CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: ROSELAND CHARTER IMPLEMENTATION PLAN

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 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: A Developmental Rubric.*

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 Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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Strategies, Priorities and Goals

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

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities 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 and possibility thinking

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

Roseland Charter has always been seen as the hub of the community. Families go to the school first to seek information, support, or resources. When asked the question, "why a community school for my school?", the answer is that we have always been one. When a family has medical, mental, physical, or other needs, Roseland Charter works to provide that need or connect that family with a local resource or program that can

help fill that need.

Core Commitments

Since 2001, Roseland Public Schools have used the vision, principles, values and process from the Accelerated Schools Plus Project (ASP+) to accelerate the achievement of all students in grades TK - 12 by developing accelerated learning environments and empowering learners through academic rigor and inquiry-based instruction. Our entire school community forges a shared vision of what we want our schools to be — the kind of dream schools that everyone would want for their own children.

In our Accelerated Schools, all members of our school community are invited to share in the leadership of the school. Parents, students, school staff members, and community members help develop the vision for our schools, understand its challenges, and work together to achieve its goals.

Accelerated Schools are based on the following three principles:

- **Unity of Purpose**– The whole school community decides on the goals for the school which become the target for everyone's efforts. Everyone in the school is pulling in the same direction.
- **Empowerment Coupled with Responsibility**- All members of the school community help to make important educational decisions, share responsibility for implementing those decisions, and share responsibility for the outcome of those decisions.
- **Building on Strengths**- There is a commitment to looking for and building on each person's strengths in the school community.

The following values are embedded and supported in our Accelerated Schools and have led to acceleration.

- **Participation** – Everyone is informed and students, parents, the school staff, and community members are invited to participate in the Accelerated Schools transformation process. Everyone's ideas count.
- **Equity** – Accommodations are provided so that all students can learn and have access to a high quality education.
- **Communication and Collaboration** – The entire school community collaboratively works toward a shared purpose by meeting, talking, and learning from each other's experiences.
- **Community Spirit** – The school staff, parents, students, district employees and local community members build connections to serve all students.
- **Reflection** – In transforming the school, the school community takes time to reflect, to do research, to work together and to share ideas.
- **Experimentation** – The school community explores, designs, tests, implements, and analyzes effectiveness of programs as a result of communicating about and reflecting upon the school's challenges.
- **Trust** – Teachers, parents, support staff, administrators, district office, community members, and students come to believe in each other, support one another and focus on each other's strengths.
- **Risk-taking** – The school community promotes a safe environment for informed risk- taking.
- **Community Expertise** – The resources necessary for excellence are found within the school community.
- **Respect** – Each member of the school community shows regard for the work of others by being open to diverse ideas and points of view.

A Commitment to Racially Just and Relationship Centered Spaces

Roseland Charter is at the "evolving phase" of creating Racially Just and Relationship Centered Spaces. According to the January 2024 Youth Truth Survey, 71% of families agreed with the statement, "My school's policies are administered fairly and consistently." which is 8% higher than Sonoma County Schools. The Roseland Community encompasses a 2-mile attendance boundary in an enclave community in the southwest of Santa Rosa. The Roseland Charter serves a historically underserved population with >85% economically disadvantaged, >80% Ever-ELs, and >90% Hispanic/Latinx. Our staff has undergone a period of reflection, training and action over the past few years.

Additionally, RSD staff participated in Summer Book Club for the last couple of years. For the Summer of 2023, all staff members had the option to choose one of four books listed below. Families were encouraged to participate as well.

- Blindspot: Hidden Biases of Good People
- Grand Avenue
- Demystifying Disability
- The House of Broken Angels, La casa de los ángeles rotos (Spanish Version)
- Dear America , Querida América (Spanish Version)

During the 2022-23 school year we partnered with *On the Margins* to provide staff training. *On the Margins* is a group of health professionals, artists, researchers, and consultants who are working with others to dismantle white-supremacist, heteropatriarchal, cisnormative, mono-normative, and colonial practices as they exist within the classroom, healthcare system, research lab, and larger community. They are inspired by BIPOC scholars, feminists, freedom fighters, community organizers, and abolitionists. Grounded in their teachings, our aim is to support transformative justice and healing justice efforts.

For several years, *Positive Images* has held a multitude of presentations and trainings for our staff and students. Positive Images is a grassroots nonprofit organization serving Sonoma County since 1990. Their LGBTQIA+ Community Center hosts multiple weekly support groups, a youth leadership development program, mentorship opportunities, an LGBTQIA+ Library, resource and referral station, and a Transformation Station. They offer a warm, welcoming, and affirming environment for young people to explore their individual identities, develop leadership skills, and contribute to our collective community. Positive Images staff lead LGBTQIA+ Cultural Competency Trainings and presentations that educate the greater community focusing on human connection, compassion, and inclusion.

In addition to *Positive Images*, we have partnered with *Verity* to provide lessons for students and staff training. Verity works in cooperation with the community to eliminate all forms of violence, with a special focus on sexual assault and abuse. Sexual assault is an unacceptable form of oppression, which is destructive to the lives of the survivors, their families, and their friends. Verity facilitates healing and promotes the prevention of violence by providing counseling, advocacy, intervention, and education in our community.

The MTSS Ad Hoc has continued to work through the Inquiry Process to define challenges, research solutions, and develop action plans. Prior to 2021, the district conducted a Social Emotional Learning Cadre that met for three years. This group created action plans to create and define tiers of support, implement PBIS language and tools, Behavior/Social-Emotional Management Guideline Flowcharts, SEL standards training, Coordinated Services Team protocols, SEL assessments/inventories, and continued professional development.

A Commitment to Classroom-Community Connections

According to the January 2025 Youth Truth Survey, 40% of students agreed with the statement, "What I learn in class helps me outside of school". The best of what we know about education — that which is usually reserved for gifted and talented students — is shared with all students. Members of the school community work together to transform every classroom into a powerful learning environment, where students and teachers are encouraged to think creatively and explore their interests, and where they are given the capacity and the encouragement to achieve at high levels. In the 2024-25 school year we adopted new ELA/ELD, Biology, Chemistry, and High School Math curriculums. Part of our adoption process included analyzing prospective curriculums for multicultural and diverse lenses and its connection to "real-world" issues. Teachers are receiving ongoing Professional Development and collaboration time to further develop in this area.

Additionally, each classroom creates its own evolving set of *Powerful Learning* experiences based on its own unique needs, strengths, and vision.
The components of *Powerful Learning* are:

Inclusive:

- Every student is engaged in differentiated content, process and products based upon her/his needs, interests, learning styles, intelligences, and strengths in order to accelerate learning.
- All students participate in enriched and challenging learning experiences.

Authentic:

- Every student demonstrates their learning through the creation of authentic products and performances.
- Learning applies to student real-life situations or issues.
- Teachers assess the learner's life experiences, knowledge, goals, and interests and use this data to design learning activities.
- Culturally relevant instruction includes vocabulary, methods, and/or activities of the work world or the discipline.
- Teachers take advantage of teachable moments.
- Students reflect on their work and learn from their mistakes.
- The school exhibits and celebrates student learning with the community.

Interactive:

- Every student is engaged in interactive and collaborative activities, inside and outside school, to share knowledge and expertise or to complete projects.
- Teachers' dialogue with students develops critical thinking.
- Students constructively critique their own and each other's work.
- Teachers build family-student interaction into the learning and assessment practice.

Continuous:

- Prior knowledge is assessed in order to engage every student in instructional activities and make connections between various subjects and contexts.
- Teachers integrate state, district, and/or school standards to plan curriculum.
- Throughout the school, there is a spiraling strand of curriculum from one year to the next that builds on prior knowledge.

Learner-centered:

- Every student is empowered to make choices in their learning, including executive functioning skills.
- Students' strengths and interests are identified and used to plan instruction and curriculum.
- Most of the displays around the school are student work that shows originality, creativity. and higher-order thinking.
- Classrooms are set up so each learner can independently access and use materials, books, equipment, and reference materials.

A Commitment to Shared Power

According to the January 2024 Youth Truth Survey, 63% of families agreed with the statement, "I feel empowered to play a meaningful role in decision-making at my school" which is 16% higher than Sonoma County Schools. The Roseland school community has used a systematic process, encompassing shared and informed decision-making, to transform our schools. Students have opportunities to lead through student steering. Parents have opportunities for shared power in DELAC and Parent Advisory Committee (PAC). Teachers have the ability to facilitate or be members of various workgroups/cadres throughout the school year to design action plans to meet challenge areas.

Roseland uses three different types of decisions:

1. **Consensus** is utilized when making systemic changes based on completing an inquiry process to address a challenge area/improve any aspect of school operations or conditions. With a **consensus** decision, 90%-100% of identified stakeholders agree to implement the decision.
2. **Informed** decisions are utilized when a decision needs to be made quickly but affects day to day operations or conditions. With an **informed decision**, leadership gathers stakeholder input and then makes a decision.
3. **Command** decisions are utilized when a decision needs to be made to implement a state/county directive, is related to safety or other urgent matters. A **command decision** is made by identified leadership when necessary.

A Commitment to Focusing on Continuous Improvement and Possibility Thinking

The Roseland Charter continues to evolve through a transformational process. The transformation begins when our entire school communities take a deep look into our present situation through a process called **taking stock**. By comparing the vision to the present situation, our school community identifies **priority challenge areas**. Our school communities then set about to address those priority challenge areas, working through a specific accelerated schools inquiry process. The **Inquiry Process** helps school communities clearly **understand problems**, **find and implement solutions**, and **assess** their results.

Part B: 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.

Roseland Charter (RCS) engages its educational partners in many ways including:

- LCAP engagement sessions & Inquire Process
- Youth Truth Surveys (staff, families, students)
- DELAC/ELAC and Parent Club/Coffees
- ASP Ad Hocs and Workgroups
- Staff and Student Steering Meetings

Our educational partners include parents, faculty, students, and community members. We use multiple means to conduct a comprehensive needs and assets assessment. We use advisory groups, focus groups, listening sessions, and surveys.

Principal and cabinet members review data and recommendations from ASP Workgroups (including MTSS Workgroup), YouthTruth surveys, LCAP Engagement Sessions, and CA Dashboard Indicators. As a team, they worked together to analyze the data and developed the following priorities:

Priority 1: Health (Mental, Social/Emotional, Physical)
Priority 2: Safety
Priority 3: Community, Student, and Family Engagement

Our priorities help us to strategically collaborate with community partners on the above core priorities. We will continue to strengthen our relationships with the Southwest Community Health Center, Community Action

Network, Santa Rosa Police Department, and many others.

95% of our students/families are Hispanic/Latinx and 80% are Socio-Economically Disadvantaged. All of our student and parent groups engage members from each of these categories. All surveys and meetings are available in multiple languages and students are given class time to complete or attend. Additionally, we conducted student steering meetings as focus groups to dive deeper into our needs/assets. Student steering members included a variety of students.

Lastly, we have two students that serve as school board ambassadors on our District School Board of Trustees and our Charter School Board of Directors. Both of these students are representative of our student population. These students provide an insightful and unique voice during these important decision-making meetings.

Part C: 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
Mental health therapy: Students will have access to consistent, intensive Tier III mental health supports on campus throughout the school day.	YouthTruth Student Survey "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it." MS: 54% HS: 43%
Community Outreach Program: Students will have access to prevention activities to curb gang activity. Additionally, the program staff will collaborate with school staff to increase school safety measures and increase student/school connectedness.	Suspension Rate (CA Dashboard) <7% or Yellow
Students will have access to increased opportunities and systems for enrichment and sports.	Youth Truth Student Survey Overall Engagement Metric MS: 38% HS: 46%

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to 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 about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Implement Ethnic Studies Course	Continue an ad hoc of staff, students, families, and community members to plan course implementation
Implement and increase number of students who receive the State Seal of Civic Engagement	Social Science department meetings to discuss, plan, and promote
Increase the number of hours our students are working with community organizations	Continued implementation of the Portfolio project and day with community service requirements. Research and implement opportunities to increase CTE.

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
Maintain or increase high levels of family engagement.	Continue to discuss Community Schools Grant Implementation with Parent Meetings/Coffees and DELAC/PAC.
Maintain or increase high levels of staff engagement in decision making	Continue inquiry groups (workgroups, ad hocs, cadres)

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 Roseland Charter has used a systematic process, encompassing shared and informed decision-making, to transform our schools. The transformation begins when our entire school communities take a deep look into our present situation through a process called **taking stock**. By comparing the vision to the present situation, our school community identifies **priority challenge areas**. Our school communities then set about to address those priority challenge areas, working through a specific accelerated schools inquiry process. The **Inquiry Process** helps school communities clearly **understand problems**, **find and implement solutions**, and **assess** their results.

Roseland uses three different types of decisions:

1. **Consensus** is utilized when making systemic changes based on completing an inquiry process to address a challenge area/improve any aspect of school operations or conditions. With a **consensus** decision, 90%-100% of identified stakeholders agree to implement the decision.
2. **Informed** decisions are utilized when a decision needs to be made quickly but affects day to day operations or conditions. With an **informed decision**, leadership gathers stakeholder input and then makes a decision.
3. **Command** decisions are utilized when a decision needs to be made to implement a state/county directive, is related to safety or other urgent matters. A **command decision** is made by identified leadership when necessary.

These governance structures weave their way through all committees, ad hocs, workgroups, and advisory committees.

- RCS has high levels of participation at the monthly Parent Club/Coffee meetings where parents partner with the school on data review, problem solving, program implementation reviews, event planning, community resource sharing, etc.
- Our English Learner Advisory Committee reviews our English learner program in order to ensure all students are making progress.
- Additionally, we have a Coordinated Services Team that is made up of school administrators, Student Services Manager, community representatives, and other school personnel such as: counselors, psychologists, etc. This team meets weekly to discuss student referrals for behavior, academics, health, housing, etc. This team works with faculty at the school as well as with community agencies.
- Our Steering Committee is made up of staff representatives that meet monthly. Every idea involving school-wide issues goes to the steering committee and if appropriate, on to a small working group. Steering also discusses current issues at the school site. Steering is made up of Principal, ASP Coach, and Staff Volunteers. Meetings are held 1-2 per month. RCS also has a “Student Steering Committee”.

- School as a Whole meetings (or SAW) are an important part of the ASP governance structure. It provides an avenue for input and a means of staying informed. SAW meetings, made up of all site staff, are held 1-2 times a month at each school site and facilitated by the ASP coach and principal.

Strategy 4: Sustaining Staff and Resources

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Maintain and expand a diverse, multilingual staff	Continue stipends for bilingual staff members
Once hired, train and maintain the Community School Sports & Enrichment Coordinator	Use CCSPP Grant to fund the position
Maintain on-site therapy	Research state funding for mental health

Key Staff/Personnel

Jenny Young	Director of Human Resources
AJ Giersch	Chief Business Official
Sean Kerr, Ricky Alcala, Gabriel Albavera	school site principals

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

Establish clear goals and objectives: Setting clear and measurable goals and objectives is crucial for sustaining any program beyond the life of an implementation grant. We will continue to establish clear expectations of the programs and regularly assess whether they are meeting those expectations.

Develop partnerships: Collaborating with community organizations and local businesses can help us establish a network of support and resources that can sustain the program beyond the life of the grant. We can work with local businesses to provide internships or job shadowing opportunities to our students.

Secure long-term funding: This can involve identifying and applying for grant opportunities, leveraging existing resources, and building relationships with funders.

Build capacity: Building the capacity of staff and community partners is essential for sustaining programs beyond the life of an implementation grant. We will continue to invest in professional development opportunities and training for our staff and partners to ensure they have the skills and knowledge needed to sustain the program.

Engage stakeholders: Engaging stakeholders, including parents, students, and community members, is critical for building support and buy-in for the program. We will establish regular communication channels to keep stakeholders informed and engaged in the program's development and progress.

Monitor and evaluate: We regularly monitor and evaluate the program's progress and impact to ensure it is meeting its goals and objectives. This can involve collecting data and feedback from stakeholders and making necessary adjustments to improve the program's sustainability but is not limited to this.

Strategy 5: 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
Maintain current partnerships	Continue to engage and partner with community groups listed below
Community partners serve as educational partners as an important stakeholder group	Use LCAP surveys and one-on-one interviews for program evaluation
Continue ongoing and regular communication	The Director of Secondary Education or designee(s) will meet with each community partner on an ongoing basis to ensure seamless programming and effective data tracking

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:

Partnerships that we have had over the last five or more years:

Boys and Girls Club
Our programs work with school administrators & teachers to identify at-risk students who need academic support, are EL, need better engagement in learning, have risk factors such as chronic absenteeism, behavioral problems or need social-emotional support. A list of students who should be given priority for enrollment is provided to the Program Director on an ongoing basis. This director works with school staff to reach out to identified students' families & register the students for the program. Program Directors & school staff will work to inform families of supports available through the afterschool program at back-to-school-night, open house, via newsletters & at parent-teacher conferences.

Over 60% of total youth served are English Language Learners. We are adept at providing targeted support to these young people to help them acquire the language proficiency they need to be successful in the classroom & beyond. Target schools have a large percentage of students who are English Learners & who may come from families with low parental academic achievement.

Research shows that English Learners speak only an average of 90 seconds per day in class & that they significantly benefit from participation in afterschool programs where they are provided increased opportunities to practice language skills (Weisburd, 2008).To ensure the highest quality EL support is provided to students, BGC participated in CalSAC's EL Training & Professional Development Project which includes training, strategies, & technical assistance to help meet the needs of English Learners.

To further support our EL participants, we offer families support through our Family Literacy Project. Dedicated staff supports "parents as educators" by promoting family reading routines, improving children & adult English language skills & strengthening parent-child literacy interactions since most parents of English Learners & Reclassified Fluent English Proficient students are likely to have limited English themselves. These on-going parent activities are well attended by students' extended families. Parents are encouraged to attend these activities through bilingual newsletters, flyers, PTA meetings & one-to-one contacts. To further support in this effort, a program serving three of the target schools is co-located with the local library to eliminate barriers to

books & increase access to library resources & programs.

Family literacy needs were assessed analyzing district data, inventorying existing services, surveying parents & including them in the planning process. Based on input from parents & staff at the school, the family literacy needs are 1) families have limited access to services when & if they are available & 2) family literacy & parent education is needed to support the healthy development & academic achievement of children, particularly for those whose parents have limited English. We meet both these needs.

To fully engage "parents as educators" we offer:

· Parent Literacy Workshops help teach parents techniques for reading with their children, include information on parent roles in language and literacy development, child brain development, appropriate use of television, reading with children, sharing storybook ideas, choosing books, building a connection with the school and county libraries and other community literacy resources, and high school/college academic readiness. These hour long workshops will be held three times per year, focusing on a different technique in each session. Childcare will be offered during the workshop to allow parents to fully engage in the workshops. Each workshop will conclude with a family activity to reinforce the concepts discussed. Collaborating with the Butte County Office of Education Migrant Education Program, we offer parent education evenings helping families understand the California educational system reports (California English Language Development, CELDT, and STAR test results), how to advocate for their child during parent teacher conferences, and how to help their child be successful in school.

· Family Fiestas will be held twice a year and provide parent education in a fun and culturally appropriate way to engage with their children. In collaboration with The Free Bookmobile of Sonoma County, a local non-profit agency that provides free books to adults and children in rural and low income areas, we are able to help families build their own home libraries. Additionally, family fiestas often provide extended access to the school library, where the school librarian is able to meet.

· Adult Skill Services
Quarterly workshops invited parents to learn to fill out job applications, go through mock job interviews and practice conversational English.

· Family Literacy Coordinator and Bi-lingual Parent Advocate
– The family literacy program will employ a part-time Family Literacy Coordinator who will plan and coordinate family literacy activities and services and a Bilingual Advocate who will check in with families about their students and will recruit families to attend the programs offered by the Family Literacy Program.

Consultation with partners: The Family Literacy Coordinator and Bilingual Advocate, in consultation with the Butte County Office of Education (BCOE) Migrant Education Program Coordinator, Isabel Quinoñez, will plan and organize the family literacy programs to teach parents how to help their children succeed in regular school program and understanding the
parent/teacher conferences, meet the challenging State academic content and student achievement standards that all children are expected to meet and to graduate from high school.

Additionally, BGC will collaborate with and make referrals to other community based organizations including, but not limited to: Community Action Network who offers the Parent Project/Padres Unidos, a nationally proven parent/caregiver training program in Spanish, to address the problems of parents dealing with issues related to poor school attendance and performance, alcohol and other drug use, gang involvement, violence,

and runaways; California Parenting Institute for positive parenting classes; The Free Bookmobile of Sonoma County to provide free books to students and their families at literacy events; and regular school day staff (teachers, librarians and administrators) to facilitate the family literacy sessions. In this way, family needs will be addressed on an on-going basis.

CAN

We partner with Community Action Network (with Padres Unidos) to provide resources and services to families as well as increase the family-school connection.

CAN's MISSION STATEMENT:
Community Action Network of Sonoma County creates pathways for economic security that lasts from generation to generation.
OUR PROMISE:
Community action changes people's lives, embodies the spirit of hope, improves communities, and makes Sonoma County a better place to live. We care about the entire community and we are dedicated to helping people help themselves and each other.

CAN has five Key Components of their Whole Family Approach:

1.Postsecondary Education and Employment Pathways
Via Esperanza Family Resource Center
Adult English Language Learner Program
Mobile Family Resource Center

2. Early Childhood Education and Development
Head Start
Early Head Start
Pasitos Playgroups
Child Care Facilities Grant

3. Economic Assets
HCA Family Fund – Housing
Pathways – Housing
Seasons of Sharing
H2O Water Program Assistance
Volunteer Income Tax Assistance (VITA)
Disaster Relief Assistance Fund

1. Health & Wellness

Give Kids A Smile
Dental Days at WIC
Community & School Health
FUERZA Parent and Youth Support Center

2. Community Engagement

Santa Rosa Health Action Chapter

Santa Rosa Parks and Recreation

Santa Rosa Parks and Recreation offers programs on our school site campuses. We will continue to collaborate on offerings for our students and the local community.

Their Vision
Creating community through people, parks and programs.

Their Mission
Santa Rosa Recreation & Parks provides recreational experiences, fosters human development, increases cultural unity, protects environmental resources, facilitates community problem solving, strengthens safety and security, promotes health and wellness, strengthens community image and sense of place and supports economic development.

Raizes Collective
Raizes Collective provides arts programming supporting social emotional needs for student participants. An arts program will be developed by Raizes and implemented by Raizes Collective coordinator, on-site. Raizes Collective builds and maintains trust and excellent classroom relationships with students and teaching artists. They meet with school representatives to coordinate scheduling of programs, workshops, classroom sessions, student art exhibits and/or field trips. Additionally, they track, report and document student progress and artist impact. Finally, Raizes Collective follow-up with Youth Workshop Leads and participating students on their experiences at the end of each program week. Staff and students also have week-long art shows that they present to the community. Raizes Collective also collaborated with our Simply Strings program to provide more enrichment activities to elementary students.

LandPaths
Students participate in the Inspired Forward program.
The students receive:
a. Several themed guided outdoor field trips through the year led by trained staff guides and volunteers. LandPaths provide trained staff guides and volunteers to guide the students and school chaperones.
b. Exposure to outdoor recreational activities (hiking, camping), healthy food, and learning opportunities that could become lifelong pursuits.
c. Activities that create a sense of belonging.
d. The opportunity to reflect and interact with nature.

Landpaths Mission
They are committed to practicing these values, always, as we connect people with nature.

Lead with Nature: Research proves that we are hardwired to respond positively to nature. Nature is enough. No bells and whistles needed.
Foster Belonging: We create a welcoming and warm atmosphere that reflects our community. We ensure that the land and the people on it are treated with dignity and respect.
Build Reciprocal Relationships: We collaborate with volunteers, communities, organizations, agencies, and the land. We bring together the sources, perspectives, and ideas necessary to succeed. With integrity and honesty, we practice care for the land and each other. We promote a culture of reciprocity.
Cultivate Common Purpose: Through shared experiences, understanding, listening, stewardship, and place-based action, we expand what conservation looks like.
Act with Courage: We respond with dynamic creativity to the changing needs of people and land. This means taking risks and bold action, and sometimes making the unpopular choice. We hope to always have the courage to fail.

Nurture Joy: We are passionate about what we do, and we enjoy the camaraderie at the heart of our work. We celebrate personal and professional milestones and renew in nature with awe and humility.
LandPaths serves all of Sonoma County, and does not discriminate based on race, gender, beliefs, disability, or sexual orientation. We believe everyone should have access to the awe and inspiration of nature.

Verity
Their Mission:
Working in cooperation with the community, Verity strives to eliminate all forms of violence, with a special focus on sexual assault and abuse. Sexual assault is an unacceptable form of oppression, which is destructive to the lives of the survivors, their families, and their friends.

Verity facilitates healing and promotes the prevention of violence by providing counseling, advocacy, intervention, and education in our community.

Roseland Charter contracts with Verity to provide classroom presentations as well as refers students and families for support and resources as well as creating a safe space for students to speak about their feelings.

Positive Images
Their Mission:
Positive Images (PI) is an LGBTQIA+ Community Center that provides support to Sonoma County's LGBTQIA+ population, with an emphasis on identities and individuals at the margins. We provide direct services, advocacy and education.
We envision a Sonoma County where all LGBTQIA+ people are valued, compassionate community members, building a just and equitable society.

Roseland Charter contracts with Positive Images to provide classroom presentations, staff trainings, as well as refers students and families for support and resources.

Local Universities
Sonoma State University partners with our high school science department in providing our Design by Making course for 9th graders. The teacher who is teaching the course receives extensive professional development and coaching from the university.

Our middle and high school students have the opportunity to visit college campuses throughout their tenure with us.

Additionally, we have had Charter Board members who are affiliated with Sonoma State University (SSU) and Santa Rosa Junior College (SRJC). We work tirelessly to build and maintain relationships with these two institutions as well as others.

PIQE
PIQE is a national organization with evidence-based programs that engage, empower and transform parents to actively engage in their children's education and strengthen parent-school collaboration. PIQE provides empowering information, skills development and support systems for low-income families, communities of color, English Learner and immigrant families benefiting approximately 2.4 million children throughout its history.

In the Roseland Charter, PIQE is focused on giving families of secondary students information that will prepare them for college as well as adapting to college.

Site Level Goals and Measures of Progress

Goals	Action Steps
LCAP Goal #1: Well Rounded Educational Program Provide a well-rounded education with access to a robust and engaging curriculum as well as enrichment, technology and extracurricular activities.	1.3 Professional Development & Collaborations 1.5 College & Career 1.7 Enrichment
LCAP Goal #2: Academic and Social/Emotional Support Increase student achievement and social/emotional wellbeing for all students, with an emphasis on closing the achievement gap and attaining equity for English language learners, students from socioeconomically disadvantaged backgrounds, and students with disabilities.	2.2 Social/Emotional Wellness Support Staff and Services 2.4 Health Services 2.6 Academic Support Services including After School & Summer Programs 2.7 School Climate, Student Engagement and Attendance
LCAP Goal #3: Climate, Culture, Operations Ensure a safe, equitable and inclusive learning environment, welcoming school culture and other services that support daily operations.	3.1 Welcoming and Equitable School Culture 3.2 Family Engagement 3.3 Safety 3.6 Transportation

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