

Twin Ridges Elementary School District Community School Implementation Plan

Table of contents

Instructions.....	2-3
School site contact information.....	4
Strategy 1: Shared understanding & commitment.....	4-6
Strategy 2: Collective priorities, part A.....	6-7
Strategy 2: Collective priorities, part B.....	8
Strategy 3: Collective leadership.....	9-11
Strategy 4: Coherence: policy and initiative alignment.....	12
Strategy 5: Staffing and sustainability.....	13-15
Strategy 6: Strategic community partnerships.....	16-18
Strategy 7: Professional learning.....	19
Strategy 8: Centering community-based curriculum and pedagogy.....	20
Strategy 9: Progress monitoring and possibility thinking.....	21-22

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the Capacity-Building Strategies.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

Capacity-Building Strategies Overview

The S-TAC has launched the Capacity-Building Strategies: A Developmental Rubric to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

The Developmental Rubric can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Grizzly Hill School 16661 Old Mill Road, Nevada City, CA 95959	Superintendent / Principal Scott Mikal (530) 265-9052
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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:

The Vision

Beginning with a comprehensive stakeholder-based visioning process, our community reimagined Grizzly Hill School (GHS) as Grizzly Hill *Community* School (GHCS). They envisioned GHCS as an exemplary model where curiosity-driven, relevant education is fostered within a safe, whole-child environment. This reimagined community-oriented school will become a place that fosters inclusivity and excellence, making it a preferred choice for parents seeking a supportive, enriching environment, countering the pull of local charter and other non-local options. At GHCS, student connections to culturally and racially diverse opportunities will be integrated in classroom curriculum, community events and our expanded learning opportunity program. GHCS will serve as more than an educational center for all ages and embody a village-like community. This vision describes Grizzly Hill Community School fully integrating school board, district, and school leadership goals, priorities and Local Control Accountability Planning – leading to unity, synthesis, and cohesion

across efforts.

Our community has already started movement in what we consider the first phase of this vision. Nevada County Superintendent of Schools, our local county office of education, is also a CCSPP grantee along with two other Nevada County LEAs and has invested in a county-level Communitywide Coordinator of Community Schools and Family Resource Centers. It is important for our authors here to note that the community engagement, asset-mapping, needs assessment, and other pillars of the CS Framework undergird the work that is happening at a larger county level. This is championed through close, small-town collaboration from the County Board of Supervisors, to county government and public health, to countless community-based organizations of all kinds, and most importantly, schools, which are positioned at one of the most comprehensive and complete points of the citizen-state interface. This information gathering and assessment is both quantitative and qualitative, and reveals our county as home to economic and health-based disparities that far outstrip its neighbors like Placer County. While our implementation plan highlights the work of our advisory and the efforts within our local community, we consider the partnership between Nevada County entities as core to the larger call to action.

In order to move towards this vision, create shared understanding, and embody a commitment to Community Schools overarching values, the District will hire and retain three new staff members; a Community School Coordinator (CSC), a Parent Liaison (PL) and a Place-Based Specialist (PBS). The Community School Coordinator will create and champion ongoing opportunities for engagement with all community stakeholders—listening and documenting hopes and dreams for the school and understanding concerns and perspectives. Deep engagement will promote strong collaboration and support for transformational change. Continuous reflection will enable the CSC to celebrate success, identify emerging needs and assets and realign priorities on an ongoing basis.

The Parent Liaison (PL) is aimed at direct service to school families. This position will foster positive relationships with students, families and caregivers to support their progress towards academic and life goals. The PL position will take over registrar duties for GCHS, a key opportunity to meet and engage families as students enroll. This position will also oversee attendance interventions and supports, a key objective of community schools. The PL will develop ways to help students and families meet needs that extend beyond traditional educational goals, including transportation, medical, dental and mental health needs and more. The Parent Liaison will be in a key position of building trust and confidence in the school community, and reducing barriers that affect daily attendance.

Together the CS Coordinator and the Parent Liaison will provide leadership and commitment to building and strengthening relationships with and between all students, parents and caregivers, school administrators, staff and community partners in order to nurture a strong sense of belonging in the school community. Our school envisions the Community School (CS) team being centered within our school library. This reimagined space will combine many key features of the community school framework, providing a well-designed calming space where students can reset and a resource room where snacks and clothing are available for students and families, all while remaining a traditional place of learning, literary exploration and connection. Community and parent volunteers will be recruited and trained to help staff this space in partnership with the CS team .

Place-based learning will be a key curricular feature of Grizzly Hill Community School. To facilitate this, our plan articulates a Place-Based Specialist. This position will work with students to create learning opportunities that center student voice, choice and empowerment. Place-based learning activities will be directly relevant to students and encourage the development of communication and leadership skills within the student body. Service learning will be a key component of the Specialist's role and efforts. Service Learning opportunities will be aimed at authentic community needs while helping students to better understand themselves, their place in the community and how they can influence real change.

Finally, coordinated community school communication will help to ensure that students, staff members, families and local community members gain a shared understanding of the Community Schools framework and how they can contribute as co-creators of the vision. A community school newsletter, created collaboratively with the San Juan Ridge Family Resource Center (FRC), will include a standing section for Grizzly Hill Community School in every edition. This newsletter's distribution is notably wider than only the school community as the publication is made available at local stores, the post office and the FRC, as well as being distributed via email to community members and service providers living and working on the San Juan Ridge. A monthly "Coffee with School Leadership" event will open lines of communication between parents and caregivers and school leaders like the Superintendent, Principal, Community Schools Coordinator, Parent Liaison, etc. Additionally, the CSC will conduct outreach and education by tabling at school and community events.

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.

Our community school leadership team understands that we are just at the beginning of our efforts.

At the center of our ongoing assessment efforts is the TRES Community School Advisory. The Advisory Council will regularly meet to provide guidance and oversight of Community Schools planning, help ensure fidelity to Community Schools framework and express and continually refine the vision for Grizzly Hill Community School. The Council will continue to represent a wide cross-section of the community and will include parents and caregivers, educators, administrators, students, service providers, partners from community-based organizations, medical professionals, mental health professionals, business partners, faith-based representatives and community members.

Additionally, ongoing staff interviews with both certificated and classified employees will be conducted in spring 2024 and annually moving forward. One-on-one sessions will provide an avenue for confidential sharing of insights. A structured approach will ensure that all staff members are asked the same questions.

Data will be gathered via annual Community Schools surveys. Survey instruments will be designed to engage effectively with three key demographics; students, parents/caregivers and school staff, and finally, community members, business owners, and service providers working on the San Juan Ridge. Each year, there will be a process of reviewing and adapting the survey format and questions based on feedback, ensuring that the surveys remain relevant and effective in capturing the evolving needs and perspectives of the Grizzly Hill Community School and larger San Juan Ridge community.

A series of listening sessions will be held each year to open lines of confidential, in-person communication. Sub-populations to be gathered at listening sessions include: students, parents and caregivers of students, parents and caregivers of children ages 0-5, parents and caregivers of children who attend schools other than Grizzly Hill School (charters, other public schools, private schools, home/unschool), Grizzly Hill School alumni and finally the community-at-large. Members of each group have unique wisdom to share from their lived experiences and perspectives that will contribute to the creation of a dynamic and transformative Community Schools plan.

Targeted, meaningful efforts will be made to include students and families who are historically marginalized, including students with 504 plans and IEPs, to learn about their perspectives, ideas and needs, through outreach and engagement activities including listening sessions and surveys.

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
Strengthening relationships between the school and students, parents, caregivers	<ol style="list-style-type: none"> 1. Attendance rate 2. Chronic absenteeism rate 3. Percentage of local survey respondents to “strongly agree” or “agree” that there is a strong level of partnership between the school and parents/caregivers 4. Percentage of students, staff, parents and caregivers engaged in needs and assets assessment and gap analysis activities
Provision of <i>locally</i> relevant, student-driven learning opportunities	<ol style="list-style-type: none"> 1. Student voice is centered in the development of place-based and service learning projects 2. Students demonstrate what they learned in meaningful ways 3. Relationships with local community-based organizations are strengthened through mutually beneficial projects
Integrated student and student family supports	<ol style="list-style-type: none"> 1. Access to resources to meet basic needs, like food and clothing, available at the school site 2. Medical, dental and vision screening and services available at the school site 3. Comprehensive mental health support at the school site

Strategy 3: Collaborative Leadership

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

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership. Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Map current decision-making teams in order to strategize how to best to unify their efforts</p>	<ol style="list-style-type: none"> 1. TRESA Community School Coordinator (CSC) to be a key cabinet level leadership position within district - connecting School Site Council, TRESA Cabinet, Board of Trustees, Associated Student Body, MTSS/PBIS, Community Schools Advisory Council, etc in order to continually integrate community school framework school/district goals, values and decision making, and provide fluid communication between Advisory and the greater school community 2. Create and implement a plan for enhanced collaboration and cohesion between groups 3. Monitor for results and refine accordingly
<p>Actively create authentic opportunities for students, parents and caregivers, staff and community members to have a voice in decision-making and a role in decision-making teams</p>	<ol style="list-style-type: none"> 1. Involve students meaningfully wherever possible in decision-making, including inviting student representatives to provide updates and reports at Community Schools Advisory Council meetings 2. Create regular lines of communication between school administration and parents and caregivers that build relationships, strengthen trust and generate opportunities for deep listening that include like “Coffee with School Leadership” events 3. Provide school board members and administrators regular summaries of data gathered via Community Schools engagement processes so data can be utilized to drive decisions 4. Provide timely, relevant information about major plans or initiatives made or upcoming at TRESA to students, parents and caregivers, service providers and the community-at-large on a regular basis via Ridge Connections newsletter and other modes of communication 5. Connect decision-making to principles of Restorative Justice (RJ), adhering to the principles of fair practice whenever possible; engagement, explanation and expectation clarity

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):

An active and robust Parent Teacher Club (PTC) creates both independent and school-integrated events and activities for students, families and staff, like holiday celebrations, dinners, and field days. The PTC helps raise funds for enriching classroom and off-campus opportunities that otherwise would not occur.

The Associated Student Body (Student Council / ASB), composed of elected student representatives

from grades 5-8, guides decisions about school events, culture efforts and school policies, and is key to planning student-based school dances, spirit weeks, Fun Fridays, field trips, etc.

A Positive Behavior Interventions and Supports (PBIS) Team, composed of educators, support staff and administrators, plans, implements, monitors and conducts professional development for all staff regarding Multi-Tiered Systems of (Instructional and Behavioral) Support and Restorative Justice activities and systems.

The School Site Council, composed of parents, educators and administrators, determines priorities and goals for the LCAP and School Plan and monitors progress towards goals adhering to the principles of site-based decision making (SBDM).

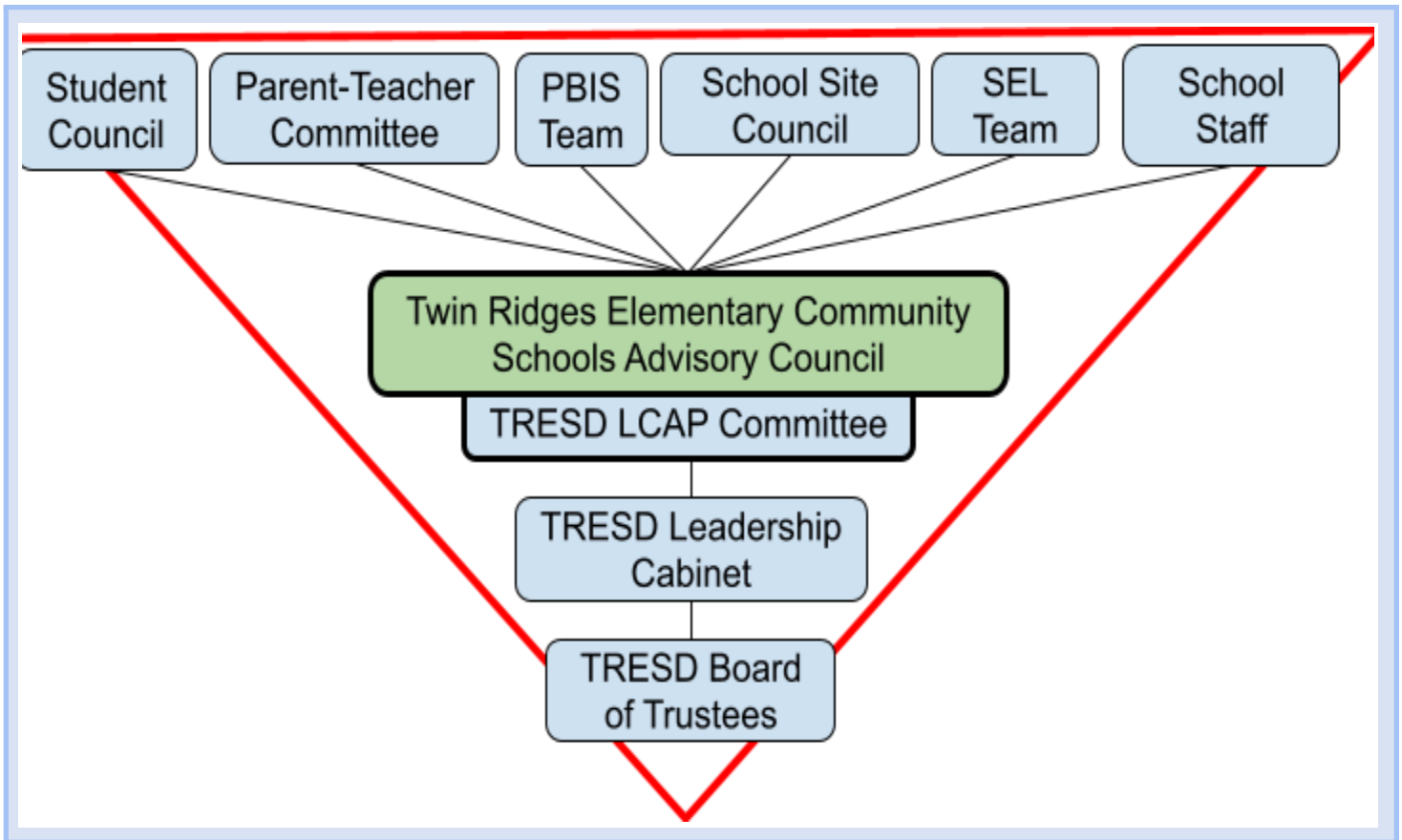
A Social Emotional Learning (SEL) Team composed of educators, support staff and administrators, plans, implements, monitors and conducts professional development for all staff regarding social and emotional learning activities and systems.

GHS and Little Acorns Staff meet regularly to make decisions about day-to-day operations of the programs and make recommendations to the school leadership team.

A combined Community Schools Advisory Council and TRESA LCAP committee, composed of school administrators, certificated and classified staff, students, family and caregivers, service providers and community members-at-large, convenes to guide and monitor progress towards Community Schools goals and framework – at the center of school planning.

The Superintendent/Principal convenes cabinet meetings with the Chief Business Official, Student Services Coordinator and Community Schools Coordinator. Collectively, Cabinet guides decisions about school wide priorities and student and family supports.

TRESA Board of Trustees approve matters related to budget, employ the District's superintendent and act on matters related to enrollment, attendance and student performance.



Strategy 4: Coherence: Policy and Initiative Alignment

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

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>1. Identify areas of alignment between Community Schools and LCAP – essentially combining them as a single coherent effort</p>	<ol style="list-style-type: none"> 1. Schedule bi-monthly Community School Advisories, with identified LCAP Committee efforts, within the same body, starting in December of each school year culminating with a refreshed / revised LCAP each May for County and TRESB Board approval 2. Review Community Schools plan and current LCAP to identify common goals, as well as resources and staff utilized to achieve them 3. Ensure cohesion between CS Framework and LCAP in order to amplify results and avoid duplication, synthesizing CS and LCAP plans accordingly to create one single document
<p>2. Identify areas of alignment between Community Schools and Expanded Learning Opportunity Program (ELOP) overlaying priorities, efforts and activities</p>	<ol style="list-style-type: none"> 1. Review Community Schools plan and ELOP plan to identify common goals, as well as resources and staff utilized to achieve them 2. Ensure cohesion between CS and ELOP in order to amplify results and avoid duplication 3. Revise CS and ELOP plans accordingly to align objectives and activities to support one common vision
<p>3. Integrate LCAP / Community Schools Plan into school mission, vision and values</p>	<ol style="list-style-type: none"> 1. Employing new LCAP / Community Schools Plan, recreate and rebrand school mission and vision to align with the CS Framework 2. Outline and articulate, with extensive stakeholder participation, a new set of school values 3. Create graphic and other visual and written elements to continually reference and point to new CS-aligned vision, mission and values

Strategy 5: Staffing and Sustainability

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Maintain and build leadership capacity and opportunity for Community School Coordinator</p>	<ol style="list-style-type: none"> 1. Provide ongoing opportunities for professional development so the CSC can deepen their understanding of the CS model and best practices 2. Conduct annual job review as an avenue for reflection and growth 3. Fully integrate CSC into District Cabinet Leadership
<p>Employ, train, and integrate a Parent Liaison into multiple fundamental school roles as well as identified novel functions</p>	<ol style="list-style-type: none"> 1. Hire qualified personnel for the Parent Liaison position who has experience working with students and families, an understanding or willingness to learn about the McKinney-Vento program, school registration and attendance processes and a desire to facilitate the creation and usage of a campus wellness and resource room 2. Train the Parent Liaison and clearly communicate expectations in order to set them up for success 3. Provide ongoing opportunities for professional development in order to employ best practices 4. Conduct annual job reviews as an avenue for reflection and growth 5. Fully integrate Parent Liaison into Community School Advisory
<p>Employ, train and integrate a part-time Place-Based Specialist to create place-based learning opportunities for students integrated with CS framework</p>	<ol style="list-style-type: none"> 1. Hire qualified personnel for Place-Based Specialist position who has an established connection to the San Juan Ridge community, experience working with students and an understanding of place-based learning and its importance 2. Train the Place-Based Specialist to perform essential duties of the job including project planning, implementation, documentation and reflection 3. Provide ongoing opportunities for professional development in order to employ best practices 4. Conduct annual job reviews as an avenue for reflection and growth 5. Fully integrate Place-Based Specialist into Community School Advisory

Key Staff/Personnel

<p>Kristin Snell, MSW, 1.0 FTE Community Schools Coordinator (funded by a combination of</p>	<p>The Coordinator strategically engages with stakeholders to plan, implement and manage Community Schools efforts, providing expanded learning opportunities,</p>
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<p>Community Schools and Extended Learning Opportunities Program monies)</p>	<p>integrated services and promoting shared leadership. Provides leadership and facilitation for the Community Schools Advisory Council that works to seamlessly integrate and make progress towards reaching CS and LCAP goals. Is an integral member of the District's Cabinet Leadership team. Works closely with the Parent Liaison to improve attendance and support student success. Collaborates with the Place-Based Specialist to provide place-based and service-learning activities. Provides oversight of San Juan Ridge Family Resource Center (SJRFRC) collaboration and efforts already located at Oak Tree campus, including transition of program to potential district management from county operation. Coordinates staffing for Grizzly Hill School Library's reimagined future use as a combined wellness/ community resource room and traditional instructional space.</p>
<p>1.0 FTE Parent Liaison (funded by a combination of Community Schools and Expanded Learning Opportunities Program monies)</p>	<p>Establishes and strengthens relationships with students, parents and caregivers to remove barriers to learning, improve attendance and support student success. Coordinates school registration and enrollment, testing and McKinney-Vento and Foster Youth efforts as well as Expanded Learning Opportunity Program planning and activities.</p>
<p>0.175 FTE Place-Based Specialist</p>	<p>Collaborates with students to design, develop and provide relevant, community-rooted learning opportunities. Coordinates and edits community newsletter. Works with Coordinator integrating SJRFRC efforts and activities with the larger school community.</p>
<p>Renee Renoir (.75 FTE) and Diana Pasquini (.625 FTE), Community School Liaisons - San Juan Ridge Family Resource Center at Oak Tree School campus</p>	<p>These two Nevada County Superintendent of Schools (County Office of Ed) funded and managed positions host, maintain, coordinate and provide access to resources including food pantry, community clothes closet and First Five children's play space. Host twice weekly playgroups for young children and their parents and caregivers. Coordinate five weeks of summer camp programming for children ages 3-13. Provides regular reports to TRESB Board of Trustees as the host LEA. Collaborates with Grizzly Hill School to produce place-based opportunities. Notably, NCSOS is currently negotiating a change of host-administration with TRESB. SJRFRC activities already align with both CS Framework and ELOP.</p>

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

TRESA leadership will create a comprehensive, long-term funding plan to ensure core staff positions and initiatives are sustained over time. A key part of the plan will involve identifying and integrating CS and LCAP goals to build a unified vision that identifies ongoing funding for these positions and their associated roles and activities. Another critical component of TRESA's resource planning will be to utilize the novel Medi-Cal billing structure to build additional ongoing resources, furthering sustainability of Community Schools efforts.

The District will also seek additional grant and local funding to support all aspects of the work, including that of the Parent Liaison, Place-Based Specialist and Community Schools Coordinator. The Community Schools Coordinator will maintain a strong network with other professionals working in the field locally, at the state level and federally, in order to stay current on any emerging funding streams that could potentially deepen the work of Community Schools at Grizzly Hill School. Funding from public and private sources will be continuously researched and pursued wherever possible. Efforts to build a school endowment/foundation are also underway.

The District will also strengthen collaboration with community partners to share resources including staff and facilities. TRESA will maintain in-kind staffing support and articulates here its full-throated commitment to community schools framework regardless of implementation grant funding. Most notably, blending and integration of Expanded Learning Opportunity, First 5, Title 1, and other categorical resources create a more stable funding platform for ongoing community schools efforts.

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
<p>Strengthen existing community partnerships</p>	<ol style="list-style-type: none"> 1. Stay informed of the work of community-based organizations via participation in groups like the San Juan Ridge Community Coalition and through communication with the Countywide Coordinator of Community Schools 2. Collaborate to share resources, including personnel, to mutually support the goals of CBOs and those of the District, reducing duplication of services 3. Engage with CBOs to explore the creation of place-based and service learning opportunities at their sites that benefit the CBOs and provide enriching experiences for students 4. Enhance communication between CBOs, between CBOs and the school, and between CBOs and the wider community via the revitalization of Ridge Connections newsletter which will feature articles, updates and event announcements authored by representatives of CBOs, the school and community members 5. Develop MOUs to clarify roles and expectations between the District and CBOs 6. Maintain robust and active membership with CBOs on the TRESA Community Schools Advisory Council so that CBOs have an active voice in decision making at GHCS
<p>Develop and foster new partnerships</p>	<ol style="list-style-type: none"> 1. Stay apprised of ongoing and new projects and programs that may become potential collaborators by continuously networking and communicating with existing partners and agencies 2. Periodically review the countywide asset map developed by the CS Countywide Coordinator to identify avenues and new opportunities of collaboration 3. Initiate contact with potential collaborators to explore common goals and possible partnerships 4. When goals align, develop a plan for partnering

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:

TRESA enjoys close, collaborative partnerships with numerous San Juan Ridge-based

organizations, including Ananda Village, Ananda Living Wisdom School, Little Acorns Preschool, North Columbia Schoolhouse Cultural Center, North San Juan Early Head Start, North San Juan Fire Protection District, Oak Tree Parks and Recreation District, San Juan Ridge Community Center, San Juan Ridge Community Library, San Juan Ridge Family Resource Center, San Juan Ridge Taxpayers Association, Sierra Family Medical Center and Sierra Nevada Children's Services, all of whom have representation on Grizzly Hill School's Advisory Council. These partnerships enable Grizzly Hill Community School (GHCS) to be woven into the fabric of the community in meaningful ways, including the sharing of information, resources and opportunities.

To clarify, Twin Ridges already hosts a district-managed free community preschool (Little Acorns), open since 2021, and San Juan Ridge Family Resource Center, in operation since 2006, at its North San Juan-based Oak Tree School site. Notably, this school site is already closely aligned with the Community Schools framework, operating as a community hub for services, a place to gather and a vehicle for communication. The Oak Tree School Campus is adjacent to North San Juan Head Start, Oak Tree Park and SJR Community Library. Our District Community Schools Plan expands this model to Grizzly Hill (Community) School, some 8 miles down Tyler Foote Crossing Rd, on the other end of the community.

Students from GHCS will build on an existing, strong school legacy of service learning and place-based educational opportunities that includes, for example, the creation of the FRC's food pantry service that was initiated through the efforts of Grizzly Hill School's Youth Corps. Additional historical place-based projects are thoroughly documented by several notable publications like Nature of This Place 2010, local murals and integration with nationally recognized, enduring traditions like the Sierra Storytelling Festival that is held annually half a mile from GHCS.

As part of our Community Schools offerings, the CS Coordinator and the FRC's Community School Liaisons plan to co-facilitate monthly parenting support groups - a need identified within a listening circle in Winter 2023. The FRC will also collaborate with GHCS on the revitalization of a community newsletter as a vehicle for enhanced communication between the school, Ridge-based agencies and organizations and community members. Additionally, GHCS and the SJRFRC will work together to offer CPR/First Aid classes and babysitting certification classes. TRESA will continue to support the SJRFRC in its operation of a food pantry and as an ongoing host of the Food Bank of Nevada County's monthly drive through distribution.

The District is also in the beginning phases of building meaningful, direct collaboration with Nevada County-based organizations like the Food Bank of Nevada County, Interfaith Food Ministry and United Way of Nevada County to establish a Grizzly Hill School-based food pantry which will enhance the FRC's efforts to address food insecurity among students and parents/caregivers.

Furthermore, the District is exploring how to deepen collaboration with agencies including Nevada County Public Health, who already partners with GHCS to provide dental screenings and immunization clinics. Additional Public Health services to be incorporated include nutrition education and food waste reduction classes, harm reduction education and tobacco use prevention activities.

Finally, TRESA Community Schools Advisory has identified a number of innovative and novel opportunities for expansion of services and partnerships. These may include:

- Nevada County Planning Dept. education for building of Additional Dwelling Units (ADUs) to address housing needs in the community,
- Community Meals open to folks beyond the school community, (re)establishing the school as a center of the community,
- Expansion of the use of GHCS as a civic center facility for use by the community and CBOs,
- Infrastructure to prepare GHCS as a stronger Designated Evacuation/Emergency Shelter,
- Hosting of Employment Education Opportunities, job fairs, and adult school offerings,
- Coordination and development of local independent child care opportunities, transportation / carpools, material sharing, elder care opportunities, and other community based efforts.

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
Ensure the Community Schools Coordinator stays current on all aspects of Community Schools work	<ol style="list-style-type: none"> 1. CSC to stay connected with the Regional and State Transformational Assistance Center to continue taking advantage of professional learning and networking opportunities they routinely provide 2. CSC to stay connected with the Community Schools Learning Exchange to continue taking advantage of professional learning and networking opportunities they routinely provide
Community Schools professional development for Site Team Members	<ol style="list-style-type: none"> 1. Schedule professional development on culturally relevant practices of elevating identity, voice, affective listening, ProAct behavior management, and equity for grading 2. Engage with staff to inquire about what additional PD areas they would like training in, research, plan and make those opportunities available
Support of existing PD efforts <ul style="list-style-type: none"> - Social Emotional Learning - Positive Behavioral Interventions and Supports - Universal Design for Learning - Trauma-Informed Instructional Practices. 	<ol style="list-style-type: none"> 1. Coordinate with Nevada County Superintendent of Schools to offer trauma-informed training to all staff 2. Continually assess the need for further training of existing staff based on emerging best practices 3. Ensure that new staff receive trauma-informed training

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
<p>Develop student-centered, community-rooted projects that include service-learning opportunities</p>	<ol style="list-style-type: none"> 1. Hire and train Place-Based Specialist (PBS) 2. PBS to work closely with students and staff, as well as community-based organizations, to develop student-centered project plans that integrate meaningfully with classroom curriculum wherever possible 3. Implement place-based and service-learning projects 4. Provide opportunities for students to showcase their projects, including capstone eighth grade projects 5. PBS to produce and deliver reports to school leadership team to provide insights on student growth and impact of projects 6. Assess and refine place-based project plan according to feedback from students, community partners and staff
<p>Provide professional development for all staff on place-based and service-learning pedagogy</p>	<ol style="list-style-type: none"> 1. Research professional development opportunities 2. Create a plan for professional development 3. Offer professional development opportunities to all relevant staff
<p>Establish strong curricular connections and content with local Nisenan Rancheria First Peoples population</p>	<ol style="list-style-type: none"> 1. Invite local tribal elder to attend a listening session 2. In collaboration with the tribe, identify ways that the school can support the Nisenan in their efforts to gain federal tribal recognition 3. Explore the language and culture of the Nisenan in partnership with tribal members, developing place-based grade level curriculum for GHCS students 4. Plan field trips and field experiences to Nisenan Ancestral lands
<p>Develop relationships with representatives of agencies that manage public lands, including Malakoff Diggins State Park, Tahoe National Forest and the Bureau of Land Management</p>	<ol style="list-style-type: none"> 1. Build connections with public land agencies 2. Invite representatives to visit classrooms and provide lessons on topics related to forest ecology, conservation, wildlife biology, etc. 3. Plan opportunities for students to make off-campus trips to public lands to experience them first-hand 4. Explore <i>walkable</i> student curricular collaborations with BLM surrounding GHCS-BLM adjacent federal lands.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness,

they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop, revisit and update a baseline data portfolio	<ol style="list-style-type: none"> 1. Review LCAP, SPSA, CA Dashboard and Community Schools survey data 2. Identify priority outcome measures 3. Refine Community Schools survey instruments to ensure data collection is aligned with goals and is an effective tool for gathering needed data 4. Disaggregate data by student subgroups to identify and address any disparities in outcomes 5. Produce graphic artifacts to support communication and present to partners 	<ol style="list-style-type: none"> 1. Priority outcomes clearly defined and highlighted 2. Community Schools survey instruments completion rates 3. Disaggregated and analyzed data on student subgroups 4. Plan-Do-Study-Act cycles used to monitor progress and effectively engage in continuous improvement activities. The products / artifacts of such cycles become indicators of progress. 5. Updated graphic artifacts recording / displaying growth, change, usage, service numbers, and other metrics of CS success and progress
Develop comprehensive evaluation plan	<ol style="list-style-type: none"> 1. Define clear evaluation goals aligned with objectives 2. Engage stakeholders throughout the evaluation process 3. Develop tailored data collection instruments 4. Collect and analyze data 	<ol style="list-style-type: none"> 1. Timeline developed for evaluation plan 2. Measurable indicators to track progress towards goals established 3. Stakeholder participation rates in the evaluation process 4. A finalized, usable evaluation tool

<p>Adjust implementation according to evaluations annually</p>	<ol style="list-style-type: none"> 1. Review reporting and identify areas that need to be strengthened or changed 2. Make recommendations based on findings 3. Involve the CS Advisory Council to obtain meaningful feedback to ensure authentic shared leadership 	<ol style="list-style-type: none"> 1. Areas of weakness and growth identified 2. Areas of strength identified 3. Plans developed to reduce or address weakness / areas of growth 4. Areas of strength, leveraging success capitalized and expanded 5. Recommendations and findings codified to adjust implementation, cycled back to CS Advisory annually
<p>Produce public presentations and annual reporting of community school implementation and impact</p>	<ol style="list-style-type: none"> 1. Assess progress monthly in collaboration with school leadership 2. Prepare monthly reports that highlight progress, areas for growth and next steps 3. Assess annual progress in collaboration with school leadership 4. Prepare annual reports that highlight progress, areas for growth and next steps 	<ol style="list-style-type: none"> 1. Monthly progress reports delivered to TRESD Board of Trustees 2. Annual progress report delivered to TRESD Board of Trustees 3. Findings posted on the school's website 4. Collect and curate all CS artifacts in one coherent and easily accessible location (standalone website, Library Bulletin Board, etc).

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