and Emotional Well Being: The parent/classroom will be open in the 2023-2024 school year to support students in emotion regulation and to help support students in managing their mental well-being. The items and furniture will be purchased via CS funds to produce a calming and welcoming environment for students. Student activities (interactive games) during Wellness Wednesdays, sensory toys, structured games/puzzles for de-escalation and engagement, mood lighting, and a television to interact with students using projected lessons, activities, and wellness videos will be added to the Wellness room to assist with a sense of calm and well-being.

The "Community Care Closet" will utilize garment racks, hangers, plastic size bins and clothes size dividers to organize clothes for students to have access to clothing, shoes, and other needs. Storage will be utilized to ensure students have access to clothing and shoes throughout the school year.

One of the goals of Community Schools is to provide opportunities for parents to connect with our school and the education of their child. Parent engagement activities will help promote opportunities to connect with culturally relevant topics as well as become an active member of their child's education. The Paint Night Workshop will be an excellent tool to foster a relationship centered school environment.

Expanded and Enriched Learning Time and Opportunities- Enrichment opportunities during school that expand student knowledge and enhance their skills. These include, but are not limited to, STEAM (science, technology, engineering, art, math), social-emotional learning skills, visual and performing arts, games (board games, video games, coding), photography, arts and crafts, Esports, soccer & baseball clubs at recess/lunch PE and sports. These opportunities can be offered in the form of classes, clubs, activities, and presentations. Classified staff, under the guidance of certificated staff, support the planning and implementation of

enrichment activities that emphasize real-world learning and community problem solving.

Ina Arbuckle has established Bylaws for the Community School Council. They will analyze the Needs Assessment and also give input on the Implementation Plan. The meeting will take place four times this 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.

Ina Arbuckle Elementary utilizes a wide variety of general and specific tools to collect data at the site level.

Surveys:

At the site level 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.

The School participates in the Panorama survey and Needs Assessment Survey held twice a year. This survey is administered twice a year and is completed by every student, teacher, and parent. The data is used to address the needs impacting positive school culture.

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 students at grade six. It enables our school to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Focus Groups: Ina Arbuckle has advisory groups. (School Site Council, English Language Advisory Council, GATE – gifted and talented, and SEPAC – Special Education Parent Advisory Committee). They are utilized as respective focus groups at Ina Arbuckle to inform decision making and the development of the SPSA. Community Schools Cohort 1 has been conducting additional focus groups with school communities to further inform the greater school communities through the lens of community schools. Ina Arbuckle's Community Schools teacher on special assignment will attend training in restorative practices and will play a role using circles for building community and enhancing conversation in focus groups. A focus group was conducted at Ina and English Language Learners families was the target group to seek representation.

Committees: The Teacher on Special Assignment, TSA, participated in the Educational Partners Equity Committee in 2022, which was facilitated by the Director of Education Equity. This committee developed action plans that delve deep in addressing gaps with the following student populations: African American, Homeless, Foster Youth, English Learners, and Special Education. The TSA is also participating in the PTA as the auditor, PBIS/BSEL Committee, Talent Show Committee, and the Social Committee. The Director of Student Welfare and Supports attendance worked with attendance teams at Ina Arbuckle to engage the community to identify barriers and needs to support an increase in attendance and decrease in chronic absenteeism.

African American Parent Advisory Council (AAPAC) will provide support for our African American students and families in the Rubidoux High School feeder pattern to promote family bonds and the culture.

Ina Arbuckle has established a Positive Behavior Interventions and Supports team to promote positive, predictable, safe environments for everyone in the school.

Ina Arbuckle has also established connections with Neighborhood Healthcare. We have been working with Neighborhood Healthcare to expand school based dental services with the use of a mobile unit to provide service to students. Community Health Systems will also have a mobile unit to help support services. Healthy Jurupa is a local collaborative of nonprofit and governmental agencies that is a resource for our school site.

The “Community Care Closet” is maintained and provided to students to access clothing, shoes, school supplies, etc...

This ongoing community engagement supports the development of new relationships providing services at Ina Arbuckle. As a result, our Parent Involvement and Community Outreach, PICO, department has a community resource guide, which is available to all sites.

(<https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx>).

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

<p>Principal and Community School TSA will continue to meet with all the above current parent advisory groups to collaborate over the needs of the school and provide feedback on the Implementation Plan.</p>	<p>Meeting agendas Meetings minutes Establish format for communicating Needs Assessment and Implementation Plan.</p>
<p>Establish Community Schools Advisory Committee</p>	<p>Meeting agendas Meetings minutes Focus Group Artifacts and established dates of focus groups Sign in Sheets</p>

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
Principal and Community School TSA will continue to meet with all the above current parent advisory groups to collaborate over the needs of the school and provide feedback on the Implementation Plan	<ul style="list-style-type: none"> ● Calendar regular meetings by the end of the year for the following year ● Communicate with parents and other committee members to facilitate the needs assessment feedback. ● Invite/ Re-invite a variety of education partners
Establish Community Schools Advisory Committee	<ul style="list-style-type: none"> ● Utilize District Sample Bylaws to form site based community advisory including a minimum of four meetings per year and beginning of the year ● Schedule for committee to present findings at School Site Council annually.

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):

The Community Schools Advisory Council at Ina Arbuckle will consist of a minimum two teachers from the school site. Ina Arbuckle’s Advisory Council will engage the community through the lens of the community schools pillars to support alignment with the community schools implementation plans and the site Single Plan for Student Achievement. The community school teacher on special assignment will hold a position on this council and is responsible for the ongoing community engagement of educational partners at the school site to help inform the development and sustainability of community schools. Additionally, the site assigned mental health staff will also be on this council. The National Education Association further supports our community schools 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 the updating of 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 schools lens to inform the development of the SPSA.	<p>Timeline of implementation of focus groups for presenting to SSC for SPSA input.</p> <p>Set dates for surveys from parents, staff, and students twice a year.</p> <p>Present the Needs Assessment findings to the staff, SSC, and Community Schools Council annually.</p>
Create a community schools implementation plan which is posted online and reviewed throughout the year.	<p>Timeline for creation / review and sharing data.</p> <p>Identify focus groups to interview and to gather as a group.</p>

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.	<p>Ensure one FTE Behavioral Health Clinician through leveraged funding (EPSDT/CCSPP).</p> <p>Increase capacity to add graduate level interns to support Mental Health services and case management.</p> <p>Community schools TSA (site coordinator)</p>

Key Staff/Personnel

Tina Herrera	School Site Principal
Nancy Arroyo	Teacher on Special Assignment
Fides Karmina Cook	Community Schools TSA
Jose Campos	Director, Parent Involvement and Community Outreach
Monical Leon	Pupil Services Coordinator
Vanessa Avalos	Behavioral Health Therapist

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 sustainability of integrated services through a variety of leveraged funding sources and partnerships. These include the following;

1. Expanding its current contract with Riverside University Health System - Behavioral Health under EPSDT, Early and Periodic Screening Diagnostic Treatment, 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. Under 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 CalAIM (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 need of its existing Medi-Cal based and uninsured referrals. Community Schools 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 will provide paid internship opportunities. This aligns with the current internally developed Student Support Services Action Plan (artifact 11).

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 to engage the community groups listed in the narrative.
Expand existing partnerships.	Engage with all Federally Qualified Health Center partners (FQHC).
Establish collaborative relationships and ways to engage new partners.	List all collaborative groups including elected officials for community schools 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:

Ina Arbuckle Elementary has collaborated with Riverside Community Health System, Reach Out focused on Community Health, Equity, and Wellness, Marriage and Family Institute Recovery, Vision Y Compromisos, Jurupa Area Recreation and Park District, Wiley Center Triple P, Neighborhood Health Care, Training Occupational Development Educating Communities, CalFresh, Seeking Strength Riverside University Health Services (Suicide Prevention), Kaiser Theatre Student Wellness, Set for School (Dinosaur School/Incredible Years). Staff leadership have sat on the County Behavioral Health Commission, Children's Commission, the Riverside Community Health Foundation, the board of local Federally Qualified Health Centers, the child abuse prevention council 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/our/district/ps/pico/Pages/Resources.aspx>)

- Riverside University Health System - Behavioral Health:
 - System of Care / EPSDT: This is our current specialty mental health contract reimbursing Jurupa Unified for services rendered. Staffing includes clinicians, a parent partner, and peer specialist for Transitional Aged Youth (TAY).
 - Substance Abuse Prevention & Treatment (SAPT): We are currently in plans 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 in our schools for grades 6-9.
- MFI Recovery- Marriage and Family Institute Recovery: is 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 a variety of programs. Vision Y Compromiso is a lead grass roots organization based out of Los Angeles which 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 then be able to hire and retain mental health professionals.

- Community Health Systems Federally Qualified Health Center provides both a medical mobile unit and integrated mental health support.
- 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 member of the Riverside County Family Resource Center.
- 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 allow JUSD's PICO office to provide four referrals a month 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 accessed 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
<p>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: self reporting, attendance, academics, discipline data.</p>	<p>Schedule Restorative Practices</p> <ul style="list-style-type: none"> ● Schedule Trauma Informed training for school staff. ● Implement ongoing Positive Behavior Intervention Supports PBIS training / implementation for school sites. ● Attend Learning Partnerships Family Engagement Network, Parent Engagement Leadership Initiative, CYBHI Webinar, Peer Assistance Leadership
<p>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.</p>	<ul style="list-style-type: none"> ● Increase the availability and times that Parent Engagement 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 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 PD on the importance of culturally relevant practices.
Provide in class presentations to address school community needs.	Provide PD for Trauma Informed and Restorative Practices, Calming Corners, Wellness Wednesdays, Family Math and Literacy Activities <ul style="list-style-type: none"> ● Literacy Activity- To engage our community in literacy development, students and families will participate in a reading challenge and enhance their reading literacy skills. The activity will enrich and stimulate the imagination and curiosity of our elementary students. The stories and non-fiction accounts relating to the experience can serve as a gateway to increased literacy engagement. Young learners will also be encouraged to engage in hands-on STEM activities, such as building model animal habitats or conducting research on animal behaviors. The activity will provide an engaging experience for students.
Provide training to address mental health stigma.	Ensure key staff members are training 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 continually solicit feedback.	Meeting agendas Meeting notes
Coordinate and schedule survey data.	Meet with site staff to review results.	Survey (Panorama, LCAP, Community School Needs) results Survey completion percentage Parent Interest Survey November

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.