

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

Instructions

This CCSPP Implementation Plan has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This was designed to support Cohort 2 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support California Community School Partnership Program (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 schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The LEA is referenced throughout 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 and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated in Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites are encouraged to 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).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan will be updated as the CCSPP accountability system is developed.

California Community Schools 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.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools 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.

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 [CCSPP Framework](#).

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation, and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning**, **engaging**, and **transforming**) and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
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 collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

PLAN School Site Contact Information

Rustic Lane Elementary, Allison Hesler, Principal

Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Rustic Lane conducted a Needs and Assets Assessment, we utilized multiple data collection and analysis methods, including surveys, focus groups, interviews, and committee formation. We engage a majority of students, staff, families, and community members in identifying their top needs and priorities.

To begin with, we developed a survey that was administered to all 3rd-6th grade students, all parents/guardians, and all Rustic Lane staff. We used these surveys to collect data on student needs, family needs, and staff needs, as well as assets that currently exist within the school community. We used a combination of closed and open-ended questions to gain insight into areas that require improvement and areas that should be celebrated.

Next, we conducted focus groups. We chose to focus on the families that are in the 20% absentee range. A conversation was conducted with these focus group members to answer each survey question in depth as well as open up the conversation to other pressing issues that were weighing on the members' minds. They were able to discuss their experiences, concerns, and suggestions in a more in-depth and interactive manner.

In addition to surveys and focus groups, we will also form a committee of stakeholders to weigh in on the needs of our community and what direction our community school should move in to meet these needs. This committee includes the Community Schools Teacher on Special Assignment, the site administrators, two teachers, and community partners. The intention of this Community Schools Council is to provide a platform for stakeholders to give valuable insights into the challenges and opportunities facing our community school and to help us to identify potential areas for collaboration

and support.

Finally, we will host family events to engage with the broader community and gather input on the school's needs and assets. These events will provide an opportunity for community members to share their perspectives and contribute to the development of a shared vision for the community school.

Priority 2: Shared Understanding

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?"

Information about the community school strategy is continually shared, shaped, and reinforced at school-wide events, over announcements, on websites, in school branding, and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

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. Indicate how your site's understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families, and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family history, culture, and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing, and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient, and Relevant Instruction:** Community schools commit to being driven by teaching and learning that is relevant to, inclusive of, and centered in the wisdom, history, culture, and experience of students, families, and communities.
4. **Shared Decision-Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community school work:

At Rustic Lane we use the Four Pillars of Community Schools to guide us in our work. We understand that community schools are designed to be more than just a place where students go to learn. They are centers of the community that provide resources and services beyond traditional academic programs. The four pillars of community schools are:

1. **Integrated student support:** This pillar focuses on providing students with the support they need to succeed in school and beyond. This can include health services, counseling, mentoring, tutoring, and after-school programs.

2. **Expanded learning time and opportunities:** This pillar recognizes that learning doesn't just happen in the classroom. Community schools provide opportunities for students to engage in extracurricular activities, internships, and other real-world learning experiences.
3. **Family and community engagement:** This pillar recognizes the importance of involving families and the community in the education process. Community schools provide opportunities for parents and community members to participate in school activities, volunteer, and provide input into school decision-making.
4. **Collaborative leadership and practice:** This pillar emphasizes the importance of collaboration and shared responsibility for student success. Community schools involve a wide range of stakeholders, including educators, parents, students, community organizations, and local government, in decision-making and planning.

By using these pillars to guide our practices we ensure that strength-based practice, racially just and restorative school climates, powerful, culturally proficient, and relevant instruction, and shared decision-making are part of our community schools' foundation.

Assets-driven and strength-based practice recognizes the value of students, families, and communities' diverse experiences, history, and culture. This approach focuses on building on the strengths and assets of individuals and communities to create a positive learning environment. Rather than focusing solely on the deficiencies of students or communities, community schools recognize the positive contributions and assets they bring to the table.

Racially just and restorative school climates are essential to creating a safe and supportive learning environment for all students. This approach centers on promoting equity and inclusivity in school interactions and relationships. By prioritizing restorative practices, community schools aim to address harm and conflict in ways that are healing and empowering, rather than punitive.

Powerful, culturally proficient, and relevant instruction recognizes the importance of providing students with meaningful and relevant learning experiences. Community schools prioritize teaching and learning that is grounded in the experiences and cultural backgrounds of students and their communities. This approach aims to promote engagement, motivation, and success among all students, regardless of their backgrounds or learning styles.

Shared decision-making and participatory practices involve authentic shared leadership in all school governance and operations aspects. This approach recognizes the importance of including students, families, and community members in decision-making processes that affect their lives and education. By promoting shared decision-making, we aim to build trust and relationships between Rustic Lane and its communities as well as to empower students and families to take an active role in shaping their educational experiences.

Priority 3: Collaborative Leadership

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 sites 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. This could include creating a new site-level steering committee/advisory council or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee, or group of teams.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Continue to meet with all the above current parent advisory groups.	<ul style="list-style-type: none"> ● Calendar regular meetings ● Communicate with parents and other committee members ● Invite/ Re-invite a variety of education partners ● Provide a welcoming environment by purchasing food, drinks, and necessary materials to run advisory groups 	Meeting agendas Meetings minutes
Initiate a Community Schools Advisory Committee	<ul style="list-style-type: none"> ● Utilize District Sample Bylaws to form site-based community school advisory including a minimum of four meetings per year. ● Schedule annually for the committee to present findings at the School Site Council. 	Meeting agendas Meetings minutes Focus Group and established dates of focus groups Sign-in Sheets

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 another graphic):

The shared governance structures within Rustic Lane are all organized similarly. They involve democratic participation and decision-making among staff, families, and community members. We have a School Site Council, Student Council, English Learner Advisory Committee, and a Teacher Leadership team. We are currently forming a Rustic Lane Community Schools Council as well.

The goal of the Rustic Lane Community Schools Council is to promote shared decision-making and ensure that all stakeholders in a school community have a voice in important decisions. By establishing efficient frameworks for collaborative decision-making our site can work towards achieving the broader goals set by the district-level steering committee or advisory council of the Local Education Agency (LEA).

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA levels. 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.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Establish a Community School Leadership Team	<ul style="list-style-type: none"> - Hold meetings with the shareholders in the community - Provide a welcoming environment for community members by purchasing food, drinks, and necessary materials to run the meetings mentioned above. - Implement Community School Strategies school-wide based on input from these meetings 	<ul style="list-style-type: none"> - Hold meetings with the shareholders in the community -Collect sign-in sheets from meetings -Create agendas for meetings -Get feedback on needs assessments
Conduct a Needs Assessment	<ul style="list-style-type: none"> -Gathering data on academic performance, student health and wellness, social and emotional well-being, and Community Engagement. -Purchase incentives to encourage community members to participate in needs assessments 	Analyze the data gathered from the assessments and focus groups
Align our goals with Existing Plans	<ul style="list-style-type: none"> -Have the Community Schools TOSA attend all of the school's committees and Council meetings -Use the information gained to inform Community School decision making 	<ul style="list-style-type: none"> -Collect minutes from various meeting -Incorporate agenda items into the community school committee meetings and include them on the agenda

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve 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	Outcome/Indicators
Hire appropriate staffing to support the community school.	Mental Health staff Community schools TSA (site coordinator)	Job Postings

Build sustainability of mental health staff through Early and Periodic Screening Diagnostic Treatment or other billing	Present on available services to reduce stigma for mental health services and increase EPSDT referrals	Presentation schedules Referrals
Provide necessary support staff for Community Schools classes, events, etc.	Provide a time card for classified staff to babysit, supervise, and translate for Community School Events	Provide sign-in sheet for extra compensation assignments

Key Staff/Personnel

Allison Hesler	School Site Principal
Sabrina McCaskill	Teacher on Special Assignment
Melissa Martinez-Lantz	Community Schools TSA
Jose Campos	Director, Parent Involvement and Community Outreach
Monica Leon	Pupil Services Coordinator
Adrianna Alvarado	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 the following;

1. Expanding its 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. 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 of 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 will provide paid internship opportunities. This aligns with the current internally developed Student Support Services Action Plan .

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships that share a holistic focus on students, families, and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Explore new partnerships.	Community School TSA to engage the community groups listed in the narrative.	Meeting Agenda Program descriptions

	<p>Implement the Watch DOGS Volunteer Program</p> <p>Invite community members to provide our students with meaningful presentations and experiences (ex.Rubidoux Highschool folklorico dancers)</p>	
Expand existing partnerships	Engage with all Federally Qualified Health Center partners (FQHC).	Determine appropriate MOUs / insurance requirements needed for FQHCs to provide services. Determine the best outreach/marketing for engaging the community in participating in services.
Establish collaborative relationships and ways to engage new partners.	<p>List all collaborative groups including elected officials for community school teachers on special assignments (coordinators) to engage with.</p> <p>Work with and provide materials for the Community School TSA to foster relationships and partnerships in our Community.</p>	<p>Group meeting dates.</p> <p>Minutes.</p> <p>MOUs with new partnerships.</p>

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:

Rustic Lane 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 has 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 service 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 specialists 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 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 a variety of 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 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 allows 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 access by school staff.
- <https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx>

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. 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	Outcome/Indicators
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<p>To increase all staff capacity in equitable culturally responsive practices, restorative practices, trauma-informed practices, and social-emotional learning through professional development inequitable student outcomes as measured by: self-reporting, attendance, academics, and discipline data.</p>	<ul style="list-style-type: none"> ● Offer Restorative Practices support ● 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 	<p>Sign-in sheets Agenda</p> <p>Community Schools Needs Assessment Surveys and Panorama Data</p>
<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 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. ● Offer the Wath DOGS program on campus 	<p>Panorama Survey and LCAP data analysis</p>

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Ensure we are culturally relevant in community schools.	providing PD on the importance of culturally relevant practices	Meeting agendas Sign-in sheets
Provide in-class presentations to address school community needs.	Provide PD for Trauma-Informed and Restorative Practices	Meeting agendas Sign-in sheets
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.	Survey/post-training feedback Agenda/ sign-in sheet
The Community Schools TSA provides lessons with a focus on cultural diversity and inclusion	Purchase materials needed to teach the classes Schedule classes and print necessary materials using the district print shop	Collect feedback from staff and the community about classes

Priority 9: Progress Monitoring and Collective Problem Solving

The LEA, with educational partners, explores 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.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do Study-Act cycles, are used for continuous improvement of the system. The school site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Schedule ongoing focus groups with all advisory committees	Calendar meetings Review the implementation to continually solicit	Meeting agendas Meeting notes

previously mentioned.	feedback.	
Coordinate and schedule all site and district survey data.	Meet with site staff to review results	Survey (Panorama, LCAP, Community School Needs) results Survey completion percentage

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