

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

## Nathaniel S. Colley Sr. High

### 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

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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:

After receiving a CCSPP Planning Grant in 2022, the Sacramento County Office of Education (SCOE) launched a focused effort to transform three schools that serve many of the most vulnerable students in the county (youth at risk of dropping out, who are justice involved, or who have been expelled from district schools, foster youth, homeless youth, and Black and Brown students) into community schools that nurture and, ultimately, change students' trajectories. Our vision is to transform three community day schools (Elinor Lincoln Hickey Jr./Sr. High, Nathaniel S. Colley Sr. High, and North Area Community School) into full-service community schools that are racially just and culturally relevant. Engaging a range of stakeholders to shape programming that is integrated in their neighborhoods and broader communities is prioritized. Efforts toward continuous improvement each year through intentional processes of modifying systems structures, professional learning and best instructional practices with supports embedded are primary objectives for our three schools. Each of these schools is small, but by leveraging SCOE resources and whole-child approaches

for all three, we began the process of building relationship-centered schools that meet the specific needs of students and families at each. We are still *visioning*—growing shared understanding and awareness, but moving into *engaging*—building capacity and initiative alignment.

Nathaniel S. Colley Sr. High School serves students who need supports not commonly found within traditional middle or high schools. Nathaniel S. Colley Sr. High School is directly responsible for serving expelled youth. Within the school there are two programs: the base program serves students who are in 7th-12th grades. Students are primarily served through a daily in-class program. The Senior Extension Program focuses on students who are in 12th grade and need additional time to graduate. We also provide a high-quality alternative education to students and families seeking a smaller school environment through a parent request process.

Our students are predominantly from low income households and often have needs that extend beyond traditional and routine school services. We believe a full service community school structure will benefit them significantly. We serve foster youth, students who are experiencing homelessness or who are in temporary housing, and those who have experienced a high level of trauma. We actively engage and involve the families of our English learners (ELs) by providing translation, interpreting, and access to an EL parent liaison as needed.

The Community School (CS) planning process has been overseen by SCOE's Assistant Superintendent of SCOE Schools. SCOE brought together students, families, staff, community-based organizations (CBOs), post-secondary partners, and local public agencies to develop a shared vision for the schools. Facilitated by local CBO Youth Forward, a public-health oriented CBO which specializes in building up at-risk communities, the Team developed a shared understanding of the CA Community School Partnership Program (CCSPP) with a focus on the Community Schools Framework. Through asset mapping and a comprehensive visioning process, we identified shared goals and community norms and we developed a comprehensive understanding of the current state of our three schools and how they are positioned in the County's educational landscape. We identified our "why"—because all students flourish in thriving school communities. This process included listening sessions with students, families, staff, and community members; aligning resources to best integrate student services (academic, social-emotional, and physical); developing a long-term plan for authentic family engagement; creating a network for shared leadership; developing a system to best support extended services and student supports; engaging in a strategic planning process; identifying short- and long-term goals.

This Site Implementation Plan is the result of that process. We are committed to developing systemic coherence and initiative alignment as we build capacity and improve practices across our community schools. Over the last few years, SCOE has intentionally aligned one-time dollars and grants to the goals and actions included in the Local Control and Accountability Plan (LCAP). Pandemic relief funds (such as ESSER), Educator Effectiveness and A-G Access Grants, K12 Strong Workforce and Title I dollars all contribute to supporting the needs of students. This intentional effort to build coherence gained momentum with the addition of the Community School Planning Grant. Our CCSPP planning activities support alignment and complement our LEA's LCAP and other state initiatives.

**Racially-Just, Restorative, and Relationship-Centered:** SCOE emphasizes trauma training and trauma-informed teaching practices, student engagement, and developing staff competency in diversity, equity and inclusion. Staff track behavioral data consistently and adjust programming based on site and individual student needs. We use a multi-tiered intervention system to address and mitigate disproportionalities we identify through data analyses, mapping, and needs assessments, including disproportionality in disciplinary practices and punitive measures related to behavioral infractions. Our students have been unsuccessful in

traditional school environments, so it is imperative that we find alternative approaches to support them. Aligning students with targeted resources, such as Mental Health and Wellness Clinician on site, community based organizations (CBOs) that specialize in behavioral enrichments for students who have experienced trauma, such as Earth Mama Healing and the Hawk Institute, and leveraging SCOE's McKinney Vento and Foster Youth Support, we encourage students to nurture healthy relationships with trusted adults working in varying capacities. By taking non-traditional approaches to addressing student behavior, our teachers and staff support social emotional learning and help foster valuable interpersonal relationships between both students and adults and student-to-student.

Our school also offers relationship-centered spaces. Our clinicians have spaces that are considered safe spaces for youth. Designing a space for youth and community specifically is one of the items we need to address with our plan. We also have two mentoring organizations that serve our youth and host empowerment sessions in our conference room.

**Participatory with Shared Decision-Making:** As part of our CCSPP Planning Grant, we convened a CS Steering Team, composed of a diverse group of individuals including certificated and classified staff from each of the sites; SCOE central office staff representing Foster/Homeless, Early Learning, and Family and Community Engagement; and our community-based partners who work with youth at our schools. This Team met for two half-day retreats in June of 2023 and one full-day retreat on August 30, 2023 and continues to meet monthly with the objective of supporting our CS initiative. The CS Steering Team has worked together, and with the facilitators from Youth Forward, to develop an understanding of what community schools are, review school data, and identify key focus areas and goals based on the nine capacity-building strategies. Building on the participation and wide stakeholder interest already established, the Steering Team will take on the role of our site-level community school decision making group and will meet monthly during the period of our implementation grant.

The Team will advise our School Site Council (SSC) on community-schools related issues. Because the three sites in our community school plan are each very small, with rapidly changing student populations, and shared needs, they will be best served by a single body focused on our CS implementation. The student population in court and community schools is highly mobile. Nearly half (45%) of SCOE students are enrolled for less than one semester and only 25% of students are enrolled the entire year. Parent and family engagement is fluid, as the parent population changes with the student population.

For the same reasons, the three sites are now served by a single 10-member School Site Council (SSC) that includes staff (Principal Lisa Alcalá, teachers, and classified staff) and community members (students and parents). The SSC meets twice per quarter and time will be allocated at every meeting for reports from the Steering Team and relevant discussions on implementation, achievements, evaluation, and improvement. The SSC will review student data and evaluation findings, and provide feedback on programming activities and our ability to meet the needs of our students and communities.

SSC agendas are posted, and all interested stakeholders are welcome to attend. The CS Coordinator will lead the steps to ensure our Steering Team is more inclusive of community partners and will work directly with the Youth Advisory Council to capture student voice and feedback in implementing the CS initiative.

In 2022-23, we established a Youth Advisory Committee (YAC), which has, on average, 12 students participating. They are developing an overall vision for the Committee with an eye to the future. The students meet monthly but the goal is to meet twice each month to ensure feedback is incorporated into initiatives, maintain interest among participants, and generally empower student voice. Longer term, we are looking to the YAC as a medium for increasing civic engagement more broadly among students. Topics discussed by the



YAC to date have included activities such as spirit week, college tours, field trips and the need for sports equipment. Already, as a result of YAC feedback, we purchased sports equipment to enable students to participate in intramural sports activities. The YAC has also identified specific areas of educational and career interests, such as bringing in speakers who have been successful starting small businesses, and celebrating diversity through cultural appreciation events. Moving forward, the YAC will meet regularly with the Director of Student Programs to share feedback on specific programs, initiatives, and day-to-day operations. The YAC will also be incorporated into planning on key efforts, including College Pipeline Programs, Mission Statements, Root Cause Analyses, and Project Based Learning.

**Classrooms and Community are Connected:** The ongoing goal for SCOE sites is to implement evidence-based instructional practices that are powerful, culturally proficient, and relevant. Professional development (PD) sessions will be held every two months, with additional study and follow-up by individuals and small working groups that is ongoing. For the 2023-24 year, site staff will continue to focus on Culturally and Linguistically Responsive Teaching and Learning strategies led by Dr. Sharroky Hollie. The ELD Program Specialist will continue to lead PD that supports ELD instruction and direct coaching around lesson planning and best instructional practices will be added to meet the identified needs of ELs. Site Administration, coordinators, and instructional staff recently attended a Professional Learning Community (PLC) conference and will build our capacity to use PLCs to meet our community school objectives.

Community partnerships—supported through CTE Pipelines, Arts Integration and Mentorships, and other specific initiatives—are another key strategy for building a strong community school and achieving our goals. The CTE Partnership program was entitled, “Career Paths to Success, Game On and Exploring Careers”, which was a three-day masterclass entitled, “Exploring Careers”. Mentor California worked collaboratively with the Coordinator of Mentorship and supported life skills in leadership, self-advocacy, interviewing, resume building, and self-advocacy. We know from surveys that connecting classroom experiences with real-world needs and career pathways is a priority for our students. Arts in Integration is a strategy which uses standards from an arts content and another content area to support integrated learning in which students construct and demonstrate their learning. Our Mentoring Coordinator is leading work to build both adult to student mentoring programs and peer to peer mentoring programs to meet our goal that each youth in a community school has an adult protective relationship as a part of a relationship centered schools approach and to be integrated into the student success plan.

**Continuously Improving:** The CS Steering Team and the SSC will work together with an external evaluator throughout the grant period to review data and collect feedback to guide the implementation and continuous improvement of this plan and our community school initiative.

SCOE is committed to developing systemic coherence and initiative alignment as we build capacity and improve practice across our community schools. This will be reflected in our shared vision, collective priorities, annual goals, planning and implementation activities, development of strategic community partnerships, shared decision-making process, and evaluation and monitoring for program effectiveness. With a continuous improvement lens, we will monitor for progress and alignment and will continually revisit and amend the CS plan activities to reflect progress.

## **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.

SCOE is partnering with Youth Forward, a Sacramento-based public-health oriented CBO which specializes in building up at-risk communities. Youth Forward supported our landscape analysis, listening sessions, 1:1 interviews with students, families, teachers, support staff, and site leadership, and meeting structure. Youth Forward also conducted individual interviews and group listening sessions with school staff and administrators. They followed up with student listening sessions, youth design labs, and interviews with individual students, parents, and guardians. The feedback, data, and staff and parent surveys collected for the 2023-24 SPSAs and LCAP, gave our CS Steering Team information to facilitate an additional round of questions for interviews and listening sessions. All of that information was used by the Team to inform this plan.

The wealth of information we collected has been pivotal in shaping our collective understanding of both assets and needs from multiple perspectives—students, families, and staff. The Steering Team, which includes key CBO partners and SCOE staff who specialize in early learning and family engagement as well as staff who support students experiencing homelessness and those in the foster care system, met for two half-day retreats and one full-day retreat during our planning period. The team identified areas for improvement demonstrated by the 2022 and 2023 California School Dashboard (Dashboard), local assessment data, student listening sessions, and annual LCAP surveys. The Dashboard areas showing low performance are: English Language Arts, mathematics, and English Language Development (also confirmed by local assessment data); graduation rates (which can be misleading because of the extended time we offer for students to graduate); and chronic absenteeism and suspension rates.

Although 2022 Dashboard indicators showed performance was similar across student groups, when we dug deeper into the data it was evident that gaps were greater for some groups. In particular, we found:

- Homeless, Socioeconomically Disadvantaged, African-American, Hispanic and white students have high rates of chronic absenteeism, low graduation rates, and poor ELA and Math performance
- English Learners and Foster Youth had the lowest graduation rates and academic performance levels
- Foster Youth, Hispanics and white have had persistent low performance over three years, triggering a higher level of assistance from the state

2023 Dashboard indicators showed some changes and possible signs of improvement in academics and chronic absenteeism. Results for the graduation rate indicator and the multiple measures collected for the college/career indicator, determined that there are no student groups considered “prepared” for post-secondary schooling.

- Chronic Absenteeism improved for all student groups except for Homeless students. All nine student groups with statistically significant populations received the lowest performance level on the Graduation Rate indicator and the College/Career Indicator.
- White students received the lowest performance level in Academics (ELA and Math).
- Hispanic students, English learners, socio-economically disadvantaged and students with disabilities had the lowest graduation rates, although every student group was rated at the lowest performance level.

The gap analysis done using 2022 and 2023 data made clear that we need to explicitly provide additional services for the identified groups.

- Support for multilingual learners included integrated and designated ELD and expanded support services provided through an ELD specialist, with a focus on literacy and professional development.
- For our Foster and Homeless youth, we added staff to review data and metrics to ensure each Foster and Homeless youth had access to all support services including housing, college and career services (FAFSA), school supplies, clothing, personal care items, additional tutoring, and other targeted supports. Staff review academic plans to ensure successful transitions to their next educational placement or completion of high school graduation.
- The Dashboard and local assessments identified all student groups, particularly Hispanic, African American and white, as needing support in English Language Arts and Math due to low literacy and math scores. We are in the process of: revising the diagnostic tools that the curriculum team uses to plan culturally and linguistically responsive professional learning and coaching to drive high quality instruction and intervention; use of digital tools to differentiate based on students' achievement levels; and are investigating best practices for tutoring and long term intervention programs. We will be developing individual literacy plans for students and literacy support across content areas.
- For students experiencing trauma, especially our foster and homeless youth, we have a clinician on staff. Additionally, staff are being trained in restorative practices and run community circles regularly, and we are expanding the systematization of MTSS as a support for behaviors. These services are intended to support student engagement and outcomes.
- For Students with Disabilities, we are working with our Special Education team to revise our practices to ensure a least restrictive environment. We will be engaging families to better understand root causes in order to reduce chronic absenteeism and suspensions.

As a result of our planning efforts, the Steering Team has developed an understanding of what community schools are and identified three areas where we will focus our efforts in the coming years. We will continue to conduct needs assessments and asset mapping through focus groups, interviews, surveys, and data analysis.

Our goals are based on the needs of our students and families in alignment with the nine capacity-building strategies:

1) Increase student and family engagement in school activities, decision-making processes, and educational experiences using a multicultural lens.



Transition Specialists inquire with parents/guardians at the time of registration to assess what is the best means to communicate with families i.e. phone call, text messaging, etc. Once this is established, this is the means in which any communication or correspondence goes out to families and primary method to engage families.

A Family and Community Health Systems Navigator directly supports families by conducting Home Visits for students who are chronically absent or disengaged from school. The Navigator works to connect students and families with resources they need, such as food closets, housing, and physical and mental health services. Students are referred by staff, through COST, or by outreach from students and parents directly.

Family engagement events are hosted each quarter for the Senior Extension program, such as our annual Healthy Living days where meals are prepared for families to establish a sense of community, connect families to resources, and solicit informal feedback on programs. These events are an important part of community building for families whose students attend our schools temporarily.

2) Strengthen the capacity of educators through targeted professional development, professional learning communities, data cycles, and coaching.

3) Improve the quality and effectiveness of classroom instruction. In particular, focus on literacy and align learning with community needs through experiential learning, innovative teaching methods, and technology integration. To achieve this goal, we have formed a Curriculum Collaboration Team. Its goal is to become the instructional coaches for our sites—utilizing a teach the trainer model. The team includes: Coordinators of Mentoring; Diversity, Equity and Inclusion; Social Emotional Learning; Inclusive Practices and Integrated Systems; College and Career Readiness; Arts Integration; Ed Tech; Science, Social Studies and Civics; and the Multilingual Program Specialist. Led by the Director of Student Programs, the team has been trained in Culturally and Linguistically Responsive Instruction and Strategies, Professional Learning Communities, and is currently being trained and certified as Visible Learning Trainers and Literacy Leads.

To help reach all our community school goals, the Steering Team will meet monthly and advise the SSC, which will meet twice per quarter. Their work and understanding of site needs has informed this plan, which was reviewed in draft form by the SSC and whose feedback was incorporated into this final proposal.

**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
<b>Powerful student and family engagement:</b> Increase student and family engagement in school activities, decision-making processes, and overall educational experiences.	<ul style="list-style-type: none"> <li>• Number of parents who respond to the LCAP survey.</li> <li>• Percent of parent respondents that respond positively to one or more questions measuring connectedness and engagement</li> <li>• Percent of parent respondents that respond positively to questions assessing parent satisfaction with SCOE programs</li> <li>• Number of parents who attend Back to School Nights, Student Recognition Events, and Open House</li> </ul>
<b>Rigorous classroom instruction:</b> Improve the quality and effectiveness of classroom instruction through experiential or project-based learning, innovative teaching methods, technology integration, and SEL instruction that support increasing attendance and academic achievement focused on increasing literacy and in alignment with community needs	<ul style="list-style-type: none"> <li>• Percent of students enrolled for 60 days completing a CTE course (earning 5 credits with a grade of C or better)</li> <li>• Percent of students enrolled 60 days or more who demonstrate overall growth in Lexile score (reading measurement)</li> <li>• Percent of students enrolled 60 days or more who demonstrate overall growth in math scores (local assessment)</li> </ul>
<b>Expand professional learning opportunities:</b> Strengthen the capacity of educators through targeted professional development, professional learning communities, data cycles and coaching in identified areas of need that would build professional capacity	<ul style="list-style-type: none"> <li>• Percent of faculty receiving training (as evidenced by classroom observation and self-reported in LCAP survey)</li> <li>• Percent of staff participating in professional learning about data and cycles of improvement</li> <li>• Increase the number of support staff participating in targeted professional development.</li> </ul>

## 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
CS Steering Team oversees CCSPP implementation at sites	<ul style="list-style-type: none"> <li>• Advise School Site Council on community school implementation</li> <li>• Recruit and engage community members to join the existing Steering Team</li> <li>• Engage with the Youth Advisory Committee to inform planning, goal-setting, and overall implementation of the CS initiative</li> <li>• Meet monthly</li> <li>• Create sub-committees to focus on individual site needs, as required</li> <li>• Attend an annual retreat to participate in professional development related to the community school framework, build their knowledge and understanding of high quality instructional strategies and learning to support best practices for governance groups</li> <li>• Conduct annual needs and assets assessment</li> <li>• Provide Overview and Professional Learning regarding Community Schools Implementation and High Quality Instructional Strategies</li> <li>• Provide data and progress around grant actions and goals</li> </ul>
School Site Council supports work of Steering Team	<ul style="list-style-type: none"> <li>• Meet twice per quarter</li> <li>• Conduct annual needs and assets assessment to help inform work on Steering Team</li> <li>• Provide Overview and Professional Learning regarding Community Schools Implementation and High Quality Instructional Strategies</li> <li>• Provide data and progress around grant actions and goals</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):

### SITE LEVEL

Our Community School Steering Team structure demonstrates the shared governance we seek with families, students, community partners, and staff coming to shared understandings and together identifying goals and action steps. More specifically, fostering the collaborative culture already established at (Hickey, Colley and Senior Extensions) remains a priority. Leveraging our partnerships with community based organizations, consulting with our Youth Advisory Council, keeping Family and Community Engagement as a primary goal and regularly meeting



with staff members in sharing information, soliciting membership and encouraging participation is an ongoing plan of action in increasing overall involvement on our Community Steering Team.

In 2022, we established a CS Steering Team, launching a focused effort to create systemic and sustainable change by developing a shared understanding of the California community school strategy among interest-holders through professional learning and needs assessments. The composition of the CS Steering Team supports cross-departmental collaboration to prevent silos, and promotes coordination and integration of processes. The Steering Team includes a diverse group of individuals including certificated and classified staff from each of the sites, SCOE central office staff representing Foster/Homeless, Early Learning, and Family and Community Engagement, and our community-based partners. We will continue to engage additional partners as the needs of the Community Schools evolve including SCOE experts, community based leaders and organizations, family members and students. The Director of Student Programs and the Community School Coordinator will likely assemble work teams focused on specific areas of need as our plan is implemented. Similarly, subcommittees may be assembled to focus on any site-specific needs or goals that arise.

The Steering Team will meet monthly to help ensure that we continuously reflect on how to transform our sites to be effective community schools, collaborate to remove systemic barriers, nurture initiatives that are equity focused, and create innovative solutions to better serve our students and community. It is our goal to continuously align this plan, the LCAP, SPSA and other policies, initiatives, and resources to strengthen coherence, coordination, impact, and sustainability.

#### SYSTEM LEVEL

The School Site Council (SSC) includes administration, staff, and parents. The Steering Team will advise the SSC on site-level community school implementation. The SSC will support family and community engagement efforts and facilitate democratic participation, review student data and evaluation findings, and provide feedback on programming activities and our ability to meet the needs of our students and communities. The SSC will also align Title I programming, the School Plan for Student Achievement, and other school policies and initiatives with the CS initiative.

## 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
Refine services provided by the community to ensure they meet the needs of students.	<ul style="list-style-type: none"> <li>• Staff a CS Coordinator to oversee site-level implementation of CS initiative, including convening stakeholder groups</li> <li>• Alignment, refinement of work-based learning and work experience, including internship and pre-apprenticeship opportunities</li> <li>• Refine, develop and model high quality instruction with a focus on integrated supports for Multilingual Learners (Multilingual Program Specialist) integration of technology (Ed Tech Coordinator), integration, and the integration of Work Based Learning practices (Coordinator of College and Career Readiness), as directed by the Curriculum Collaboration Team and led by the Director of Student Programs</li> </ul>
Develop systems and structures that ensure every student has equitable access to services.	<ul style="list-style-type: none"> <li>• Create individualized Student Success Plans (SSP) for every student.</li> <li>• Monitor SSP implementation and effectiveness as part of Professional Learning Communities</li> <li>• Revise and add supports for students as a result of continuous progress review of SSP implementation including social emotional and academic interventions with a specific focus on already identified sub groups including Foster and Homeless Youth (Foster and Homeless Directors support)</li> </ul>
Align the CCSPP initiative with the SPSA and LCAP	<ul style="list-style-type: none"> <li>• CS Steering Team meets monthly to oversee CS implementation, assess needs, and plan for new/expanded services</li> <li>• The CS Steering Team will present recommendations each spring to SSC to align the CCSPP initiative with Title I funding and other site-based resources and initiatives, as delineated in the SPSA</li> </ul>

## 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
Employ a CS Coordinator to oversee successful implementation of CS initiative	<ul style="list-style-type: none"> <li>CS Steering Team will develop a CS Coordinator job description for a qualified candidate who is representative of our community by prioritizing multicultural and multilingual skills</li> <li>SCOE will hire a CS Coordinator to work across our three sites to oversee site-level implementation of the CS initiative, including working with the Steering Team and the greater community to better engage students and families and improve school climate.</li> <li>The CS Coordinator will work with an external evaluator to conduct annual student, teacher, family, partner surveys/focus groups to assess needs and map assets.</li> <li>The CS Coordinator will convene and facilitate communication between the site-level Steering Team and the SSC and serve as a key member of the Team</li> </ul>
Employ a College and Career Coordinator to promote college and career readiness for all students	<ul style="list-style-type: none"> <li>Retain our College and Career Coordinator who is understanding and representative of our community</li> <li>The Coordinator will ensure every student will have a Student Success Plan that outlines their individual college and career goals</li> <li>The Coordinator will expand post-secondary exploration activities for interested students to offer a college campus tour or career tour once each semester</li> <li>The Coordinator will initiate our offering of college readiness courses in English and Math, in partnership with local community colleges (Folsom Lake, Los Rios Community College District)</li> </ul>
Employ an Education Technology Coordinator to improve classroom technology and teacher knowledge to support student instruction	<ul style="list-style-type: none"> <li>Develop an Education Technology Coordinator job description for a qualified candidate that understanding and representative of our community, prioritizing multicultural and multilingual skills</li> <li>Hire a Coordinator who will be responsible for supporting teachers with building capacity in implementing best instructional practices through the use of technology</li> </ul>

## Key Staff/Personnel

Director of Student Programs	<p>Shape collective vision and engages others in a collaborative process to develop a shared vision that is coherent and aligned across sites and connected to SCOE's priorities</p> <ul style="list-style-type: none"> <li>Lead continuous improvement process for improving teaching and learning/instructional leadership</li> <li>Collaborate with CS Coordinator to design, monitor, and support implementation of CS Plan</li> <li>Coach site administrators to build capacity</li> <li>Serve as an advisor to the Steering Team</li> </ul>
Coordinator College and Career Readiness	<ul style="list-style-type: none"> <li>Ensure all students have exposure to and opportunity to participate in available CTE pathways</li> </ul>

	<ul style="list-style-type: none"> <li>• Hire CTE Coordinator to support post-secondary education and career exploration, including building relationships with local business professionals</li> <li>• Develop, review CTE curriculum</li> <li>• Leverage partnerships with Practitioners working within CTE professions</li> <li>• Establish programs that provide exposure to and/or hands on training for students with the goal of obtaining certification within given CTE pathways</li> <li>• Coach and support Site Leaders, Instructional and Support Staff with embedding Project Based Learning that would reinforce or supplement learning derived from experiences related to CTE</li> </ul>
Coordinator of Multilingual Services	<ul style="list-style-type: none"> <li>• Oversee the Federal Progress Monitoring program (FPM), including: <ul style="list-style-type: none"> <li>◦ Ensuring that curriculum is designed for both Designated and Integrated ELD with the primary objective of supporting students to yield Reclassification status;</li> <li>◦ Support of site English Language Learner Advisory Committees (ELAC) and facilitating District English Language Learner Advisory Committee;</li> <li>◦ Plan and Lead Professional Development for Site Leaders, Instructional and Support Staff relative to Multilingual Learners and the means to best support their need;</li> <li>◦ Support with Parent/Guardian Communication Mandates,</li> <li>◦ Coach Instructional Staff with best instructional practices in addition to supporting pertinent district staff with assessment and data analysis.</li> </ul> </li> </ul>
Coordinator of Education Technology	<p>Responsible for supporting teachers with building capacity in implementing best instructional practices through the use of technology that support students in their learning of 21st Century skills. Including:</p> <ul style="list-style-type: none"> <li>• Research educational technology and platforms for instructional use</li> <li>• Plan and leading professional development relative to educational technology that support teachers' use of technology in the classroom</li> <li>• Collaborate with SCOE information technology (IT) team on educational platform support</li> </ul>
CS Coordinator	<ul style="list-style-type: none"> <li>• Collaborate with CS Director and site administrators to design, monitor, and support implementation of CS Plan</li> <li>• Serve as lead facilitator for the Steering Team</li> <li>• Coordinate and implement CS Plan</li> <li>• Design and provide professional learning opportunities</li> <li>• Develop inclusive opportunities and experiences for families to engage</li> <li>• Identify, recruit, and establish partnerships (includes contracting)</li> <li>• Serve as a liaison with educational partners</li> <li>• Conduct needs assessment and program evaluation</li> <li>• Data collection and reporting</li> </ul>
Director of Foster and Homeless Youth	<ul style="list-style-type: none"> <li>• Coordinates services for Foster Youth and McKinney Vento (Homeless) students and families, providing case management and referring to school, district, and external resources</li> <li>• Maintains relationships with service provider partners</li> </ul>

Transition Specialists	Transition Specialists maintains a caseload of students and provides communication support to connect students and families with site staff members, community partners, and agencies, including County Probation, when relevant. They act as student/family liaisons and support students' academic and personal achievement goals. The Transition Specialists will play an important role in promoting family engagement as we implement our FSCS plans.
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

The CS Steering Team will work to sustain the CS initiative, including expanding and enhancing services. The team will align SCOE and school resources through General Fund, Title I/II/III, and Local Control Funding Formula (LCFF) dollars with that of the CS initiative by aligning the goals and strategies in the SCOE LCAP, school SPSAs, and CS Implementation Plans. We also expect that our program evaluation will document the positive impact of our initiative, providing evidence needed to secure additional funding from grants or other investment opportunities.

Following the CCSPP Implementation grant period, we intend to sustain the work of the CS Coordinator and the Director of Student Programs with LCFF dollars. We expect that the work of the College and Career Readiness Coordinator and the Education Technology Coordinator could be sustained through future grant funding, including the CDE's Golden State Pathways, Educator Workforce Investment, and other apprenticeship grants. The work of the Multilingual Coordinator may be sustained by Title III funding in the future.

The CS Coordinator and the Director of Student Programs will also build and expand partnerships with service providers who can leverage additional funding and resources to sustain services. For example, our Mental Health Clinician is funded jointly by SCOE and MediCal funding and we are partnering with the Sacramento County Public Health Department with the goal of increasing services to staff a full-time Mental Health Clinician at each of the three sites whose services are entirely billed to MediCal. We will also deepen our partnerships with community-based organizations in building out services and working toward sustainability through leveraging local resources and pursuing additional grant funding.

## 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
Increase and encourage parent involvement	<ul style="list-style-type: none"> <li>• Make our campus more welcoming to parents/caregivers—strategies may include multilingual signage, coffee chats with administrators/teachers, positive calls and texts to families, greeting students as they arrive</li> <li>• Administer parent surveys throughout the year to gauge the effectiveness of programming</li> <li>• Hold events (beyond food giveaways) that encourage parent involvement and meet family needs—FAFSA completion workshops; community college enrollment evenings; nutrition, health, and mindfulness activities; and career speakers</li> <li>• Provide school print materials in Spanish</li> <li>• Hire a bilingual parent liaison, Project Teach staff to support families experiencing homelessness, and a transition specialist to assist parents/caregivers to support student academic and personal achievement</li> <li>• Recruit parents to serve on CS Steering Team, School Site Council, English Language Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC)</li> <li>• Utilize staff data to identify successful engagement strategies</li> </ul>
Strengthen community network	<ul style="list-style-type: none"> <li>• Partner with organizations that meet identified needs and interests.</li> <li>• Bring in partners with expertise in business/entrepreneurship.</li> <li>• Work with partners who will increase parent and family engagement, perhaps through non-traditional pathways</li> </ul>

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:

When we began our planning process, we were already working with several community-based partners who provide mentoring, literacy support, arts, and civics instruction. These key partners include Earth Mama Healing, the Hawk Institute, Mentor California, 916 Ink, local artist Milton Bowens, Northern California Construction Training, Los Rios Community Colleges, and Big Picture Learning. They bring relevant experience and strong relationships to our schools. Their participation is supported by SCOE and site staff and integrated with the work of our Mental Health team; Diversity, Equity, and Inclusion team; Education Technology Coordinator; and Arts Integration Coordinator, among others. As part of our planning process, SCOE worked to expand community involvement and additional partners now include Foster and Homeless Youth Services; Early Childhood Education; Expanded Learning partners; local workforce board representatives; community-based organizations; and health services support. This broad and diverse group, in addition to students, families, and staff at each school site, have been collaboratively developing the framework for our community school and their vision is represented in this implementation plan.

In the past two years, SCOE has hired two Vice Principals for Family and Student Engagement to build relationships, increase two-way communication with families, and provide linkage to community resources. Strategies to increase parent/guardian involvement include: creating a parent/guardian friendly campus, administering parent/guardian surveys throughout the year to gauge the effectiveness of programming, increasing parent/guardian involvement through parent/guardian involvement events, offering school print materials in Spanish, a bilingual parent/guardian liaison to support our families, our Project Teach staff to support our families experiencing homelessness, and transition specialists focused on contacting and assisting parents/guardians to support their student's academic and personal achievement goals. We also employ a dedicated site-based Mental Health and Wellness Clinician to assist families and students during

difficult times. SCOE has partnerships with community based organizations to provide additional support to students.

## **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
Increase knowledge about the CS model and its implementation among school staff and families.	<ul style="list-style-type: none"> <li>• Cross reference and align the Community Schools Forward Framework with ongoing initiatives and actionable steps involving all stakeholders strengthening collaborative opportunities with Probation via CALHOPE SEL Grant, Data collection and analysis to empower and inform practice, etc.</li> <li>• Community Based Partners facilitating Parent/Guardian articulation events at SCOE school sites to share information about their respective programs and the roles they play in supporting students in the school/CBO partnership</li> <li>• Socioemotional Learning Director and Coordinator mobilizing funding through grants such as the CalHope grant that would support justice involved students as a result of instructional and support staff embedding SEL instructional strategies and Restorative practices that support socioemotional and mental health wellness.</li> <li>• The Guiding Coalition Team composed of Site Leaders, Directors, Coordinators, Teachers, Support Staff, etc. meeting monthly to collaborate on transforming instructional practices, improving family and community engagement and improving systems through data collection and analysis.</li> </ul>
Build skills regarding community-based curriculum and pedagogy among all school staff	<ul style="list-style-type: none"> <li>• Work with CS Steering Team and Curriculum Collaboration Team to update Annual Professional Learning Plan to include community school-specific curricula in monthly PD schedule and in Professional Learning Communities with site principals</li> <li>• Curriculum Collaboration Team meets twice a month</li> <li>• Expand current PD for teachers and instructional support staff on Universal Design for Learning principles and Multi-Tiered Systems of Support</li> <li>• Increase PD offerings that focus on literacy, review of assessments to improve overall reading proficiency among students, and accelerate progress of struggling readers</li> <li>• CTE Coordinator supports teachers with lesson planning and building teacher capacity relative to project based learning</li> <li>• Provide PD on effective use of tools to support student instruction</li> </ul>
Curriculum Collaboration Team	<ul style="list-style-type: none"> <li>• Develop a lesson plan template</li> <li>• Lead integrated professional learning to support literacy through all subject areas that is based in culturally responsive and community based practices</li> <li>• Provide coaching and support to staff; co-teach</li> <li>• Lead Professional Learning Communities</li> </ul>

## **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
Build and support a positive, inclusive climate	<p>Review the roles and responsibilities of support staff - validating their role in furthering this work.</p> <p>Solicit community activists, entrepreneurs, etc. from students' respective communities to give discourses relative to shared experiences, empowerment, etc. that aligns with students' life experiences</p> <p>Plan cultural events (i.e. Black History, Dia De Los Muertos, Hmong New Year) with community member representatives from those varying cultures that would validate and affirm students' cultural backgrounds and enlighten those represented from other cultures.</p> <p>Quarterly review of behavioral progress indicators including:</p> <ul style="list-style-type: none"> <li>• Site suspension and intervention data</li> <li>• Referrals to mental health clinician</li> <li>• Referrals and participation in mentoring groups</li> <li>• Surveys conducted through Kelvin</li> </ul>
Teachers and support staff are knowledgeable about and committed to CS model	<p>Through Professional Learning Community implementation, staff will participate in a cycle of continuous improvement that reviews student academic, career focused and social emotional learning outcomes as part of the Student Success Plans. Student Success Plans will be the reference guide both in the intake process for students enrolling into our programs as well as when they transition to their home districts. In both instances, relevant staff would have the best prospect of monitoring students' progress toward both short and long term goals.</p> <p>Activities will include:</p> <ul style="list-style-type: none"> <li>• Evaluating SSP data quarterly</li> <li>• Revising lesson plans</li> <li>• Participating in Professional Learning and Coaching</li> </ul>
Students successfully transition from our programs prepared for post-secondary, career, and community engagement	<ul style="list-style-type: none"> <li>• Develop measures to track experience in work-based learning, work experience, internships; and sustainable jobs after graduation</li> <li>• Systematize current work based learning experiences</li> <li>• Increase opportunities and participation in work-based learning experiences</li> <li>• Develop integrated work based learning curriculum and project based learning as part of the work of the curriculum collaboration team</li> <li>• Provide access to college tours and other pathway experiences for all students and document through SSP</li> </ul>

## 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
Carry out the actions detailed in our Community School Implementation Plan	<ul style="list-style-type: none"><li>• Develop a CCSPP Implementation Evaluation Plan</li><li>• Solidify a reporting structure between sites and SCOE in meeting the requirements of the grant programming and fiscal reporting</li><li>• Engage a third party evaluator to develop data collection plan, goals and actions related to the CCSPP initiative, collect and analyze data, in collaboration with the Systems Team and site Advisory Council</li><li>• These teams will align the goals in the evaluation plan with those of the LCAP and site SPSA, and monitor progress toward achieving these goals</li></ul>
Continually assess and advance our progress in implementing a community school model.	

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