

San Joaquin County Office of Education
California Community Schools Partnership Program Application
Attachment III: Community School Implementation Plans
Table of Contents

one.Charter Community School Implementation Plan.....2
San Joaquin County Community School Implementation Plan.....32

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

one.Charter, Juan Jauregui, Division Director, Alternative Education

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:

The San Joaquin County Office of Education (SJCOE) engaged in extensive outreach with interest-holders of SJCOE's County Operated Schools and Programs (COSP), including students, staff, families, and community partners of **one.**Charter.

one.Charter is a charter school comprised of several programs designed to meet the various needs of at-risk students throughout San Joaquin County. **one.**Charter primarily serves students who have become disengaged in traditional school settings for a variety of reasons and come to the school for a chance to continue their education and make positive changes in their lives and communities. **one.**Charter operates six academies that are located throughout the county and designed to meet specific needs, including an academy for students who are severely credit deficient, career-focused academies focused on building trades and visual and performing arts, and an academy for homeless children to support the educational and emotional needs of the students as they transition between living situations and a more permanent school setting.

According to the most recent data provided by the CDE for the 2022-23 school year, the unduplicated pupil count of free and reduced-price meals (FRPM), English learners and foster youth was 80.38%. Nearly 90% of the school population are communities of color (2022-23 CDE enrollment data: American Indian or Alaska Native 0.6%; Asian 6.7%; Black or African American 14.1%; Filipino 0.4%;

Hispanic or Latino 59.6%; Native Hawaiian or Pacific Islander 0.8%; None Reported 3.5%; Two or More Races 4.4%; White 9.9%). Approximately 17% of the student population are English learners.

As planning teams worked together, it became clear that the unique challenges of our student population have already encouraged a community-wide commitment to the overarching values established in the CS framework. However, the two-year planning process helped identify strategies that are working well and areas where improvement and growth is still needed. An overview of our current community perspectives of the CA CS Framework through the overarching values is provided below:

Racially-just, relationship-centered spaces

Existing Practices and Findings: **one**.Charter has invested significant effort into creating a school community that is centered on positive and trusting relationships among students, families, educators, and community partners. Much of this work is currently being driven through integrated support services (ISS) supported by a COSP Multi-Tiered Systems and Support (MTSS) Coordinator who is responsible for program-wide implementation of evidence-based strategies that support school climate, student safety, student connectedness, and increased parent and community involvement in COSP. This position was established in 2018, which has allowed time for the full integration of the following structures for **one**.Charter community:

- Positive Behavior Intervention and Supports (PBIS) with full integration of primary (school-wide), secondary (small group), and tertiary (individual) systems of support.
- Social and Emotional Learning (SEL) strategies that complement PBIS using Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies.
- Restorative Practices (RP) providing a preventive disciplinary model intended to establish common values and norms among stakeholders, build trusting relationships, and promote a sense of belonging to the school community. Community circles are built into the school schedule on a weekly basis and informal circles take place to resolve harm or conflict. These circles include teachers, students, and other site staff. **one**.Charter also established an equity leadership working group in 2019 as part of the program’s restorative practices work.
- Trauma Informed Care (TIC) training and virtual module support to establish caring and supportive relationships with adults and build on positive educational experiences that draw connections to a community of support.

SJCOE (LEA) has made a strong commitment to addressing diversity, equity, inclusion, and access (DEIA) throughout the LEA organization. DEIA is one of five strategic priorities included in SJCOE’s five-year strategic plan, which was launched in the fall of 2023. The DEIA priority expresses the agency’s intention to embed equity in policies, practices, and planning and ensure every student and staff member has access to support and services to ensure opportunities for success. SJCOE has established a Diversity, Equity, Inclusion, and Access department, which provides leadership and program guidance to SJCOE, student programs, Administrative Leadership Team, and individual departments to ensure the sustainability of change initiatives regarding equity, access, culturally and linguistically responsive learning, and work environments. SJCOE was also the recipient of an Antibias Education grant from the CDE.

Building up to the launch of the strategic plan, SJCOE staff participated in extensive equity and anti-bias training. Three leadership groups, including SJCOE's Cabinet, Administrative Council, and managers/administrators participated in a two-day equity and anti-bias training during the 2021-22 and 2022-23 school years. This same training is now being implemented across all staff groups to ensure that all staff have had the opportunity to learn about and discuss racism, bias, and discrimination and reaffirm the agency's commitment to building trust, and valuing diverse cultures, perspectives, and strengths. During the 2023-24 school year, several new initiatives have been implemented, including:

- Monthly workshops available to all staff, focusing on topics, such as unconscious bias, microaggressions, cultural significance of names, intergenerational communication, understanding neurodiversity, pronouns, privilege, land acknowledgment, inclusion and belonging, and recruiting and retaining staff with DEIA in mind.
- Employee affinity groups, with the goal of promoting diversity, openness, understanding, and inclusiveness, and creating a welcoming place for those who share characteristics such as race, ethnicity, gender, or interests to meet and support one another's personal and professional perspectives.
- Drop-in advising for the SJCOE staff to discuss and/or debrief questions, concerns, or ideas in an informal setting.

Areas Identified for Growth and Enhancement:

- While **one**.Charter strives to maintain full integration of all of these supports and structures, it is acknowledged that there is also significant turnover as staff either leave positions or transition to new roles. Staff-led planning groups expressed a need for additional support to ensure that all of these strategies are being effectively and consistently utilized at all **one**.Charter sites. This will require increased observations, training, and progress monitoring for new staff and staff in new roles. An additional COSP intervention prevention specialist position has been included in the community school grant budget to support increased integration of MTSS at COSP school sites.

Shared power

Existing Practices and Findings: **one**.Charter is committed to a school community that embraces shared ownership and democratic decision-making with deep engagement from students, families, school staff, and community partners. As part of the SJCOE community school planning grant, a community school planning committee was formed and data, feedback, and needs assessment were collected from students, families, staff, and community members of **one**.Charter in addition to all existing school collaborative leadership groups, including the charter governing board, Parent Advisory Council (PAC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and Administrative Leadership Team. Student and family data is also collected through the California Health Kids Survey, which was included in community school planning as well as informal feedback that was collected from students and families at various touch points with the family engagement team. This includes, but is not limited to, enrollment and intake procedures and family workshops conducted by parent educators. All of these assessment and planning activities will continue to occur through continuous cycles of improvement throughout the implementation grant period with opportunities for all groups to provide ongoing input with opportunities to democratically

participate in shared decision-making.

Areas Identified for Growth and Enhancement: While **one**.Charter was able to collect a significant amount of feedback through these strategies, the planning group expressed a desire to expand student and family engagement in the collaborative leadership structure. Primarily, staff were concerned that many families come to **one**.Charter with high levels of distrust of the school system due to their history with their previous district and the Student Attendance Review Board (SARB). Due to this distrust, the families who need services the most are often the most disconnected and have the lowest level of engagement within the assessment process. The following strategies have been identified to build stronger connections with all **one**.Charter families and our systems of community support:

- Significant funding to provide outreach and engagement activities with students and families is included in the community school budget to increase family engagement in both campus activities and collaborative leadership groups.

Classroom-community connections

Existing Practices and Findings: The vision for the **one**.Charter is closely aligned with the overarching value of connection between the classroom and community. The **one**.Graduation By Exploration (GBE) program drives assessment of the **one**.Charter community-based pedagogy. All students must submit a portfolio to demonstrate achievement in the three skill areas below to graduate:

Students Will Embrace Opportunity

- Take personal responsibility for academic success and character development;
- Identify purpose and plan accordingly to be successful on a chosen pathway; and
- Connect with community resources to achieve personal and career goals that align with post-graduation plans.

Students Will Navigate Through 21st Century Skills

- Display college and career-ready skills that reflect the needs of an identified career pathway;
- Demonstrate time management and organizational skills that reflect career readiness;
- Communicate effectively using appropriate language, media, and digital literacy; and
- Adapt and empathize with diverse situations, ideas, beliefs, and behaviors.

Students Will Value Lifelong Learning and Education

- Apply critical thinking skills in reading, writing, listening, speaking, mathematics, and technology in all subject areas;
- Develop an academic foundation that promotes post-secondary opportunities including college, technical schools, trade schools, and military service; and
- Persevere through rigorous academics by developing coping and problem-solving skills.

Within this community-based educational model, students are required to meet a community contribution requirement that is fulfilled through community service, internships, or other community-based activities. Students also participate in quests, which are field trips that bring students into the community to learn about local history, culture, and environments and face personal challenges that encourage personal growth.

The program offers a variety of expanded learning opportunities, including a career education academy where students can pursue coding, logistics, and culinary Career Technical Education (CTE) pathways and dual enrollment courses offered through San Joaquin Delta College in life management and career self-assessment. In-person learning labs are also offered outside of school hours.

There is significant infrastructure in place for family engagement, including a two-person team that implements parent project classes, open house and parent recognition events, home visits, targeted family outreach, and an onsite food pantry. The family engagement team also conducted extensive outreach to community-based organizations as part of the community school planning process that resulted in the creation of an external support catalog of services available to families.

A truancy intervention team, referred to as the A-Squad provides incentive programs and connects students with resources to help alleviate barriers to attending school. This team also works in collaboration with community-based organization to conduct quarterly truancy sweeps, where teams go directly into the community to children's homes to check-in and determine the steps needed to get them back attending school. Data regarding student and family needs is collected at this time and provided to the family engagement team and site support teams to provide appropriate follow-up. The COSP foster and homeless youth program maintains partnerships focused on improving the educational outcomes of wards and dependents, ages 4 to 21, who reside in licensed children's institutions, foster family agencies, and county foster homes, as well as those students and families who are homeless.

Areas Identified for Growth and Enhancement: The community school planning committee identified several areas where additional investments can greatly enhance the connection between the school and its community.

- Funds will support an additional COSP Career Development Liaison to provide case management, assessment, tutoring, workshop, and event planning and facilitation, curriculum development, work-readiness training, guidance, and counseling in order to build relationships with students and connect and support them with attaining employment.
- Funds will support an additional COSP school counselor to provide informational services to students and families to help them make appropriate decisions relative to their school program, relationship with teachers, and community interests and involvement.
- A pilot art therapy project has been offered at limited sites. The program has experienced great success in drawing connections between the community, cultures, and social and emotional well-being on campus. Funds to expand art therapy to all **one**.Charter sites is included in the implementation plan budget.
- Funds will also enhance field trips, community visits, and the number of community agencies that can bring services to **one**.Charter campuses.

Continuous Improvement

Existing Practices and Findings: **one**.Charter has established systems to adequately implement ongoing cycles of reflection, analysis, shared learning, and revision. Input is provided by all interest holders, including students, staff, family, and community members. Most of this work currently occurs

through the school's LCAP process, instructional rounds, and PBIS walk-throughs, which are all designed to assess student learning conditions, well-being, and outcomes toward community goals. Baseline data collected from students, families, staff, and community partners through the community school planning needs assessment developed metrics for the community school that will include an evaluation and assessment plan for **one**.Charter. All interest holders will have the opportunity to review and revisit data and evaluation strategies to ensure they align with the community-based vision that was established through the needs and assessment process, utilizing improvement science strategies, such as Plan-Do-Study-Act cycles.

Areas Identified for Growth and Enhancement: Similar to feedback received regarding shared power, the largest areas of concern were engaging families who are the most disconnected from the school community to ensure feedback and participation are inclusive and create safe and collaborative spaces for all populations to contribute information about their experiences and needs. Several strategies were identified:

- **one**.Charter will partner with the SJCOE Continuous Improvement and Support department to host empathy interviews to collect street data from parents and families. Data collection strategies will include street data methodologies, i.e., listening campaigns, equity participation tracking, ethnographies, and fishbowl dialogue.
- Significant funding to provide outreach and engagement activities with students and families is included in the community school budget with the goal of increasing family engagement in cycles of assessment and planning.

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.

Two SJCOE employees from the COSP department shared leadership in all community school planning activities, including the MTSS Coordinator and Truancy/Intervention Coordinator. These two positions were responsible for co-planning meetings, data collection, development of an implementation plan, and grant-related events and reporting. A planning committee was formed in September of 2022 that met monthly through December 2023 to establish goals and planning activities and report on progress.

The planning committee included teachers, intervention specialists, school counselors, mental health clinicians, campus connection technicians, family engagement specialists, and administrators who work within three SJCOE COSP schools, including **one**.Charter, San Joaquin County Community, and John F. Cruikshank, Jr. Members of the planning team also attended various conferences and trainings to explore ideas that will enhance and expand existing program efforts, initiatives, and service delivery. The MTSS Coordinator grant co-lead as well as representatives from the family engagement team, a teacher, and a behavior and truancy intervention instructor attended the EMPOWER Summit sponsored by CDE in June of 2023. Members of the planning committee also attended a training provided by Cynthia Burton of Facilitating Restorative Conferences to learn more about ways SJCOE school sites can enhance and expand capacity for restorative practices program-wide.

A needs assessment survey was developed in the fall of 2022 and disseminated in December of 2022 and 2023. Data collected was compiled and shared with interest holders to inform the planning process. The assessment was disseminated to various educational partners, including students, parents, certified and classified school staff, truancy task force members, and public and community agencies, such as the Child Abuse Prevention Council, Head Start San Joaquin, the Emergency Food Bank Stockton/San Joaquin, San Joaquin Family Resource and Referral, Dignity Health, San Joaquin Delta College, and the United Way of San Joaquin County.

Over 200 respondents gave input about areas where they felt more support was needed to improve student outcomes, which resulted in the identification of several key priorities:

- Truancy intervention was the highest area of need identified. However, the perceived cause of truancy varied by the interest holder with staff reporting that transportation was a key contributor (62% of respondents) while student responses identified lack of motivation (69%) and mental health (54%) to be the predominant driver of truancy.

Respondents were asked about the type of supports and services they would like to be expanded as part of the community school process. The following areas received the highest level of response:

- Assistance with job placement, internships, and financial literacy (74%)
- Academic counseling (71%)
- Support for social-emotional needs from an onsite clinician (58%)
- Extended learning activities bringing students into the community (55%)
- Enrichment activities, such as art and music therapy (46%)
- Parent classes to help support their students (42%)

Data for the community school needs assessment was also gathered through focus groups that included representative staff from SJCOE school sites, such as independent study and family engagement specialists, mental health clinicians, campus safety technicians, and intervention staff. Data from the California Healthy Kids Survey and feedback from family, parent, and student focus groups, were included in correlation with our LCAP process, which gathers information from the charter governing board, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC). The COSP family engagement team also contributed data to the planning process through the creation of a resource directory and needs assessment data collected at

enrollment. The family engagement team reached out through the web, email, and phone to community partners to collect information about services available to the school community. This information was compiled and shared with the community school planning team to help identify gaps in services available.

The community school implementation plan was also included as a discussion topic in meetings with county probation and other local service providers throughout the planning grant period. The MTSS Coordinator and Truancy Coordinator compiled all data collected and shared findings for reflection and visioning at community school planning monthly meetings, professional learning community meetings, charter governing board, ELAC, and DELAC meetings, and the COSP administrative leadership team meetings. This strategy has allowed for coordination among leadership for increased coherence and alignment across all service areas to provide whole child and fully integrated service response for students and families.

All of these activities have created a strong base of knowledge and support that assisted the planning team in creating an implementation plan informed by data, community-determined needs, and community consensus regarding service enhancement and expansion. The following mechanisms have been developed to provide continuous engagement with administrators, certificated staff, classified staff, students, family members, community members, and community partners.

Administrators: Updates on the community school implementation plan will be shared at weekly management meetings. This will provide the opportunity to determine best practices and gather feedback to drive next steps or adjustments.

Certificated staff: Certificated staff convene monthly at Professional Learning Communities (PLCs). The community school implementation plan will be a quarterly agenda item to allow certificated staff time to plan, review, and create action plans based on data and survey input collected through the community school evaluation plan.

Classified staff: The community school implementation plan will be a quarterly agenda item during the existing monthly meeting where classified staff will have the opportunity to review and discuss procedures and protocols, assess existing strategies, and adjust action as needed to respond to needs identified through data collection and survey feedback.

Students: Students will have the opportunity to provide feedback regarding the community school plan through various surveys, such as the community school survey and the California Healthy Kids Survey. Students will also have the opportunity to serve on leadership councils and participate in empathy interviews and other street data collection methods.

Family members: All family members will have the opportunity to provide input about existing needs and challenges through family engagement outreach that begins at student enrollment. The enrollment process will include a needs assessment survey, conducted one on one with each family, to determine needed wraparound services. This needs assessment will be reviewed the same day with information entered in the student profile in the student information system, which shares the same information with the school's site administrator and is reevaluated on a regular basis by the school site support team and family engagement specialists. The **one.Charter** will also partner with the SJCOE CIS

Department to provide technical support, host empathy interviews, and collect street data to improve our current practices and obtain more voice from parents from historically marginalized groups that may not engage in more traditional data collection methods. Family members will also have the opportunity to provide feedback about the community school plan through ELAC, DELAC, charter governing board, Parent Council, and other components of the **one.Charter** LCAP process.

Community members and partners: Community members will have the opportunity to participate in site-based leadership councils, such as charter governing board, ELAC, and DELAC. In addition, the family engagement team will conduct annual outreach to community partners to ensure that the family resource list is updated, and available services are up to date.

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

| | |
|---|---|
| <p>Expand parent, student, staff, and community member participation in ongoing assessment and planning activities.</p> | <ol style="list-style-type: none"> 1. Ensure that representation from each interest-holder group is present at charter governing board, student and parent councils, ELAC, and DELAC events. 2. Increase local reading and math assessment participation. |
| <p>Increase communication between school and home to drive emphasis on academics.</p> | <ol style="list-style-type: none"> 1. Participation rates in family/teacher conferences and events will increase. 2. Student assessment in reading and math will improve. 3. Student academic credits earned per quarter will increase. |
| <p>Enhance connections between community partners and the one.Charter's vision and priorities.</p> | <ol style="list-style-type: none"> 1. Identify opportunities for training with community-based partners to create common language and understanding of school systems and pedagogy (i.e., restorative practice, CTE pathways, expanded learning) |

| | |
|---|---|
| <p>Support and build upon positive school climate and culture.</p> | <ol style="list-style-type: none"> 1. Increase attendance at family/teacher conferences. 2. Increase parent/guardian participation in the LCAP stakeholder input survey in the areas of school connectedness and school safety. 3. Decrease suspensions. |
| <p>Continue to build upon family needs assessment and follow-up utilizing integrated student supports and services.</p> | <ol style="list-style-type: none"> 1. Increase the number of students receiving services. 2. Maintain family engagement community partner inventory. |

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 |
|-------|--------------|
|-------|--------------|

| | |
|--|---|
| <p>Establish shared leadership structure for site-level decision-making.</p> | <ul style="list-style-type: none"> ● The community school planning committee will transition to a steering committee for the implementation grant. ● The responsibilities of the administrative leadership team, charter governing board, ELAC, and DELAC advisory teams will be expanded to participate in democratic decision-making cycles regarding the community school plan. ● Parent and student councils will be created to provide more intensive opportunities for participation in school leadership. ● A communication structure will be put in place to ensure that each advisory team receives adequate and timely information to participate in decision-making for the school. ● The Community School Director will work with school administrators to share communication and community engagement to ensure feedback is shared between groups. |
| <p>Strengthen existing charter governing board, ELAC, and DELAC meeting structures for community involvement and feedback.</p> | <ul style="list-style-type: none"> ● Increase the frequency of charter governing board, ELAC, and DELAC advisory team meetings throughout the school year. ● School staff will conduct intensive outreach to students, families, and community partners, with a particular focus on students who may have been historically excluded to ensure diverse representation that is reflective of the school community. ● Ensure that advisory team meetings incorporate engaging activities to facilitate democratic participation and decision-making and actively seek input from educational partners. ● Provide accommodation that will encourage participation from diverse interest-holders, such as interpretation, translation, childcare, etc. |

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):

As part of the community school planning process, SJCOE mapped and assessed the current shared governance and decision-making structures in place, including all existing school sites and local neighborhood teams, networks, or working groups. This assessment led to the decision to create a shared governance and site-level leadership structure, including system-level steering committees that are established within SJCOE’s COSP Division. The following seven councils will conduct exploration and decision-making activities to provide crucial guidance to school-level implementers.

- Community School Committee - Review data, provide feedback, suggest revisions to existing plan.
- Charter governing board - Provide feedback and monitor LCAP and and safety plan.
- ELAC - Advise in the development of a site plan for English learners, assisting with schoolwide needs assessment, raising awareness of the importance of regular school attendance.
- DELAC – Advise school district governing board, helping to develop a district master plan for education programs and services for English learners, needs assessment, helping to establish goals and objectives for English Learners, review and comment on school district reclassification procedures, and written notifications required to be sent to parents and guardians.
- PAC - Advise and share in the decision-making of school plans and needs assessment.
- SAC - Advise and share in the decision-making of school plans and needs assessment.
- Administrative Leadership Team - provide feedback, and the drive next steps or adjustments to school plans.

To ensure that these governance structures are aligned with the community school strategy, students, families, and community members will be recruited from the **one.Charter** that reflects the population of the school to participate.

one.Charter Staff Leadership Structure

The administrative leadership team (Artifacts: see administration flow chart) engages in weekly meetings to provide comprehensive updates, discuss areas for growth, and make informed decisions regarding school programs. Administrators also hold monthly meetings with teacher union representatives to address concerns, discuss areas for growth, and celebrate successes. Subgroups of staff leadership also meet regularly specific to components of school plans and functions:

- The one.Charter Director oversee all Charter school sites, LCAP, budgeting, and program growth.
- The Director of Teaching and Learning convenes bi-monthly sessions with teacher leaders that focus on data review and preparation for PLCs.
- The Edmentum teacher support leadership team and curriculum writing team, composed of experienced teachers and staff, meet monthly to support the network of teachers in developing their thematic units with embedded instructional strategies.
- The restorative practice (RP) leadership team is comprised of teachers and staff who have completed RP training. Team leaders implement peer education to ensure that all **one.Charter** staff are equipped to facilitate restorative practices with their students.

- PLCs are held twice a month. Within these communities, educators collectively analyze student learning data and collaboratively develop improvement plans for both the school and instructional practices utilizing plan-do-study-act cycles.
- The counseling team meets monthly to discuss procedural updates regarding student schedules, graduation requirements, and student events.
- The Inspire Intervention team meets twice monthly to review and explore student enrollment, SEL curriculum, best practices, and expanding MTSS tier three services.

All of these teams will participate in discussions and shared decision-making and participate in the plan-do-study-act cycles.

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 |
|---|---|
| Map policies, initiatives, programs, personnel, and other assets that already exist at the school and district-level that connects to or overlaps with the community school strategy. | <p>A school and LEA level needs and assets assessment was completed as part of the community school planning grant process during the 2022-23 and 2023-24 school years.</p> <p>The needs and assets assessment explored resources available at the school and LEA level, shared leadership structures that can be utilized, and identified areas of need or expansion to align all efforts within a community school strategy in the implementation plan.</p> |

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| <p>All interest holders will collaborate and participate in cycles of reflection to ensure alignment of school-wide efforts and plans.</p> | <ul style="list-style-type: none"> ● Visual reminders of all school-wide initiatives and efforts, such as posters that include the one.Charter mission, vision, and focus will be displayed at all one.Charter school sites. ● The COSP administrative team meets in early spring/ summer to plan and prepare curriculum, assessment and professional development calendars, and planned tiered interventions based on trends and interest holder feedback. ● Weekly follow-up meetings provide opportunities to share updates, review data, and adapt to site needs while ensuring alignment with LEA goals, policies, and initiatives. ● All teachers have Tier 1 PBIS training. Additional targeted trainings are offered based upon need. This process is driven through Tiered Fidelity Inventory (TFI) and assessment data. |
| <p>one.Charter will fully integrate all existing school-wide strategic plans, including but not limited to LCAP with the community school plan to create one cohesive plan for the one.Community.</p> | <p>SJCOE and the one.Charter will utilize the same data collection vehicles to collect data for the community school, LCAP plans from the various interest holders and collaborative leadership groups to ensure increased participation, feedback, and alignment between all three plans.</p> |

Strategy 5: Staffing and Sustainability

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

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

Site Level Goals and Measures of Progress

| Goals | Action Steps |
|--|--|
| <p>Appoint a Community School Director for the San Joaquin County Office of Education.</p> | <p>A Community School Director will be appointed by SJCOE to oversee all LEA community school plans. This position will work with the family engagement team, teachers, staff members, students, family leaders, and community partners from each community school to facilitate the community school process. This position will also oversee grant responsibilities, reporting, and budget management.</p> |

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| <p>Establish appropriate staffing for proposed community school approach.</p> | <ul style="list-style-type: none"> ● Staff roles of all staff members, including the principal, teachers, and staff have been reviewed through the community school planning process, including the requisite mindsets, expertise, and capacity to fully embrace the proposed community school approach. ● Current staffing was reviewed by the community school planning committee including teachers, intervention specialists, school counselors, mental health clinicians, campus connection technicians, family engagement specialists, and administrators from the one.Charter. This group served as co-drivers of the community school vision and applied their collective skills and assets to the assessment of staffing to determine areas of need. ● A list of staff positions that are necessary to support the proposed community school strategy has been established and included in the community school implementation budget. ● SJCOE and the one.Charter will employ extensive outreach strategies (social media, LinkedIn, advertising at school sites, etc.) to identify applicants that reflect the diversity of the community school student and family population. SJCOE has also established a new human resources-based outreach coordinator who is working with the agency’s diversity, equity, and inclusion department to identify strategies to identify candidates who are reflective of the population served by SJCOE. |
| <p>Establish a sustainable funding strategy for the one.Charter community school.</p> | <p>The Community School Director will work with the COSP administrative leadership team and SJCOE’s grant development office to establish a comprehensive long-term funding plan for one.Community in alignment with the school LCAP to ensure that core initiatives, staff positions, community partnerships, and memorandums of understanding (MOU) with service providers can be sustained over time.</p> |

Key Staff/Personnel

| | |
|---|------------------------------|
| <p>Assistant Superintendent of County Operated Schools and Programs</p> | <p>School Site Principal</p> |
|---|------------------------------|

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|---|--|
| Charter School Director | Responsible for charter school sites, career development liaisons, one .Charter LCAP, and one .Charter budget. |
| Division Director | Responsible for one .Charter LCAP, budget, and oversight of administrators. |
| Student Services Director | Oversees enrollment, nutrition programs, and student-related data. |
| Special Education Director | Oversees all Individualized Education Programs (IEPs) in collaboration with local district support. |
| Teaching and Learning Director | Oversees charter governing board, ELAC, DELAC, SPSA, curriculum, student assessment, professional development, and WASC. |
| Community School Director/Truancy Coordinator | Responsible for all program truancy and intervention actions and oversight of community school grant |
| Foster and Homeless Youth Services Director | Oversees support of program students identified as homeless or foster youth. |
| CTE Coordinator | Responsible for all CTE programs and the CalWorks partnership. |
| MTSS Coordinator | Responsible for implementation of all MTSS initiatives, RP practices implementation, and PBIS. |
| School Nurse | Oversee all student medical concerns, multiple partnerships with local medical-related agencies, and student immunization records. |
| Site Administrators | Provides oversight of assigned school sites. |

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

The **one**.Charter will continue to seek all available funding to support the initiatives presented in this implementation plan beyond the end of the grant period. SJCOE employs a two-person grant development office, which provides support with identifying and applying for state, federal, local, and private funds to support all LEA schools. This will include exploring potential funding through the Department of Health Care Services Children and the Youth Behavioral Health Initiative all payer fee schedule. The **one**.Charter also anticipates to increase funding by growing average daily attendance (ADA) that will result from the additional support and outreach provided through implementation grant funds.

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 |
|--|--|
| Establish a database of community partners and services available to one.Charter families. | <p>The family engagement team reached out through the web, email, and phone to community partners to collect information about services available to the school community. This information was compiled and shared with the community school planning team in the form of a resource directory that helped to identify gaps in services available.</p> <p>The resource directory will be reviewed annually to ensure that the information is accurate. The directory is considered a living document that is located on Google drive so that it can be updated at any time new community partners or services change or are identified.</p> |
| Recruit members from community-based organizations to participate on school-level shared decision-making councils/teams. | <p>The family engagement team will share information about collaborative leadership opportunities with community partners and encourage increased involvement in the one.Charter community.</p> |
| Strengthen existing partnerships and develop new partnerships to meet the evolving needs and strengths of the local community. | <ul style="list-style-type: none"> ● Ongoing partnerships will be formalized when appropriate through a written agreement, such as an MOU or shared use agreement, that creates a shared understanding on space, data sharing, and management. ● School-community partnerships among parties that share a holistic focus on students, families, educators, and the community will be identified to strengthen in- and out-of-school resources available to families. ● All school-community partnerships will be routinely evaluated to ensure the effectiveness of partnerships with clear understanding on all sides. |

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:

As part of SJCOE's community school planning grant work, COSP's two-person family engagement team, which acts as a conduit to resources that help students, their families, and community partners, conducted external asset mapping to identify existing and potential partners in the surrounding community, including nonprofit organizations, colleges and universities, faith-based institutions, early childhood programs, local businesses, health facilities, libraries and government agencies, and all youth-focused organizations. The family engagement team reached out through the web, email, and phone to community partners to collect information about services available to the school community and explore ways that the services provided aligned with community school needs identified through the planning assessment. This information was compiled and shared with the community school planning team to help identify gaps in services available.

All information from the needs analysis has been placed in a resource directory, which lives in a Google folder so that it can be easily shared. The resource directory will be reviewed annually to ensure that the information is accurate. The directory is considered a living document that will be updated any time new community partners or service changes are identified. By staying up to date on community-based organizations (CBOs) the team is able to connect families to the resources that make sense for their familial needs.

The **one**.Charter has also developed long-term partnerships with the following organizations:

- *Second Harvest*: A partnership has been established to provide food for **one**.Charter students and families experiencing hardship. This partnership facilitated the creation of a food pantry called "The Corner Store". It meets the vision of the **one**.Charter, by providing a positive community-based intervention for families. Hungry students are less likely to attend school and/or perform their best. Frontline staff, such as teachers and campus connection technicians, act as the point of contact, as many students confide in them.
- *San Joaquin Regional Transit District*: The **one**.Charter entered into an MOU to provide free transportation to all students enrolled in the **one**.Charter through the use of their school ID. The benefits of this asset are multifaceted. As many of our students do not have adequate access to transportation, it helps families by providing an alternate ride to school. Better school attendance transforms into higher achievement and a connection to school staff. Students that have work permits and are gainfully employed can use the bus system to get to work. Students enrolled in the CTE program are also able to get to their program, which can often be located in off-campus locations across town.
- *Parent Project*: The **one**.Charter has worked in collaboration with SJCOE's Comprehensive Health department to offer a free 10-week parenting class as well as one-time workshops throughout the year. Parent project curriculum focuses on ways to address substance abuse and other destructive adolescent behaviors.
- *Project 654 through San Joaquin County Probation*: Project 654 is a joint program of the San Joaquin County Probation Department and SJCOE. The **one**.Charter has entered into an MOU

with the juvenile probation department in an effort to have a restorative impact on student and law enforcement interactions. Juvenile probation assists **one**.Charter staff, including the family engagement team, to understand the court/legal status of adjudicated youth. This partnership helps the family engagement team better serve and direct the student toward successful reintegration or resolution of pending juvenile court motions. In order to participate in this program, **one**.Charter student and family enter into a six-month contract that ensures they will receive assistance with monitoring attendance, performance, and receive referrals to other agencies to meet the needs of the student and family.

- *Positive Family Recognitions:* The family engagement team has partnered up with sites to recognize students' family members who contribute to their success at school. This is done monthly. The family engagement team provides a small token of appreciation and a notecard for those who are nominated. This partnership allows families to feel more connected to the site and vice versa. By encouraging positive interactions between the home and school the team increases the overall success of the students.
- *Factory Institute of Training (FIT) Program:* This community-based organization provides physical fitness opportunities to at-risk youth. FIT members are assigned to one of two school sites piloting this partnership. The FIT Program also provides mentorship services to youth within the **one**.Charter.
- *Child Abuse Prevention Council (CAPC):* CAPC protects children and strengthens families through awareness and outcome-driven programs delivered with compassion. These programs include early childhood education, family strengthening services, clinical services, as well as awareness and education.
- *Erin Elizabeth:* The **one**.Charter contracts with Erin Elizabeth to provide healing creative art classes, called Art Alchemy and provides interactive mural services and designs.

The following services are also available at the school site utilizing **one**.Charter staff resources:

- Counseling and support services are available in the form of academic counseling and mental health support.
- Health resources, including vision screening and vouchers; hearing screening; dental resources; and health assessments.

While the **one**.Charter is proud of the services that are currently available to our students and families, there are also areas that have been identified for growth and improvement to increase the **one**.Charter's ability to be responsive to the vision and priorities of students, staff, families, and community members. Key highlights from the planning process are included below:

- The family engagement team will review the family resource catalog to identify areas in need of improvement. Once these areas have been identified, the family engagement team will provide outreach and seek support to identify agencies to add to the resource directory.
- Areas where communication can be improved have been identified between the Project 654 staff and the family engagement team. The administrative leadership team will facilitate

- improved communication.
- A need for laundry service was identified during the community school planning process. The administrative leadership team has approved the family engagement team to move forward and identify a local laundry-mat to provide credit for **one**.Charter families at the facilities. As clean clothes and hygiene are paramount to personal confidence, this partnership has the potential to eliminate a barrier to school attendance and improve social interactions for students.
- The **one**.Charter is in the process of expanding the food pantry program to implement a service-to-community option for our students where they are able to give back to their community by helping make food kits on-site or going to Second Harvest to help sort food items.
- **one**.Charter clinicians have received professional development training, called Without Permission, which helps teachers and staff identify signs of human trafficking and steps to take when human trafficking is suspected.

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 |
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| Develop professional learning (PL) plan in alignment with community school through the community school planning assessment process. | The director of teaching and learning and the administrative leadership team will review, assess, and revise the annual professional learning plan to incorporate additional training and professional learning opportunities for students, staff, families, and community partners of the one .Charter identified during the community school needs assessment. The PL plan will be presented to the administrative leadership team to provide opportunities for interest holders to provide feedback and generate new ideas and suggestions. The PL plan is created based on needs identified through the PLC process of looking at student learning data and teacher feedback. |

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| <p>Educators and school staff will receive role-specific training and ongoing support that will assist them in embracing community school values and fundamentals.</p> | <p>one.Charter staff will convene as a whole group PLC and site-based PLC once per month to review program data and create program goals using the continuous improvement cycle.</p> <p>All PLCs will practice continuous cycles of improvement, utilizing plan-do-study-act-repeat cycles.</p> |
| <p>Families and community partners will receive role-specific support and leadership opportunities that will assist them in embracing community school values and fundamentals.</p> | <p>one.Charter family members and community members will have access to a variety of supports that will encourage their involvement in the one.Charter community school structure. A family engagement team, consisting of two family engagement specialists, will:</p> <ul style="list-style-type: none"> ● Play an active role in weekly enrollments engaging in a needs assessment specific to each family as they enroll their child in the one.Charter. ● Host “Real Talk” events that will provide families and community stakeholders with the opportunity to discuss challenges, needs, current realities, and ideas or suggestions for areas of improvement in a safe and comfortable community-based location. ● Provide targeted home visits for families to follow up on issues identified in their needs assessment. ● Facilitate Parent Project programming, including “Preparing our kids for success”, “Loving solutions”, and “Changing destructive adolescent behavior”. <p>Families and community members will also have leadership opportunities on the charter governing board, PAC, ELAC, and DELAC, which will participate in plan-do-study-act-repeat cycles.</p> |

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| <p>Ensure that each member of the one.Community has the explicit skills necessary to foster and sustain meaningful relationships and connection through Implementing principles of restorative practices framework at each school site, including conducting community circles.</p> | <p>The MTSS Coordinator will oversee RP at all school sites through an annual implementation plan led by an RP leadership team that is comprised of teachers and staff that have been trained in how to teach their peers to facilitate restorative practices with their students.</p> <p>The RP leadership team is responsible for implementing the use of restorative practices at all one.Charter school sites in order to increase a deep sense of belonging, equitable outcomes, increased achievement, and positive social-emotional development. The annual RP implementation plan includes:</p> <ul style="list-style-type: none"> ● Supporting the existing group of staff that have completed RP train the trainer curriculum and opportunities for new staff to attend train the trainer RP training. ● Providing ongoing targeted RP training & workshops for all new certificated and classified staff. ● Conducting progress monitoring through 1) monthly leadership team meetings; 2) site walkthroughs conducted twice per year; 3) community circle rubric & surveys (quantitative & qualitative data); 4) interviews; 5) observations; and 6) self-assessments. <p>The RP leadership team will meet monthly to collaborate, review progress monitoring data, conduct site visits, and facilitate conferences.</p> <p>The RP leadership team will also seek to utilize existing trained staff and teachers to expand RP training to families and community partners.</p> |
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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

Provide dedicated time and supportive resources for educators to plan curriculum and integrate classroom-community connections.

- The professional learning administrator convenes bi-monthly sessions with a teacher leadership group, focused on data review and preparation for professional learning communities (PLCs) meetings, to ensure that PLCs are developing community-based lessons
- Certificated staff will convene monthly in PLCs to plan, review, and create action plans based on data reviews including survey input that
- An Edmentum teacher support leadership team and curriculum writing team that is composed of experienced teachers and staff will meet to support one. Community teachers in developing locally designed community-based curriculum and pedagogy using the Edmentum system, including thematic units with embedded instructional strategies.
- A committee of teachers will work with Edmentum to create an ethnic studies online course that will be customized by the **one**. Charter teachers to incorporate San Joaquin County history and demographics.
- The ethnic studies teachers will develop ethnic studies curriculum that embed community-based lessons that reaffirm students' community and identity.
- The Seal of Civic Engagement instructional team will develop curriculum and lessons that ensure graduating seniors have the opportunity to conduct community-based projects to provide service to the community and learn from their experience.

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| <p>Educators ensure the curriculum addresses the learning needs of vulnerable, English Learners (Multi language learners), and those with learning differences.</p> | <p>Staff will participate in PL regarding ELD Standards, Integrated ELD, Designated ELD, Effective Strategies to Support Language Development to ensure curriculum and pedagogy meet the needs of English language learners. The ELAC and DELAC will provide parent feedback to the administration and staff to ensure lessons and instructional practices are responsive to the needs of diverse learners.</p> <p>All staff will participate in PL regarding neurodiverse students to ensure curriculum and instructional practices are relevant and appropriately supportive of neurodiverse students. Staff will participate in PL that focuses on Universal Design for Learning (UDL) and High-Leverage Practices (HLP) to ensure students have multiple modalities to learn and be assessed on their learning progress.</p> |
| <p>Continue implementation of instructional norms and program-wide assessment through cycles of reflection and action.</p> | <p>Instructional norms have been developed by staff and shared with all one. Community staff.</p> <p>Data will be collected during instructional rounds reflecting whether the instructional practice observed is developing, practicing, or exemplar and uploaded to the instructional norms tool.</p> <p>Data from the instructional norms tool will be compiled and reviewed by the administrative leadership team to determine which areas staff are doing well in and areas where there is room for improvement and growth.</p> |

Continue to implement the [one.Graduation By Exploration \(GBE\) program](#) to assess and provide evidence of the impact/value of community-based pedagogy.

The **one**.Graduation By Exploration (GBE) program drives assessment of the **one**.Charter community-based pedagogy. All students must submit a portfolio that demonstrates achievement in three skill areas in order to graduate.

Students Will Embrace Opportunity

- Take personal responsibility for academic success and character development
- Identify purpose and plan accordingly to be successful on a chosen pathway
- Connect with community resources to achieve personal and career goals that align with post-graduation plans

Students Will Navigate Through 21st Century Skills

- Display college and career ready skills that reflect the needs of an identified career pathway
- Demonstrate time management and organizational skills that reflect career readiness
- Communicate effectively using appropriate language, media, and digital literacy
- Adapt and empathize with diverse situations, ideas, beliefs, and behaviors

Students Will Value Lifelong Learning and Education

- Apply critical thinking skills in reading, writing, listening, speaking, mathematics, and technology in all subject areas
- Develop an academic foundation that promotes post-secondary opportunities including college, technical schools, trade schools, and military service
- Persevere through rigorous academics by developing coping and problem-solving skills

All **one**.Charter students are required to complete 1) credit requirements established by the State of California; 2) the **one**.Charter minimum writing proficiency standards; and 3) GBE. Each student will provide a GBE presentation following the completion of all credits identifying evidence supporting the fulfillment of seven criteria, which account for mastery of Expected School-Wide Learning Results (ESLR's). The criteria include: the concept of one; inquiry; community

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| | <p>contribution; work/post-graduation plan; communication skills; personal awareness - physical/personal quest; and personal celebration.</p> <p>Students will select and invite GBE panel members with the assistance of their advisor. GBE panel members include an:</p> <ul style="list-style-type: none"> ● Advisor ● School administrator ● Student representative ● SJCOE representative ● Community member <p>Students may also invite family and friends to attend the GBE presentation. The duration of the presentation ranges from 30 to 90 minutes. Students design a program, which is printed and distributed to panel members and guests. They may present their GBE through various mediums including visual displays, auditory orations, audiovisual technology, and multimedia productions.</p> |
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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 |
|---|--|--|
| <p>An ongoing community school data and evaluation plan will be established for the one.Charter.</p> | <p>The Community School Coordinator will use baseline data collected with students, families, staff, and community partners through the community school planning needs assessment to develop metrics for the community school that will</p> | <ul style="list-style-type: none"> ● Attendance rates ● Chronic absenteeism rates ● Middle school dropout rates ● High school dropout rates ● Proficiency scores (ELA/Math) |

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| | <p>include an evaluation and assessment plan for the one.Charter.</p> <p>The community school data collection plan will include disaggregated data by student subgroups to identify and address potential disparities in outcomes.</p> <p>All interest holders will have the opportunity to review and revisit data and evaluation strategies to ensure they align with the community-based vision that was established through the needs and assessment process, utilizing improvement science strategies, such as Plan-Do-Study-Act cycles.</p> | <ul style="list-style-type: none"> ● High School grad rates ● Pupil suspension/expulsion rates ● School climate ● family participation ● community partnerships |
| <p>one.Charter will engage in cycles of reflection and action with all interest holders.</p> | <p>The Community School Coordinator will oversee continuous cycles of reflection and action of the community school data and evaluation plan with school site collaborative leadership teams and councils.</p> <p>Data and progress toward community school goals will be reviewed quarterly and correlation with LCAP processes. All teams will have the opportunity to provide feedback, develop new ideas and creative solutions to needs and challenges as they are identified during cycles of reflection and action.</p> <p>one.Charter will partner with the SJCOE Continuous Improvement and Support Department to host empathy interviews to collect street data from parents and families.</p> <p>Various methods will be employed to improve student, family, staff, and community partner participation in the assessment process, such as</p> | <ul style="list-style-type: none"> ● Quarterly completion rates ● Growth in participation from previous assessment window |

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| | <ul style="list-style-type: none"> ● Weekly email reminders to staff with students who need to be tested ● Certificates for students who demonstrate growth, incentives for top students in each grade who show the most growth & skills mastered ● Incentives for school sites with the highest participation. | |
| <p>All interest stakeholders will have the opportunity to regularly review data and progress toward community school goals.</p> | <p>Data and progress toward goals will be shared quarterly with the following collaborative leadership groups:</p> <ul style="list-style-type: none"> ● charter governing board ● ELAC ● DELAC ● Administrative leadership team ● Parent council <p>The community school plan will also be an ongoing agenda item for Intervention team meetings, meetings with community partners, such as probation and the family justice center, the county-wide SPED consortium, back-to-school nights, and parent/teacher conferences held mid-way through each quarter.</p> <p>The one.Charter leadership team will present the community school plan, data, and outcomes annually to school and LEA leadership.</p> | <p>Presentations and group work with all key interest holders</p> <p>Annual presentation to the one.Charter governing board</p> |

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

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

San Joaquin County Community, Juan Jauregui, Division Director, Alternative Education

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:

The San Joaquin County Office of Education (SJCOE) engaged in extensive outreach with interest-holders of SJCOE's County Operated Schools and Programs (COSP), including students, staff, families, and community partners of San Joaquin County Community, which is referred to as the **one**.Program throughout this strategic plan.

The **one**.Program is a "county community school" and was established in 1991 to serve at-risk youth county-wide, including those who have been expelled, have significant attendance or behavior problems, referred through the School Attendance Review Board (SARB), are homeless/foster youth, referred by local authorities or the juvenile court as an alternative to incarceration, are severely credit deficient, or have/are experiencing other extenuating circumstances. The **one**.Program operates through small satellite sites, ranging from one to five teachers, located throughout San Joaquin County in order to serve the students directly in the community in which they live. Some sites include intervention classrooms for students who require additional support for truancy, behavior, and mental health.

According to the most recent data provided by the CDE for the 2022-23 school year, the unduplicated pupil count of free and reduced-price meals (FRPM), English learners, and foster youth was 84.89%. More than 85% of the school population are communities of color (2022-23 CDE enrollment data: American Indian or Alaska Native 0.3%; Asian 5%; Black or African American 12.1%; Filipino 0.9%; Hispanic or Latino 61%; Native Hawaiian or Pacific Islander 0.8%; None Reported 3.3%; Two or More Races 5.4%; White 11.3%). Approximately 17% of the student population are English learners.

As a county community school, it was important for SJCOE to start the planning process by differentiating between the purpose of a county community school and community schools (CS) supported by this grant program. As planning teams worked together, it became clear that the unique challenges of our student population have already encouraged a community-wide commitment to the overarching values established in the CS framework. However, the two-year planning process helped identify strategies that are working well and areas where improvement and growth are still needed. An overview of our current community perspectives of the CA CS Framework through the overarching values is provided below:

Racially-just, relationship-centered spaces

Existing Practices and Findings: The **one**.Program has invested significant effort into creating a school community that is centered on positive and trusting relationships among students, families, educators, and community partners. Much of this work is currently being driven through integrated support services (ISS) supported by a COSP Multi-Tiered Systems and Support (MTSS) Coordinator who is responsible for program-wide implementation of evidence-based strategies that support school climate, student safety, student connectedness, and increased parent and community involvement in COSP. This position was established in 2018, which has allowed time for full integration of the following structures for the **one**.Program community:

- Positive Behavior Intervention and Supports (PBIS) with full integration of primary (school-wide), secondary (small group), and tertiary (individual) systems of support.
- Social and Emotional Learning (SEL) strategies that complement PBIS using Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies.
- Restorative Practices (RP) providing a preventive disciplinary model intended to establish common values and norms among stakeholders, build trusting relationships, and promote a sense of belonging to the school community. Community circles are built into the school schedule on a weekly basis and informal circles take place to resolve harm or conflict. These circles include teachers, students, and other site staff. The **one**.Program also established an equity leadership working group in 2019 as part of the program's restorative practices work.
- Trauma Informed Care (TIC) training and virtual module support to establish caring and supportive relationships with adults and build on positive educational experiences that draw connections to a community of support.

SJCOE (LEA) has made a strong commitment to addressing diversity, equity, inclusion, and access (DEIA) throughout the LEA organization. DEIA is one of five strategic priorities included in SJCOE's five-year strategic plan, which was launched in the fall of 2023. The DEIA priority expresses the agency's intention to embed equity in policies, practices, and planning and ensure every student and staff member has access to support and services to ensure opportunities for success. SJCOE has

established a Diversity, Equity, Inclusion, and Access department, which provides leadership and program guidance to SJCOE, student programs, Administrative Leadership Team, and individual departments to ensure the sustainability of change initiatives regarding equity, access, culturally and linguistically responsive learning, and work environments. SJCOE was also the recipient of an Antibias Education grant from the CDE.

Building up to the launch of the strategic plan, SJCOE staff participated in extensive equity and anti-bias training. Three leadership groups, including SJCOE's Cabinet, Administrative Council, and managers/administrators participated in a two-day equity and anti-bias training during the 2021-22 and 2022-23 school years. This same training is now being implemented across all staff groups to ensure that all staff have had the opportunity to learn about and discuss racism, bias, and discrimination and reaffirm the agency's commitment to building trust, and valuing diverse cultures, perspectives, and strengths. During the 2023-24 school year, several new initiatives have been implemented, including:

- Monthly workshops available to all staff, focusing on topics, such as unconscious bias, microaggressions, cultural significance of names, intergenerational communication, understanding neurodiversity, pronouns, privilege, land acknowledgment, inclusion and belonging, and recruiting and retaining staff with DEIA in mind.
- Employee affinity groups, with the goal of promoting diversity, openness, understanding, and inclusiveness, and creating a welcoming place for those who share characteristics such as race, ethnicity, gender, or interests to meet and support one another's personal and professional perspectives.
- Drop-in advising for the SJCOE staff to discuss and/or debrief questions, concerns, or ideas in an informal setting.

Areas Identified for Growth and Enhancement:

- While the **one**.Program strives to maintain full integration of all of these supports and structures, it is acknowledged that there is also significant turnover as staff either leave positions or transition to new roles. Staff-led planning groups expressed a need for additional support to ensure that all of these strategies are being effectively and consistently utilized at all **one**.Program sites. This will require increased observations, training, and progress monitoring for new staff and staff in new roles. An additional COSP intervention prevention specialist position has been included in the community school grant budget to support increased integration of MTSS at COSP school sites.

Shared power

Existing Practices and Findings: The **one**.Program is committed to a school community that embraces shared ownership and democratic decision-making with deep engagement from students, families, school staff, and community partners. As part of the SJCOE community school planning grant, a community school planning committee was formed and data, feedback, and needs assessment were collected from students, families, staff, and community members of the **one**.Program in addition to all existing school collaborative leadership groups, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and Administrative Leadership Team. Student and family data is also collected through the California

Health Kids Survey, which was included in community school planning as well as informal feedback that was collected from students and families at various touch points with the family engagement team. This includes, but is not limited to, enrollment and intake procedures and family workshops conducted by parent educators. All of these assessment and planning activities will continue to occur through continuous cycles of improvement throughout the implementation grant period with opportunities for all groups to provide ongoing input with opportunities to democratically participate in shared decision-making.

Areas Identified for Growth and Enhancement: While the **one**.Program was able to collect a significant amount of feedback through these strategies, the planning group expressed a desire to expand student and family engagement in the collaborative leadership structure. Primarily, staff were concerned that many families come to the **one**.Program with high levels of distrust of the school system due to their history with their previous district and the Student Attendance Review Board (SARB). Due to this distrust, the families who need services the most are often the most disconnected and have the lowest level of engagement within the assessment process. The following strategies have been identified to build stronger connections with all **one**.Program families and our systems of community support:

- The SJCOE COSP family engagement team is in the process of developing a Parent Advisory Council (PAC) and Student Advisory Committee (SAC). The PAC and SAC will be composed of students and families who represent the diversity of the school population, including geographical, socioeconomic, cultural, physical, and educational diversity. Students and family members will be recruited to the PAC and SAC at student enrollment, parent/teacher conferences, other school-level events, Edulinks messaging, and home visits. School site staff will also be asked to share the names of parents and students who might be interested in a leadership role with the family engagement team.
- Significant funding to provide outreach and engagement activities with students and families is included in the community school budget to increase family engagement in both campus activities and collaborative leadership groups.

Classroom-community connections

Existing Practices and Findings: The vision for the **one**.Program is closely aligned with the overarching value of connection between the classroom and community. The **one**.Graduation By Exploration (GBE) program drives assessment of the **one**.Program community-based pedagogy. All students must demonstrate achievement in the three skill areas below to graduate:

Students Will Embrace Opportunity

- Take personal responsibility for academic success and character development;
- Identify purpose and plan accordingly to be successful on a chosen pathway; and
- Connect with community resources to achieve personal and career goals that align with post-graduation plans.

Students Will Navigate Through 21st Century Skills

- Display college and career-ready skills that reflect the needs of an identified career pathway;
- Demonstrate time management and organizational skills that reflect career readiness;

- Communicate effectively using appropriate language, media, and digital literacy; and
- Adapt and empathize with diverse situations, ideas, beliefs, and behaviors.

Students Will Value Lifelong Learning and Education

- Apply critical thinking skills in reading, writing, listening, speaking, mathematics, and technology in all subject areas;
- Develop an academic foundation that promotes post-secondary opportunities including college, technical schools, trade schools, and military service; and
- Persevere through rigorous academics by developing coping and problem-solving skills.

Within this community-based educational model, students are required to meet a community contribution requirement that is fulfilled through community service, internships, or other community-based activities. Students also participate in quests, which are field trips that bring students into the community to learn about local history, culture, and environments and face personal challenges that encourage personal growth.

The program offers a variety of expanded learning opportunities, including a career education academy where students can pursue coding, logistics, and culinary Career Technical Education (CTE) pathways and dual enrollment courses offered through San Joaquin Delta College in life management and career self-assessment. In-person learning labs are also offered outside of school hours.

There is significant infrastructure in place for family engagement, including a two-person team that implements parent project classes, open house and parent recognition events, home visits, targeted family outreach, and an onsite food pantry. The family engagement team also conducted extensive outreach to community-based organizations as part of the community school planning process that resulted in the creation of an external support catalog of services available to families.

A truancy intervention team, referred to as the A-Squad provides incentive programs and connects students with resources to help alleviate barriers to attending school. This team also works in collaboration with community-based organization to conduct quarterly truancy sweeps, where teams go directly into the community to children's homes to check-in and determine the steps needed to get them back attending school. Data regarding student and family needs is collected at this time and provided to the family engagement team and site support teams to provide appropriate follow-up. The COSP foster and homeless youth program maintains partnerships focused on improving the educational outcomes of wards and dependents, ages 4 to 21, who reside in licensed children's institutions, foster family agencies, and county foster homes, as well as those students and families who are homeless.

Areas Identified for Growth and Enhancement: The community school planning committee identified several areas where additional investments can greatly enhance the connection between the school and its community.

- Funds will support an additional COSP Career Development Liaison to provide case management, assessment, tutoring, workshop, and event planning and facilitation, curriculum development, work-readiness training, guidance, and counseling in order to build relationships

with students and connect and support them with attaining employment.

- Funds will support an additional COSP school counselor to provide informational services to students and families to help them make appropriate decisions relative to their school program, relationship with teachers, and community interests and involvement.
- A pilot art therapy project has been offered at limited sites. The program has experienced great success in drawing connections between the community, cultures, and social and emotional well-being on campus. Funds to expand art therapy to all **one**.Program sites is included in the implementation plan budget.
- Funds will also enhance field trips, community visits, and the number of community agencies that can bring services to **one**.Program campuses.

Continuous Improvement

Existing Practices and Findings: The **one**.Program has established systems to adequately implement ongoing cycles of reflection, analysis, shared learning, and revision. Input is provided by all interest holders, including students, staff, family, and community members. Most of this work currently occurs through the school’s LCAP process, instructional rounds, and PBIS walk-throughs, which are all designed to assess student learning conditions, well-being, and outcomes toward community goals. Baseline data collected from students, families, staff, and community partners through the community school planning needs assessment developed metrics for the community school that will include an evaluation and assessment plan for the **one**.Program. All interest holders will have the opportunity to review and revisit data and evaluation strategies to ensure they align with the community-based vision that was established through the needs and assessment process, utilizing improvement science strategies, such as Plan-Do-Study-Act cycles.

Areas Identified for Growth and Enhancement: Similar to feedback received regarding shared power, the largest areas of concern were engaging families who are the most disconnected from the school community to ensure feedback and participation are inclusive and create safe and collaborative spaces for all populations to contribute information about their experiences and needs. Several strategies were identified:

- The **one**.Program will partner with the SJCOE Continuous Improvement and Support department to host empathy interviews to collect street data from parents and families. Data collection strategies will include street data methodologies, i.e., listening campaigns, equity participation tracking, ethnographies, and fishbowl dialogue.
- Significant funding to provide outreach and engagement activities with students and families is included in the community school budget with the goal of increasing family engagement in cycles of assessment and planning.

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.

Two SJCOE employees from the COSP department shared leadership in all community school planning activities, including the MTSS Coordinator and Truancy/Intervention Coordinator. These two positions were responsible for co-planning meetings, data collection, development of an implementation plan, and grant-related events and reporting. A planning committee was formed in September of 2022 that met monthly through December 2023 to establish goals and planning activities and report on progress.

The planning committee included teachers, intervention specialists, school counselors, mental health clinicians, campus connection technicians, family engagement specialists, and administrators who work within three SJCOE COSP schools, including **one**. Charter, San Joaquin County Community, and John F. Cruikshank, Jr. Members of the planning team also attended various conferences and trainings to explore ideas that will enhance and expand existing program efforts, initiatives, and service delivery. The MTSS Coordinator grant co-lead as well as representatives from the family engagement team, a teacher, and a behavior and truancy intervention instructor attended the EMPOWER Summit sponsored by CDE in June of 2023. Members of the planning committee also attended a training provided by Cynthia Burton of Facilitating Restorative Conferences to learn more about ways SJCOE school sites can enhance and expand capacity for restorative practices program-wide.

A needs assessment survey was developed in the fall of 2022 and disseminated in December of 2022 and 2023. Data collected was compiled and shared with interest holders to inform the planning process. The assessment was disseminated to various educational partners, including students, parents, certified and classified school staff, truancy task force members, and public and community agencies, such as the Child Abuse Prevention Council, Head Start San Joaquin, the Emergency Food Bank Stockton/San Joaquin, San Joaquin Family Resource and Referral, Dignity Health, San Joaquin Delta College, and the United Way of San Joaquin County.

Over 200 respondents gave input about areas where they felt more support was needed to improve student outcomes, which resulted in the identification of several key priorities:

- Truancy intervention was the highest area of need identified. However, the perceived cause of truancy varied by the interest holder with staff reporting that transportation was a key contributor (62% of respondents) while student responses identified lack of motivation (69%) and mental health (54%) to be the predominant driver of truancy.

Respondents were asked about the type of supports and services they would like to be expanded as part of the community school process. The following areas received the highest level of response:

- Assistance with job placement, internships, and financial literacy (74%)
- Academic counseling (71%)
- Support for social-emotional needs from an onsite clinician (58%)
- Extended learning activities bringing students into the community (55%)
- Enrichment activities, such as art and music therapy (46%)
- Parent classes to help support their students (42%)

Data for the community school needs assessment was also gathered through focus groups that included representative staff from SJCOE school sites, such as independent study and family engagement specialists, mental health clinicians, campus safety technicians, and intervention staff. Data from the California Healthy Kids Survey and feedback from family, parent, and student focus groups, were included in correlation with our LCAP process, which gathers information from the school site council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC). The COSP family engagement team also contributed data to the planning process through the creation of a resource directory and needs assessment data collected at enrollment. The family engagement team reached out through the web, email, and phone to community partners to collect information about services available to the school community. This information was compiled and shared with the community school planning team to help identify gaps in services available.

The community school implementation plan was also included as a discussion topic in meetings with county probation and other local service providers throughout the planning grant period. The MTSS Coordinator and Truancy Coordinator compiled all data collected and shared findings for reflection and visioning at community school planning monthly meetings, professional learning community meetings, SSC, ELAC, and DELAC meetings, and the COSP administrative leadership team meetings. This strategy has allowed for coordination among leadership for increased coherence and alignment across all service areas to provide whole child and fully integrated service response for students and families.

All of these activities have created a strong base of knowledge and support that assisted the planning team in creating an implementation plan informed by data, community-determined needs, and community consensus regarding service enhancement and expansion. The following mechanisms have been developed to provide continuous engagement with administrators, certificated staff, classified staff, students, family members, community members, and community partners.

Administrators: Updates on the community school implementation plan will be shared at weekly management meetings. This will provide the opportunity to determine best practices and gather feedback to drive next steps or adjustments.

Certificated staff: Certificated staff convene monthly at Professional Learning Communities (PLCs). The community school implementation plan will be a quarterly agenda item to allow certificated staff time to plan, review, and create action plans based on data and survey input collected through the community school evaluation plan.

Classified staff: The community school implementation plan will be a quarterly agenda item during the existing monthly meeting where classified staff will have the opportunity to review and discuss procedures and protocols, assess existing strategies, and adjust action as needed to respond to needs

identified through data collection and survey feedback.

Students: Students will have the opportunity to provide feedback regarding the community school plan through various surveys, such as the community school survey and the California Healthy Kids Survey. Students will also have the opportunity to serve on leadership councils and participate in empathy interviews and other street data collection methods.

Family members: All family members will have the opportunity to provide input about existing needs and challenges through family engagement outreach that begins at student enrollment. The enrollment process will include a needs assessment survey, conducted one-on-one with each family, to determine needed wraparound services. This needs assessment will be reviewed the same day with information entered in the student profile in the student information system, which shares the same information with the school's site administrator and is reevaluated regularly by the school site support team and family engagement specialists. The **one.**Program will also partner with the SJCOE CIS Department to provide technical support, host empathy interviews, and collect street data to improve our current practices and obtain more voice from parents from historically marginalized groups that may not engage in more traditional data collection methods. Family members will also have the opportunity to provide feedback about the community school plan through ELAC, DELAC, SSC, Parent Council, and other components of the **one.**Program LCAP process.

Community members and partners: Community members will have the opportunity to participate in site-based leadership councils, such as SSC, ELAC, and DELAC. In addition, the family engagement team will conduct annual outreach to community partners to ensure that the family resource list is updated, and available services are up to date.

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 parent, student, staff, and community member participation in ongoing assessment and planning activities. | <ol style="list-style-type: none"> 1. Ensure that representation from each interest-holder group is present at SSC, student and parent councils, ELAC, and DELAC events. 2. Increase local reading and math assessment participation. |
| Increase communication between school and home to drive emphasis on academics. | <ol style="list-style-type: none"> 1. Participation rates in family/teacher conferences and events will increase. 2. Student assessment in reading and math will improve. 3. Student academic credits earned per quarter will increase. |
| Enhance connections between community partners and the one. Program’s vision and priorities. | <ol style="list-style-type: none"> 1. Identify opportunities for training with community-based partners to create common language and understanding of school systems and pedagogy (i.e., restorative practice, CTE pathways, expanded learning) |
| Support and build upon positive school climate and culture. | <ol style="list-style-type: none"> 1. Increase attendance at family/teacher conferences. 2. Increase parent/guardian participation in the LCAP stakeholder input survey in the areas of school connectedness and school safety. 3. Decrease suspensions. |
| Continue to build upon family needs assessment and follow-up utilizing integrated student supports and services. | <ol style="list-style-type: none"> 1. Increase the number of students receiving services. 2. Maintain family engagement community partner inventory. |

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 |
|--|---|
| <p>Establish shared leadership structure for site-level decision-making.</p> | <ul style="list-style-type: none"> ● The community school planning committee will transition to a steering committee for the implementation grant. ● The responsibilities of the administrative leadership team, SSC, ELAC, and DELAC advisory teams will be expanded to participate in democratic decision-making cycles regarding the community school plan. ● Parent and student councils will be created to provide more intensive opportunities for participation in school leadership. ● A communication structure will be put in place to ensure that each advisory team receives adequate and timely information to participate in decision-making for the school. ● The Community School Director will work with school administrators to share communication and community engagement to ensure feedback is shared between groups. |
| <p>Strengthen existing SSC, ELAC, and DELAC meeting structures for community involvement and feedback.</p> | <ul style="list-style-type: none"> ● Increase the frequency of SSC, ELAC, and DELAC advisory team meetings throughout the school year. ● School staff will conduct intensive outreach to students, families, and community partners, with a particular focus on students who may have been historically excluded to ensure diverse representation that is reflective of the school community. ● Ensure that advisory team meetings incorporate engaging activities to facilitate democratic participation and decision-making and actively seek input from educational partners. ● Provide accommodation that will encourage participation from diverse interest-holders, such as interpretation, translation, childcare, etc. |

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):

As part of the community school planning process, SJCOE mapped and assessed the current shared governance and decision-making structures in place, including all existing school sites and local neighborhood teams, networks, or working groups. This assessment led to the decision to create a shared governance and site-level leadership structure, including system-level steering committees that are established within SJCOE’s COSP Division. The following seven councils will conduct exploration and decision-making activities to provide crucial guidance to school-level implementers.

- Community School Committee - Review data, provide feedback, suggest revisions to existing plan.
- SSC - Provide feedback and monitor LCAP, SPSA, and safety plan.
- ELAC - Advise in the development of a site plan for English learners, assisting with schoolwide needs assessment, raising awareness of the importance of regular school attendance.
- DELAC – Advise school district governing board, helping to develop a district master plan for education programs and services for English learners, needs assessment, helping to establish goals and objectives for English Learners, review and comment on school district reclassification procedures, and written notifications required to be sent to parents and guardians.
- PAC - Advise and share in the decision-making of school plans and needs assessment.
- SAC - Advise and share in the decision-making of school plans and needs assessment.
- Administrative Leadership Team - provide feedback, and the drive next steps or adjustments to school plans.

To ensure that these governance structures are aligned with the community school strategy, students, families, and community members will be recruited from the **one**.Program that reflects the population of the school to participate.

one.Program Staff Leadership Structure

The administrative leadership team (Artifacts: see administration flow chart) engages in weekly meetings to provide comprehensive updates, discuss areas for growth, and make informed decisions regarding school programs. Administrators also hold monthly meetings with teacher union representatives to address concerns, discuss areas for growth, and celebrate successes. Subgroups of staff leadership also meet regularly specific to components of school plans and functions:

- The Director of Teaching and Learning convenes bi-monthly sessions with teacher leaders that focus on data review and preparation for PLCs.
- The Edmentum teacher support leadership team and curriculum writing team, composed of experienced teachers and staff, meet monthly to support the network of teachers in developing their thematic units with embedded instructional strategies.
- The restorative practice (RP) leadership team is comprised of teachers and staff who have completed RP training. Team leaders implement peer education to ensure that all **one**.Program staff are equipped to facilitate restorative practices with their students.
- PLCs are held twice a month. Within these communities, educators collectively analyze student learning data and collaboratively develop improvement plans for both the school and instructional practices utilizing plan-do-study-act cycles.

- The counseling team meets monthly to discuss procedural updates regarding student schedules, graduation requirements, and student events.
- The Inspire Intervention team meets twice monthly to review and explore student enrollment, SEL curriculum, best practices, and expanding MTSS tier three services.

All of these teams will participate in discussions and shared decision-making and participate in the plan-do-study-act cycles.

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 |
|--|---|
| <p>Map policies, initiatives, programs, personnel, and other assets that already exist at the school and district-level that connects to or overlaps with the community school strategy.</p> | <p>A school and LEA level needs and assets assessment was completed as part of the community school planning grant process during the 2022-23 and 2023-24 school years.</p> <p>The needs and assets assessment explored resources available at the school and LEA level, shared leadership structures that can be utilized, and identified areas of need or expansion to align all efforts within a community school strategy in the implementation plan.</p> |

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| <p>All interest holders will collaborate and participate in cycles of reflection to ensure alignment of school-wide efforts and plans.</p> | <ul style="list-style-type: none"> ● Visual reminders of all school-wide initiatives and efforts, such as posters that include the one.Program mission, vision, and focus will be displayed at all one.Program school sites. ● The COSP administrative team meets in early spring/ summer to plan and prepare curriculum, assessment and professional development calendars, and planned tiered interventions based on trends and interest holder feedback. ● Weekly follow-up meetings provide opportunities to share updates, review data, and adapt to site needs while ensuring alignment with LEA goals, policies, and initiatives. ● All teachers have Tier 1 PBIS training. Additional targeted trainings are offered based upon need. This process is driven through Tiered Fidelity Inventory (TFI) and assessment data. |
| <p>One.Program will fully integrate all existing school-wide strategic plans, including but not limited to LCAP, and SPSA, with the community school plan to create one cohesive plan for the one.Community.</p> | <p>SJCOE and the one.Program will utilize the same data collection vehicles to collect data for the community school, LCAP, and SPSA plans from the various interest holders and collaborative leadership groups to ensure increased participation, feedback, and alignment between all three plans.</p> |

Strategy 5: Staffing and Sustainability

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

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

Site Level Goals and Measures of Progress

| Goals | Action Steps |
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| <p>Appoint a Community School Director for the San Joaquin County Office of Education.</p> | <p>A Community School Director will be appointed by SJCOE to oversee all LEA community school plans. This position will work with the family engagement team, teachers, staff members, students, family leaders, and community partners from each community school to facilitate the community school process. This position will also oversee grant responsibilities, reporting, and budget management.</p> |

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| <p>Establish appropriate staffing for proposed community school approach.</p> | <ul style="list-style-type: none"> ● Staff roles of all staff members, including the principal, teachers, and staff have been reviewed through the community school planning process, including the requisite mindsets, expertise, and capacity to fully embrace the proposed community school approach. ● Current staffing was reviewed by the community school planning committee including teachers, intervention specialists, school counselors, mental health clinicians, campus connection technicians, family engagement specialists, and administrators from the one.Program. This group served as co-drivers of the community school vision and applied their collective skills and assets to the assessment of staffing to determine areas of need. ● A list of staff positions that are necessary to support the proposed community school strategy has been established and included in the community school implementation budget. ● SJCOE and the one.Program will employ extensive outreach strategies (social media, LinkedIn, advertising at school sites, etc.) to identify applicants that reflect the diversity of the community school student and family population. SJCOE has also established a new human resources-based outreach coordinator who is working with the agency’s diversity, equity, and inclusion department to identify strategies to identify candidates who are reflective of the population served by SJCOE. |
| <p>Establish a sustainable funding strategy for the one.Program community school</p> | <p>The Community School Director will work with the COSP administrative leadership team and SJCOE’s grant development office to establish a comprehensive long-term funding plan for one.Community in alignment with the school LCAP and SPSA to ensure that core initiatives, staff positions, community partnerships, and memorandums of understanding (MOU) with service providers can be sustained over time.</p> |

Key Staff/Personnel

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| <p>Assistant Superintendent of County Operated Schools and Programs</p> | <p>School Site Principal</p> |
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| Charter School Director | Responsible for charter school sites, career development liaisons, one .Charter LCAP, and one .Charter budget. |
| Division Director | Responsible for one .Program LCAP, budget, and oversight of administrators. |
| Student Services Director | Oversees enrollment, nutrition programs, and student-related data. |
| Special Education Director | Oversees all Individualized Education Programs (IEPs) in collaboration with local district support. |
| Teaching and Learning Director | Oversees SSC, ELAC, DELAC, SPSA, curriculum, student assessment, professional development, and WASC. |
| Community School Director/Truancy Coordinator | Responsible for all program truancy and intervention actions and oversight of community school grant |
| Foster and Homeless Youth Services Director | Oversees support of program students identified as homeless or foster youth. |
| CTE Coordinator | Responsible for all CTE programs and the CalWorks partnership. |
| MTSS Coordinator | Responsible for implementation of all MTSS initiatives, RP practices implementation, and PBIS. |
| School Nurse | Oversee all student medical concerns, multiple partnerships with local medical-related agencies, and student immunization records. |
| Site Administrators | Provides oversight of assigned school sites. |

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

The **one**.Program will continue to seek all available funding to support the initiatives presented in this implementation plan beyond the end of the grant period. SJCOE employs a two-person grant development office, which provides support with identifying and applying for state, federal, local, and private funds to support all LEA schools. This will include exploring potential funding through the Department of Health Care Services Children and the Youth Behavioral Health Initiative all payer fee schedule. The **one**.Program also anticipates to increase funding by growing average daily attendance (ADA) that will result from the additional support and outreach provided through implementation grant funds.

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 |
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| Establish a database of community partners and services available to one .Program families. | <p>The family engagement team reached out through the web, email, and phone to community partners to collect information about services available to the school community. This information was compiled and shared with the community school planning team in the form of a resource directory that helped to identify gaps in services available.</p> <p>The resource directory will be reviewed annually to ensure that the information is accurate. The directory is considered a living document that is located on a Google drive so that it can be updated at any time new community partners or services change or are identified.</p> |
| Recruit members from community-based organizations to participate on school-level shared decision-making councils/teams. | <p>The family engagement team will share information about collaborative leadership opportunities with community partners and encourage increased involvement in the one.Program community.</p> |
| Strengthen existing partnerships and develop new partnerships to meet the evolving needs and strengths of the local community. | <ul style="list-style-type: none"> ● Ongoing partnerships will be formalized when appropriate through a written agreement, such as an MOU or shared use agreement, that creates a shared understanding on space, data sharing, and management. ● School-community partnerships among parties that share a holistic focus on students, families, educators, and the community will be identified to strengthen in- and out-of-school resources available to families. ● All school-community partnerships will be routinely evaluated to ensure the effectiveness of partnerships with clear understanding on all sides. |

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:

As part of SJCOE's community school planning grant work, COSP's two-person family engagement team, which acts as a conduit to resources that help students, their families, and community partners, conducted external asset mapping to identify existing and potential partners in the surrounding community, including nonprofit organizations, colleges and universities, faith-based institutions, early childhood programs, local businesses, health facilities, libraries and government agencies, and all youth-focused organizations. The family engagement team reached out through the web, email, and phone to community partners to collect information about services available to the school community and explore ways that the services provided aligned with community school needs identified through the planning assessment. This information was compiled and shared with the community school planning team to help identify gaps in services available.

All information from the needs analysis has been placed in a resource directory, which lives in a Google folder so that it can be easily shared. The resource directory will be reviewed annually to ensure that the information is accurate. The directory is considered a living document that will be updated any time new community partners or service changes are identified. By staying up to date on community-based organizations (CBOs) the team is able to connect families to the resources that make sense for their familial needs.

The **one**.Program has also developed long-term partnerships with the following organizations:

- *Second Harvest*: A partnership has been established to provide food for **one**.Program students and families experiencing hardship. This partnership facilitated the creation of a food pantry called "The Corner Store". It meets the vision of the **one**.program, by providing a positive community-based intervention for families. Hungry students are less likely to attend school and/or perform their best. Frontline staff, such as teachers and campus connection technicians, act as the point of contact, as many students confide in them.
- *San Joaquin Regional Transit District*: The **one**.Program entered into an MOU to provide free transportation to all students enrolled in the **one**.Program through the use of their school ID. The benefits of this asset are multifaceted. As many of our students do not have adequate access to transportation, it helps families by providing an alternate ride to school. Better school attendance transforms into higher achievement and a connection to school staff. Students that have work permits and are gainfully employed can use the bus system to get to work. Students enrolled in the CTE program are also able to get to their program, which can often be located in off-campus locations across town.
- *Parent Project*: The **one**.Program has worked in collaboration with SJCOE's Comprehensive Health department to offer a free 10-week parenting class as well as one-time workshops throughout the year. Parent project curriculum focuses on ways to address substance abuse and other destructive adolescent behaviors.
- *Project 654 through San Joaquin County Probation*: Project 654 is a joint program of the San Joaquin County Probation Department and SJCOE. The **one**.Program has entered into an MOU

with the juvenile probation department in an effort to have a restorative impact on student and law enforcement interactions. Juvenile probation assists **one**.Program staff, including the family engagement team, to understand the court/legal status of adjudicated youth. This partnership helps the family engagement team better serve and direct the student toward successful reintegration or resolution of pending juvenile court motions. In order to participate in this program, **one**.Program student and family enter into a six-month contract that ensures they will receive assistance with monitoring attendance, performance, and receive referrals to other agencies to meet the needs of the student and family.

- *Positive Family Recognitions:* The family engagement team has partnered up with sites to recognize students' family members who contribute to their success at school. This is done monthly. The family engagement team provides a small token of appreciation and a notecard for those who are nominated. This partnership allows families to feel more connected to the site and vice versa. By encouraging positive interactions between the home and school the team increases the overall success of the students.
- *Factory Institute of Training (FIT) Program:* This community-based organization provides physical fitness opportunities to at-risk youth. FIT members are assigned to one of two school sites piloting this partnership. The FIT Program also provides mentorship services to youth within the **one**.Program.
- *Child Abuse Prevention Council (CAPC):* CAPC protects children and strengthens families through awareness and outcome-driven programs delivered with compassion. These programs include early childhood education, family strengthening services, clinical services, as well as awareness and education.
- *Erin Elizabeth:* The **one**.Program contracts with Erin Elizabeth to provide healing creative art classes, called Art Alchemy and provides interactive mural services and designs.

The following services are also available at the school site utilizing **one**.Program staff resources:

- Counseling and support services are available in the form of academic counseling and mental health support.
- Health resources, including vision screening and vouchers; hearing screening; dental resources; and health assessments.

While the **one**.Program is proud of the services that are currently available to our students and families, there are also areas that have been identified for growth and improvement to increase the **one**.Program's ability to be responsive to the vision and priorities of students, staff, families, and community members. Key highlights from the planning process are included below:

- The family engagement team will review the family resource catalog to identify areas in need of improvement. Once these areas have been identified, the family engagement team will provide outreach and seek support to identify agencies to add to the resource directory.
- Areas where communication can be improved have been identified between the Project 654 staff and the family engagement team. The administrative leadership team will facilitate

- improved communication.
- A need for laundry service was identified during the community school planning process. The administrative leadership team has approved the family engagement team to move forward and identify a local laundry-mat to provide credit for **one**.Program families at the facilities. As clean clothes and hygiene are paramount to personal confidence, this partnership has the potential to eliminate a barrier to school attendance and improve social interactions for students.
- The **one**.Program is in the process of expanding the food pantry program to implement a service-to-community option for our students where they are able to give back to their community by helping make food kits on-site or going to Second Harvest to help sort food items.
- **one**.Program clinicians have received professional development training, called Without Permission, which helps teachers and staff identify signs of human trafficking and steps to take when human trafficking is suspected.

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 |
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| Develop professional learning (PL) plan in alignment with community school through the community school planning assessment process. | The director of teaching and learning and the administrative leadership team will review, assess, and revise the annual professional learning plan to incorporate additional training and professional learning opportunities for students, staff, families, and community partners of the one .Program identified during the community school needs assessment. The PL plan will be presented to the administrative leadership team to provide opportunities for interest holders to provide feedback and generate new ideas and suggestions. The PL plan is created based on needs identified through the PLC process of looking at student learning data and teacher feedback. |
| Educators and school staff will receive role-specific training and ongoing | one .Program staff will convene as a whole group PLC and site-based PLC once per month to review program |

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| <p>support that will assist them in embracing community school values and fundamentals.</p> | <p>data and create program goals using the continuous improvement cycle.</p> <p>All PLCs will practice continuous cycles of improvement, utilizing plan-do-study-act-repeat cycles.</p> |
| <p>Families and community partners will receive role-specific support and leadership opportunities that will assist them in embracing community school values and fundamentals.</p> | <p>one.Program family members and community members will have access to a variety of supports that will encourage their involvement in the one.Program community school structure. A family engagement team, consisting of two family engagement specialists, will:</p> <ul style="list-style-type: none"> ● Play an active role in weekly enrollments engaging in a needs assessment specific to each family as they enroll their child in the one.Program. ● Host “Real Talk” events that will provide families and community stakeholders with the opportunity to discuss challenges, needs, current realities, and ideas or suggestions for areas of improvement in a safe and comfortable community-based location. ● Provide targeted home visits for families to follow up on issues identified in their needs assessment. ● Facilitate Parent Project programming, including “Preparing our kids for success”, “Loving solutions”, and “Changing destructive adolescent behavior”. <p>Families and community members will also have leadership opportunities on the SSC, PAC, ELAC, and DELAC, which will participate in plan-do-study-act-repeat cycles.</p> |
| <p>Ensure that each member of the one.Community has the explicit skills necessary to foster and sustain meaningful relationships and connection through Implementing principles of restorative practices framework at each school site, including conducting community circles.</p> | <p>The MTSS Coordinator will oversee RP at all school sites through an annual implementation plan led by an RP leadership team that is comprised of teachers and staff that have been trained in how to teach their peers to facilitate restorative practices with their students.</p> <p>The RP leadership team is responsible for implementing the use of restorative practices at all</p> |

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| | <p>one.Program school sites in order to increase a deep sense of belonging, equitable outcomes, increased achievement, and positive social-emotional development. The annual RP implementation plan includes:</p> <ul style="list-style-type: none"> • Supporting the existing group of staff that have completed RP train-the-trainer curriculum and opportunities for new staff to attend train-the-trainer RP training. • Providing ongoing targeted RP training and workshops for all new certificated and classified staff. • Conducting progress monitoring through 1) monthly leadership team meetings; 2) site walkthroughs conducted twice per year; 3) community circle rubric and surveys (quantitative and qualitative data); 4) interviews; 5) observations; and 6) self-assessments. <p>The RP leadership team will meet monthly to collaborate, review progress monitoring data, conduct site visits, and facilitate conferences.</p> <p>The RP leadership team will also seek to utilize existing trained staff and teachers to expand RP training to families and community partners.</p> |
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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 |
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| Provide dedicated time and supportive | <ul style="list-style-type: none"> • The professional learning administrator convenes bi-monthly sessions with a teacher leadership group, focused on data review and preparation for PLCs |

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| <p>resources for educators to plan curriculum and integrate classroom-community connections.</p> | <p>meetings, to ensure that PLCs are developing community-based lessons.</p> <ul style="list-style-type: none"> ● Certificated staff will convene monthly in PLCs to plan, review, and create action plans based on data reviews including survey input. ● An Edmentum teacher support leadership team and curriculum writing team that is composed of experienced teachers and staff will meet to support one.Community teachers in developing locally designed community-based curriculum and pedagogy using the Edmentum system, including thematic units with embedded instructional strategies. ● A committee of teachers will work with Edmentum to create an ethnic studies online course that will be customized by the one.Program teachers to incorporate San Joaquin County history and demographics. ● The ethnic studies teachers will develop ethnic studies curriculum that embeds community-based lessons that reaffirm students' community and identity. ● The Seal of Civic Engagement instructional team will develop curriculum and lessons that ensure graduating seniors have the opportunity to conduct community-based projects to provide service to the community and learn from their experience. |
| <p>Educators ensure the curriculum addresses the learning needs of vulnerable, English Learners (Multi-language learners), and those with learning differences.</p> | <p>Staff will participate in PL regarding English Language Development (ELD) Standards, Integrated ELD, Designated ELD, and Effective Strategies to Support Language Development to ensure curriculum and pedagogy meet the needs of English language learners. The ELAC and DELAC will provide parent feedback to the administration and staff to ensure lessons and instructional practices are responsive to the needs of diverse learners.</p> <p>All staff will participate in PL regarding neurodiverse students to ensure curriculum and instructional practices are relevant and appropriately supportive of neurodiverse students. Staff will participate in PL that focuses on Universal Design for Learning (UDL)and High-Leverage Practices (HLP) to ensure students have multiple modalities to learn and be assessed on their learning progress.</p> |
| <p>Continue implementation of instructional norms and program-wide assessment through cycles of reflection and action.</p> | <p>Instructional norms have been developed by staff and shared with all one.Community staff.</p> |

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| | <p>Data will be collected during instructional rounds reflecting whether the instructional practice observed is developing, practicing, or exemplar and uploaded to the instructional norms tool.</p> <p>Data from the instructional norms tool will be compiled and reviewed by the administrative leadership team to determine which areas staff are doing well in and areas where there is room for improvement and growth.</p> |
| <p>Continue to implement the one.Graduation By Exploration (GBE) program to assess and provide evidence of the impact/value of community-based pedagogy.</p> | <p>The one.Graduation By Exploration (GBE) program drives assessment of the one.Program community-based pedagogy. All students must demonstrate achievement in three skill areas in order to graduate.</p> <p>Students Will Embrace Opportunity</p> <ul style="list-style-type: none"> ● Take personal responsibility for academic success and character development ● Identify purpose and plan accordingly to be successful on a chosen pathway ● Connect with community resources to achieve personal and career goals that align with post-graduation plans <p>Students Will Navigate Through 21st Century Skills</p> <ul style="list-style-type: none"> ● Display college and career ready skills that reflect the needs of an identified career pathway ● Demonstrate time management and organizational skills that reflect career readiness ● Communicate effectively using appropriate language, media, and digital literacy ● Adapt and empathize with diverse situations, ideas, beliefs, and behaviors <p>Students Will Value Lifelong Learning and Education</p> <ul style="list-style-type: none"> ● Apply critical thinking skills in reading, writing, listening, speaking, mathematics, and technology in all subject areas ● Develop an academic foundation that promotes post-secondary opportunities including college, technical schools, trade schools, and military service ● Persevere through rigorous academics by developing coping and problem-solving skills <p>All one.Program students are required to complete 1) credit requirements established by the State of California; 2) the one.Program minimum writing proficiency standards; and 3) GBE. Each student will provide a GBE presentation following the completion of all credits identifying evidence supporting the fulfillment of seven criteria, which account for mastery of</p> |

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| | <p>Expected School-Wide Learning Results (ESLR’s). The criteria include: the concept of one; inquiry; community contribution; work/post-graduation plan; communication skills; personal awareness - physical/personal quest; and personal celebration.</p> <p>Students will select and invite GBE panel members with the assistance of their advisor. GBE panel members include an:</p> <ul style="list-style-type: none"> ● Advisor ● School administrator ● Student representative ● SJCOE representative ● Community member <p>Students may also invite family and friends to attend the GBE presentation. The duration of the presentation ranges from 30 to 90 minutes. Students design a program, which is printed and distributed to panel members and guests. They may present their GBE through various mediums including visual displays, auditory orations, audiovisual technology, and multimedia productions.</p> |
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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 |
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| An ongoing community school data and evaluation plan will be established for the one .Program. | <p>The Community School Coordinator will use baseline data collected with students, families, staff, and community partners through the community school planning needs assessment to develop metrics for the community school that will include an evaluation and assessment plan for the one.Program.</p> <p>The community school data collection plan will include disaggregated data by student subgroups to identify and</p> | <ul style="list-style-type: none"> ● Attendance rates ● Chronic absenteeism rates ● Middle school dropout rates ● High school dropout rates ● Proficiency scores (ELA/Math) ● High School grad rates |

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| | <p>address potential disparities in outcomes.</p> <p>All interest holders will have the opportunity to review and revisit data and evaluation strategies to ensure they align with the community-based vision that was established through the needs and assessment process, utilizing improvement science strategies, such as plan-do-study-act cycles.</p> | <ul style="list-style-type: none"> ● Pupil suspension/expulsion rates ● School climate ● family participation ● community partnerships |
| <p>one.Program will engage in cycles of reflection and action with all interest holders.</p> | <p>The Community School Coordinator will oversee continuous cycles of reflection and action of the community school data and evaluation plan with school site collaborative leadership teams and councils.</p> <p>Data and progress toward community school goals will be reviewed quarterly and in correlation with LCAP processes. All teams will have the opportunity to provide feedback and develop new ideas and creative solutions to needs and challenges as they are identified during cycles of reflection and action.</p> <p>one.Program will partner with the SJCOE Continuous Improvement and Support department to host empathy interviews to collect street data from parents and families.</p> <p>Various methods will be employed to improve student, family, staff, and community partner participation in the assessment process, such as:</p> <ul style="list-style-type: none"> ● Weekly email reminders to staff with students who need to be tested; ● Certificates for students who demonstrate growth, incentives for top students in each grade who show the most growth and skills mastered; and | <ul style="list-style-type: none"> ● Quarterly completion rates ● Growth in participation from the previous assessment window |

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| | <ul style="list-style-type: none"> ● Incentives for school sites with the highest participation. | |
| <p>All interest stakeholders will have the opportunity to regularly review data and progress toward community school goals.</p> | <p>Data and progress toward goals will be shared quarterly with the following collaborative leadership groups:</p> <ul style="list-style-type: none"> ● SSC ● ELAC ● DELAC ● Administrative leadership team ● Student Advisory Committee ● Parent Advisory Committee <p>The community school plan will also be an ongoing agenda item for intervention team meetings, meetings with community partners, such as probation and the family justice center, the county-wide special education consortium, back-to-school nights, and parent/teacher conferences held mid-way through each quarter.</p> <p>The one.Program leadership team will present the community school plan, data, and outcomes annually to school and LEA leadership.</p> | <ul style="list-style-type: none"> ● Presentations and group work with all key interest holders ● Annual presentation to San Joaquin County Board of Education. |

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