

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

Jefferson School

Principal Danisha Keeler
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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:

Natomas Unified School District is committed to implementing the California Community Schools Framework and its overarching values at Jefferson School. We have created implementation goals and processes that are centered on racially-just, relationship centered spaces that share power, build community-classroom connections, and focus on continuous improvement. To raise awareness and commitment to the Community Schools Framework at Jefferson School, there have been a series of meetings, presentations, one-on-one conversations, starting with educators in 2022 and currently with students, parents, and community members from diverse cultures, perspectives and strengths, in which the "why a community school" has been asked and

discussed.

RACIALLY-JUST, RELATIONSHIP-CENTERED SPACES: NUSD is committed to building trust by bringing people together and authentically valuing diverse cultures and perspectives. In 2021, the NUSD Board of Trustees approved its Diversity, Equity, and Inclusion Plan which outlines various actions to meaningfully change the culture and climate for each of our students' daily experiences at their schools. As the DEI Plan requires, the District has actively sought feedback from staff, community members, and students regarding the DEI Implementation Ideas. In addition, the District's ongoing work in trauma informed practices, Restorative Justice (RJ), and Positive Behavioral Interventions and Supports (PBIS) also ensures that we celebrate and validate all students, families, and staff. Furthermore, our Community Schools Coordinator is dedicated to strengthening the quality and quantity of the relationships amongst students, educators, administrators, school staff and the community by ensuring we are equitably engaging diverse stakeholders in our meetings and making them accessible to everyone, building diverse teams, and expanding opportunities to share space to nurture a sense of belonging.

SHARED POWER: Our District's and school's shared-understanding of the Community Schools Shared-Power structure is evidenced by the Memorandum Of Agreement (MOU) between the Natomas Teachers Association and Natomas Unified School District Board of Trustees which outlines the shared-governance structure that ensures the governance is built around the participation of all stakeholder groups, especially those that have been historically left out from the decision-making process. Following the MOU's framework, Jefferson School has also established a similar shared-governance structure that includes students, teachers, school staff, families, and community partners.

CLASSROOM-COMMUNITY CONNECTIONS: NUSD and Jefferson School are actively bridging the gap between its curriculum and the community through a dedicated focus on culturally inclusive educational content. As an International Baccalaureate (IB) School, Jefferson School already places a strong emphasis on connecting the classroom to the broader community. For example, students at Jefferson School are required to explore and analyze issues that are relevant to their communities. Further, students are encouraged to work together on projects that may involve community parents, leaders, and local organizations. Such integration prepares students to become active contributors to their communities and develop a sense of responsibility for the community and world around them.

Furthermore, NUSD has made significant investments to link classroom and community connections under its Diversity, Equity, and Inclusion Plan. For example, the District has expanded its literary offerings across all grade levels to ensure books and other literature resonates with our diverse student body. Also, in collaboration with the Natomas Teachers Association, NUSD has taken a proactive approach to incentivize educators to take part in various Diversity Equity and Inclusion training, including those offered through our local California State University and from Dr. Sharroky Hollie and his organization, Culturally Responsive.

CONTINUOUS IMPROVEMENT: NUSD's existing Cycle of Continuous Learning and Improvement (CCLI) process and tool shares the same values as the California Community Schools Framework: To engage in an ongoing cycle of reflection, analysis, shared learning and revision. Under the CCLI

process and tool, all NUSD staff are required to plan effectively, take action, monitor progress, and make necessary adjustments where the data demonstrates that change is needed. Additionally, NUSD created The Next5 Strategic Plan to chart the next 5 years of progress and improvement as well as the District's Progress Report, a tool to see how NUSD is doing along the way to achieve our district goals.

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.

Natomas Unified School District utilizes a wide variety of general and specific tools to collect data at the district level and site level. The District's Community Schools Steering Committee along with the Community Schools Leadership Team at Jefferson School will continue to use such tools to engage the entire community in identifying their top priorities.

Surveys: NUSD is enthusiastically committed to supporting the planning and implementation of the Needs and Assets Assessment for Jefferson School in order to understand more in depth the needs and assets of the community. Similar to the Needs and Assets Assessment, NUSD already administers a CoVitality Social Emotional Health Screening Survey to students twice per year. This survey provides the District with key information about student's needs to further increase positive student supports, measure the overall effectiveness of our prevention and intervention services, and guide professional development priorities for teachers, staff, and administrators. In addition, the District annually administers the Parent/Guardian Survey to measures whether parents and guardians feel like the District is supporting students with their academics and college/ career readiness, improving school climate, meaningfully engaging parents and families, and offering programs and services that positively impact their children's education. Thus, with the support of the District's Research and Data Department, both the District's Community Schools Steering Committee

and the Community Schools Leadership Team at Jefferson School will strategically create a survey that will meaningfully capture everyone's needs.

Focus Groups & Committees: NUSD has several advisory groups that help determine the priorities of the district to ensure we are meeting our student's needs. Some of our established parent leadership and governance groups at the District level include: The Superintendent's Parent Advisory Council, The Citizens' Bond Oversight Committee, Student Voices Advisory Council, The Health and Wellness Committee, the District English Learner Advisory Committee, the Local Control Accountability Plan Parent Advisory Committee, and the Natomas Special Education Community Advisory Committee. At the school site level, Jefferson School has an active School Site Council, Student Council, Parent Teacher Association, English Language Advisory Council, Attendance Team, Safety Team, and PBIS Team to gather information. In addition, Jefferson School has established its Community Schools Leadership Team and Parent Advisory Group to guide the planning and implementation process of the Community Schools Model. Together, these groups and committees will help guide the Community Schools Steering Committee and Jefferson's Community Schools Leadership Team create, engage, and distribute the Needs and Assets Assessment.

School Engagement: NUSD believes that in order to transform Jefferson School into a thriving community school, we must actively engage administrators, teachers, school staff, and students in the process. To start identifying the needs and priorities at Jefferson School, we have engaged our school staff and students in visioning exercises during our Community Schools presentations. During these meetings, we ask our attendees to envision what their ideal school looks and feels like. To help guide our teachers, staff, and students in the visioning process, we provide examples of the programs, services, and structures other Community Schools have established to transform their school with the caveat that every Community School is different depending on the needs and assets of that school. Depending on the group size, we either ask our participants to write down their answers in a sticky-note to collectively create a visual board or we take turns sharing out loud. In addition, our Community Schools Coordinator is engaging in one-on-one conversations with our school staff and students, distributing Community Schools Informational fliers, surveys, amongst other tools to further capture the voices of those who might have missed the meeting. All of these engagement efforts primarily focus on allowing attendees to think critically about the current state of the school, share feedback, and familiarize themselves with the Needs and Assets Assessment, which the District's Community Schools Steering Committee and the Jefferson's Community Schools Leadership Team will administer in the spring of 2024.

Family and Community Engagement: Natomas Unified recognizes the importance of community engagement for the transformation of our schools into thriving community schools. To allow and encourage more family and community engagement to deepen our understanding of our school's needs and assets, we are committed to equitably and meaningfully engage all stakeholders in the planning and implementation of our community schools, especially those who have historically been marginalized or left out of the decision-making process. To achieve this, we are having events and meetings in the evenings and weekends to accommodate our working families. Further, we are hosting our meetings virtually and in-person to ensure those without transportation or the physical ability of leaving their home can still participate in our meetings. Also, we are making it our priority to translate all communications and documents to other commonly spoken languages within the community as well as offering interpreters at all of our meetings. Finally, to encourage and allow

parents to deeply engage in the visioning and planning of our community school, we are ensuring to offer childcare, food, and refreshments at our meetings and events. Through these efforts, NUSD aims to meaningfully engage the community in the Needs and Assets Assessment process and implementation.

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
Expand After School Programs to support our students and working families	● Gather sources of data measuring existing afterschool programs and its current impact on students expanded and enriched learning time ● Expand Making After School Time Enriching, Rewarding, and Successful (M.A.S.T.E.R.S) After School Program ● Establish new partnerships with childcare and enrichment opportunities after school programs
Increase Community and Family Engagement through Adult Education Classes	● Collaborate with the District, School, university institutions, non-profits organizations, and the community on a plan to establish and sustain Adult Education classes at Jefferson School. ● Provide interpretation and child care services at all meetings. ● Translate all communications to the most commonly spoken languages in the community ● Establish Parent Focus group to engage parents ○ Measure this goal by establishing a Parent Focus Group Roster
Provide Nutrition Services and Support to students, families, and the community	● Expand the reach of our District's Food Locker to Jefferson School in order to accommodate Jefferson School's families who are unable to visit directly the District's Food Locker
Increase physical/medical supports for the whole-child	● Work with the District's Health Clinic and the B. Teri Burns Clinic at Natomas High School to offer sports physicals at Jefferson School ● Increase the capacity for HALO Mobil Dental Clinic at Jefferson
Increase Transportation Supports for students and their families	● Collaborate with the District and local public transportation agencies to coordinate safe transportation for children
Establish Process to Connect Newly Enrolled Families at Jefferson to School, District, and Community Resources	● Jefferson's Community Schools Leadership Team will establish focus group to identify the best process for supporting families ● Community Schools Coordinator will reach out to other Community Schools Coordinator to study their processes and help implement one at Jefferson School ○ By the end of the 2023-2024 School Year, Coordinator and CSLT will have a process in place and share on Community Schools Website

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
Strengthen and grow Community Schools Leadership Team at Jefferson School	• Develop guidelines for how communications and decisions are made with the District Steering Committee and school-level Advisory Group. • Explore adding two additional members to the Leadership Team. • Promote meeting dates and times through various communication platforms (social media, parentsquare, email, robocalls) to increase meeting attendees.
Establish a Parent, Student, and School Staff Advisory Groups to support and build the capacity of the site-level Leadership Team.	• Invite students, teachers, school staff, and parents who expressed interest in supporting the Community Schools Leadership Teams but prefer a less formal manner/setting or have time/commitment constraints. • Create and implement a structure of how communications and decisions are made with the District Steering Committee and school-level Leadership Team. • Develop and establish guidelines and expectations for the Staff Advisory Group.
Offer Leadership Training Opportunities that are asset based for Students, Staff, Families, and community members	• Explore partnerships with community based organizations, non-profits, and government agencies that provide leadership trainings.
Ensure learning opportunities, decision-making processes, and community engagement are inclusive of multiple languages and abilities	• Provide Interpretation/ translation, childcare, and other accommodations such as for our deaf/blind students, families, and community members. • Establish a process and timeline for requesting interpretation/ translation, childcare, and other accommodation services. • Create ad-hoc Committees dedicated solely to respond to and support accommodation requests.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Artifact 4(C) provides the Memorandum of Understanding ("MOU") between the Natomas Teachers Association ("NTA") and Natomas Unified School District ("NUSD") to establish a Community Schools Steering Committee ("CSSC") at the district-wide level. According to the MOU, the ideal committee will comprise 12 members. These members are categorized into three distinct groups: 50% are either families, students, and/or community partners. Another 25% of the committee consists of certificated and classified staff, selected by the NTA and the California School Employees

Association (CSEA), to obtain the valuable input of educational professionals. Finally, the remaining 25% represents district staff, including administration.

The selection of these committee members is equally shared among the involved parties or their designees for the Steering Committee's initial term. The process for future committee member selection is to be established by the Steering Committee itself, as outlined in the adopted bylaws. The CSSC, in collaboration with the Community Schools Coordinator ("CSC"), assumes the vital role of guiding both the initial and annual Needs Assessment Process. This includes overseeing the monitoring and reporting of outcomes that are aligned with the objectives of the California Community Schools Partnership Program. Moreover, the Steering Committee has the capacity to identify subgroups of school community partners, enabling collaborative efforts to devise solutions for emerging issues identified in the needs assessment and to monitor the implementation of those solutions through the District's Continuous Cycle of Learning and Improvement Process. Regular reporting on progress outcomes is a key responsibility that the Steering Committee undertakes, ensuring transparent communication with the Board of Trustees. To uphold these commitments, the Steering Committee has also co-created bylaws outlining the roles and responsibilities of the Committee.

At the school-site level, Jefferson School has a Community School Leadership Team ("CSLT"). The CSLT at each Community School has nine members with the following composition: 1 School Administrator, 3 Students, 2 Certificated Staff, 1 Classified Staff, and 2 Parents or Community Members. The CSLT meets 1-2 times per month. The responsibilities of the CSLT include planning and conducting the Needs and Assets Assessment, establishing school-site level goals, and establishing authentic relationships with students, school staff, families, and the community.

Finally, the Community Schools Coordinator at the District Level works with the Steering Committee to ensure their goals and strategies are aligned with those of each community schools Leadership Team's goals. The Coordinator also supports both the Steering Committee and Leadership Teams in building relationships with families and community partners, connecting resources to our school site, and building processes and systems to successfully implement the Community Schools Framework.

In conclusion, with the input, support, and guidance from students, teachers, school staff, families, community partners and members, the District's Community Schools Steering Committee and the Community Schools Leadership Team at Jefferson School are implementing the Community Schools Framework through a shared decision-making process that reflects the interests of all stakeholders in our community.

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
Fully Implement the Memorandum of Agreement between the District and the Natomas Teachers Association to establish Community Schools	• Create Bylaws for District’s Community Schools Steering Committee • Finalize Roster of District’s Community Schools Steering Committee • Collaborate with Natomas High Schools Community Schools Leadership Team
Map the policies, initiatives, programs, personnel and other assets, including the District’s LCAP and SPSA that already exist at Jefferson School and Natomas Unified School District that connect to or overlap with the community schools strategy	• Consider and identify the person(s) to lead this project either at the school site level or district level. • Create a plan, timeframe, and tasks required to accomplish this goal.
Integrate the Community Schools Implementation Plan with all existing school-wide strategic and improvement plans.	• Consider and identify the person(s) to lead this project either at the school site level or district level. • Create a plan, timeframe, and tasks required to accomplish this goal.

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
Hire appropriate staff with the necessary skills and assets that will help implement the Community Schools Framework at Jefferson School	• Develop a process for identifying other roles/positions necessary based on our school needs • Create job descriptions for desired community schools employees • Create a list of desired skills and assets that an ideal applicant should have.
School ensures diverse, multilingual, multi-racial staff that reflect the diversity of the school they are hired to serve	• Community Schools Coordinator will identify local family and community members that speak a second language to apply for openings at Jefferson School
School develops and maintains supportive working environment where staff members want to stay and grow	• School establishes an anonymous feedback/satisfaction form for school administrators to review

Key Staff/Personnel

Danisha Keeler	School Site Principal
Renald Edwards	School Site Vice Principal
Beth Vargas	School Site Psychologist
Alana Allen	School Site Social Worker
Ana Orozco	Community Schools District Coordinator
TBD	Community Schools Site Coordinator

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

Natomas Unified School District is working on the sustainability of our integrated services through leveraged funding sources and partnerships, which include:

- Natomas Unified School District Medi-Cal Billing Option Program
- Jefferson School Based Medi-Cal Administrative Activities Program
- Federal Early and Periodic Screening Diagnosis and Treatment Program
- Federal Elementary and Secondary School Emergency Relief Fund
- Funds for Expanded Learning, Transitional Kindergarten, Student Mental Health, Educator Professional Development, and/or increased Local Control Funding Formula

Natomas Unified School District plans to explore the following funding streams:

- Local Control Funding Formula
- General Funds
- Expanded Learning Opportunities Program
- Comprehensive School Improvement Funds
- Additional categorical funding resources as they are released

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
Expand Existing Partnerships	• Explore designating a member from the Community schools Leadership Team at Jefferson School as the Partnerships Liaison to support the Community Schools Coordinator in sustaining and expanding our existing partnerships. • Compile Data of scope and scale of existing partnerships. • To measure the progress of this goal, we will meet with at least three of our existing partnerships to explore which programs we can expand.
Establish New Partnerships	• Through one-on-one conversations, explore other community based organizations and nonprofit organizations with services and programs aligned to our school's needs, vision, and goals. • To measure the progress of this goal, we will establish at least three new partnerships.
Provide Relationship and Partnership Building resources, tools, and training to our school-site Community Schools Leadership Team	• Compile a resource folder with Relationship Building Strategies for our Community Schools Leadership Team.
Develop a Community Partnerships and Resource Guide to share publicly	• Research other Community School's Resource Guides. • The Community Schools Coordinator will establish a team to plan and create a timeline. • To measure the progress of this goal, we will publish a Resource Guide on the Jefferson School's website.

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:

Natomas Unified School District values the various Community Partnerships it has established over the years with local organizations, government agencies, educational institutions, and community organizations to support our students, staff, and families. It is our priority when implementing the Community Schools Framework that we align our community's assets, partnerships, programs, and services to be responsive to our community's needs.

One of the most highly requested programs at Jefferson School is the M.A.S.T.E.R.S Expanded Learning Program serviced by the Center for Father and Families non-profit agency. Unfortunately, the waiting list to enroll in this program is long as the need at our school is very high. Another

partnership we would like to expand is Improve Your Tomorrow, which aims at increasing the number of young men of color to attend and graduate colleges and universities. Through this grant, we can build the capacity to improve and expand these programs at Jefferson School.

Similarly, another program we would like to expand to Jefferson School is Joey's Food Locker. Currently, the District with the partnerships of local food banks and grocery stores operates this food pantry only out of our Natomas High School site. However, many Jefferson School families have expressed a need to establish a similar food pantry at Jefferson since Jefferson families are still working during the hours of Joey's Food Locker distribution time (Fridays from 4:00-5:30 p.m.) or lack transportation to get to the distribution site. With the CCSPP Implementation Grant, we would seek to expand our capacity and partnerships to establish a similar food pantry at our Jefferson School Site to help our students learn and families stay nourished and feel cared for at Jefferson School.

With the CCSPP Grant, we hope to expand the following services and programs at Jefferson School:

- B. Teri Burns Clinic
- Mobile Health, Dental, and Vision Clinics
- Foster and Unhoused Student and Family Support Program
- Learning Recovery Enrichment Athletics/ Arts/ Academics/ Activities Program (LEAP)
- Girls Empowerment Cohort Program
- Parent University Collaborative Program
- Diversity Equity and Inclusion Initiative
- Elementary and Middle Intramural School Sports
- Monthly Coffee with the Principal
- Restorative Justice Program
- Jefferson School Garden
- Adult Education Classes

The following services and programs will be further explored upon completion of the initial needs and assets assessment of the community school sites:

- Family and Community Resource Center
- Elementary Music Programs
- On-site Houseless Supports (ex: washing machines/ bathroom and showers/ toiletries, etc.)
- Job Seeking and Training Program
- Expand Adult Education Classes (ex: English, Spanish, Typing, American Sign Language, Financial Literacy, etc.) including physical education recreation classes and activities (ex: dance, running, yoga, soccer, etc.)
- Summer Learning Programs
- Biking and Walking Program

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
Work with the District's Professional Development Team to conduct an inventory of current professional learning opportunities and develop a plan to align the professional learning opportunities to the community schools strategy and strengthen areas where gaps exist	- Establish an ad-hoc committee led by educators, classified staff, families, and community members to conduct an inventory of existing learning opportunities that promote culturally responsive, restorative, and trauma informed practices as well as social emotional learning practices. - Create a plan and document findings. - To measure the progress of this goal, we will share findings with school staff, Community Schools Leadership Team, and the District Steering Committee.
Centralize Community Schools Professional Learning Resources	- Compile electronic folder with Professional Learning and Training learning materials, resources, and tools - Design a webpage to house Professional Learning Resources for educators, administrators, school staff, and community members to access.

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
Deepen Jefferson School's understanding of the theoretical roots and practical elements of community-based learning	• Establish an Ad-hoc Committee that supports in centering Community-Based Curriculum and Pedagogy at Jefferson School • Consider Designating a member from the Community Schools Leadership Team to collaborate with the Ad-Hoc Committee • Increase training opportunities for our Community Schools site-based administrators, educators, students, and community members. • Dedicate time and supportive resources for teachers to plan curriculum, collaborate with other teachers, and address problems of practice.
Continue support for district level and site level support for continued Professional Development regarding culturally responsive curriculum.	• Continue to work with the District's renowned and well respected educator with nearly 25 years of experience training on cultural biases and culturally responsive teaching and learning skills.
Continue to Collaborate with International Baccalaureate Coordinator at Jefferson School to expand community-based learning	• Invite IB Coordinator to attend Community Schools meetings and collaborate with Ad-Hoc Committee that supports centering Community-Based Curriculum and Pedagogy at Jefferson School

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
Develop a baseline data portfolio of data our school is already collecting.	Baseline data will include our Local Control Accountability Plan, School Plan for Student Achievement, CA Dashboard, and other data sources	- The success indicators will be aligned to those in the CCSPP's Framework which include: - Attendance Rate - Middle School Drop Out Rates - Proficiency scores - Suspension/ expulsion rates
Ensure Community Schools Plan is responsive and data driven to the assets and needs of students and families and adapt practices to better support success.	School sites provide public presentations and annual reporting of community school plans and how students, staff, families, and community members were involved in the development of the plan.	- Shared Leadership Teams regularly review and reflect on data and outcomes goals. - Jefferson School implements and refines its process for developing new ideas and creative solutions to address gaps.

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