Community Schools Sustainability Plan

Guiding Statement

Purpose of the Sustainability Plan:
Welcome to the Sustainability Plan Template for the California Community Schools Partnership Program (CCSPP). This plan is a required submission starting in year two of your implementation grant cycle and must be submitted along with your Annual Progress Report (APR), (this template is optional, but a plan submission is required). It is designed to assist in planning and implementing strategies to ensure the long-term sustainability of your program. Additionally, it encourages reflection as part of an ongoing process of continuous improvement. The information provided will be shared with the California Department of Education (CDE) and incorporated into reporting on the CCSPP grant for the California State Legislature.

The Sustainability Plan focuses on securing lasting sustainability by identifying strategies for future funding, partnerships, and resources that will maintain the impact of your program beyond the initial grant period. This plan should be developed in collaboration with your school's shared decision-making team or council, ensuring a community-driven approach to long-term success. As a living document, the Sustainability Plan will evolve over time, reflecting the ongoing growth of your program and continued discussions about sustainability.

How the Sustainability Plan differs from the APR (Annual Progress Report) and why they are both essential:
Sustainability Plan:The Sustainability Plan is required beginning in year two of your grant cycle. It focuses on securing long-term sustainability for your program by identifying strategies for future funding, partnerships, and resources that will ensure continued impact even after the grant funding ends. The Sustainability Plan is a living document that evolves alongside your program's growth and reflects ongoing conversations around program sustainability.

APR: The Annual Progress Report (APR) is an important tool for assessing the implementation and performance of your program each year. It is an opportunity to reflect on what you've done. It provides insights into the progress made, highlights areas of growth, and ensures accountability in meeting the objectives and milestones of the CCSPP. The APR serves as an annual submission to the California Department of Education (CDE) and is incorporated into reporting to the California State Legislature.

Helpful Tip(s):
Reflect on the Long-Term Vision: As you fill out the Sustainability Plan, consider your program's long-term goals. Reflect on how your current efforts align with both immediate needs and future aspirations. What strategies can you put in place now to ensure the program remains impactful in the years to come?

Identify Key Strategies for Sustainability: Focus on strategies for securing long-term funding and developing lasting partnerships. Consider community resources, volunteer support, and other funding streams that will help ensure the sustainability of your program. How will these resources continue to support your program once the grant period ends?

Focus on Program and Fiscal Sustainability: Your plan should address both programmatic and fiscal sustainability. This means ensuring that the services you provide continue to meet the needs of your school community while securing the financial resources needed to support them.

Align with the California Community Schools Framework: Your Sustainability Plan should align with the California Community Schools Framework and other available resources, such as the Community Schools Implementation Plan Template and Capacity Building Strategies.

Update Regularly: The Sustainability Plan should be revisited and updated regularly to reflect new partnerships, funding opportunities, and evolving needs within your community. This will ensure the plan remains relevant as your program grows.

Additional Considerations:
This plan should be developed collaboratively with your school's leadership team, involving students, staff, families, and community partners to ensure broad input and ownership.
Keep in mind that sustainability is an ongoing journey. The strategies you create today will serve as the foundation for the future of your program, and the plan should reflect an adaptable, forward-thinking approach.
If you need support in completing the form or have any questions, please reach out to the State Transformational Assistance Center (S-TAC).

Submit the Completed Plan: Once completed, submit your Sustainability Plan with your APR as part of your ongoing reporting requirements. Keep in mind that this plan is not static—it will continue to evolve as your program moves forward.

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Insert LEA or School Site Name 2024-2025:

The CCSPP Implementation funds are intended to be seed money, providing five years of funding to support the development of sustainable, fiscal and programmatic elements that will continue after the grant period ends. Sustainability is expected to be an ongoing conversation throughout the grant period between grantees and partners. Programs are allowed and encouraged to seek alternative funding, utilize volunteers and staff, and/or leverage existing funding streams to support their programs after the grant period ends.

Implementation grantees are required to complete a sustainability plan (this template is optional, but a plan submission is required) that describes strategies for securing partnerships and other sources of funding or in-kind resources to maintain the level of program services beyond the grant. This plan should be developed by each school's CCSPP shared decision-making team or council to ensure participation from students, staff, families, and community partners. Only one report is required per school site. The Sustainability Plan encourages local teams/councils to identify and reflect on areas for growth, learning, and evidence of progress. The Sustainability Plan is aligned with the California Community Schools Framework and also aligns with resources provided by the State Transformational Assistance Center (S-TAC) including the Community Schools Implementation Plan Template, the Capacity Building Strategies: A Developmental Rubric, and the Annual Progress Report (APR).

This plan is meant to be a living and ongoing document as your work develops and transforms. If you have questions on this plan and/or regarding overall sustainability planning, please reach out to the S-TAC.

Section 1: Summary

School Site Name:	Troth Street Elementary
CDS Code (14 Digit Number)	33 67090 6032221
Grantee/ Lead LEA Name:	Jurupa Unified School District
Primary Contact Name:	Jacqueline Stump
Primary Contact Role:	Principal
Primary Contact Email:	jacqueline_stump@jusd.k12.ca.us
Primary Contact Phone Number:	(951) 222-7788
Sustainability Plan Team Members & Roles: (**Ex:** PrincipalAssistant Principal, Community School Coordinator, School Counselor/Social Worker/Psychologist, Teacher(s), Instructional Coach, Other staff, Student(s), Parent/guardians(s), Community member(s), and Community partners)	Director, Parent Involvement and Community Outreach - Jose Campos Coordinator, Pupil Services - Dr. Shayna Golbaf Principal - Tina Herrera Community Schools Teacher on Special Assignment - Rita Salloum Literacy Support Teacher- Linda Blackburn Literacty Support Teacher- Claudia Garcia Math Support Teacher- Sylvia Pizana Classified Ambassador-Susy Aguirre Parent- Emma Hinojosa

Cohort Year	Cohort I (2022-2023)
Please include your Community Schools Implementation Plan link here. After your updated Site Implementation plan has been presented to your Board, upload the plan to your school website. Copy and paste the URL (Uniform Resource Locator) of your plan, into this cell.	

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Please respond to each of the questions within the five Capacity Building Strategies.

Helpful Tip(s):
Consider highlighting your top three strategies that your LEA/School site will prioritize.
Suggestions to assist in completing this section:
1. Provide examples or best practices for capacity-building strategies that can help LEAs/schools create more actionable plans.
2. Incorporate a structured framework (e.g., short-term, mid-term, and long-term strategies) to support a more strategic approach to sustainability.
3. Encourage input from engaged partners by including a prompt or section to outline how various partners (educators, families, community members) will contribute to capacity-building efforts.

Section 2: Capacity Building Strategies

Shared Commitment & Collective Priorities (pg. 11)

How will the LEA/school plan to sustain the action(s) that were developed based on the goals that emerged from the needs and assets assessment? Please cite specific examples.	Troth Street Elementary School is committed to maintaining the initiatives developed from the goals identified in the Needs and Assets Assessment by integrating them into the School Plan for Student Achievement (SPSA). The Community Schools Teacher on Special Assignment (CS-TSA), trained in Restorative Practices and Trauma-Informed Approaches, supports both students and staff through community-building, restorative circles, check-in check-out, and other PBIS and SEL supports. To continue providing mental health support for students, the school has established ongoing programs such as wellness days and various mental health and wellness activities. Additionally, a behavioral associate is available on campus to offer direct support. To promote academic success, The CS-TSA collaborates closely with leadership teams (PBIS, attendance, SST, SPED, Literacy and Math support). Troth Street hosts family academic workshops designed to give parents and guardians the skills and strategies needed to assist with student learning at home. These workshops also strengthen the connection between families and the school while providing students with extended learning opportunities. To enhance student attendance, Troth Street employs regular communication with families, celebrates good attendance, and works to remove obstacles through targeted interventions. Partnerships with external organizations have also played a vital role in strengthening ties between the school and the broader community. These collaborations are instrumental in fostering meaningful Family and Community Engagement.
How will the LEA/school sustain a shared understanding and commitment to the community schools' strategy over time?	In order to sustain a shared understanding and committment to the community school's strategy over time, the CS-TSA will continously update staff, families, and community members through the use of communication platforms (school website, ParentSquare, social media). A monthly newsletter will be sent out to the school's interest-holders. Presentations at the various school councils will be imperative to advertising community school's work.
What strategies/processes will the LEA/school need to maintain in order to continue supporting shared commitments and priorities? Please cite specific examples.	To continue supporting shared commitments and priorities, Troth Street Elementary will continue expanding relationships with community partners and resources to provide services requested by our community. These partnerships will be aligned with the results of the Needs and Assets Assessment Survey, Panorama Survey, and LCAP Survey.

Centering Community Based Learning (pg. 13)

How will the LEA/school sustain a community-based approach to instruction? Please cite specific examples.	Troth Street Elementary will sustain a community-based approach by providing culturally-relevant professional development to staff. The CS-TSA can also teach culturally responive lessons in classrooms. In addition, trauma-informed, restorative, and community building lessons can be modeled for teachers.
What strategies/processes will the LEA/school need to maintain in order to continue to support community based learning? Please cite specific examples.	The following are strategies and processes that will be maintained to support community-based learning: Informative conversations with decision-making committees like School Site Council and Leadership Teams. Continual communication with key interest holders regarding Community School lead initiatives. A monthly newsletter will be sent out to staff and the community giving updates of all things related to the community school pillars.
Collaborative Leadership (pg. 15)	
How will the LEA/school sustain shared decision-making structures that have been put in place, such as site-based leadership teams?	Shared decision-making structures will be sustained by continuing to meet, ask for feedback, and share updates regarding community school initiatives at the Leadership Team, Community Schools Council (CSC), School Site Council (SSC), and English Learner Advisory Council (ELAC). There is no additional cost to maintain these processes.
What strategies/processes will the LEA/school need to maintain collaborative leadership? Please cite specific examples.	Collaborative leadership will be maintained through relationships that have been built among interest holders. The Community Schools TSA is and will continue to be an active member of decision-making commitees on campus. To make informed decisions, our constituents were provided a variety of surveys and hearing sessions at committee meetings to guide the work being done on campus. These open lines of communication will continue to be a part of what the school does to support student academic achievement.
Sustaining Staffing and Resources (pg. 17)	
How does the LEA/school plan to sustain core community school staff, such as the site-based community school coordinator? Please cite specific examples.	The school is now entering Year 4 of the Community Schools Grant. If at the culmination of the 5 year period, there are not sufficient funds to sustain a full time CS-TSA, the district could offer an adjunct duty stipend position to a certifiacted staff member to continue the work of the CS-TSA. Another possible solution would be to offer extra duty hours to one or more certificated staff members to continue to support the community school pillars.
How will the LEA/school sustain data-tracking and measurement systems related to your community schools work? Please cite specific examples.	As previously practiced, the district employs various data collection methods, including the LCAP, Healthy Kids, and Panorama Surveys. Additionally, our site conducts needs assessment surveys for students, staff, and families. The findings from these data collection efforts are utilized to develop action steps that address the needs of the school community.

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Strategic Community Partnerhsips (pg. 19)	
How will the LEA/school sustain partnerships that have been created to support community school goals? Please cite specific examples.	Our district's Parent Involvement and Community Outreach Department (PICO) has been dedicated for several years to connecting families with essential resources. The CS-TSA has collaborated closely with PICO to foster and strengthen partnerships with external resources and providers. To sustain these partnerships, it is crucial to maintain a welcoming environment at the site level. The services accessed by our families are typically funded through external resources, such as Medi-Cal and private insurance, resulting in no cost to the school.
How will the LEA/school assess the success of its community partnerships in achieving educational and community objectives? Please cite specific examples.	Troth Street Elementary will evaluate the effectiveness of its community partnerships in meeting educational and community objectives by analyzing data gathered from surveys, the California Data Dashboard, attendance rates, and workshop feedback forms. Workshop feedback forms will be a new form of evaluation to be implemented. As previously noted, the goals of the community school align with the School Plan for Student Achievement (SPSA). Consequently, data collection for the SPSA will also serve to determine whether educational and community objectives are being fulfilled.

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The purpose of the Whole Child Inventory is to guide LEAs (Local Education Agencies) and schools in evaluating and sustaining whole-child supports. It is designed to prompt reflection on various aspects of education, including leadership practices, teacher development, and funding strategies. By gathering responses, the inventory will provide insights into how effectively whole-child supports are being implemented and identify areas for improvement. These insights will be used to inform sustainability efforts by helping schools and LEAs make informed decisions about maintaining and enhancing their whole-child initiatives over time.

To clarify the purpose, this section could include a brief statement that outlines how the responses will directly contribute to the long-term sustainability of these initiatives, ensuring that they are not only effectively supported in the short term but are also sustained and enhanced for future success.

For each potential support ask yourself, "Are these whole child and family supports part of my Community Schools Implementation Plan / Needs and Assets Assessment?"
If your response is "Yes", please identify efforts that are currently taking place to improve sustainability. Additionally, please include any next steps that will continue to improve your sustainability efforts, and, identify any applicable funding sources.

If the answer to the above question is "No", then you do not need to move forward with identifying sustainibility efforts for that particular support.
Again, please note, YOU DO NOT have to fill out each section, only those that apply to your LEA/school site based on the assets and needs of the community.

Helpful Tip(s):
Fill in the rows for the top THREE Whole Child inventory supports in each category where your school has shown the most growth this school year.
Please find examples of funding sources here (Continous Work in Progess)

Section 3: The Whole Child Inventory					
Collaborative Leadership and Practices	**Description of Activities**	**Please Indicate a Funding Source if Applicable.**	**If Other, Please Explain Your Sustainabilty Source.**	**Please describe how you are currently blending and/or braiding the funds to sustain these activities (if applicable).**	**Please describe your immediate next steps to develop sustainability for these activities so that they are not reliant on CCSPP grant funds after year 5. Helpful Tip(s): Guiding Questions**
Teacher Leadership Development and Opportunities	-Model Community Circles & Restorative Practices, Check in/Check out In alignment with collaborative leadership practices, the school actively involves families and community partners in shaping and delivering parent education opportunities that reflect the needs and priorities of the community. Community partners also collaborate	**California Community Schools Partnership Program**		Title I and Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA), CCSPP.	Begin examining the SPSA to determine how it can be integrated into the various goals outlined in the plan.
Parent Leadership Development and Opportunities	-Community Schools Council Meetings - District CS Network Meetings -Parent Workshops	**California Community Schools Partnership Program**		Title III and Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA), CCSPP.	Embed in the SPSA goals, strategies, and proposed expenditures
Student Leadership Development and Opportunities	-Peer Assistance Leadership -Student Council	**California Community Schools Partnership Program**		Title I and Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA), CCSPP.	Embed in SPSA goal: Culture and Climate

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Shared Decision-Making Bodies that center the voices of students, families and community	-CSC -SSC -ELAC -DELAC -DAC	Other	There is no cost associated with these councils.	Since there are no associated costs, it can be sustained on an annual basis.	Sustainable since there is no cost.
Community and Family Engagement	-	**Please Indicate a Funding Source if Applicable.**	**If Other, Please Explain Your Sustainabilty Source.**	**Please describe how you are currently blending and/or braiding the funds to sustain these activities (if applicable).**	**Please describe your immediate next steps to develop sustainability for these activities so that they are not reliant on CCSPP grant funds after year 5.** **Helpful Tip(s): Guiding Questions**
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	-Q Communication -Parent Square -Social Media -School Events involving the School Community -Montly Newsletter	Other	LCFF	Title I and Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA), CCSPP.	Embed in the SPSA goals, strategies, and proposed expenditures
Home Visits	As needed by the principal and attendance team members.	Other	There is no cost associated with home visits.	Since there are no associated costs, it can be sustained on an annual basis.	Sustainable since there is no cost.
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	-Family Literacy and Math Workshops for parents -Zumba classes for Parents	California Community Schools Partnership Program		Title III and Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA), CCSPP.	Embed in SPSA and use LCFF, Title I, and Title III funds
Positive Behavioral Supports	- Contract with Positive Behavioral Interventions and Supports (PBIS) supports. -Digital Citizenship -Second Step Curriculum	Other	LCFF	Title I and Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA)	Embed in SPSA goal: Culture and Climate

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Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	- SEL and restorative practice trainings/PDs - Behavioral Health Associate - PALs -Second Step Curriculum	Other	LCFF	Title I and Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA), CCSPP.	Embed in SPSA goal: Culture and Climate
Community -based Curriculum and Pedagogy	**Description of Activities**	**Please Indicate a Funding Source if Applicable.**	**If Other, Please Explain Your Sustainabilty Source.**	**Please describe how you are currently blending and/or braiding the funds to sustain these activities (if applicable).**	**Please describe your immediate next steps to develop sustainability for these activities so that they are not reliant on CCSPP grant funds after year 5.** **Helpful Tip(s): Guiding Questions**
Project-Based Learning	Community School Events	Other	LCFF, CCSPP, ELOP	Title I and Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA), CCSPP.	Embed in the SPSA goals, strategies, and proposed expenditures
Culturally-Sustaining and Responsive Curriculum, Pedagogy and Projects	-Classroom responsive classroom lessons and activities	**California Community Schools Partnership Program**		Title I and Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA), CCSPP.	Embed in SPSA goal: Culture and Climate
Personalized Learning Plans	-504 Plans, IEPs, SSTs	Other	LCFF	Title I and Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA)	Embed in SPSA goals and use LCFF funds.
Performance Assessments (e.g., capstones, portfolios, etc.)	-NWEA -Teacher Evaluation of Lanuguage Proficiency -ELPAC -CAASPP	Other	LCFF	Title I, Title III and Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA)	Embed in SPSA goals and use LCFF funds.

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Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	NA				
Integrated Student Supports and Services	**Description of Activities**	**Please Indicate a Funding Source if Applicable.**	**If Other, Please Explain Your Sustainabilty Source.**	**Please describe how you are currently blending and/or braiding the funds to sustain these activities (if applicable).**	**Please describe your immediate next steps to develop sustainability for these activities so that they are not reliant on CCSPP grant funds after year 5. Helpful Tip(s): Guiding Questions**
Health Screening and Services (vision, dental, hearing, neurological, physical health)	-Students recieve vision and hearing screenings -Mobile health vans/clinics - Access to Dental Checks	**Other**	Medi-Cal, EPSDT, CCSPP, LCFF	Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA), Medi-Cal, EPSDT	Embed in SPSA goals; use LCFF and Medi-Cal funds.
Mental health Screening and Services	- Medi-Cal All-Payer Fee Schedule - Converting existing support staff into Behavior Helath Team, so the positions are partially reimbursable through Medi-Cal.	**Other**	Medi-Cal, EPSDT, CCSPP, LCFF	Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA), Medi-Cal, EPSDT	CYBHI funding
Nutrition Services and Support	-All students recieve free breakfast and lunch	**Other**	CUMP (California Universal Meal Program)	CUMP (Caliifornia Universal Meal Program)	California Universal Meal Program (CUMP). Embed in SPSA goals and use LCFF funds.
Academic Support (tutoring, specialist, etc.)	-CS-TSA conducts small group instruction	**California Community Schools Partnership Program**		Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA)	Embed in SPSA goals and use LCFF funds.
Counseling Center	NA				

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Multi-Tiered System of Support	-CS-TSA conducts small group instruction, behavioral support, and social-emotional supports (Literacy groups, calming strategies, and Mindful Monday activities)	California Community Schools Partnership Program		Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA)	Embed in SPSA goals and use LCFF funds.
Coordination of Services Team (e.g., COST team)	oordination of Student Support Teams (COST) to expand to include membership and services to community-based services in addition to district and school-based services. The community schedules TDS coordinates, and leads the COST meetings once a month	California Community Schools Partnership Program		LCFF ad embed into the school day	LCFF and embed in the SPSA

Expanded & Enriched Learning Time	Description of Activities	Please Indicate a Funding Source if Applicable.	If Other, Please Explain Your Sustainabilty Source.	Please describe how you are currently blending and/or braiding the funds to sustain these activities (if applicable).	Please describe your immediate next steps to develop sustainability for these activities so that they are not reliant on CCSPP grant funds after year 5. Helpful Tip(s): Guiding Questions
Before School (times/services)	NA	California Community Schools Partnership Program		Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA) and Expanded Learning Opportunity Program (ELOP)	Embed into SPSA. Build into goals and use LCFF, Title I, and ELOP funds.
After School (times/services)	-Academic Extended Learning Opportunities -Enrichment (Sports) Extended Learning Opportunities -Think Together	California Community Schools Partnership Program		Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA) and Expanded Learning Opportunity Program (ELOP)	Embed into SPSA. Build into goals and use LCFF, Title I, and ELOP funds.
Summer Programs	-Extended School Year (ESY) -Next Level Summer School	LCAP			
During School (learning pathways, differentiated instruction, lab times, etc.)	-PAL Meetings -Mindful Mondays -Mental Health Wellness Fair	California Community Schools Partnership Program		Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA) and Expanded Learning Opportunity Program (ELOP)	Embed into SPSA. Build into goals and use LCFF, Title I, and ELOP funds.

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Positive and Restorative School Climate	Description of Activities	Please Indicate a Funding Source if Applicable.	If Other, Please Explain Your Sustainabilty Source.	Please describe how you are currently blending and/or braiding the funds to sustain these activities (if applicable).	Please describe your immediate next steps to develop sustainability for these activities so that they are not reliant on CCSPP grant funds after year 5. Helpful Tip(s): Guiding Questions
Positive Behavioral Supports	-PBIS -MTSS -Check in/Check Out -Second Step Curriculim	**Other**	LCFF	Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA)	Embed in SPSA goal: Culture and Climate
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	-Restorative Circles -Trauma-informed Practices -Calming Corners	**California Community Schools Partnership Program**	CCSPP	Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA)	Embed in SPSA goal: Culture and Climate
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	-Wellness Days -Second Step Curriculum -Calming Corners	**Other**	CCSPP, LCFF	Local Control Funding Formula (LCFF) embed into the School Plan for Student Achievement (SPSA)	Embed in SPSA goal: Culture and Climate

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Please use this space to share any effective sustainability practices related to any of the previous sections (the summary, Capacity Building Strategies, and the Whole Child Supports inventory) that should be higlighted with the California Department of Education and the field at large. Additionally, you can use this space to share what integration of the CCSPP looks like in your Schoolwide Improvement Plans.

Section 4: Showcasing Community Schools: Strategies, Collaboration, and Impact	Name of Resource	Resource Link
We highly encourage you to include links/artifacts here to your Community Schools website, YouTube Channels, Instagram, etc, highlighting the wonderful work that you are taking part in. **Some examples may include:** **1. How have your COE and LEA teams have build their capacity to interact with politicians and strengthen coordination efforts?** **2. A Summary highlighting a presentation(s) made to your Board of Education that focuses on Community Schools work.**	**1. CS newsletter** **2. 1-Pager** **3. Troth Street Instagram** **4. Troth Street Facebook** **5. Troth Street School Website** **6. Presentation with other CS TSAs at our CS Network Meeting** **7. CS Network Meeting Highlights** **8. Golden Bell Award Presentation at board meeting (see Recognition 6)**	**https://jurupausd.org/schools/TrothStreetElementary/Pa** https://www.instagram.com/troth_jusd/ https://www.facebook.com/trothstreetJUSD/
Another option to consider including here would be to discuss what your integration into Schoolwide Improvement Plans looks like: **1. How do ensure that the community school implementation plan is fully embedded into your SPSA and other school improvement efforts?** **2. How do evaluate the long-term impact of integrating the community school plan into existing improvement frameworks?** **3. What mechanisms should be in place to monitor and assess the alignment of community school strategies with broader school goals?**	Troth Street Elementary has integrated its Community Schools Implementation Plan into the School Plan for Student Achievement (SPSA). Each core strategy aligns with existing SPSA goals. This approach ensures that community schools practices are not viewed as isolated programs but as integral components of the school's broader efforts to enhance academic performance and improve the school climate. To assess long-term impact, the school routinely analyzes key indicators, including feedback from advisory groups such as leadership team, SSC, ELAC, CSC, attendance data, Panorama Survey results, and parent workshop attendance. An annual review of these outcomes enables the school to determine whether community schools strategies are effectively contributing to progress toward SPSA goals. Ongoing monitoring is facilitated through collaborative review structures. Stakeholder councils should allocate time to examine both the SPSA and the Community Schools Implementation Plan. The school utilizes data tracking tools. Data collected from these tools should also be shared with the different councils to ensure community schools goals with the SPSA.	