



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

Troth Street Elementary School, Jacqueline Stump, 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:

Troth Street 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.

Training in Restorative Practices for CS TSA to actively implement strategies that support positive school climate and racially equitable practices. 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.

Troth Street is planning on implementing and furnishing Calming Corners for both the Behavioral Specialist and the Community Schools TSA rooms.

Attendance Team - Community Schools TSA is a member of the Troth Street Attendance Team to engage and support the community members in removing barriers and addressing needs to support student attendance as well as decrease chronic absenteeism. The team consists of classified staff, teachers, CS TSA and an administrator.

Social Emotional Learning and Well-Being- develop and implement systems that will assist in creating a culture of welcome and support for students, staff and all stakeholders. Troth Street CS TSA is a coordinator/member of Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL) teams. Community schools will support and enhance existing SEL, restorative practices, and positive behavior interventions models. The goal is to create a strong tiered system of support that will address the behavioral and social emotional needs of Troth Street students, increase engagement, and improve attendance. Classified staff will support implementation of PBIS store, systems, and supervision of school events supporting positive behavior implementation, SEL, and attendance. Supplies will be purchased and provided to students to encourage positive behavior, motivate the application of learned SEL skills, and increase attendance and student engagement with school/learning.

SSTs- Community Schools TSA at Troth is the SST coordinator/member of this team. SST meetings are regularly scheduled, structured meetings of general educators, supported by special education and other staff as appropriate, and parents. The purpose is to provide an effective support system in general education of targeted interventions for students who are experiencing challenges in learning or behavior in class. The SST process is designed to meet the needs of all children and results in a team action plan to ensure student success. The SST process promotes parent involvement and student and parent engagement.

Wellness days- Troth Street will offer open sessions to students on wellness days to support students in developing a greater understanding of Social Emotional concepts and engaging in activities focusing on nurturing their mind and body, building positive coping skills, and forming trusting relationships. Classified staff will support wellness rooms activities, implementation of SEL lessons, and promoting student engagement under supervision of certificated staff. Activities and supplies will be purchased and provided to students to increase engagement and promote a positive culture surrounding Social Emotional Learning (SEL).

Family 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 math connections and access to curriculum for students and families. Parents/families/community members are invited to a Family Math Night after school where they will engage in a math lesson or activity planned by the school's teachers. Teachers will implement lessons for families. Supplies will be purchased and provided for instruction, with a focus on increased engagement. Classified staff will offer support in the classrooms, supervise activities, and provide administrative support as needed.

Family Literacy 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 connections and access to curriculum for students and families. Parents/families/community members are invited to a Family Literacy Night after school where they will engage in an English Language Arts (ELA) lesson or activity planned by the school's teachers. Teachers will implement lessons for families. Supplies will be purchased and provided for instruction, with a focus on increased engagement. Classified staff will offer support in the classrooms, supervise activities, and provide administrative support as needed.

Family Arts and Crafts 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 STEAM connections and access to curriculum for students and families. Parents/families/community members are invited to a Family Arts and Crafts Night after school where they will engage in art lessons or activities. Supplies will be purchased and provided for instruction, with a focus on increased engagement. Classified staff will offer support in the classrooms, supervise activities, and provide administrative support as needed.

Extended Learning Opportunities (ELO)- After-school program to provide academic instruction and individualized support to students. Classroom teachers- and resident subs when needed- will offer high-dosage tutoring to students facing educational challenges in core academic subjects to help bridge the gap of achievement through additional resources and support.

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, video and photography, ASISA Soccer Program- 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.

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.

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

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. This survey is administered twice a year and is completed by students in 3rd through 6th grades. The data is used to address the needs impacting positive school culture and climate. The Panorama platform links students' attendance, school performance, behavior, ELL classification, and SEL survey results to provide multi-tiered data results and allow for filtering and grouping to create specific goals.

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.

Community Schools Needs Assessment was sent out as a survey to staff, students, and parents. It provided valuable feedback from all stakeholders on the current needs at Troth Street Elementary. This information also helped guide what classes parents were interested in. Student input helped guide what after-school programs can be offered next school year.

Based on the surveys and feedback from stakeholders, Troth Street Elementary will implement programs, activities, and learning opportunities to engage the community through identified priorities and vision:

Family events to engage with the 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.

Parent Education- Troth Street will host classes for parents based on their input on Parents Needs Assessment surveys. These classes will serve as a space for collaboration, learning, and community building, strengthening the educational journey for both children and their families. Classified staff will supervise young children during these classes to ensure that parents have equitable access.

Family 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 math connections and access to curriculum for students and families. Parents/families/community members are invited to a Family Math Night after school where they will engage in a math lesson or activity planned by the school's teachers. Teachers will implement lessons for families. Supplies will be purchased and provided for instruction, with a focus on increased engagement. Classified staff will offer support in the classrooms, supervise activities, and provide administrative support as needed.

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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
Positive and Restorative School Climate	<p>Panorama Survey School Climate</p> <p>Fall 2023- 60% Spring 2024- Increase by 2% by Spring 2024</p>
Integrated Student Supports and Services	<p>ADA Totals and Percentages Reports</p> <p>There will be a 2% increase overall in Attendance Rate 2023-2024 Expected Outcome: There will be 3% decrease in the chronic absenteeism rate school wide.</p>
English Learner Achievement	<p>ELPAC</p> <p>6.1% - Level 4- Well Developed 36.9%- Level 3- Moderately Developed 42.2%- Level 2- Somewhat Developed 14.8%- Level 1- Minimally Developed</p> <p>Increase by 2% in levels 2 and 3</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
Continue to meet with current advisory groups.	<p>Calendar regular meetings by the end of the year for the following year.</p> <p>Communicate with parents and other committee members to facilitate the needs assessment feedback.</p> <p>Invite/ Re-invite a variety of education partners.</p>
Community Schools Advisory Committee	<p>Utilize District Sample Bylaws to form site based community school advisory including a minimum of four meetings per year.</p> <p>Schedule for committee to present findings at School Site Council annually.</p>

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 Troth Street consists of a minimum two teachers from the school site, classified staff, and parent representative. Troth Street’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 therapist 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. 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

Jacqueline Stump	School Site Principal
Jovanka Martinez	School Site Assistant Principal
Rita Salloum	Community Schools TSA

Jose Campos	Director- Parent Involvement and Community Outreach
Monica Leon	Coordinator- Pupil Services
Ana Chagolla	Behavioral Health Therapist 1

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.
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:

Troth Street Elementary has collaborated with Riverside Community Health System, Reach Out focused on Community Health, Equity, and Wellness, Marriage and Family Institute Recovery, Vision The Riverside County Family Resource Network, HOPE Collaborative (County Child Abuse Prevention Council), and the Mental Health Service Act - Prevention and Early Intervention Collaborative. 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/ourdistrict/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 - My Family Inc: 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 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.
- Operation Safe House is a non-profit that operates a shelter for teens providing treatment and support toward reunification as well as school based programs such as stress in your mood and Cup of Happy at our high schools. We hope to further engage to increase service integration through our Wellness Centers.
- 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 supports.
- Neighborhood Health Federally Qualified Health Center provide 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 provider 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
- Tessie Cleveland Family Services provides home based EPSDT mental health services.
- Americas 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>
- Vision for Learning is a non-profit with a mobile unit providing eye exams and glasses to students on campuses.
- Lions Club operates "Lions for Sight" annually on JUSD campus providing eye exams and used eyeglasses for the larger community. The pandemic caused this program to halt but it is being reestablished in 2023.

JUSD has had various partnerships with faith based organizations and nonprofits for local food distributions. JUSD will reengage to establish stronger partnerships as it held prior to the pandemic. The pandemic created an influx of organizations providing food through one time funding which has been gone and our food distribution system was significantly hampered as a result. Our current system requires some intentionality and a new relationship to be created on behalf of JUSD.

- Congressman Mark Takano, Senator Richard Roth, and Assemblymember Cervantes have long been partners of JUSD supporting community programming, presentations, and services such as citizenship workshops and Covid-19 vaccination events. JUSD has worked with these offices for several years in partnership meeting current community needs. This partnership is designed to be responsive to community needs.
- National Alliance of Mental Illness and Friday Night Live are new partnerships being explored as a result of our community engagement efforts. Both are student focused groups

on campus that our community schools teachers on special assignments will engage with.

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
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 student outcomes as measured by: self reporting, attendance, academics, and discipline data.	Schedule Restorative Practices Training. Implement ongoing Positive Behavior Intervention Supports-PBIS training and implementation. Train and monitor all staff in SecondStep 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.	Provide Parent Engagement Leadership Initiative to the school 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
Apply equitable and culturally relevant practices.	Community Schools TSA attends Excellence through Equity conference. Assist educators and staff in implementing culturally relevant practices.
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
Coordinate and schedule all site and district survey data.	Meet with site staff to review results.	Survey completion rates and results (Panorama, LCAP, Community School Needs)
Schedule ongoing focus groups with all advisory committees previously mentioned.	Calendar meetings Review the implementation to continually gather data and feedback.	Meeting agendas Meeting notes

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