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

Dunsmuir High School

Site Contact:

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Consortium Contact:

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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:

To build a shared understanding of community schools, the lead agency (Siskiyou County Office of Education aka SCOE) has committed to providing ongoing opportunities for school sites in the county to participate in professional development activities centered around community schools practice, as well as understanding and implementing the framework. SCOE has hosted bi-monthly communities of practice which have given school sites tangible structure and resources to strengthen their ability and capacity to become a community school. Topics thus far have included needs assessment and asset mapping, creating whole-child intervention strategies, and aligning current

school based efforts with the community schools framework. Additionally, SCOE offers a variety of professional development outside of community schools which align with the framework which school sites within the consortium have regularly participated in, including restorative justice, Social Emotional Learning, shared leadership councils, and curriculum support. Jackson Street School (JSS) commits to aligning with the efforts of the lead agency/ consortium to build a shared understanding of the cornerstone commitments within our school site and among all staff.

Cornerstone Commitments:

Assets-Driven and Strength-Based Practice:
The consortium will work to identify and build on the strengths and assets of our students, families, staff, and greater community. By valuing their collective wisdom from experience, history, and culture, we seek to create restorative school climates where all students and families feel supported and valued.

Lead Agency:
- Provide training and coaching for staff on asset-based thinking and strength-based practices
- Promote and support the use of asset-mapping tools and other assessment methods that focus on strengths and assets
- Share success stories and best practices related to asset-driven and strength-based approaches from other community schools, both locally and regionally

Site:

- Conduct asset-mapping exercises with students, families, and community members to identify strengths and assets in the school community
- Develop programs and initiatives that build on the strengths and assets identified through the asset-mapping process
- Train staff on asset-based thinking and incorporate it into daily interactions with students and families

Racially Just and Restorative School Climates:
The consortium will work to create nourishing and sustaining school climates that are centered in the embrace of and support for all students, centering restorative practice rather than punitive punishment at school sites

Lead Agency:
- Provide training and coaching for staff on restorative practices
- Promote understanding and practice of restorative practice as organizational norms

Site:
- Train staff on restorative practice and promote implementation of restorative practice at all levels

Powerful, Culturally Proficient, and Relevant Instruction:
The Consortium will focus on teaching and learning that is relevant to, inclusive of, and centered in

the wisdom, history, culture, and experience of our students, families, and communities.

Lead Agency:

- Collaborate with community partners to offer enrichment opportunities that align with students' cultural backgrounds and interests
- Provide professional development on culturally relevant pedagogy and community based learning principles

Site:

- Providing opportunities for students to learn from and about diverse perspectives and experiences, such as through guest speakers, field trips, or partnerships with community organizations.
- Incorporating student feedback and input into instruction development to ensure that it is relevant and meaningful for them.

Shared Decision-Making and Participatory Practices:
The Consortium will strive to have authentic shared leadership in all school governance and operations, including engaging families, students, staff, and community members in decision-making processes.

Lead Agency:

- Provide resources and training on shared decision making and participatory practices for all school site leadership teams
- Facilitate regular meetings between school sites and consortium representatives to share information and make collaborative decisions
- Include representatives from school sites in the consortium's decision making process

Site:

- Establish school site teams that include diverse stakeholders such as parents, students, teachers, and community partners
- Provide regular opportunities for all stakeholders in the school community to provide input and feedback on school policies and programs
- Utilize tools such as surveys, focus groups, and empathy interviews to gather feedback and make decisions collaboratively with stakeholders

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.

Throughout the planning phase, each school site/ LEA independently led needs assessments, leveraging existing structures for assessing family/student/staff needs while implementing a variety of methods to deepen understanding. As our county has limited resources available, the lead agency provided support with asset mapping, providing each school site with an asset map of available resources at the county and district office level. Each site then added resources that were available within their site/district to ensure a comprehensive, individualized asset mapping process. Dunsmuir High School (DHS) conducts ongoing needs assessments of students and families through a combination of parent surveys, town halls, and other forms of student engagement, all of which has traditionally informed LCAP goals.

As a consortium, we recognized that needs assessments will continue to be mostly implemented at the school site level, with schools within the same distinct and/or community combining efforts. To ensure that each school site continues a thorough and meaningful engagement of all stakeholders, the lead agency will provide coaching on needs assessment strategies, facilitating the implementation of those strategies when necessary. Training on empathy interviews, focus groups, and other data collection methods will be provided by the consortium during Year 1 of the implementation period. By engaging a wide variety of stakeholders within the school community, including families, students, staff, and community partners, we will ensure a comprehensive data collection strategy in which all voices have input. Engagement will be carefully monitored throughout the process, and strategies will be adjusted when school sites identify a population which is disproportionately represented. By continuously monitoring and adjusting our approach, we will ensure an equitable representation in our data analysis. Best practice strategies, such as interviews, focus groups, home visits, family engagement nights, and surveys, will be utilized. Additionally, we will leverage community partnership to host multipurpose engagement events, where families can obtain resources or participate in activities previously identified as needs, while simultaneously conducting needs assessments to further inform our community schools efforts. Examples of such partnerships include cooking/parenting classes with First 5 Siskiyou, medical services provided by Siskiyou County Health and Human Services and Mountain Valley Health Clinics, and Family Code Nights. Community School Coordinators employed at the school site/ district level will play a vital role in organizing engagement efforts, as well as building trust and engaging families during the needs assessment process.

To ensure that school sites' data collection tools are culturally responsive and inclusive, data collection efforts will be conducted in multiple languages and be offered in a variety of different formats to ensure that all families and students have the opportunity to fully participate. Additionally, we will work with community partners to identify and remove potential barriers to participation, including things such as offering childcare, providing transportation, and/or offering food/incentives during events.
Data equity is of the utmost importance to the consortium. As a result, the lead agency will work with school sites to combine existing needs evaluation structures, ensuring that families are not over surveyed. Best practices for data equity and data collection, including asset based/ people first language, accountability reporting, and designing data collection around the 5 P's of health equity (people, place, process, power, purpose) will ensure that the needs assessment process at each site is effective and designed to empower shared decision making.

We will continue this commitment to equity and asset based thinking in the analysis and reporting of the needs assessment data. Our consortium is aware that demographics data has historically been utilized to further harm under-served communities. Therefore, we will only collect demographics data when necessary, and commit to being transparent about our intended uses of all data that is collected. Upon analysis of the data, school sites will utilize collaborative methods to develop priorities and create action plans. The shared decision making group will consist of a diverse group of individuals, including families, students, staff, and community partners, representing various backgrounds and perspectives in the community. Engaging community partners during this goal setting and action planning process will help leverage resources at a school/ county wide level, as well as promote systems thinking. Engaging families, students, and staff will promote a user-centered solutions approach and ensure shared decision making practices. School sites will be able to leverage SCOE staff to facilitate consensus-building activities, as well as leveraging community partnerships.

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.

Site Draft Collective Priority	**Outcome/Indicator you aim to improve**
Goal 1: Improve the health and social-emotional well being of our students through increased access to licensed school staff, improved student support team, and access to wellness resources	● Chronic absenteeism ● SEL Competencies ● School climate surveys
Goal 2: Improved academic performance and attendance through increase of Tier 1 instructional competencies and student engagement activities	● CAASPP scores ● Chronic absenteeism
Goal 3: Implement comprehensive student-family engagement strategy which will foster strong	● School climate surveys ● Chronic absenteeism

alliances with students, families, and community partners to create a system of support which serves all within our school system and where all voices are heard, valued, and have the opportunity to inform school decision making	● Suspension/ expulsion rates ● SEL competencies
Consortium Draft Collective Priority	**Outcome/Indicator you aim to improve**
Goal 1: Facilitate alignment of mental/ behavioral/ physical health and case management services and initiatives across community partners and school sites	● Chronic absenteeism ● SEL Competencies
Goal 2: Develop family/ student engagement strategies to enhance shared leadership structure	● Chronic absenteeism ● School Climate surveys
Goal 3: Provide comprehensive and structured professional development to align school site staff with principles of community schools	● % of staff completing PD

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

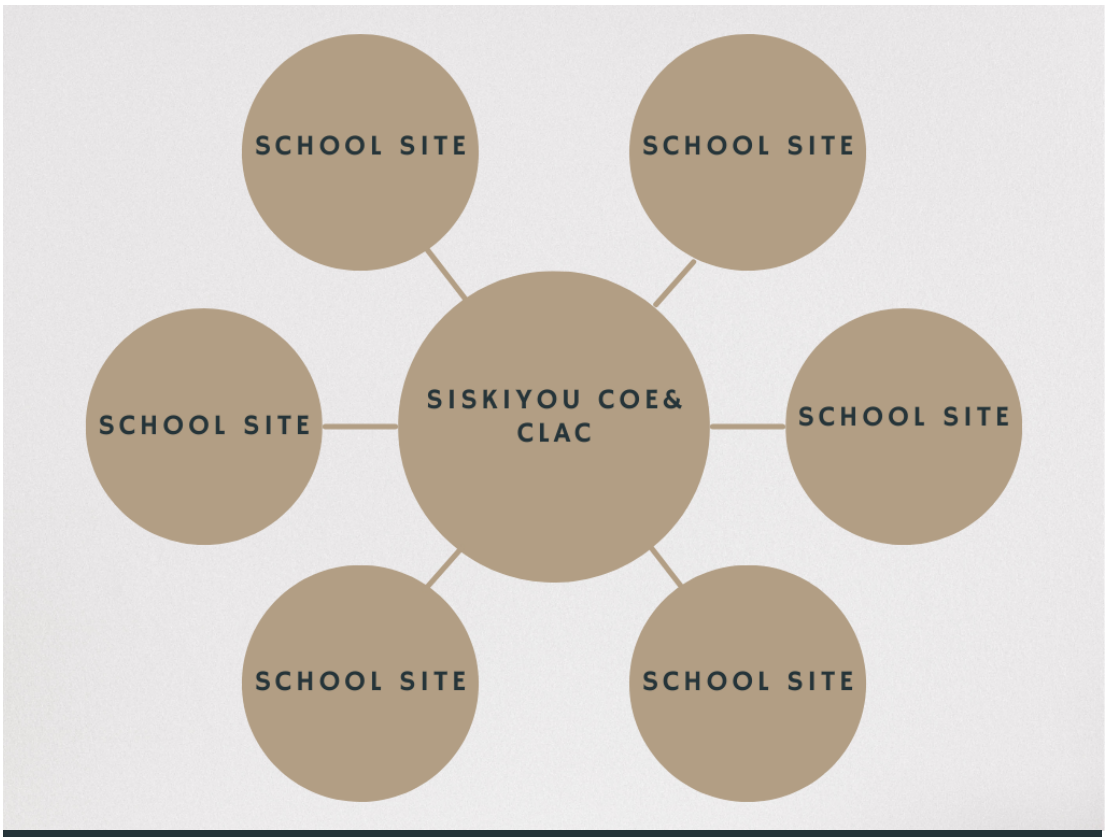
Goals	Action Steps
Site Level Goal 1: By the end of Year 1, DHS will complete team, leadership, and deepened asset mapping activities to understand and/or revise site-level shared leadership and better link students/families to community resources.	**Action Steps** ● School site will assign its Community School Coordinator (CSC) to lead the mapping efforts, in partnership with the consortium CSC and RTAC

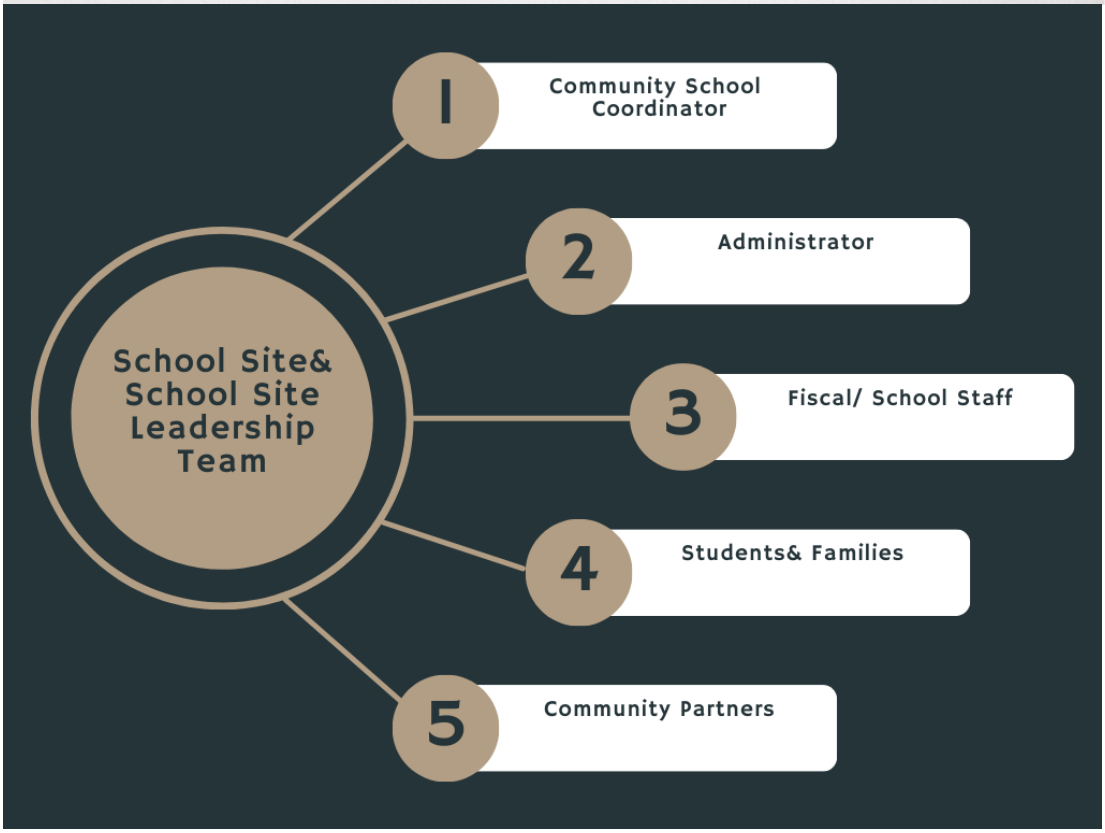
	● The CSC will identify and build relationships with businesses, churches, community-based organizations, and other stakeholders within the local community ● The CSC and other members of the school's Leadership Team will work with these stakeholders to identify opportunities for collaboration and shared leadership. ● The school site will use the results of the mapping activities to launch or revise a site-level shared leadership structure. **Outcomes** ● School site will have a comprehensive asset map of the local community that includes businesses, churches, community-based organizations, and other stakeholders. ● The school site will have established relationships with stakeholders within the school's boundaries, including those that can potentially provide input to the school's Leadership Team or other forms of stakeholder engagement.
Consortium Goal 1:By the end of Year 1, the Consortium will establish a system-level steering committee, the Community Schools Collaborative Leadership Advisory Committee (CLAC), a representative group from school site Leadership Teams, SCOE, and stakeholder groups, to provide crucial guidance and support to school-level implementers in our community schools initiative.	**Action Steps** ● Identify and recruit a diverse group of stakeholders to serve on the school site CLAC, including representatives from community-based organizations, businesses, government agencies, parent groups, and other key partners. ● Develop a shared understanding of the community schools framework among CLAC members and other stakeholders. ● Collaborate with the regional RTAC and other community school technical assistance providers to ensure that CLAC members have access to the training and resources needed to guide and support school-level implementers effectively. **Outcomes** ● CLAC is established and includes representatives from diverse stakeholder groups. ● CLAC members and other stakeholders have a shared understanding of community schools and the Cornerstone Commitments. ● CLAC members receive training and resources needed to guide and support school-level implementers effectively.

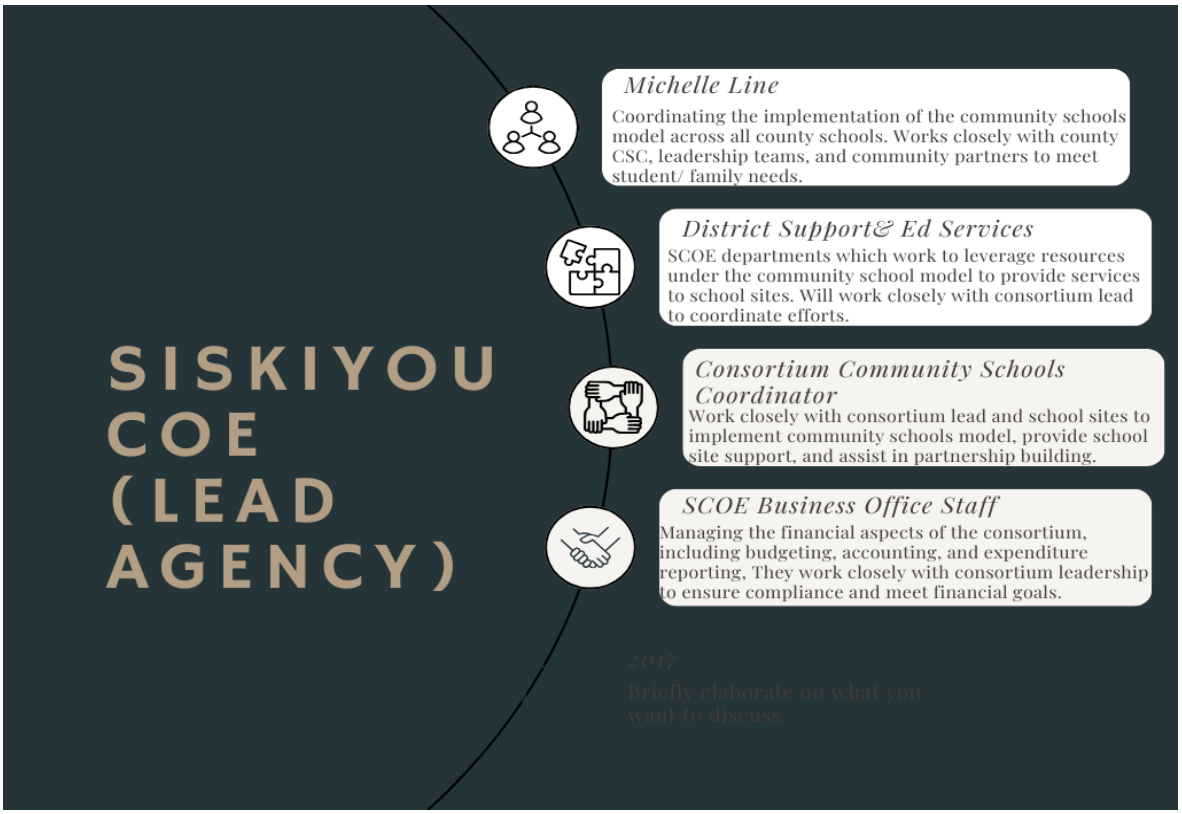
Consortium Goal 2- By the end of Year 1, provide a stipend training series to site level teams on implementing and leveraging shared leadership structures	**Action Steps** ● Co-create training series within the SCOE District Supports department to align existing efforts under community schools principles and framework ● Build school site teams to participate in training series ● Assist school sites in mapping leadership and team representation within site to understand distribution of power and representation within their school **Outcomes** ● School sites will have shared understanding of designing and implementing shared leadership practices ● SCOE will provide shared leadership training in alignment with multiple initiatives to reduce redundancy and site burden ● School sites will identify and address gaps within their shared leaderships structures

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

The consortium will use a hub and spoke model of shared leadership and site level governance. The Siskiyou COE and the CLAC will act as the central hub and provide support and guidance to school sites. Each site will be responsible for implementing the community schools model at their school, with the autonomy to do so in the way that reflects their individual community needs and context.


SCHOOL SITE
SCHOOL SITE
SCHOOL SITE
SISKIYOU COE& CLAC
SCHOOL SITE
SCHOOL SITE
SCHOOL SITE


School Site& School Site Leadership Team
1
Community School Coordinator
2
Administrator
3
Fiscal/ School Staff
4
Students& Families
5
Community Partners



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
Site Level Goal 1: By the end of Year 1, DHS will create alignment between LCAP and other site-based initiatives and community schools policies and initiatives, maximizing effective utilization of resources	**Action Steps** ● Provide enhanced curriculum support and training for UDL practices to staff ● Expand counseling services to aid social-emotional and suspension-related behaviors ● Partner to provide professional development for restorative justice practices, social-emotional

	counseling, trauma-informed practices, and parent outreach ● Regularly communicate with consortium and LEA to ensure alignment of policies and initiatives **Outcomes** ● Increased academic outcomes (CAASPP scores) ● Decreased chronic absenteeism ● Decreased suspension/expulsion rate
Consortium Goal 1: By the end of Year 2, the Consortium will ensure alignment of community school policies and initiatives with school site Local Control and Accountability Plans (LCAPs), differentiated assistance, and other district supports provided by SCOE.	**Action Steps** ● Develop a comprehensive plan and framework for school sites that integrates community schools with LCAP, Differentiated Assistance, and other district supports provided by SCOE ● Establish a system for regular communication and collaboration among the consortium, LEAs, and school sites to ensure alignment of policies and initiatives ● Provide professional development and technical assistance to LEAs and school sites to support alignment with community schools policies and initiatives ● Develop a process for regularly reviewing and updating policies and initiatives to ensure ongoing alignment with LCAPs and other site level plans/ services **Outcomes** ● 100% of LEAs and school sites have community school policies and initiatives that align with LCAPs, DA, and SCOE supports

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
Site Level Goal 1: By the end of Year 1, we will establish a fully functioning school site Leadership Team with a designated Community School Coordinator to support the coordination and implementation of our school and the Consortium's community school strategies that address the unique needs of our student population	**Action Steps** ● Establish our Leadership Team that includes an administrator, a Community School Coordinator, and other interested/ relevant staff ● Partner to provide training and professional development opportunities to our Leadership Team members, focusing on building leadership capacity, collaborative problem-solving, and community engagement ● Collaborate with the Consortium to share best practices and resources to support the development and implementation of Leadership Teams. **Outcomes** ● A functioning Leadership Team established by the end of the school year. ● Leadership Team members will participate in at least two professional development opportunities focused on leadership, collaboration, and community engagement. ● Leadership Team will actively engage families, community members, and stakeholders in decision-making processes related to the implementation of community school strategies.
Consortium Goal 1: By the end of Year 1, SCOE, the consortium's Lead Agency, will establish a consortium Community School team to support the school-site and Consortium Level work, prioritizing collaboration and sustainability	**Action Steps** ● SCOE will hire community schools consortium support staff, including fiscal and coordinator staff, to assist school sites with the ongoing implementation of site specific and consortium level work ● Identify areas where new and current positions could support the work of the community schools consortium, including restructuring current positions and hiring qualified candidates for new positions ● Begin sustainability planning for consortium level work, including assisting school sites with sustainability planning **Outcomes** ● Hire SCOE consortium level staffing by end of Year 1 ● Develop a consortium level braided funding tool to facilitate sustainability planning at both consortium and school sites ● Annually assess/adjust staffing and funding strategy to ensure successful implementation of workplan

Key Staff/Personnel

Site Based

Ray Kellar, Administrator	DHS Administrator: Will assist with coordinating and overseeing the implementation of the community school model at their specific site. They will partner with the community school coordinator to lead the school site's Leadership Team, Advisory Council, school staff, and community partners to develop and implement a comprehensive plan that addresses the students' and families' academic, social, and emotional needs at their site.
Community School Coordinator, TBD	DHS Community School Coordinator: Will coordinate and implement the community school model at the school. They will lead the school site's Leadership Team, Advisory Council, school staff, and community partners to develop and implement a comprehensive plan that addresses the students' and families' academic, social, and emotional needs at their site. Additionally, they will serve as the primary liaison between the school site/district and the consortium. We will also explore cross-training this individual to become a wellness coach, increasing the support offered to students and families and increasing long term sustainability. As this will be a partial FTE, DHS will look to partner with other schools within the county to higher a full FTE, or look to combine rolls within DHS
Counselor	DHS School Counselor: Ensure students and families receive the necessary integrated services. They also work closely with the Leadership Team to identify and address the needs of students and families and to ensure that the services provided are culturally responsive and meet the needs of diverse communities. Additionally, the counselor helps to foster a positive school climate and a sense of community among students and staff, promoting a safe and supportive learning environment.
CBO	Overseeing the financial management of the community school model at the school site/district. They work closely with the school site administrator and the consortium's fiscal staff to ensure that funds are allocated appropriately, and expenses are properly documented and reported. They will work with the county office in monitoring the budget and ensuring that it aligns with the overall goals and objectives of the community school model.
Lead Agency Based	
Michelle Line	Consortium Lead Agency Community School Director: Coordinating the implementation of the community school model across all participating schools. They work closely with the school site's Leadership Teams, consortium community school coordinator, school staff, & community partners to develop & implement a comprehensive plan that addresses the academic, social, & emotional needs of students and families. They also serve as the primary liaison between the Consortium & the California Department of Education and serve as the County Community School Lead.
Consortium Lead Agency Community School Coordinator, TBD	Consortium Lead Agency Community School Coordinator: Works with school sites to facilitate the implementation of the community schools framework and activities. They will work alongside site based community school coordinators to build local capacity, center community schools work around local priorities, and assist the site based coordinator with the implementation of assessment strategies. Alongside the Community Schools Director, the

	consortium community school coordinator will track and monitor progress of school sites toward local goals, including developing evaluation plans, analyzing data, and aligning existing administrative efforts (such as LCAP, DA, other SCOE supports).
Consortium Lead Agency Community School Fiscal Technician, TBD	Consortium Lead Agency Community School Fiscal Technician: Managing the financial aspects of the Consortium, including budgeting, accounting, & reporting. They work closely with the consortium's leadership team to ensure that resources are used effectively & efficiently and that financial goals & targets are met.

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

Our consortium has taken several steps to build sustainability of the community schools program beyond the designated timeframe of the implementation grant.

Sustainable Revenue Stream

To ensure sustainability, the consortium will work with community partners and stakeholders to identify and secure additional funding streams and resources to support the ongoing implementation of our community schools initiative. A key step in this is establishing and leveraging existing opportunities to capture funding under MediCal billing and reimbursement for MediCal Administrative Activities (MAA) program. As a joint effort across programs, SCOE will work to establish a billing system to maximize the reimbursement funding districts and SCOE are able to capture from insurance providers. Additionally, SCOE staff members are working with Cradle 2 Career 4 Siskiyou to build local workforce capacity in medical billing to be able to meet the demand. The consortium will look to leverage other local partnerships, including partnerships with local hospitals and FQHCs, to create systems of care at school sites that are low cost and sustainable models. By creating shared goals across systems and regular communication among partners, we will be able to collectively seek funding and implement strategies that benefit students and families in our community. We will also continue to learn from and adapt other models utilized throughout our region for building sustainability, including cross training wellness coaches as community school coordinators to be able to bill for services.

Capability Building and Consolidated Services

To build capacity and sustainability within our community schools, we plan to invest in professional development and training opportunities for our staff and community partners. This will include ongoing training on best practices in community school implementation, as well as leadership development and capacity building for community school coordinators, school site Leadership Teams, and members of the CLAC. In additional to our professional development and capacity building strategies, the consortium will work to de-silo and consolidate services to schools, while centering efforts around community schools. By pooling resources and working collaboratively, the consortium will maximize the impact of our community schools efforts and ensure the sustainability of each program aspect.

Alignment

The consortium will work both at the lead agency/ county office level and at the school site level to embed community schools within the broader school and community priorities. This includes aligning training opportunities at SCOE with multiple programs, providing LCAP and DA alignment recommendations, as well as coaching for funding braiding/alignment amongst various initiatives. We will continue to work at the lead agency, consortium, and school site levels to promote alignment of community schools with various initiatives to ensure the core framework of community schools is embedded and sustainable within our school sites.

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
Site Level Goal 1: During the grant period, increase and strengthen community partnerships at the school site and district level, leveraging partnership established by the consortium, to ensure equitable outcomes for students and families	**Action Steps** ● Utilize needs and assets assessment to identify and map community assets and resources available to support student success and well-being ● Hire a district community school coordinator to lead community partnerships and serve as the district liaison in consortium partnership efforts ● Develop and implement a comprehensive plan to engage identified partners in school-based initiatives and programs ● Establish regular communication channels between school staff and community partners to ensure ongoing collaboration and coordination ● Develop a system of referrals to maximize efficiency in student/ family referrals to various integrated student supports **Outcomes** ● Increase the number of community partners engaged in school-based initiatives and programs ● Increase the number of students and families served by community partners
Consortium Goal 1: Cultivate and strengthen collaborative relationships with local community partner organizations to enhance shared values, address common school site challenges, and collectively contribute to the well-being and success of our students, families, and staff	**Action Steps** ● Identify and understand shared needs amongst school sites, districts, and areas of the county ● Establish regular forms of communication to promote transparency and resource sharing through meetings and collaborative planning times ● Mobilize and leverage shared resources through traditional and non-traditional partnerships while ensuring equitable and inclusive distribution of resources ● Organize community partner events in which partners can learn about community school efforts and how to become involved in site based and consortium level work ● Implement robust monitoring and evaluation systems to measure the impact of community partnerships, regularly assessing the effectiveness of community school programs and initiatives **Outcomes** ● Measure in-kind contribution of community partner resources, programs, and support ● Plan for sustainability through community partnership and leveraging existing efforts

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:

To ensure the success of our community schools, we have established or plan to establish partnerships with key stakeholders in our community. These partnerships are designed to address each of the four pillars of community schools and are aligned with our cornerstone commitments. We recognize that community schools are not successful in isolation and must rely on partnerships with families, community-based organizations, businesses, and government agencies.

Partnerships to Support Pillar 1: Integrated Student Supports

To establish partnerships in support of the integrated student supports pillar, the consortium has been in conversation with local care providers, including Mountain Valley Health Centers, to partner for services such as dental, mental health, and well-child exams. Additionally, we intend on leveraging the partnerships the SCOE School Based Mental Health Program has established with Siskiyou County Behavioral Health and Daybreak Health to increase screenings and other mental health supports for students. We are looking for focus on finding additional partners to meet the increasing vision, dental, and mental health needs of students.

Partnerships to Support Pillar 2: Expanded and Enriched Learning Time and Opportunities

To support the pillar of expanded and enriched learning time and opportunities, the consortium is discussing partnerships with several community based organizations, including Siskiyou Family YMCA, Pasture Raised Kids, and Mt Shasta Boys and Girls Club to provide high quality educational and after school experiences. Additionally, we are working with Siskiyou Works to promote local businesses providing meaningful internships, job shadowing, and other real world learning experiences to local students. Our consortium is particularly interested in leveraging opportunities and partnerships within the STEAM and outdoor education realm in order to respond to consistently expressed interests of students. We will also work to expand the cultural education opportunities which several schools within the consortium are currently leveraging to more school sites.

Partnerships to Support Pillar 3: Family and Community Engagement

To support the pillar of family and community engagement, the consortium is looking to leverage current partnerships with First 5 Siskiyou to support identified areas of need/interest related to parent engagement. Additionally, our consortium members are looking to build stronger relationships among parent-teacher associations, local family resource centers, and other parent groups to further engage families in decision making processes at school sites. To further deepen our community engagement, we are working to partner with Siskiyou Works to host bi-monthly events modeled after Shasta County's Connection Cafe, where community partners serving students/families can gather and deepen their impact related to certain areas of student/family/community needs.

Partnerships to Support Pillar 4: Collaborative Leadership and Practices

To strengthen the collaborative leadership practices of school sites, SCOE staff are working designing and implementing an educational leadership training which coaches school based teams on effective shared leadership and decision making strategies. Through this, the lead agency will provide various methods to build strong relationships among teachers, school staff, parents, and community members, where all individuals are

working together toward a common goal of student success. Additionally, we will work with local government and healthcare organizations to ensure alignment with broader community health goals and activities to foster collective impact.

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
Site Level Goal 1: By the end of Year 2, all staff will have participated in at least 1 professional development offering which aligns with community schools work	**Action Steps** ● Determine the professional development needs and interests of school staff, aligning them to community schools work ● Ensure adequate time and opportunities for staff to participate in professional development ● Work with consortium to schedule professional development opportunities that align with allocated development times **Outcomes** ● By the end of year 2, all staff will have participated in at least 1 professional development opportunity to support the implementation of community schools work
Consortium Goal 1: By the end of Year 1, the lead agency will develop and implement professional development training series which provides a standardized set of trainings that elevate community schools work, available to all staff at consortium school sites involved in community schools work	**Action Steps** ● Identify or develop trainings relevant to implementation of community schools work, including SEL, restorative practice, leadership, and group facilitation trainings, that is responsive to the identified needs and interests of school site staff ● Provide a schedule of professional development opportunities for school site staff, including working with sites one on one to bring training to the site ● Provide ongoing support to community schools staff to support the various areas of growth and training **Outcomes** ● By the end of year 1, 100% of consortium school sites will have staff participating in the community schools training series ● Build alignment among SCOE professional development offerings

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
Site Level Goal 1: By the end of Year 3, DHS will increase the number of community-based learning (CBL) projects and culturally relevant learning opportunities available to students and families	**Action Steps** ● Support participation in professional development workshops for teachers on the development and implementation of CBL projects/ culturally relevant pedagogy provided by Consortium ● Distribute resources the Consortium provides for teachers to create and implement CBL projects in their classrooms. ● Encourage teachers to collaborate with community partners and involve students in designing and implementing CBL projects. **Outcomes** ● Increase in the number of CBL projects/ culturally relevant learning opportunities implemented at each school site. ● Percentage of teachers who participate in the professional development workshops ● Student/family engagement in CBL projects/ learning opportunities
Consortium Goal 1: By the end of Year 3 of the implementation grant, 50% of educators in the consortium will have participated in at least one professional development opportunity focused on community-based learning (CBL) and will have integrated CBL principles into their instruction.	**Action Steps** ● Identify and co-create professional development opportunities with SCOE staff focused on CBL and culturally relevant pedagogy for educators in the consortium ● Provide professional development opportunities for educators in the consortium that focus on the theoretical roots and practical elements of CBL, as well as locally relevant examples of CBL in action ● Provide ongoing support and resources through various SCOE staff to educators as they integrate CBL principles into their instruction **Outcomes** ● 50% of educators in the consortium have participated in at least one professional development opportunity focused on CBL by the end of Year 3 ● Provide multiple opportunities for educators in the consortium to collaborate with community partners on community-based curriculum or pedagogical projects will be developed or identified ● Log of ongoing support and resources provided to educators as they integrate CBL principles into their instruction

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
Site Goal 1: By the end of the grant period, school site leadership team will use improvement science and compassionate systems awareness strategies to improve their school site continuously	● School site Leadership Teams will utilize Improvement Science and Compassionate Systems Awareness strategies, such as Plan-Do-Study-Act cycles and empathy interviews, to continuously improve their community school ● School site Leadership Teams will collaborate with other community school site Leadership Teams/ SCOE to share best practices and strategies for improvement. ● School site Leadership Teams will develop consistent methods to share and celebrate community school successes and identify areas for growth.	● Continuous improvement through improvement science and compassionate systems strategies ● Log of collaboration with educational partners to share best practices and strategies for improvement ● Examples of community school success celebrations
Consortium Goal 1: By January 2025, the lead agency team will develop an evaluation plan for our county wide community school initiative	● The lead agency will convene a workgroup with educational partners to review review and align existing evaluation plans ● Evaluation plan will be rooted in local data and measures, allowing for diverse community-based definitions of success. ● The lead agency will create tools and training to support school site Leadership Teams in implementing the evaluation plan. ● Review and revise the evaluation plan annually to ensure relevance and effectiveness	● Completion of site based and community wide evaluation plans ● Building of evaluation tools and training of school site teams on implementing the evaluation plan ● Annual review and revision of the evaluation plan

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