

# **Attachment IIII: Implementation Plan Bijou Community School**

## **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 CCSP 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**

Bijou Community School Principal, Rosie DePierri 3501 Spruce Ave, South Lake Tahoe, CA 96150
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### **Strategies, Priorities and Goals**

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

**Strategy 1: Shared Understanding and Commitment** LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

#### **Shared Understanding and Commitment Built Around the Overarching Values**

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

Describe the developmental plans for ensuring these values are reflected in your community schools work:

LTUSD and Bijou Community School, a Two Way Bilingual Immersion School, are collaboratively engaged in implementing the Community Schools Framework to cater to the distinctive needs of our school and community. Through the initial planning grant process at Tahoe Valley Elementary, it became evident that there exists a notable gap in student achievement among various subgroups in the District, including English Learners, students experiencing low socioeconomic status, those with disabilities, and students experiencing foster care and or homelessness. Moreover, significant disparities in equity have been uncovered at the district level, spanning staff, students, and families, as highlighted through surveys and joint efforts between district and site leadership teams, in conjunction with external partners such as Nicole Anderson Consulting, LLC, California

Educational Partners, Infinity Systems (Orgametrics), and CORE Districts. In addition, the uniqueness of Bijou Community School's population provide an opportunity for appreciating differences in culture and opportunities for implementing the community schools framework on a larger scale.

Creating a community school is pivotal for several reasons, aligning with the foundational principles of the California Community Schools Framework (CA CS Framework). Here's how our site's understanding of community schools resonates with the Overarching Values outlined:

**Racially-just, Relationship-Centered Spaces:** At Bijou Community School, a robust dedication to fostering racially equitable and relationship-focused environments is apparent through deliberate endeavors to honor the diversity and viewpoints of students and families, such as the local Washoe Tribe. This encompasses recognition of varied cultural heritages, languages, customs, and personal attributes. By esteeming and embracing disparities, School cultivates a setting where every individual feels acknowledged and esteemed.

The greatest area of opportunity is enhancing diversity in parent representation as this has been a focal point of discussion during meetings of the LCAP Parent Advisory Committee, SELPA CAC, and Site Council. Consequently, there is a recognized necessity to collect additional input tailored to our diverse community cohorts. Furthermore, through dialogue with school parent liaisons, the Foster & Homeless Youth/McKinney Vento liaison, the district EL Coordinator, and Leadership Councils, it has been articulated that many of these families feel unsupported and require assistance in navigating local community resources beyond education, including healthcare. Through this grant initiative, we aim to amplify outreach endeavors via trauma-informed and restorative practices targeting students and parents, particularly those with limited English proficiency, identifying as low socioeconomic status, experiencing housing instability, encountering social and emotional wellness hurdles, facing challenges in accessing healthcare and community resources, and coping with Adverse Childhood Experiences (ACES), including the ramifications of COVID-19 on the community.

**Shared power:** Central to the concept of community schools is the notion of shared decision-making and collective action. We believe in engaging all of our partners — students, parents, educators, and community members—in shaping the policies and practices that affect our school community. Through collaboration and partnership, we can address systemic inequities and work towards solutions that benefit everyone.

Parents are urged to engage in the School Site Council, School Site English Learner Advisory Committees (ELAC), and district-wide English Learner Advisory Committee (DELAC) meetings. The involvement of Spanish-speaking parents and individuals identifying as Native in these advisory committees demonstrates a dedication to integrating diverse viewpoints into decision-making processes, thereby fostering shared authority within the school community.

**Classroom-community connections:** Our community school model emphasizes the integration of academic learning with real-world experiences and community resources. By building strong ties with local organizations, businesses, and cultural institutions, we enrich students' educational experiences and broaden their perspectives. These connections help bridge the gap between the classroom and the community, making learning more relevant, engaging, and meaningful. Our Career Technical and Educational (CTE) efforts, from K-12 structures, support these community connections through multiple opportunities to discover in elementary, explore in middle school and engage in high school.

Bijou Community School exhibits a robust dedication to the social, emotional, behavioral, and mental well-being of its staff, students, and families by collaborating with local agencies, augmenting the counselor workforce, and implementing SEL initiatives such as the introduction of 123 Wellness and Kelvin this academic year. Furthermore, the District is broadening the reach of its Wellness and Family Resource Centers by extending them to more campuses, and plans to expand and enhance supports and services which include language support and health navigational services.

**A focus on continuous improvement:** Community schools are committed to ongoing reflection and refinement, constantly seeking ways to better serve the needs of students and families. We prioritize data-driven decision-making and continuous assessment to identify areas for growth and innovation. By embracing a culture of continuous improvement, through change science efforts, and a cycle of Plan-Do-Study-Act, we ensure that our practices are responsive, adaptive, and evolving to meet the needs of our students and our community. With a collective mindset and a mutual aspiration for continual improvement, Bijou Community School is aligned with the District's mission and vision. This synergy lays the groundwork for collaboration, which is indispensable in executing the community schools framework.

Recognizing the need for improvement, the District schools, including school, have been designated for Additional Targeted Support and Improvement (ATSI). The criteria for these designations stem from concerns related to attendance and suspension rates, particularly for underrepresented student groups, and academic

performance. Acknowledging the necessity for enhancement, the District's schools, including ours, have been classified for Additional Targeted Support and Improvement (ATSI). These designations are based on concerns regarding attendance and suspension rates, particularly among underrepresented student groups, as well as academic performance.

By acknowledging the intrinsic link between academic achievement and overall well being, the suggested focus on whole child development seamlessly integrates with

the community school framework. This comprehensive approach signifies a dedication to tackling not only academic hurdles but also the social and emotional requirements of students, cultivating an environment that nurtures their holistic growth and success.

In summary, by embracing the principles of community schools, we demonstrate our commitment to creating an inclusive, equitable, and empowering educational environment that fosters the holistic development and success of all students.

## **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.

Bijou Community School employs a diverse range of general and specialized tools for data collection at the site level.

**Surveys:**

At the site level, annual administration of Local Control Accountability Plan (LCAP) surveys encompasses students, parents, educators, and educational partners. This data serves as a crucial input for shaping the Local Control Accountability Plan and the Single School Plan for Student Achievement. Additionally, site specific surveys are administered.

The California Healthy Kids Survey (CHKS), conducted anonymously and confidentially among sixth-grade students, assesses school climate, safety, student wellness, and youth resiliency. This survey enables the school to gather and analyze data on local youth health risks, behaviors, school connectedness, climate, protective factors, and incidents of school violence.

Focus groups, comprising advisory bodies such as the School Site Council, English Language Advisory Council, and the Special Education Parent Advisory Committee

(CAC), play an instrumental role in informing decision-making and the development of the Single Plan for Student Achievement (SPSA). The Community Schools Advisory Committee along with additional focus groups within school communities, providing insights through the lens of community schools. The future Community Schools Coordinator trained in restorative practices, employs circles to build community and facilitate meaningful conversations within focus groups. A specific focus group targeting English Language Learners families was conducted to ensure representation.

The District, school site Committees, the future Community Schools Coordinator, will actively contribute to various initiatives. The Educational Partners Equity Committee, facilitated by the Director of Multilingual Learner Equity, develops action plans addressing gaps for specific student populations, such as Homeless, Foster Youth, English Learners, and Special Education. The Community School Coordinator will also be involved in committees like the PTA as an auditor, and PBIS/SEL Committee. The Associate Superintendent of Education Services collaborates with attendance teams to engage the community, identifying barriers and needs to enhance attendance and reduce chronic absenteeism.

Additionally, the school has established a school leadership team to support the school's single focus plan. Schools were required to identify 1 area to focus on to increase student achievement. Resources were available out of ESSER funding to purchase materials and support professional learning opportunities.

To create positive, predictable, and safe environments for everyone at the school, a Positive Behavior Interventions and Supports team has been established and continues to develop practices and processes to support a positive, inclusive, learning environment for students.

Collaboration with Barton Health has been initiated to expand school-based health and behavioral health services. Additionally, EL Dorado Health and Human Services along with dental services benefiting students access to care provided by their mobile dental unit further enhances the support services. The Community Health Advisory Committee, a collaborative effort of nonprofit and governmental agencies, serves as a valuable resource for our school site.

Continued community engagement plays a vital role in establishing new relationships that provide services at the school. Consequently, our Director of Multilingual Learner Equity and Family Resource Center has developed a community resource guide, accessible to families, students, staff, community and hired a part-time bilingual family advocate to further support students and families at Bijou Community School.

**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>The Principal and Community School Council (Site Council Meetings) will maintain ongoing meetings with the existing parent advisory groups mentioned above. This collaboration aims to address the school's needs and gather feedback on the Implementation Plan. Establish a Community Schools Advisory Committee, and other sub committees as needed.</p>	<ul style="list-style-type: none"> <li>• Meeting agendas</li> <li>• Meetings minutes</li> <li>• Establish format for communicating Needs Assessment and Implementation Plan.</li> <li>• Focus Group Artifacts and established dates of focus group</li> </ul>
<p>School Staff Meetings, Collaboration Meetings, Professional growth opportunities</p>	<p>Meeting agendas &amp; Meeting notes Action plans, as needed</p>
<p>Increased Extended Learning time and enrichment opportunities</p>	<p>Identify students that need additional academic support and benefit from enrichment opportunities. Provide transportation allowing students have equally opportunity to attend</p>

**Strategy 3: Collaborative Leadership**

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

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams,

networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Our site has several opportunities for shared decision making. These include grade leaders collaborating with their teams, and meeting on a regular basis with our site leaders. Additionally, a guiding coalition composed of representative team members, supports the efforts of our single focus plan. Our grade level teams meet three times a year to review and analyze data in order to maximize our efforts in supporting ALL student's learning. Bijou Community School has an ELAC team that meets monthly with our LatinX community.

We also have several committees focused on specific areas to support various needs (e.g. safety, PBIS, parent engagement/PTA). Finally, a community schools leadership team, composed of the principal and representative team members will provide guidance for the Community Schools Leadership team.

Our goals for strengthening collaborative leadership include:

- **Enhancing Communication:** Implementing strategies to ensure open and transparent communication channels between all stakeholders, including students, staff, families, and community members. This could involve regular meetings, forums, and digital platforms for sharing information and ideas.
- **Building Trust:** Fostering a culture of trust among all parties involved by actively listening to their concerns, addressing issues promptly, and honoring commitments. Trust is essential for effective collaboration and decision-making.
  - **Promoting Inclusivity:** Ensuring that diverse voices are heard and valued in the decision-making process. This means actively seeking out input from marginalized or underrepresented groups and creating opportunities for their participation.
- **Empowering Educational Partners:** Providing training and support to empower educational partners to take on leadership roles and participate meaningfully in decision-making processes. This could involve workshops on collaborative problem-solving, conflict resolution, and consensus-building.
- **Facilitating Decision-Making:** Implementing structures and processes that enable collaborative decision-making, such as establishing committees or task forces with representatives from different stakeholder groups. These groups should have clear mandates, roles, and decision-making authority.
- **Evaluating and Iterating:** Regularly assessing the effectiveness of collaborative leadership efforts and adjusting as needed. This could involve collecting feedback from educational partners analyzing outcomes, and refining strategies to improve collaboration and achieve shared goals.

By prioritizing these goals, we can create a culture of collaborative leadership that promotes effective communication, trust, inclusivity, empowerment, and decision-making, ultimately leading to more sustainable and successful transformation efforts.

## Site Level Goals and Measures of Progress

Goals	Action Steps
<p>The Principal and Community School Council (Site Council Meetings) will maintain ongoing meetings with the existing parent advisory groups mentioned above. This collaboration aims to address the school's needs and gather feedback on the Implementation Plan.</p>	<ul style="list-style-type: none"> <li>• Schedule routine meetings by year-end for the upcoming year.</li> <li>• Engage in communication with parents and other committee members to streamline the feedback for needs assessment.</li> <li>• Extend invitations or re-invitations to a diverse array of educational partners.</li> </ul>
<p>Establish Community Schools Advisory Committee</p>	<ul style="list-style-type: none"> <li>• Employ the District Sample Bylaws as a guide to establish a site based community schools advisory committee, ensuring a minimum of four meetings each year, with a kick-off session at the beginning of the year.</li> <li>• Set a schedule for the committee to annually present their findings at the School Site Council.</li> </ul>

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

The Community Schools Advisory Council at our school will comprise a minimum of two teachers from the school site. The School's Advisory Council is dedicated to community engagement, utilizing the lens of community schools pillars to align with implementation plans and the site Single Plan for Student Achievement. The community school counselor will play a vital role on this council, overseeing continuous community engagement with educational partners to contribute to the development and sustainability of community schools. Additionally, the site's designated mental health staff will also participate in this council. Our involvement in the CTA Community School Initiative, supported by the National Education Association, further strengthens our community schools teams. Annually, this council will conduct a needs assessment using tools such as the Community Schools Needs Tools, LCAP, and focus groups, collaborating with site-based parent groups and leadership to inform and enhance the updating of the implementation plan, which will be made available online.

# Strategy 4: Coherence: Policy and Initiative Alignment

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

A coherent and comprehensive plan for community schools will bring together 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>Leverage survey data comprehensively to facilitate focus groups through the perspective of community schools, contributing insights to shape the development of the LCAP/SPSA/ELAC/D-ELAC</p>	<p>Set a timeline for executing focus groups to collect input for the School Site Council (SSC) as part of the Single Plan for Student Achievement (SPSA) development.</p> <p>Arrange biannual surveys for parents, staff, and students.</p> <p>Annually, present the outcomes of the Needs Assessment to the staff, SSC, and Community Schools Council.</p>
<p>Develop an online-accessible community schools implementation plan for ongoing review and assessment throughout the year.</p>	<p>Establish a schedule for the creation, review, and sharing of data.</p> <p>Identify specific focus groups for individual interviews and group discussions.</p>

# Strategy 5: Staffing and Sustainability

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

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level

coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

### Site Level Goals and Measures of Progress

Goals	Action Steps
Maintain and Expand Staffing	Hire a Community Schools coordinator/counselor Hire 0.5 FTE enrichment/intervention teacher

### Key Staff/Personnel

Rosie DePierri	School Site Principal
TBA	Family Resource Center Bilingual Advocate
TBA	School Counselor & Community Schools Planner/Coordinator
Lisa Malone	School PTA/Booster Club leader
Beth Shepherd	Director, Student Services
TBA	Teacher
TBA	Teacher
TBA	Classified

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

LTUSD is actively engaged in enhancing the sustainability of integrated services by leveraging various funding sources and establishing partnerships. These initiatives include:

Expansion of the existing contract with the Health System - Behavioral Health under EPSDT (Early and Periodic Screening Diagnostic Treatment) billing. The objective is to transition all Behavioral Health Staff funded by community schools to EPSDT funding, leading to a noticeable increase in our contract with previous grant funding. Notably, medical services are now reimbursable for case management services.

Implementation of co-located substance abuse treatment and prevention programs offered by Barton Behavioral Health and South Lake Tahoe Mental Health Cooperative

• Looking forward, LTUSD plans to explore additional funding streams: • Involvement with Managed Care Plans to create a sustainable school health system that can meet the needs of youth and families: With the ongoing CalAIM (Medical) and mental health reform at the state level, there

is growing momentum for school districts to become contract providers of managed care plans.

- Children and Youth Behavioral Health Initiative (CYBHI)
- School Behavioral Health Incentive Program (SBHIP)
- Wellness Coaches

• Mental Health Pathways: In collaboration with the El Dorado County Office of Education, the district is in the early stages of establishing dual enrollment programs in the field of social work/mental health. Supported by Federal School-Based grant funding, these pathways will facilitate students' entry into social work/mental health careers, providing valuable paid internship opportunities. This initiative aligns with the current internally developed Student Support Services Action Plan.

## **Strategy 6: Strategic Community Partnerships**

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

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

### **Site Level Goals and Measures of Progress**

Goals	Action Steps
Explore new partnerships	The Counselor/Community Schools Coordinator will actively involve the community groups mentioned in the narrative.
Expand existing partnerships.	Collaborate with all partners from Federally Qualified Health Centers (FQHC).
Establish collaborative relationships and ways to engage new partners.	Create a directory of all collaborative groups, including elected officials, that community schools teachers on special assignment (coordinators) should actively engage with.

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

Our school has fostered partnerships with various organizations dedicated to Community Health, Equity, and Wellness. These collaborations include:

## **El Dorado County Behavioral Health**

### **CalFresh**

**Boys & Girls Club** – afterschool program (ASES & ELOP): Boys & Girls Clubs provide safe places where kids ages 6-18 can be themselves and participate in fun programs that build their skills for school, the workforce and life.

**Community Advisory Committee (CAC):** The Community Advisory Committee (CAC) comprises parents and educators dedicated to supporting children with special educational needs. Our CAC actively represents all LTUSD schools. Throughout the school year, we convene to collaborate with school district staff and administration, advocating for our children's requirements and providing educational resources to parents within our districts.

**Encompass Youth:** serves youth ages 14 to 24 with basic needs, enrichment, navigation of systems and services

**Sierra Family & Child Services:** is a foster family agency that provides case management to foster youth and their families

### **Foster Family Agency**

- Provides case management to youth in foster care and their caregivers, including supervised visitation

### **Adoption Agency**

Fully licensed adoption agency, providing services for families adopting from the child welfare system.

**Tahoe Youth & Family Services:** Transitional Living Program provides youth experiencing homelessness or acts of homelessness long term housing. • Drop in Center: for youth to receive basic needs such as showers, laundry, food, and hygiene supplies

- Provides Primary Intervention Program (PIP) services to students at Bijou Community School to address the development of the whole child with special attention to behavioral, emotional, and learning difficulties

**Rapid Rehousing Program** to connect transitional aged youth experiencing homelessness to short-term rental assistance.

**El Dorado County Office of Education:** In partnership with students, families and the community, EDCOE provides leadership with a wide variety of programs and services to support students as citizens of the future.

**El Dorado County Victim Witness Assistance:**

- Counseling Services: Crisis intervention and follow-up counseling for emotional, personal, and financial problems resulting from the crime • Referral to social service agencies, counselors and others who can assist with personal problems.
- Orientation to the Criminal Justice System and information about the status of the court case and victims' rights in court
- Property Recovery of personal items that are being held as evidence. • Court escort to attend court with you and provide emotional support • Other Services include: Employer intervention, parole notification, technical assistance and consultation to individuals, to the community, and to professional agencies.
- Filing claims with the California Victim Compensation Program.

**The National Alliance on Mental Illness (NAMI)** – El Dorado County: the nation's largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness.

**Barton Medical Center**

Barton Psychiatry & Mental Health

Barton offers a full range of services for child and adolescent psychiatric

conditions **Lake Tahoe Community College (LTCC)**

**Additional LTUSD Partner/Community Agencies include:**

- Live Violence Free
- Suicide Prevention Network
- CalHope
- A Balanced Life
- Camp Sunrise
- RJ Counseling
- Care Solace
- Family Resource Center
- South Lake Tahoe Mental Health Cooperative
- Child Protective Services (CPS)
- Women, Infants & Children (WIC) Program
- St. Theresa's Church: Bread & Broth
- St. Theresa's Church: Counseling
- Tahoe Alliance for Safe Kids (TASK)
- Alta Regional Center
- Sacramento County Office of Education

- Medi-Cal Office/DHCS
- Public Health Department
- Sports Connection
- SOS Outreach
- YEA! Camps - Youth Ecology & Adventure Camps
- Golden Sierra
- Sierra at Tahoe
- Tube Tahoe
- USFS
- Nutrition School Programs
- South Lake Tahoe Police
- El Dorado Probation
- South Tahoe Fire
- Lake Valley Fire
- South Lake Tahoe Library
- Marcella Foundation
- Kiwanis
- Rotary
- Soroptimist International
- Lions Club
- Community Health
- Tahoe Coalition for the Homeless
- South Tahoe Area Collaborative Services (STACS)
- Tahoe Magic
- Lake Tahoe Educational Foundation (LTEF)
- Tahoe Arts Project (TAP)
- Vail/Heavenly Corporation

## ***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.

LTUSD site and district leaders are currently engaged in diversity, equity and inclusion training on a monthly basis. This training includes contracting with the ***Nicole Anderson & Associates, LLC*** team, as well as Infinity Systems to deliver

high quality training, along with book studies, to enhance leadership capacity. Additionally, teachers are provided after school paid options to participate in a book study on culturally relevant instruction.

Monthly opportunities at our site involve social emotional learning, **Positive Behavior Intervention Supports** or restorative practices to support students' success as well as weekly SEL slides built by School counselors and used by classroom teachers.

Additionally, our school's single plan focus includes a focus on mathematics instruction. We will collaborate and strive for increased student engagement and confidence with math topics through an equity lens. Professional development opportunities are provided around this focus. This includes exploration of choral counting and counting collections, professional development from a math trainer, math conference attendance, and continued collaboration on the use of curriculum sources, supplements, and other sources to best address state standards while meeting the needs of our diverse student population.

**California Autism Professional Training & Information Network** The Autism Focused Information Resources & Modules provide a professional development opportunity for general and special education staff, transportation staff, food services staff, and leadership to how to implement learn evidence-based practices for all students. Principals are currently monitoring attendance and implementation of the practices for special education teachers and instructional aides. LTUSD and Bijou Community School plan to expand the reach of this professional development opportunity through the community schools implementation.

## Site Level Goals and Measures of Progress

Goals	Action Steps
<p>To increase all staff capacity in equitable culturally responsive practices, restorative practices, trauma informed practices, and social emotional learning through professional development and coaching to address inequitable student outcomes as measured by: self reporting, attendance, academics, discipline data.</p>	<ol style="list-style-type: none"> <li>1. Schedule Restorative Practices and</li> <li>2. Trauma Informed training for school staff.</li> <li>3. Implement ongoing Positive Behavior Intervention Supports PBIS training / implementation for school sites.</li> <li>4. Attend Learning Partnerships Family Engagement Network, Parent Engagement</li> </ol>

	Leadership Initiative, CYBHI Webinar, Peer Assistance Leadership
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Increase opportunities for parent engagement at school sites by building trust, strengthening relationships and respect among all educational partners by increasing and improving communication and developing a culture of exceptional customer service.	<ol style="list-style-type: none"> <li>1. Increase the availability and times that the Parent Engagement Initiative is offered to the community.</li> <li>2. Schedule and Mandate Customer Service Training for Office Staff</li> <li>3. Schedule Systems of Support training for all staff groups to increase awareness of support services available to students, families, and community.</li> </ol>
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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.

Goals	Action Steps
To ensure we are culturally relevant in community schools.	Provide staff PD on the importance of culturally relevant practices. Work with families, students, and community partners to host cultural events and bring in guests to enhance cultural experiences (authors, story tellers, musicians, businesses).
Provide in class presentations to address school community needs.	Provide PD for Trauma Informed and Restorative Practices. Create calming corners or wellness room, Art Therapy, and Social Emotional Learning opportunities.

Provide training to address mental health stigma.	Ensure key staff members are training on Applied Suicide Intervention Skill Training. Provide presentations on mental health topics to staff, students, and parents.
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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
Schedule ongoing focus groups with all advisory committees previously mentioned.	Calendar meetings Review the implementation to continually solicit feedback.	Meeting agendas Meeting notes
Coordinate and schedule survey data.	Meet with site staff to review results.	Survey, LCAP, Community School Needs and Assets,  Increased Survey completion percentage Parent Interest Survey

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