

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient, and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the Capacity-Building Strategies.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

Capacity-Building Strategies Overview

The S-TAC has launched the Capacity-Building Strategies: A Developmental Rubric to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

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

The Developmental Rubric can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Pedley Elementary, Nancy Galvez, Principal
Phone: (951) 360-2793

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:

Pedley continues to focus on being asset-driven and strengths-based. There is an understanding that all stakeholders' opinions, ideas, and needs are necessary to drive the development of programs, services, and events curated for the community. Pedley values the talents and experiences of its community members and is working towards strengthening sustainable relationships with local businesses, community partners, and the district. To increase and gather parent responses on needs surveys, Pedley will provide multiple means of collection through technology and paper-pencil surveys at all school community events. Additionally, with the support of the Parent and Teachers Organization (PTO), Pedley has recruited parents and community members to share their talents, support their businesses, and assist in building a stronger sense of community. Through understanding community-expressed needs, Pedley intends to continue to offer programs like Family Book Club, Coffee with the Principal, PTO, and 6th Grade Booster Club..

Pedley teachers have been trained in Restorative Practices to support the school site with this practice. It is needed to support racially just and restorative school climates. We are evolving in this practice. In addition to the already district-mandated two-day restorative practices certification training for all administrators, Pedley will allow classified staff and teachers to attend Restorative Practices training to help continue fostering a culture of welcome and understanding at school. The goal is to focus on restorative approaches to building relationships and discipline to create positive school environments. Additionally, teachers will continue to receive targeted training on addressing the needs of marginalized student groups (i.e., English Language Learners, restorative practices, trauma-informed care). Furthermore, with the support from the district, Pedley has identified the need for affinity groups to address the specific needs of students (i.e., African American students and students new to the country). The goal is to create safe spaces for various student groups and their families to feel seen and heard.

Pedley has established a Community Schools Council and provides bylaws. The meetings occur four times yearly, and the council provides 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.

Pedley Elementary utilizes various general and specific tools to collect data at the site level and identify needs.

Surveys:

Local Control Accountability Plan (LCAP) - This survey is administered to students, parents, school staff, teachers, and educational partners to help inform and guide the development of the Single School Plan for Student Achievement (SPSA).

Panorama Education - Pedley administers the Panorama Education Survey twice a year to students in grades 3 through 6 in the fall and the spring. The survey measures student support and environment and student competency and well-being. The data is utilized to guide programming and support students.

The California Healthy Kids Survey (CHKS) - This anonymous and confidential survey collects data regarding school climate, safety, student wellness, and youth resiliency. It is administered to students in 6th grade. 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: School Site Council (SSC), English Language Advisory Council (ELAC), Gifted and Talented Education (GATE), the School Site Leadership Team, and Coffee and Conversation (a parent monthly meeting) provide administration and the Community Schools TSA with valuable information and feedback regarding their concerns and/or suggestions regarding topics such as school safety, teacher preparedness, parent needs, technology needs, etc. The data and information gathered within those groups help inform the development of the SPSA.

Additionally, Community Schools Cohort 3 has conducted additional focus groups with school communities to further inform the more significant school communities through the lens of community schools.

Committees that assist in providing input on student and community needs:

Community Schools Cohort 3 Committee: C.S. Cohort 3 will meet regularly to collaborate across sites, develop Action Plans, and review and analyze needs assessment results with the understanding that data drive future planning.

Community Schools of Practice: Community Schools of Practice will meet monthly to collaborate with the Coordinator, TSA's, and Principals to review data and make course pathways regularly.

Attendance Team - Pedley Attendance Team members' goal is to engage and support the community members in removing barriers and addressing needs to support student attendance and decrease chronic absenteeism. The team comprises classified staff, teachers, Behavioral Health Therapist I, and administrators.

Positive Behavior Intervention and Supports (PBIS) Team - Pedley has established a PBIS team to develop and implement systems of support that will assist in creating a culture of welcome for students and staff. The goal of this team will be to create a strong-tiered system of support that will address the

behavioral, social, and emotional needs of Pedley students.

Additional Supports: Based on the identified school needs, Family Book Club is a 10-week literacy program. The goal is to establish and support a family reading routine. The program is designed to be an educational process that encourages critical reflection and dialogue through literacy and strengthens parent-child interactions.

Peer Mediator Program for third through sixth grade: This program encourages students to participate in a 2 hour, five-week training to empower students with the skills and strategies for dealing with conflict. It also helps students develop communication and decision-making tools that influence choices in the future and increase leadership potential.

PALS: To start in the 2024-2025 school year. The PAL Peer Assistance Leadership Program is a school-based, peer-to-peer youth development program for students in grades 4-12 built upon a philosophy of students helping students. PAL peer leaders help build a positive school climate through youth leadership, mentoring, conflict resolution, cross-age teaching, peer helping, service learning, and prevention activities.

Parent Involvement: To start in 2024-2025 school year, hold several parent involvement functions such as Family Nights behavior supports, Literacy Night for Parents to support parent reading instruction, Technology training sessions and social media awareness, community runs to promote 100 Mile Club participation, and provide resources with basic needs for parents and students.

The ELO Extended Learning Opportunities program was established to support our families whose children need help with reading and math skills.

W.A.T.C.H D.O.G.S to start in January 2025 is a program to encourage more dads to participate in their children's education. This program will allow dads to serve as role models for Pedley students, demonstrating with their presence that education is important.

Neighborhood Healthcare: Pedley has also established connections with Neighborhood Healthcare. We have been working with Neighborhood Healthcare to expand school-based dental services using 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 Newcomers Extended Learning class will offer extra support and an opportunity to learn basic interpersonal English skills to recently arrived immigrants to our school community before/after school.

Community Events with Community Resource Booths: Community Resource booths are an additional opportunity for resource awareness. Several community partnerships have set up tables during school events to inform the community about valuable and free resources.

Strengthening Families to start in the 2024-2025 school year; is a 14-week course for parents and their children ages 6-11. Families eat together and learn how to solve problems at home, develop better communication skills, understand their child's feelings, and learn to manage stress.

Restorative Practices: Pedley Administrators and Teachers have been trained in Restorative Practices and have implemented Restorative Circles to build community and enhance conversation in focus groups amongst students to navigate conflict or disagreements. Additionally, the AP and Principal

has been trained in trauma-informed for marginalized students and families to help support homeless, newcomer, and foster children in the classrooms.

Applied Suicide Intervention Skills Training (ASIST): ASIST is a two-day, two-trainer workshop that emphasizes teaching suicide first-aid to help a person at risk stay safe and seek further help as needed. Participants learn to use a suicide intervention model to identify persons with thoughts of suicide, seek a shared understanding of reasons for dying and living, develop a safe plan based upon a review of risk, be prepared to do follow-up and become involved in suicide-safer community networks. Pedley now has 2 ASIST trained employees who could provide an immediate risk assessment if needed.

This ongoing community engagement supports the development of new relationships providing services at Pedley. As a result, our Parent Involvement and Community Outreach, PICO, department has a community resource guide 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
MTSS Multi-Tiered System of Supports: Attendance and Behavior	<ul style="list-style-type: none"> ● Improve attendance by 2% and decrease chronic absenteeism ● Engage students in leadership roles such as peer mediators to help their peers resolve conflict. ● Use PAL strategies to help students serve as role models and mentors for others.
Parent Learning Opportunity	<ul style="list-style-type: none"> ● Provide leadership training for parents ● Increase parent engagement by 10% ● Provide site-based parent training and student opportunities including a variety of parent engagement opportunities based on site-based parent and student needs (i.e. school programs and information, student programs, Chromebooks, PBIS, digital citizenship). Meetings may be held virtually and/or in-person. EL parents will be invited for additional training regarding ELD instruction, ELPAC testing, and primary language materials. Support and training will be available to parents of students with disabilities to assist with understanding their child's IEP and the IEP process.
Expanded and Enrichment Learning Time	<ul style="list-style-type: none"> ● Explore community organizations to provide extended learning time and opportunities (field trips, after-school enrichment)

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Continue to meet with all the above parent advisory groups.	<ul style="list-style-type: none"> ● Schedule 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.
Continue meeting with the Community Committee	<ul style="list-style-type: none"> ● On-going information and agenda items provided at parent advisory meetings. (SSC, ELAC, Parent Conferences, etc.). ● Continue sharing school data with parents and receive their input and feedback.
Parent Learning Opportunity	<ul style="list-style-type: none"> ● Provide leadership training for parents ● ESL classes ● Continue with Family Book Club ● Provide Math and Literacy support for parents

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 Pedley consists of teachers from the school site, parents/family members, Assistant Principal and Principal. Pedley’s Advisory Council engages the community through the lens of the community school pillars to support alignment with the community school’s implementation plans and the site Single Plan for Student Achievement. The Community Schools committee meetings are open to all the parents from our school community. The site-assigned mental health therapist is also part of this council. The National Education Association further supports our community school teams through Jurupa’s participation in the NEA Community School Institute. This council will conduct an annual needs assessment utilizing our Panorama Survey, Community Schools Needs Tools, LCAP, and focus groups, with site-based parent groups and site leadership to inform and support updating the implementation plan, which will be posted online.

Strategy 4: Coherence: Policy and Initiative Alignment

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Utilize all survey-applicable data to engage in focus groups from a community school lens to inform the development of the SPSA	<ul style="list-style-type: none"> ● Timeline of implementing focus groups for presenting to SSC for SPSA input. ● Set dates for surveys from parents, staff, and students twice a year. ● Present the Needs Assessment findings to the staff, SSC, and Community Schools Council annually.
Post the community school implementation plan on the school website and review it throughout the year.	<ul style="list-style-type: none"> ● Create a timeline to review and share data. ● Identify focus groups to interview and gather as a group. ● Identify focus groups to interview and to gather as a group. PD will focus on Chronically absent students and students who need support academically (earning 1s)

Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Maintain appropriate staffing.	Ensure one FTE Behavioral Health Clinician through leveraged funding (EPSDT/CCSPP). Increase capacity to add graduate-level interns to support Mental Health services and case management. Hire a Community schools TSA (site coordinator)

Key Staff/Personnel

Nancy Galvez	School Site Principal
Jodie Piper	Assistant Principal
TBD	Community School Teacher
Jose Campos	Director, Parent Involvement and Community Outreach
Monica Leon	Pupil Services Coordinator
Laura Rubio	Behavioral Health Therapist/Associate

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

Jurupa Unified School District - JUSD is currently working on the sustainability of integrated services through a variety of leveraged funding sources and partnerships. These include:

1. Expanding its current contract with Riverside University Health System - Behavioral Health under EPSDT billing. The goal is for any Behavioral Health Staff funded by community schools to shift to EPSDT funding. We have already seen an increase in our contract with previous grant funding.
 - a. Medical services are now reimbursable for case management services.
2. Co-located substance abuse treatment and prevention programs provided by Riverside University Health System - Behavioral Health.

Jurupa Unified plans to explore the following funding streams:

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

Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

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

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Pedley has collaborated with RUHS Riverside University Health System, Healthy Jurupa Collaborative, The Riverside County Family Resource Network, Strengthening Families MFI Marriage and Family Institute, Reach Out, Community Health and Wellness, Staff leadership have sat on the County Behavioral Health, Commission, JARPD Jurupa Area Recreation and Park District, Wiley Center (Triple P), Training Occupational Development Educating Community, Seeking Strength, Neighborhood Healthcare Dental, Kaiser Theatre Student Wellness Foundation (Password), Set 4 School (Dino School/Incredible Years), and other services organizations which have helped build a true network to serve our communities and to collaborate to address current needs. Below is a brief list of organizations/contracts which allow us to provide services. All these relationships have been built over time through our committed involvement. As a result, we annually update our community resource guide, which is available to all sites. (<https://jurupausd.org/ourdistrict/ps/pico/Pages/Resources.aspx>)

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

provide referrals to. MFI provides parent outreach and education regarding substance use prevention.

- Vision Y Compromiso provides *promotoras* (Community Health Workers) to provide parent education and support through various programs. Vision Y Compromiso is a lead grassroots organization based out of Los Angeles that has expanded to the Inland Empire with funding from the Mental Health Service Act and the Mexican Consulate to provide culturally relevant engagement of our communities and families.
- Cal Baptist University provides mental health graduate interns and is a lead partner of the School-Based Mental Health initiative. Their role is to provide a pathway utilizing dual enrollment and paid internships for our school district to hire and retain mental health professionals.
- Community Health Systems Federally Qualified Health Center provides both a medical mobile unit and integrated mental health supports.
- Neighborhood Health Federally Qualified Health Center provides a dental mobile unit across all campuses and screens our Head Start / Preschool students.
- First 5 Riverside contracts JUSD as one of the region's largest home visitation providers and a Riverside County Family Resource Center member.
- Alma Family Services is an EPSDT provider co-located at JUSD's Children & Family Services location and provides school-based EPSDT mental health services.
- Wylie Center provides parenting classes
- America's Best Eyeglasses allows JUSD's PICO office to provide four monthly referrals for free vision exams and eyeglasses.
- Youth Enrichment Services provides regular donations of backpacks, school supplies, new clothes, and hygiene kits for JUSD to provide students access by school staff.
<https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx>

Strategy 7: Professional Learning

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<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: <u>self-reporting</u>, <u>attendance</u>, <u>academics</u>, and <u>discipline data</u>.</p>	<ul style="list-style-type: none"> ● Schedule Restorative Practices ● Schedule Trauma Informed training for school staff. ● Implement ongoing Positive Behavior Intervention Supports PBIS training/implementation for school sites. ● Train and monitor all staff in 2nd Step social, emotional learning curriculum
<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 for Parent Engagement Leadership Initiative is offered to the community. ● Schedule and Mandate Customer Service Training for Office Staff ● Schedule and Mandate Systems of Support training for all staff groups to increase awareness of support services available to students, families, and the community.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students’ engagement in their learning by connecting to real-life experiences and issues that are relevant to students’ lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

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

Strategy 9: Progress Monitoring and Possibility Thinking

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

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

Site Level Goals and Measures of Progress

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

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