

Form A: Applicant Info Sheet
2023–24 California Community Schools Partnership Program:
Implementation Grant, Cohort 3

Please complete the following:

Local Educational Agency (LEA) Name: Western Placer Unified School District

LEA's County-District-School Code: 31 66951 0000000

Primary Contact:

Name: Chuck Whitecotton
Title: Director, Alternative Education
Phone: 916-645-6395
Email: cwhitecotton@wpusd.org

Secondary Contact:

Name: Mikaela Zimmerman
Title: Counselor, District Foster/Homeless Liaison
Phone: 916-645-6395
Email: mzimmerman@wpusd.org

Fiscal Contact:

Name: Carrie Carlson
Title: Director of Business Services
Phone: 916-645-6350
Email: ccarlson@wpusd.org

If applicable, as described in California *Education Code (EC)* Section 8901(i)(2), if the LEA applicant is not a qualifying entity itself but is applying on behalf of schools that are qualifying entities, list the school(s) on whose behalf the LEA is applying and the factors that warrant the school's consideration, including but not limited to, fulfilling an exceptional need or providing service to a particular target population:

N/A

If applicable, if the LEA is applying as part of a consortium, as described in *EC* 8901(c), list the additional LEA(s) and/or cooperating agency(ies) that form the consortium:

N/A

If applicable, list the cooperating agency (including county behavioral health agency, federal Head Start or Early Head Start program or other government-funded early childhood program or agency or childcare program or agency within a public institution of higher education), as described in *EC* 8901(d), with which the LEA will partner:

N/A

I support this application for a California Community Schools Partnership Program (CCSPP) implementation grant. As a condition of funding, I assure that the LEA applying for the CCSPP implementation grant will adhere to the intent and letter of the California Community Schools Partnership Act as part of California *EC* sections 8900–8902; the California Community Schools Framework; the assurances, certifications, terms and conditions included in the Request for Applications; and the grant requirements and specifications identified in the Request for Applications. By signing/typing my name electronically, I am agreeing that my electronic signature is the legal equivalent of my manual signature on this Form and demonstrates my agreement to comply with all CCSPP application items (the 2023–24 CCSPP Application Questionnaire, Project Abstract, LEA and Site Participation Sheet, Implementation Plan[s], Artifacts, and Budget Worksheet).

Add pages and/or signature lines as needed to ensure each LEA and school site identified in Attachment I: CCSPP LEA and Site Participation Sheet has signed this form. Sign and date below.

LEA Name: Western Placer Unified School District



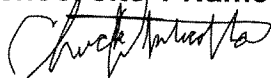
Feb 7, 2024

Kerry Callahan (Feb 7, 2024 11:52 PST)

E-Signature of LEA Superintendent or Designee

Date

School site 1 Name: Phoenix High School



2/7/24

E-Signature of Site Principal

Date

School site 2 Name: Sheridan Elementary School

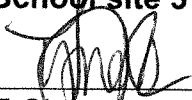


2/7/24

E-Signature of Site Principal

Date

School site 3 Name: First Street Elementary School



2/7/24

E-Signature of Site Principal

Date

School site 4 Name: Creekside Oaks Elementary School



2/7/24

E-Signature of Site Principal

Date

CCSPP - LEA and Site Participation Sheet Instructions

California Department of Education

November 2023

PURPOSE

The California Community Schools Partnership Program (CCSPP) LEA and Site Participation Sheet lists all the proposed local educational agency (LEA) and school sites planned to be included in the CCSPP Implementation Grant project.

DOCUMENT INSTRUCTIONS

The Site Participation Sheet requires completion of the following worksheet tabs:

1) LEA Information; and 2) School Information.

1. LEA Information: Enter the following information: 1) LEA Name; and 2) Applicant LEA County and District Code. List the applying/lead LEA first followed by the other LEA partners.

2. School Information: Enter the following information: 1) The School Site Name; and 2) School Site LEA County-District-School (CDS) Code.

DOCUMENT SUBMISSION

Email original to the California Department of Education (CDE). For questions regarding this report, email the CDE Community Schools Office at:

CCSPP@cde.ca.gov

Local Educational Agency (LEA) Information (list applying agency first)

[illegible]

School Information

[illegible]

Form B: Project Abstract
2023–24 California Community Schools Partnership
Program: Implementation Grant Cohort 3
Request for Applications

Vision for Continuation and Expansion of the Community Schools Initiative for Western Placer Unified School District

The vision for the continuation of the WPUSD Community School Initiative is to strengthen the community school concept already in place and to add services to the program. The Alt Ed Center serves as the “hub” of the program. The following schools will be served under this Community School Implementation Grant: First Street Elementary School which is 72% unduplicated, Sheridan Elementary School 63% unduplicated (RURAL), Phoenix High School 57% unduplicated and Creekside Oaks Elementary School 53% unduplicated.

Demonstration of Need: While it may seem that our cohort is right on the line of demonstrating high need, we believe the posted data is not entirely accurate. This is due to the high number of schools in our cohort that have not reported updated numbers after COVID-19 due to the removal of free and reduced lunch counts. Some of the most needy schools are not showing as such. In addition, we would like to focus on the discrepancy in the Instability Rate of Phoenix Continuation High School (the main school at the center of the Alt Ed campus and Community Schools Initiative). The average state of California instability rate is 10.2%, compared to Phoenix High School's rate of 56.7%. The Community School Coordinator will be responsible for finding explanations and solutions for the high instability rate and the discrepancy between the posted unduplicated and actual counts. Adding to the demonstrated need is the number of foster, homeless and immigrant students, which has risen dramatically.

Local Educational Agency (LEA) Consortium and Participating School Sites: The WPUSD Alternative Education Center seeks to continue and extend the reach of its current programs via the California Community Schools concept. While each school in our consortium stands independently, the Alt Ed Center will act as the consortium's main hub. The Alt Ed Center has fostered partnerships with each school site listed in the grant, along with other institutions, such as Sierra College, other local comprehensive high schools, local elementary school campuses and countywide community programs such as Placer Adult School. In addition, the campus has established Memorandums of Understanding with entities like California State University, Sacramento (CSUS) for counseling interns and The Foundry Community Youth Center.

Engagement in School Transformation: Continuing the WPUSD priority of engagement with the community, including students, families, educators, community

partners, and other stakeholders, is pivotal to the success of the Community Schools initiative. The participation with partners such as the Placer County Office of Education, The Foundry Youth Center, the Alternative Education Advisory Council and the Community Schools Steering Committee, the local Lincoln Kiwanis Club and the Sun City Community demonstrates the commitment to collaborative transformation. Moreover, the alliance with local transportation services, dual enrollment programs, and various on-campus clubs reiterates the dedication to ensuring every voice is heard in our community.

Continuous Improvement Approach: The programs at the Alt Ed Center prioritize ongoing reflection and assessment to ensure they continually evolve to serve our community better. The Alt Ed Center is actively involved in the district's ongoing "Portrait of a Graduate" initiative, campus staff leadership in the LCAP committee, and a proactive role in the employee union, this showcases our commitment to regular introspection and innovation. Because of the Community School Steering Committee, many community partners are together in one room for the first time - which has already been transforming and will continue with the funding from the Community Schools Initiative. The Coordinator will be tasked with scheduling committee meetings and distributing data-driven surveys for our partners and students to ensure accurate and reflective data and room for improvement. The overall mission is to enhance the well-being of students which will translate into students' academic success and readiness for being a successful citizen.

Transformative Initiatives: The Alt Ed Center believes in transforming not just academic knowledge but more importantly the overall well-being of students. The integrated support programs, from adult education requirements to collaborations with various community organizations, aim to offer holistic support to every student in the district. Furthermore, initiatives under Family and Community Engagement and Collaborative Leadership ensure that students are not just learners but also active contributors to the community. The Extended Learning Time initiatives, such as the Zero Period class, Night School classes, and the Sun City tutoring program, reinforce our commitment to offering flexible learning opportunities for every student.

A Timely Expansion and Vision for the Future: As we are experiencing major growth in the popularity of our Alternative Education programs, the completion of a new two-story building, the first permanent structure on this campus since its inception in 1970, is underway. We recognize the unparalleled opportunity and perfect timing it presents for the advancement of the California Community School Campus. The innovative building will be completed by the beginning of the 2024 school year. In addition, the recently completed Master Plan for this facility is a testament to our dedication to redefining education in California. With new expansive classrooms, collaborative spaces, and resources tailored for the diverse programs required for a thriving Community School, this building will be the heart of our city. Furthermore, our

vision doesn't stop at merely serving our immediate community. With the infrastructure and initiatives in place, the WPUUSD Alternative Education Center aspires to become a statewide model for community schools, showcasing the power of collaboration, innovative programs, and unwavering commitment to every student's success.

Pillar 1: Integrated Supports

Current partnerships that require a Community School Coordinator to continue:

- *First Street School Student Tutors*- current partnership with First Street School provides high school tutors to assist 3rd-grade students in the after-school program. Three Phoenix High School students are serving in paid positions for this program
- *Partnership with California State University Sacramento (CSUS)*: The Alt Ed Center collaborates with CSUS to provide counseling interns on campus Monday through Thursday, offering mental health care, guidance, mentoring, and support to students across all participating schools. This partnership aims to enhance academic achievement and emotional well-being.
- *Co-Enrollments*: Building on existing partnerships with Lincoln High School, Twelve Bridges High School and Sierra College the Alt Ed Center facilitates seamless co-enrollments of Alternative Education students. This offers expanded educational opportunities, ensuring a diverse range of academic pathways.
- *ALAS club*: The campus attendance clerk is actively involved in the Hispanic community and started the Alt Ed Center's first Hispanic heritage club which has already made anecdotal differences in the participation, attendance and academic achievement of the center's Hispanic students.
- *Academic Senate*: Student participation in the district-wide 'Student Senate' which addresses youth initiatives and focuses on problem-solving by the youth in the district.
- *Senior Project - "REACH HIGH!"* : Each letter is a specific project that every high school student on the campus must complete before graduation. Each teacher on campus has one letter. The projects are intended to prepare the student for real-life challenges and activities based on that specific teacher's knowledge and personal passions, such as stock projects, outdoor adventures, volunteering and service, personal budgeting, health and nutrition, etc.
- *Student Leadership at Phoenix Continuation High School*: PHS has an established student leadership program that follows a shared governance structure. Students run the weekly huddle assembly and take part in writing a new PHS Constitution every year, fostering leadership skills and civic engagement.

Future Programs that require funding:

- *Counseling Needs* - The Alternative Ed Center and the Community School Steering Committee identified a large need gap in counseling services at every school within our consortium. Included in this area is an understanding of mixed-status/tri-lingual households including documented and undocumented, spiritual and faith-based support, and Spanish-speaking counselors. Counselors are in dire need at every site in the cohort including Sheridan Elementary, First Street Elementary and Creekside Oaks Elementary. Counseling services are needed in- person at each site. However, if the grant award does not allow for a counselor at each site, the Alt Ed Campus will make counseling available to the elementary schools and families within our cohort either on the Alt Ed Campus or require community school counselors to report to the Elementary sites several days per week. Transportation needed for students to receive counseling services will be provided and scheduled by the Community School Coordinator.
- *Community School Office* - Funds are needed to transform a classroom into an office space for the Community School "hub". This includes the construction of interior walls and outlets, electrical needs, interior doors and windows, specific furniture, and office supplies to be used specifically for Community School functions
- *System Awareness*: The Steering Committee has noted many areas of need for additional advertising of available services. This includes advertising for parent services and university extension programs to help with increasing awareness of available programs.
- *Differentiated Assistance*: All schools within WPUSD are currently in Differentiated Assistance. The need is present to find specific reasons for this and pathways to overcome this deficit.

Pillar 2: Family and Community Engagement**Current Partnerships that need a Community School Coordinator to continue:**

- *The Foundry Youth Center*: Partnership with local youth center for after-school clubs and special programs for our students such as classes on budgeting for teens, how to fix your car, video game competitions, career exploration, and overall well-being and support.
- *Medi Cab*: Partnership with transportation service to assist foster/homeless students with school transportation.
- *Placer County Homeless Consortium*: We work closely with the Placer County Homeless Consortium to provide essential support services to homeless and at-risk students and their families. We aim to address the unique challenges they face and ensure educational stability.
- *Kiwanis Club of Lincoln Foothills*: Through a partnership with the Kiwanis Club of Lincoln Foothills we established a Clothes Closet on campus, offering high

school students free access to clothing essentials. Additionally, this partnership has expanded to run a Key Club, fostering student leadership and community involvement. In addition to hosting a Children's Health Fair next year.

- *Placer County Office of Education (PCOE)*: Through a partnership with PCOE, we provide the RENEW program on campus, targeting at-risk youth and promoting positive behavioral interventions.
- *Placer School for Adults*: The Alt Ed Center partners with Placer School for Adults to provide Alt Ed Center teachers to run classes for high school diploma and GED programs on our campuses during the early morning and evening. This empowers adult learners within our community to obtain their diplomas and improve their employability.
- *College/Career Fair- Annual Partnership* with Lincoln Police, Fire, Probation and several other county services. Along with 15-20 local businesses for the on-campus fair. Students help run the career fair. They assist staff in preparing and serving breakfast to participants and are required to write an essay and fill out a worksheet detailing the business they visited.
- *Lincoln Women's Club*: Partnership with Lincoln Women's Club to use facilities for a Prom. Historically, continuation and Alt Ed students do not have the opportunity to attend a Prom. Our partnership with the Lincoln Women's Club provides the venue, food, DJ services and decorations for a Prom along with "swag bags" for students to take home.
- *Assistance League*: Partnership with the Assistance League of Placer County and local Famous Footwear for an annual free pair of shoes event. Twice annually students are transported to Famous Footwear to buy a new pair of shoes and go out to lunch afterward.
- *Latino Leadership Council* - connecting Latino families to bilingual and bicultural services and advocating for wellness in the Latina community.
- *The Lincoln Potters Collegiate Baseball Club and McBean Park*- Partnership with local park and baseball club to use a professional baseball field for the graduation ceremony. In addition, the baseball team allows the school to participate in fundraising raffles at home games during the year. The students attend games and walk through the crowds selling tickets.
- *Simple Pleasures Catering*: Partnership with a local catering company to provide students annual Thanksgiving feast.
- *Phoenix Angels/Nina Mazzo*: A decade-long partnership with a core group of tutors and volunteers who have "adopted" the Alt Ed campus. They are a part of the foundation of the school. They provide behind-the-scenes financial assistance for students, events, and programs. They are known for funding and teaching Art Classes and Art Shows, adopting student families at Christmas including collecting wish lists from each family member and personally

purchasing Christmas gifts. Nina Mazzo is at the helm of this group and has even made a bequest to Phoenix High School in her will.

- *Sun City Lincoln* -Partnership since 2011 with Sun City Lincoln to provide tutors on campus, this community has helped thousands of students to finish high school and graduate in our on-campus tutoring program. Many residents attend graduation and are personally thanked in student speeches.
- *Walter Fickeworth* - Mr. Fickeworth is a well-known name on our campus. He is a generational resident of Lincoln, a farmer and a “salt of the earth” man. For the last decade, he has donated his time, money and connections to assist high-risk students with career options and outdoor education.
- *Sports Leagues* - Building sports teams is invaluable for high-risk students. We need additional funding to continue various sports leagues for our students. These include flag football, volleyball, basketball, softball and taekwondo.
- *Yoga and Meditation Class*- For the last 8 years we have partnered with the District Psychologist, Vincent Hurtado who is a certified yoga instructor. Vincent teaches on-campus yoga classes. Our alumni regularly tell us that introducing them to yoga and meditation was life-changing.
- *Head Start Childcare* - Recognizing the importance of accessible childcare for parents attending programs, we partner with Head Start to provide on-campus childcare services. The district is currently evaluating the extension of this program. See below for additional Future Needs.
- *Youth Development Institute* - this program is the framework that encourages our culture of collaboration among staff, students, and families. This initiative aims to strengthen the social and emotional well-being of our school community.

Future Programs:

- *Additional Hispanic/Immigrant Programs* - there is a need at every school within our consortium for additional bilingual tutors, counselors and support staff. The Steering Committee noted the increasing number of immigrant families. There is also a need to house and provide necessities for homeless and undocumented families. Many undocumented assistance programs were identified and personnel are needed to address this increasing area of need.
- *Child Care*- there is a need for every school listed in the grant to expand free childcare to families that are low/middle class and expand to more schools. This includes the need for advertising the program. The Community School Coordinator will help facilitate additional free childcare programs and create systems awareness in the community.
- *Health/dental/vision* - there is a need at every school listed in the grant for dental, medical, vision, and Medi-Cal services. Our main goal is to establish these services on the Community School campus and to provide transportation to the campus from elementary schools (many are within walking distance as well).

There is also a need to centralize district nurses onto the Community School campus. Additionally, advertising and system awareness is required.

- *Transportation* - There is a dire need for transportation at the Alt Ed Center. We need vans for outdoor education trips, ski duck, sports league transportation, field trips, career visits, local appointments for students, and homeless/foster transportation to name several. We currently spend close to ten thousand dollars per year on rental vehicles. It was noted that the state average is 2 vehicles per high school. The district does not have any vans for high school use.
- *Expansion of Clothes Closet Program*: The student and Kiwanis-run thrift store is growing rapidly and in need of additional space and staff. The partnership with the largest local thrift store called, "The Salt Mine" is also growing which means additional clothing is being donated regularly and storage and staff is needed to continue the program. The committee also noted the need for families that do not have access to the service during working hours. Expanded hours for the Clothes Closet are requested.

Pillar 3: Collaborative Leadership

Current Programs:

- *Alternative Education Advisory Council* - stakeholders from local schools and community services attend monthly meetings.
- *Committee Schools Steering Committee* - stakeholders from various agencies and community service providers attend monthly meetings.
- *Collaboration with PCOE*- Community School monthly meetings.
- *Portrait of a Graduate* - teacher liaison and student members meet monthly.
- *Student Senate* - teacher liaison and student members meet monthly.
- *School-wide PLC* - Staff meet together weekly to analyze student progress.
- *LCAP* - staff members serve on the board and meet monthly.

Future Programs:

- Staff will continue attending in-person and virtual Community School Meetings including Capitol Region RTAC and Placer County Office of Education trainings.

Pillar 4: Extended Learning Time

Current Programs that require a Community School Coordinator:

- *Zero Period, Night School*- The Alt Ed Center provides a "Zero Period" class every day from 7:00am to 8:00 am and a Night School class Monday through Thursday from 4:30 pm-to 7:30 pm, open to any high school student in the district for credit recovery.
- *Outdoor Education Integration* - We integrate an outdoor education program run through our Independent Study school called Atlas Learning Academy on the Alt Ed campus. This program is funded by local community members who generously donate to support yearly trips to local and national landmarks like Zion National Park, Desolation Wilderness, and the American River Canyon.

- *Ski-Duck Partnership*- We collaborate with Ski-Duck to provide underprivileged youth with weekly ski trips, including free lessons, equipment, and tickets to Palisades Tahoe. This initiative promotes outdoor recreation and physical fitness.
- *"The Huddle"* - A weekly school-wide assembly called "The Huddle," fostering community-building, sharing of achievements, and celebrating the diverse talents within our schools. Raffles for earning credits, "Cheesy gifts" and "Phoenix Sauce" awards, house band (music by students), community guest speakers, and student presentations.
- *Senior Leadership Trip*- partnership with Disneyland and Holocaust Memorial Center, along with local donors to fly a group of Phoenix High School seniors to Los Angeles. This is an expensive program to continue, the community school coordinator is needed to continue raising funds for this important event.

Future Programs:

- *Updating the College/Career Center*: The Community School Steering Committee noted that the career center needs a refresh. Starting with updating the name and including a new logo, a new building and additional staff and services. The Career Center needs more trade options, advertisement, next-gen 8 jobs (web 3.0), pathways to trade jobs through Sierra College, and labor unions recruitment for trade opportunities. In addition, it was noted that the career center hours need to increase in order to facilitate more community connection. In particular, this will involved a full FTE career technician.

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Implementation Plan - Phoenix High School

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

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

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

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

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

Phoenix High School

870 J Street

Lincoln, CA

Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

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

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

The WPUSD Alternative Education program has focused on implementing a community school framework throughout the district. During the initial development of the planning grant, it was determined that there is a significant disparity between the older schools in the core of the downtown compared to the newer areas of development that continue to expand away from the city center. Unfortunately, many of the support services needed such as health care, and social services, have followed this pattern of new development making it increasingly more difficult for families living in the city core to access the services due to distance and lack of transportation. This discrepancy was noted by a consulting firm hired by the district to explore the possibility of a bond. It was reported that certain areas of town felt satisfied with the quality of facilities and support services. These responses tended to come from the newer areas of town. On the other hand, areas closer to the city had families attending older schools. In general, their perspective was that district facilities needed to be improved or updated.

The WPUSD Alternative Education program and Phoenix High School has implemented capacity-building strategies derived from the State Transformational Assistance Center (S-TAC) as a fundamental aspect of our planning process. This strategy involves a two-tiered approach, focusing on both the Site Level and the LEA (Local Education Agency) Level. The planning process is guided by the following four overarching core values:

Racially-just, Relationship-Centered Spaces:

The WPUSD Alternative Education program focuses on creating opportunities for students and families to express their perspectives and celebrate uniqueness. This includes providing access to clubs such as ALAS and student leadership. In addition, the Kiwanis Club of Lincoln Foothills sponsors a Key Club on campus for students at Phoenix High.

Students are encouraged to co-enroll in programs on other campuses to provide access to classes and services that meet their needs. Each one of the schools listed in this grant has parent liaisons who actively connect with families to solicit input and advocate for their well-being. The administration sits on district focus groups and advocates for the inclusion of diverse representation on these committees. The need for more parent representation has been a topic of discussion during the Alternative Education Advisory Council and the Community Schools Steering Committee meetings. The WPUSD Alternative Education program is responsible for coordinating foster/homeless services throughout the district. This process involves providing training for all district administrators and counselors to ensure equitable access to support services. It also involves coordinating various support services and connecting agencies to families in need. At both the steering committee meetings and council meetings, it has been expressed that there is an increasing number of newcomer EL students enrolling in schools throughout the district. However, this group is under represented at school sites as well as on various district committees. As a result, there is a need to gather more input specific to this group. Furthermore, through communication with the school parent liaisons, the district EL coordinator and the Latino Leadership Council, it has been voiced that many of these families are undocumented and refuse to complete paperwork that could lead to more support services as there is concern in this community that they will be investigated. Consequently, many of the needs go unreported and unrecognized. As a result, both the council and the committee feel that the district unduplicated count does not accurately reflect the actual need. Through this grant, we plan to increase outreach efforts to parents, particularly those who may be undocumented. By fostering trust and communication, we plan to address the barriers preventing these families from reporting needs, ensuring that the district's unduplicated count accurately reflects the actual need within our community.

In addition, Phoenix High School received approval to build a new two-story, 12-classroom complex that is scheduled to break ground during the summer of 2024. The framework for community schools and the idea of offering more integrated services has been incorporated into the design of the campus. Moreover, it has become a focus to use this new campus structure located in the heart of downtown Lincoln to establish a hub of services that addresses the needs of families and students who attend schools in the city core.

Shared Power:

All parents/guardians are invited to participate in various committees, councils and focus group meetings. Interpreters are provided for these meetings. Parents are able to participate on school

site English Learner Advisory Committees (ELAC) as well as the district-wide District English Learner Advisory Committee (DELAC) meetings held each month. Representatives from various district programs and departments as well as other social service programs or LEA's are also invited to attend. Finally parents and students are encouraged to participate in school site councils. Through this grant, we plan to enhance and expand our efforts to involve more parents in the decision-making processes within our educational community. This investment will empower parents, strengthen the connection between home and school, and ultimately contribute to the overall success and well-being of our students.

Classroom-Community Connections:

WPUSD Alternative Education and Phoenix High School focus on implementing the Youth Development Network strategies as part of a district-wide initiative. These strategies include implementing the following supports at all school sites: Safety; Relationship Building; Youth Participation; Community Involvement; Skill Building.

In addition, students from Phoenix High School participate in a district-wide student senate program. This program not only allows students to voice their opinions but also empowers them to contribute to decision-making processes related to instruction and daily operation of schools across the district.

The district has formed a Youth Development Institute (YDI) committee that involves developing a youth master plan for the entire district. This includes gathering representatives from business, the city, social service, churches, students, parents and staff. The mission is to create integrated systems and services, not only within the district schools, but throughout the community to best serve and develop youth.

Finally, there is a district initiative to create a shared understanding of the essential skills needed for graduates. A district wide committee has been formed to gather input from students, parents, staff, and local business owners.

A Focus on Continuous Improvement:

Continuing to improve and a desire to always do better is the main priority of all schools throughout the district. The steering committee believes that the desire to grow and learn is an inherent need for most people. With this belief, people are able to work together to help each other. As a result, collaboration is critical to our focus on the implementation of the community school framework.

A total of 9 schools in the district have been recently designated for Additional Targeted Support and Improvement (ATSI) or Comprehensive Support and Improvement (CSI). This is due to attendance, suspension rate, or academic performance. It has been proposed by both the Alternative Education Council and the Community Schools Steering Committee that more emphasis needs to be placed on the development of social emotional programs at the site level in order to foster intrinsic interest in attending school and reducing frustration among students when they are there in order to lower the suspension rate. Furthermore, research indicates that an emphasis on well-being leads to an 11-17% increase in test scores (CASEL, 2008).

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.

Collaboration is an essential theme for our implementation plan. We believe that we need diverse perspectives so that we can explore all possible options and figure out new strategies. This collaborative approach not only fosters a shared focus on critical areas deemed important by local communities but also significantly influences the impact of our strategy and contributes to building sustained momentum over time. This collaborative approach not only fosters a shared focus on critical areas deemed important by our local community but also significantly influences the impact of our strategy and contributes to building sustained momentum over time. Diversity of perspectives is integral to our belief system, driving us to explore all possible options and devise innovative strategies. To facilitate this, we have established key structures such as an Alternative Education Advisory Council and a Community Schools Steering Committee. These platforms provide opportunities for all stakeholders to come together, contributing their insights and expertise to shape the implementation plan.

We have utilized the formation of the Alternative Education Advisory Council and a Community Schools Steering Committee to provide opportunities for all stakeholders to come together and contribute their unique perspectives to the overall formation of the implementation plan. Active collaboration includes encouraging voice, and collecting input from a variety of stakeholders to better understand the needs and develop corresponding strategies. Creating similar structures on school sites for students encourages members from all groups to have a format for giving input and providing recommendations. Wellness centers will also be a priority as this provides the opportunity for students to share their perspectives and discuss individual needs. Creating avenues for two-way communication will help provide a better ongoing understanding of the variety of needs. Active collaboration is manifested through various means, including the encouragement of diverse voices and the systematic use of surveys to gather input. We believe that creating similar structures on school sites, including students in the process, is crucial. This ensures that members from all groups

have a designated platform for providing input and making recommendations.

To better understand and address various needs, we have incorporated the Four Proven Practices from the Community Schools Framework:

Community Asset Mapping and Gap Analysis:

- Utilized mapping guides to help identify community assets and analyze gaps to develop targeted interventions and support.
- Utilized capacity building strategies to determine assets and needs.
- Utilized Academic Senate and student leadership to capture student voice.

Site-Based and LEA-Based Advisory Councils:

- Established an Alternative Education Advisory Council - meets monthly
- Established a Community Schools Steering Committee - meets monthly

Integrating and Aligning with Other Relevant Programs:

- Ensuring seamless integration and alignment with existing programs to maximize the impact of the community school initiative.

Community School Coordinator:

- Presented to the WPUSD superintendents cabinet on the need to hire a Community School Coordinator in order to facilitate communication, coordination, and implementation of the community school model.

By incorporating these practices, we aim to not only strengthen the implementation plan but also ensure that it resonates with the unique perspectives and needs of our community, creating a more inclusive and effective educational environment.

Part B: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Expanded and Enriched Learning Time	• Opportunities to accelerate credits including zero period and evening credit recovery opportunities. • Opportunities to supplement academics through participation in outdoor education. • Implement project-based learning • Access to college and career services • Increase career pathways • Provide tutoring for students at all schools. • Emphasize and create opportunities for students to volunteer in the community. • Need more newcomer EL support - especially with credit recovery. • Need to update the College/Career Center • Need more project based learning.
Integrated Support Services	• Provide additional counseling resources. • Need wellness center. • Provide access to health screenings such as vision, dental, physical. • Access to pre-k services and childcare • Expand clothes closet • Provide food pantry • Need community school office.
Family and Community Engagement	• Provide system awareness education • Assist families who have children experiencing school avoidance behaviors. • Transportation • Additional assistance for undocumented families. • Need for bilingual tutors, counselors, support staff.

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
Utilize teacher leadership	• Utilize teacher leadership - assemblies, PLC's, new building design process, school rebranding. • Utilize the community schools framework to update WASC action plan.
Create shared governance structure	• Utilize student leadership classes. • Implement service clubs on all campuses. • Utilize student groups to create an annual school-wide constitution. • Student Senate

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

All district schools utilize a Professional Learning Communities structure. This includes having early release Mondays so that staff can meet in small groups and analyze student progress. Currently, this mostly involves talking about academic performance. However, through this grant, it is envisioned that the PLC process will be expanded district-wide to include the discussion about the social-emotional well-being of students as well. As a result, all instructional staff will be encouraged to utilize the PLC process to become more involved in examining the social-emotional well-being of students and developing strategies and supports that help students grow and improve in this area. This will help support the efforts at Phoenix High School to involve all staff in developing strategies that focus on the whole child.

Two main structures have been developed to help with the planning and implementation process of the Community Schools Framework. These two groups include the Alternative Education Advisory Council and the Community Schools Steering Committee. Both groups meet once a month. The council consists of district staff gathering together to examine and develop various strategies and programs that address both the academic and social-emotional needs of students and their families. The steering committee involves discussing needs from a broader perspective through a variety of stakeholders throughout the community. Through this process, a needs assessment was developed and distributed to district schools. In addition, input was gathered from a variety of different LEA stakeholders during the monthly meetings. This helped the steering committee analyze needs and develop corresponding decision making structures to include students, staff, families and community members. The Community Schools Steering Committee will continue to focus on organizing focus groups that engage site-based parent groups and site leadership throughout the implementation of the Community Schools Framework.

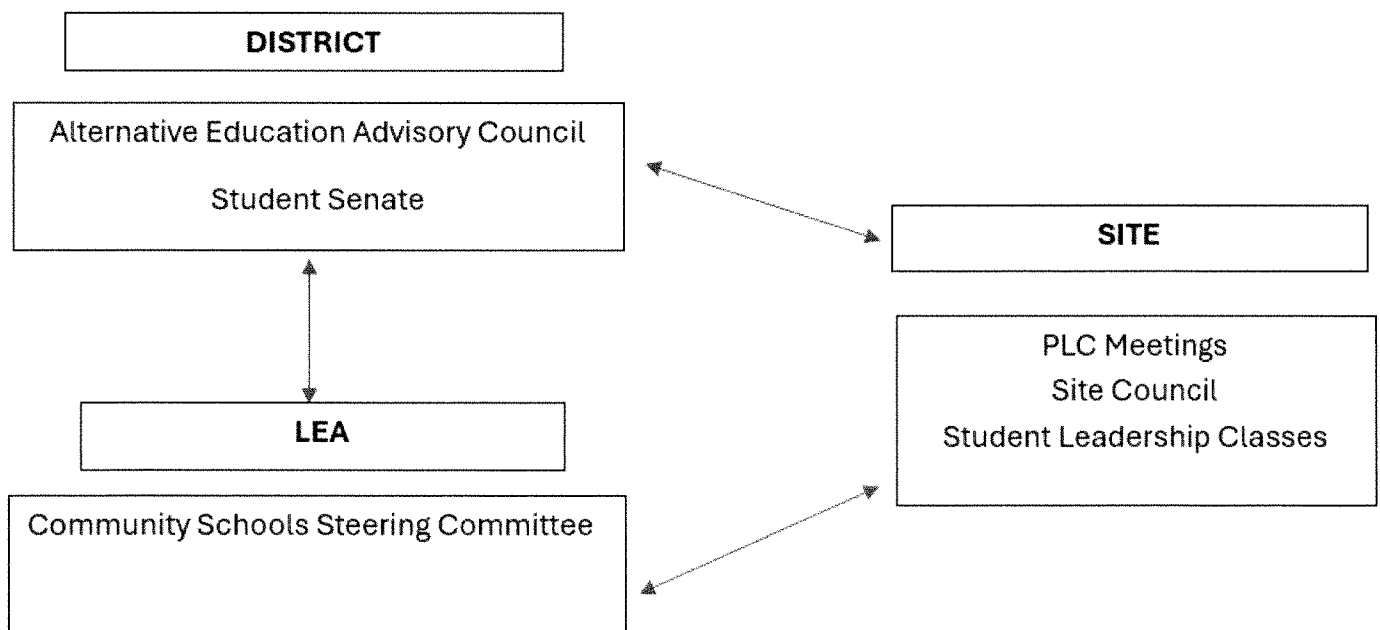
In addition to these committees, students at PHS have the opportunity to get involved both locally and district-wide. Local involvement includes a student leadership that is included in the master schedule every day during 4th period. District-wide opportunities include the opportunity to

participate in the student senate and Portrait of a Graduate development committee. Currently, there are approximately 8 students from our alternative education programs that join other representatives from schools across the district to give input and discuss strategies to address needs from a student perspective.

In addition to these structures, Phoenix High School and ATLAS Learning Academy have received funding to build a new two-story, 12-classroom complex. All staff have participated in designing the building with the Community School Framework in mind. The plan is to utilize Phoenix High School as the main hub of services. This will also include establishing smaller hubs through community school facilitators at other eligible sites.

The following is an organizational chart of the shared governance and leadership structure:

Organizational Chart – Shared Governance & Site Level Leadership



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
Align WASC action plan with the Four Pillars in Community Schools.	- Establish focus groups to examine the needs of the school. - Utilize focus groups to solicit input from students, parents, staff, stakeholders.
Participate on LCAP committee, Co-enrollment Committee, CTE Committee	The Alternative Education school counselor also serves as the district foster/homeless liaison. She has become a member of the district LCAP committee.
Ensure community school representation on the district CTE and dual-enrollment committees	- Establish co-enrollment opportunities so that students can access classes offered at other campus throughout the district. - Provide career information and career services at all schools by adopting a K-16 model.
Create community school facilitators at all qualifying schools sites.	- Utilize facilitators to gather input and conduct ongoing needs analysis specific to their school site. - Organize and implement system awareness training for students and parents.
Utilize SPSA and LCAP to integrate whole child strategies into the overall school improvement plan.	- Solicit and utilize parent and student parent participation and input. - Align school-wide goals with the Four Pillars in Community Schools.

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
Create a Community School Coordinator position.	Obtain approval for Community School Coordinator position.
Expand the career technician position	- Utilize CCSPP funding to establish a full FTE career technician position. - Utilize this position to help facilitate community schools needs assessment.
Provide credit recovery teacher	Create staffing for zero period and evening credit recovery opportunities.
Create bi-lingual parent liaison positions	Obtain approval for parent liaison position.

Key Staff/Personnel

Community School Coordinator	Program administrator - responsible for initiating the implementation plan and sustaining community school partnerships.
Career Technician	Expand career center; Develop career field trips, create opportunities for dual enrollment with local community college; organize regular support for students who are college courses.
Parent Liaison	Monitor attendance, serve as point person for families; advocate for families in need. Provide systems education for parents.
Part-time instructor(s)	Provide zero period and evening credit recovery opportunities.

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

Phoenix High School has outlined the plans and steps to ensure the sustainability of its community school framework beyond the life of the implementation grant. In particular, these strategies include the following elements:

Local Control and Accountability Plan (LCAP):

The Community School Coordinator position is identified as a crucial role for sustaining the community school model. It is anticipated that Community School Coordinator position will also serve as the Foster/Homeless Liaison for the district. The funding for the Foster/Homeless liaison position is already accounted for in the LCAP budget and amounts to 36% of an FTE. It is anticipated that the Community School Coordinator position will eventually be included in the LCAP, indicating a commitment to institutionalize the role within the district's ongoing budget.

Early Intervention Preschool Grant (EIPG):

Discussions are underway with the district special education department to explore the utilization of the Early Intervention Preschool Grant (EIPG) to partially fund the Community School Coordinator position in the future.

Medi-Cal Administration Activities (MAA) Program:

Explore potential funding through the Medi-Cal Administration Activities (MAA) program. This involves reimbursement for the time spent on outreach and coordinating referrals to designated services, indicating a strategic effort to recover costs associated with essential coordination activities. In addition, utilizing the medical all payer fee schedule is being explored for reimbursement of integrated services.

By securing funding through the LCAP budget, exploring opportunities with the EIPG, and considering reimbursement through the MAA program, WPUSD Alternative Education plans to establish a robust financial foundation for the Community School Coordinator position that leads to long-term sustainability for the community school framework.

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
Develop career partnerships	• MOU with Placer School for Adults to provide various short-term job-specific skills training and adult high school diploma programs. • Develop co-enrollment opportunities so that students can access career pathways courses housed at other school sites. • Develop dual enrollment opportunities with local community colleges. • Work with public and private employers to create industry specific career pathways. • MOU with The Foundry youth center to create career exploration activities for students.
Expand existing partnerships	• MOU with California State University, Sacramento to provide counseling interns on campus. • Expand wellness centers to all campuses
Establish new partnerships based on needs assessment.	• Utilize Community Schools Steering Committee to identify areas of need and solicit partnerships to help address these needs. • Focus on developing new partnerships with medical and dental care agencies.

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:

Current Partnerships:

Placer County Office of Education Foster/Homeless Consortium:

- Collaboration to support students and families experiencing housing instability.
- Programs and resources for educational continuity and support.

Kiwanis Club of Lincoln Foothills:

- Community service projects and volunteer opportunities for students.
- Establishment of an on-campus Key Club
- Funding and support for various school initiatives.
- Develop an on-campus clothes closet run by students.

Placer School for Adults:

- Adult education/short-term career training programs for community members.
- On-campus evening class for adult students wanting to complete their high school diploma.

The Lincoln Women's Club:

- The sponsorship for an annual school-wide prom for alternative education students.
- Potential mentorship opportunities for students.

Rotary:

- Community service projects and youth leadership programs.
- Scholarships and educational initiatives.

The Potters Baseball Club:

- Sponsor school fundraisers.
- Utilize facilities for graduation ceremony.

Phoenix Angels:

- Support for children and families facing adversity.
- Collaborative efforts to address social and emotional needs.

California State University, Sacramento:

- MOU to provide counseling interns on campus for additional mental health support.

Latino Leadership Council:

- Support for the Latino community within the school.
- Cultural programs and initiatives.

The Foundry Youth Center:

- Youth development programs and resources.
- Collaborative efforts to address the needs of at-risk youth.

Sierra College:

- Dual enrollment programs and academic partnerships.
- Articulation agreements and pathways for higher education.

Medicab:

- Transportation services to assist foster/homeless students with school transportation.

Ski Duck:

- Provide skiing and snowboard lessons to students in alternative education.

All of these partnerships can contribute to a holistic and supportive educational environment, aligning with the vision and priorities of the community school framework. Many of these organizations serve on our steering committee. Regular communication and collaboration with these organizations ensure that initiatives are responsive to the evolving needs of students, staff, families, and the broader community.

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

Training in trauma-informed practices as well as strategies to increase social-emotional well-being.

- Youth Development strategies
- MTSS programs and strategies

Provide training in strategies related to supporting English learners, students with disabilities, and all students struggling with academic difficulties.

- Project based learning
- UDL strategies
- EL Strategies

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
Improve instruction by designing and implementing project based learning that connects with civic engagement and familiarity with resources.	● Provide training in PBL and 21st Century Skills.
Integrate career exploration into academic curriculum	● Provide financial literacy instruction.
Provide access to career pathways	● Develop co-enrollment opportunities so students can attend courses on other campuses. ● Develop dual enrollment opportunities for students to take courses at the local community college. ● Explore offering career pathways at Phoenix High School. ● MOU with The Foundry youth center to create career exploration activities for students.
Provide system awareness	● Provide parent/staff training in accessing services at local agencies.

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
Regularly survey students, parents, staff, and community members about assets and needs.	Collect survey responses from students, families, and staff. Collect responses from community partners. Report out to cabinet, board, parents.	Achieve a 75% survey response rate. Share results with Steering Committee and make adjustments in programs and services as needed.
Organize and conduct focus groups that gathers input from students, parents, families and other interest-holders.	Schedule meetings, review input	Maintain a list of ongoing assets and needs. Continually discuss and update the corresponding strategies and practices used to meet these needs.
Examine the number of students and families who access services.	Review results during the Alternative Schools Advisory Counsel and Community Schools Committee meetings.	Develop priorities based on participation in services.
Create a data base listing available programs and services.	Create a sense of connectedness that fosters intrinsic motivation.	Increased attendance, self-advocacy in utilizing resources.
Increase the number of students who are enrolled 90 consecutive days or longer.	Create a need fulfilling learning environment that leads to the long term enrollment of students.	Increased attendance; increased academic performance; increased graduation rate
Locate agencies on participating school sites to create service hubs.	Utilize asset mapping and gap analysis to determine needed agencies.	Examine the number of students/parents accessing services.

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

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

Sheridan Elementary School
4730 H Street
Sheridan, CA

Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

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

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

The WPUSD Alternative Education Program and Sheridan Elementary are working diligently together to implement the Community School Framework and address the unique needs at the school. During the initial development of the planning grant, it was determined that there is a significant disparity between the older schools in the core of the downtown compared to the newer areas of development that continue to expand away from the city center. Unfortunately, many of the support services needed such as health care, and social services, have followed this pattern of new development making it increasingly more difficult for families living in the city core to access the services due to distance and lack of transportation. This is even more significant for Sheridan Elementary as the school is located in a rural area of Lincoln approximately 10 miles outside of town.

Sheridan Elementary has participated in capacity-building strategies derived from the State Transformational Assistance Center (S-TAC) as a fundamental aspect of the planning process. This

strategy involves a two-tiered approach, focusing on both the Site Level and the LEA (Local Education Agency) Level. The planning process is guided by the following four overarching core values:

Racially-just, Relationship-Centered Spaces:

At Sheridan Elementary, a strong commitment to creating racially-just, relationship-centered spaces is evident through dedicated efforts to celebrate the uniqueness and perspectives of students and families. The school emphasizes the importance of providing opportunities for both students and families to express their views and contribute to the school community. To facilitate this engagement, Sheridan Elementary employs a parent liaison who plays a crucial role in reaching out to families and encouraging their active participation in various school site committees.

The parent liaison at Sheridan Elementary serves as a vital link between the school and families, working in collaboration with the foster/homeless liaison to effectively communicate needs and coordinate essential services. This collaborative approach ensures that the unique needs of each student and family are addressed, fostering a sense of belonging and support within the school community.

Discussions within both the Alternative Education Advisory Council and the Community Schools Steering Committee have identified the importance of increasing the parent liaison's time at Sheridan Elementary. The goal is to further enhance parent representation on various school and district committees, reinforcing the commitment to shared power and inclusivity. By extending the reach of the parent liaison, Sheridan Elementary aims to strengthen connections between the school, families, and the broader community, creating an environment that values and celebrates the diverse perspectives and experiences of all its members.

Shared Power:

The commitment to shared power at Sheridan Elementary is evident through inclusive practices that invite all parents and guardians to actively participate in various committees, councils, and focus group meetings. To ensure accessibility, a parent liaison who works at the school serves as the interpreter for these meetings, recognizing the importance of breaking language barriers for full participation.

In particular, parents are encouraged to participate in the school site council, school-site English Learner Advisory Committees (ELAC), and the district-wide District English Learner Advisory Committee (DELAC) meetings. The inclusion of Spanish speak parents in these advisory committees reflects a commitment to incorporating diverse perspectives in decision-making processes, thus, contributing to shared power within the school community.

Classroom-Community Connections:

Sheridan Elementary demonstrates a strong commitment to building meaningful Classroom-Community Connections through the implementation of the Youth Development Institute (YDI) strategies. These strategies, which focus on Safety, Relationship Building, Youth Participation, Community Involvement, and Skill Building, are applied school-wide, fostering an environment that nurtures the holistic development of students.

Participation in the district-wide student senate program is a key initiative that further strengthens connections between students and the broader community. This program serves as a platform for students from all school sites to actively contribute by providing input and making recommendations on various issues related to instruction and the daily operation of schools. This inclusive approach empowers students to have a voice in shaping their educational experiences and enhances the collaboration between students and school/district administration.

The establishment of a Youth Development Institute committee at the district level reflects a comprehensive effort to develop a youth master plan. This initiative involves representatives from diverse sectors such as businesses, the city, social services, churches, students, parents, and staff. The mission of this committee is to create integrated systems and services that extend beyond the boundaries of district schools, encompassing the broader community. This visionary approach ensures that youth development is a collective effort involving stakeholders from various sectors, creating a more holistic and supportive environment for students.

Additionally, the district-wide initiative to create a shared understanding of the essential skills needed for graduates underscores the importance of collaborative decision-making. A district-wide committee has been formed to gather input from students, parents, staff, and local business owners, ensuring a well-rounded perspective. This inclusive process involves elementary and middle schools, promoting a seamless alignment of educational goals and essential skills throughout the district.

A Focus on Continuous Improvement

The commitment to continuous improvement and a shared desire to always strive for betterment are central priorities for all schools within the district, guided by the belief that the innate desire to grow and learn is a fundamental need for most individuals. This collective mindset forms the foundation for collaboration, which is deemed critical in the implementation of the community school framework.

Recognizing the need for improvement, a total of 9 schools in the district, including Sheridan Elementary, have recently been designated for Additional Targeted Support and Improvement (ATSI) or Comprehensive Support and Improvement (CSI). The criteria for these designations stem from concerns related to attendance and suspension rates, particularly for underrepresented student groups. Sheridan Elementary, specifically designated as a CSI school, has been identified due to challenges in academic performance.

In response to this designation, both the Alternative Education Council and the Community Schools Steering Committee propose a strategic shift, advocating for a greater emphasis on whole child development in conjunction with the ongoing focus on instruction. Acknowledging the research findings, such as those from CASEL (2008), indicating that an emphasis on well-being leads to an 11-17% increase in test scores, reinforces the belief that a holistic approach to student development is essential for academic success.

By recognizing the interconnectedness of academic achievement and overall well-being, the proposed emphasis on whole child development aligns seamlessly with the community school framework. This holistic approach reflects a commitment to addressing not only academic challenges but also the social and emotional needs of students, fostering an environment that supports their overall growth and success.

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.

Collaboration is an essential theme for our implementation plan. We believe that we need diverse perspectives so that we can explore all possible options and figure out new strategies. This collaborative approach not only fosters a shared focus on critical areas deemed important by local communities but also significantly influences the impact of our strategy and contributes to building sustained momentum over time. In addition, collaboration not only fosters a shared focus on critical areas deemed important by local communities but also significantly influences the impact of our strategy and contributes to building sustained momentum over time. Diversity of perspectives is integral to our belief system, driving us to explore all possible options and devise innovative strategies. To facilitate this, we have established key structures such as an Alternative Education Advisory Council and a Community Schools Steering Committee. These platforms provide opportunities for all stakeholders to come together, contributing their insights and expertise to shape the implementation plan.

We have utilized the formation of an Alternative Education Council and a Community Schools Steering Committee to provide opportunities for all stakeholders to come together and contribute their unique perspectives to the overall formation of the implementation plan. The active collaboration includes encouraging voice and collecting input. Creating similar structures on school sites for students encourages members from all groups to have a format for giving input and providing recommendations. Wellness centers will also be a priority as this provides the opportunity for students to share their perspectives and discuss individual needs. This opportunity for two-way communication will help provide a better understanding of the variety of needs. Active collaboration is manifested through various means, including the encouragement of diverse voices and the systematic use of surveys to gather input. We believe that creating similar structures on school sites, including students in the process, is crucial. This ensures that members from all groups have a designated platform for providing input and making recommendations.

To better understand and address various needs, we have incorporated the Four Proven Practices from the Community Schools Framework:

Community Asset Mapping and Gap Analysis:

- Utilized mapping guides to help identify community assets and analyze gaps to develop targeted interventions and support.
- Utilized capacity-building strategies to determine assets and needs.
- Utilized Academic Senate and student leadership to capture student voice.

Site-Based and LEA-Based Advisory Councils:

- Established an Alternative Education Advisory Council - meets monthly
- Established a Community Schools Steering Committee - meets monthly

Integrating and Aligning with Other Relevant Programs:

- Ensuring seamless integration and alignment with existing programs to maximize the impact of the community school initiative.

Community School Coordinator:

- Presented to the WPUSD Superintendent's Cabinet on the need to hire a Community School Coordinator in order to facilitate communication, coordination, and implementation of the community school model.

By incorporating these practices, we aim to not only strengthen the implementation plan but also ensure that it resonates with the unique perspectives and needs of our community, creating a more inclusive and effective educational environment. The principal at Sheridan Elementary has been involved in analyzing assets and identifying gaps specific to their school.

Part B: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Expanded and Enriched Learning Time	● Provide coordination of SEL programs. ● Provide additional instructional aide time to assist with academics in combo classes.
Integrated Support Services	● Create a community school facilitator at the school site.
Family and Community Engagement	● Increase parent liaison time to work with Spanish speaking parents. ● Provide system awareness education for parents. ● Increase the number of family events during the evening. ● Work with the district to upgrade facilities in order to be able to hold more events on campus.

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
Utilize teacher leadership	● Utilize teacher leadership - PLC process
Create shared governance structure	● Student Senate ● Site Council ● Participate on Community Schools Steering Committee ● Utilize parent liaison to increase parent involvement.

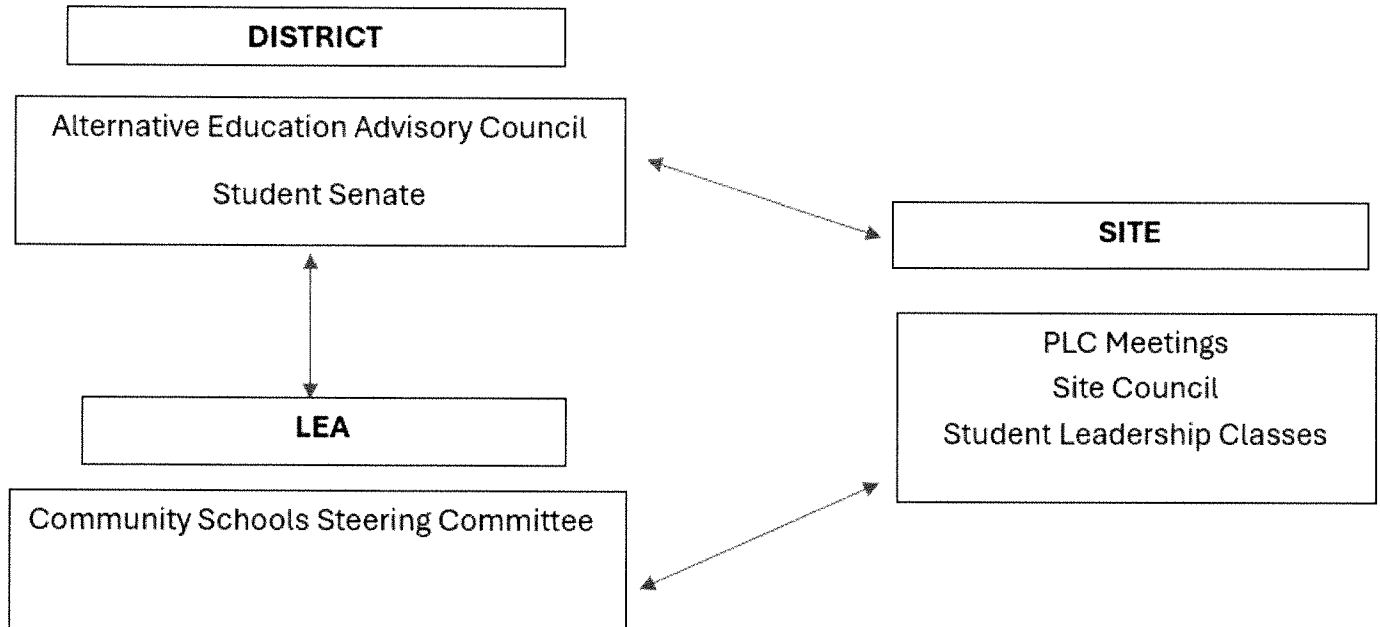
Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

All district schools utilize a Professional Learning Communities structure. This includes having early release Mondays so that staff can meet in small groups and analyze student progress. Currently, this mostly involves talking about academic performance. However, through this grant, it is envisioned that the PLC process will be expanded to include the discussion about the social-emotional well-being of students as well. As a result, all instructional staff will be encouraged to utilize the PLC process to become more involved in examining the social-emotional well-being of students and developing strategies and supports that help students grow and improve in this area.

Two main structures have been developed to help with the planning and implementation process of the Community Schools Framework. These two groups include the Alternative Education Advisory Council and the Community Schools Steering Committee. Both groups meet once a month. The council consists of district staff gathering together to examine and develop various strategies and programs that address both the academic and social-emotional needs of students and their families. The steering committee involves discussing needs from a broader perspective through a variety of stakeholders throughout the community. Through this process, a needs assessment was developed and distributed to district schools. This helped the steering committee analyze needs and develop corresponding decision making structures to include students, staff, families and community members. The Community Schools Steering Committee will continue to focus on organizing focus groups that engage site-based parent groups and site leadership.

The following is an organizational chart of the shared governance and leadership structure:

Organizational Chart – Shared Governance & Site Level Leadership



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
Develop CSI plan	Establish focus groups at the school to develop strategies for improving student outcomes.
Participate in Community School Steering Committee	Attend monthly committee meetings.
Create community school facilitators at all qualifying schools sites.	- Utilize facilitators to gather input and conduct ongoing needs analysis specific to the school site. - Organize and implement system awareness training for students and parents.
Utilize SPSA and LCAP to integrate whole child strategies into the overall school improvement plan.	- Solicit and utilize parent and student input. - Align school-wide goals with the Four Pillars in Community Schools. - Utilize parent liaison to increase parent involvement

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
Create a Community School Coordinator position.	Obtain approval for the Community School Coordinator position.
Expand the bi-lingual parent liaison position.	- Obtain approval to increase hours for parent liaison position. - Utilize parent liaison to help facilitate ongoing needs assessment.
Expand the school site counselor position.	- Utilize CCSPP funding to establish a full counselor FTE position. - Utilize the counselor position as a community school facilitator for school site.

Key Staff/Personnel

Community School Coordinator	Program administrator - responsible for initiating the implementation plan and sustaining community school partnerships.
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School Site Counselor	• Establish full counseling FTE at school site. • Utilize counselor as the community school facilitator. • Coordinate SEL programs at the site. • Represent school at monthly steering committee meetings.
Parent Liaison	• Monitor attendance, serve as a point person for families; and advocate for families in need. Provide systems education. • Organize outreach to Spanish speaking community. • Provide translation at school meetings and school events.

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

Sheridan Elementary has outlined plans and steps to ensure the sustainability of its community school framework beyond the life of the implementation grant. In particular, these strategies include the following elements:

Local Control and Accountability Plan (LCAP):

The Community School Coordinator position is identified as a crucial role for sustaining the community school model. It is anticipated that Community School Coordinator position will also serve as the Foster/Homeless Liaison for the district. The funding for the Foster/Homeless liaison position is already accounted for in the LCAP budget and amounts to 36% of an FTE. It is anticipated that the Community School Coordinator position will eventually be included in the LCAP, indicating a commitment to institutionalize the role within the district's ongoing budget.

Early Intervention Preschool Grant (EIPG):

Discussions are underway with the district special education department to explore the utilization of the Early Intervention Preschool Grant (EIPG) to partially fund the Community School Coordinator position in the future.

Medi-Cal Administration Activities (MAA) Program:

Explore potential funding through the Medi-Cal Administration Activities (MAA) program. This involves reimbursement for the time spent on outreach and coordinating referrals to designated services, indicating a strategic effort to recover costs associated with essential coordination activities. In addition, utilizing the medical all payer fee schedule is being explored for reimbursement of integrated services.

By securing funding through the LCAP budget, exploring opportunities with the EIPG, and considering reimbursement through the MAA program, WPUSD Alternative Education plans to establish a robust financial foundation for the Community School Coordinator position that leads to long-term sustainability for the community school framework.

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
Expand existing partnerships	• Collaborate with LEA's to provide volunteer tutors. • Examine partnerships to increase afterschool activities. • Explore pre-k child care opportunities on site.
Establish new partnerships based on needs assessments.	• Utilize Community Schools Steering Committee to identify areas of need and solicit partnerships to help address these needs. • Focus on developing new partnerships with medical and dental care agencies.

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:

Current Partnerships:

Placer County Office of Education Foster/Homeless Consortium:

- Collaboration to support students and families experiencing housing instability.
- Programs and resources for educational continuity and support.

Placer County Mobile Library:

- Provides mobile libraries to schools located in rural areas.

Kiwanis Club of Lincoln Foothills:

- Provide snacks for students.
- Provide on-campus tutoring.

Rotary:

- Volunteer on campus.

California State University, Sacramento:

- MOU to provide counseling interns on campus for additional mental health support.

Operation School Bell:

- Provide clothing and shoes for students in need.

Placer County Food Bank:

- Provide meal distribution for families in need.

Medicab:

- Transportation services to assist foster/homeless students with school transportation.

All of these partnerships can contribute to a holistic and supportive educational environment, aligning with the vision and priorities of the community school framework. Many of these organizations serve on our steering committee. Regular communication and collaboration with these organizations ensure that initiatives are responsive to the evolving needs of students, staff, families, and the broader community.

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
Training in trauma-informed practices as well as strategies to increase social-emotional well-being.	- Youth Development strategies - MTSS programs and strategies
Provide training in strategies related to supporting English learners, students with disabilities, and all students struggling with academic difficulties.	- Project based learning - UDL strategies - EL Strategies

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
Improve instruction by designing and implementing project based learning that connects with civic engagement and familiarity with resources.	Provide training in PBL and 21st Century Skills.
Integrate career exploration into academic curriculum	Integrate district career information at the elementary level.
Provide system awareness	Provide parent/staff training in accessing services at local agencies.

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
Regularly survey students, parents, staff, and community members.	Monitor survey responses. Report out to cabinet, board, Parents	Achieve a 75% survey response rate.
Examine the number of students and families who access services.	Review in Alternative Schools Advisory Counsel and Community Schools Steering Committee.	Develop priorities based on participation in services.
Create a database of available programs and services.	Create a sense of connectedness that fosters intrinsic motivation.	Increased attendance, and self-advocacy in utilizing resources.
Create a service hub at the school for those who are living in the rural area of Lincoln.	Create partnerships to bring services to school site.	Increase the number of families accessing services.

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

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

First Street Elementary School
1400 1st Street
Lincoln, CA

Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

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

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

The WPUSD Alternative Education program and First Street Elementary are working diligently together to implement the Community School Framework and address the unique needs at the school. During the initial development of the planning grant, it was determined that there is a significant disparity between the older schools in the core of the downtown compared to the newer areas of development that continue to expand away from the city center. Unfortunately, many of the support services needed such as health care, and social services, have followed this pattern of new development making it increasingly more difficult for families living in the city core to access the services due to distance and lack of transportation.

The school is implementing capacity-building strategies derived from S-TAC at both the Site Level and the Local Education Agency (LEA) Level. This two-tiered approach ensures that strategies are implemented effectively within the school and are aligned with broader district-level initiatives. The

planning process is guided by the following four overarching core values:

Racially-just, Relationship-Centered Spaces:

At First Street Elementary, a strong commitment to creating racially-just, relationship-centered spaces is evident through dedicated efforts to celebrate the uniqueness and perspectives of students and families. This includes acknowledging diverse cultural backgrounds, languages, traditions, and individual strengths. By valuing and appreciating differences, First Street Elementary creates an environment where all members feel seen and respected.

The need for more parent representation has been a topic of discussion during the Alternative Education Advisory Council and the Community Schools Steering Committee meetings. The WPUUSD Alternative Education program is responsible for coordinating foster/homeless services throughout the district. This process involves providing training for all district administrators and counselors to ensure equitable access to support services. It also involves coordinating various support services and connecting agencies to families in need. At both the steering committee meetings and council meetings, it has been expressed that there is an increasing number of newcomer EL students enrolling in schools throughout the district. However, this group is under represented at school sites as well as on various district committees. As a result, there is a need to gather more input specific to this group. Furthermore, through communication with the school parent liaisons, the district EL coordinator and the Latino Leadership Council, it has been voiced that many of these families are undocumented and refuse to complete paperwork that could lead to more support services as there is concern in this community that they will be investigated. Consequently, many of the needs go unreported and unrecognized. As a result, both the council and the committee feel that the district unduplicated count does not accurately reflect the actual need. Through this grant, we plan to increase outreach efforts to parents, particularly those who may be undocumented. By fostering trust and communication, we plan to address the barriers preventing these families from reporting needs, ensuring that the district's unduplicated count accurately reflects the actual need within our community.

Shared Power:

All parents/guardians are invited to participate in various committees, councils and focus group meetings. Interpreters are provided for these meetings. Parents are encouraged to participate on school site English Learner Advisory Committees (ELAC) as well as the district-wide District English Learner Advisory Committee (DELAC) meetings held each month. Representatives from various district programs and departments as well as other social service programs or LEA's are also invited to attend. Finally parents and students are encouraged to participate in school site councils.

By incorporating diverse perspectives, including linguistic and cultural diversity, the school is taking important steps towards ensuring that decision-making processes are representative of the entire school community. This commitment to diversity contributes significantly to shared power within the school, fostering a sense of belonging and ownership among all stakeholders. Through this grant, we plan to enhance and expand our efforts to involve more parents in the decision-making processes within our educational community. This investment will empower parents, strengthen the connection between home and school, and ultimately contribute to the overall success and well-being of our students.

Classroom-Community Connections:

First Street Elementary focuses on implementing the Youth Development Network strategies as part of a district-wide initiative. These strategies include implementing the following supports at all school sites: Safety; Relationship Building; Youth Participation; Community Involvement; Skill Building.

In addition, students from First Street Elementary participate in a district-wide student senate program. This program not only allows students to voice their opinions but also empowers them to contribute to decision-making processes related to instruction and daily operation of schools across the district.

The district has formed a Youth Development Institute (YDI) committee that involves developing a youth master plan for the entire district. This includes gathering representatives from business, the city, social service, churches, students, parents and staff. The mission is to create integrated systems and services, not only within the district schools, but throughout the community to best serve and develop youth.

Finally, there is a district initiative to create a shared understanding of the essential skills needed for graduates. A district wide committee has been formed to gather input from students, parents, staff, and local business owners.

A Focus on Continuous Improvement

The commitment to continuous improvement and a shared desire to always strive for betterment are central priorities for all schools within the district, guided by the belief that the innate desire to grow and learn is a fundamental need for most individuals. This collective mindset forms the foundation for collaboration, which is deemed critical in the implementation of the community school framework.

Recognizing the need for improvement, a total of 9 schools in the district have recently been designated for Additional Targeted Support and Improvement (ATSI) or Comprehensive Support and Improvement (CSI). The criteria for these designations stem from concerns related to attendance and suspension rates, particularly for underrepresented student groups.

In response to this, both the Alternative Education Advisory Council and the Community Schools Steering Committee propose a strategic shift, advocating for a greater emphasis on whole child development in conjunction with the ongoing focus on instruction. Acknowledging the research findings, such as those from CASEL (2008), indicating that an emphasis on well-being leads to an 11-17% increase in test scores, reinforces the belief that a holistic approach to student development is essential for academic success.

By recognizing the interconnectedness of academic achievement and overall well-being, the proposed emphasis on whole child development aligns seamlessly with the community school framework. This holistic approach reflects a commitment to addressing not only academic challenges but also the social and emotional needs of students, fostering an environment that supports their overall growth and success.

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.

Collaboration is an essential theme for our implementation plan. We believe that we need diverse perspectives so that we can explore all possible options and figure out new strategies. This collaborative approach not only fosters a shared focus on critical areas deemed important by local communities but also significantly influences the impact of our strategy and contributes to building sustained momentum over time. In addition, collaboration not only fosters a shared focus on critical areas deemed important by local communities but also significantly influences the impact of our strategy and contributes to building sustained momentum over time. Diversity of perspectives is integral to our belief system, driving us to explore all possible options and devise innovative strategies. To facilitate this, we have established key structures such as an Alternative Education Advisory Council and a Community Schools Steering Committee. These platforms provide opportunities for all stakeholders to come together, contributing their insights and expertise to shape the implementation plan.

We have utilized the formation of an Alternative Education Council and a Community Schools Steering Committee to provide opportunities for all stakeholders to come together and contribute their unique perspectives to the overall formation of the implementation plan. The active collaboration includes encouraging voice and collecting input. Creating similar structures on school sites for students encourages members from all groups to have a format for giving input and providing recommendations. Wellness centers will also be a priority as this provides the opportunity for students to share their perspectives and discuss individual needs. This opportunity for two-way communication will help provide a better understanding of the variety of needs. Active collaboration is manifested through various means, including the encouragement of diverse voices and the systematic use of surveys to gather input. We believe that creating similar structures on school sites, including students in the process, is crucial. This ensures that members from all groups have a designated platform for providing input and making recommendations.

To better understand and address various needs, we have incorporated the Four Proven Practices from the Community Schools Framework:

Community Asset Mapping and Gap Analysis:

- Utilized mapping guides to help identify community assets and analyze gaps to develop targeted interventions and support.
- Utilized capacity-building strategies to determine assets and needs.
- Utilized Academic Senate and student leadership to capture student voice.

Site-Based and LEA-Based Advisory Councils:

- Established an Alternative Education Advisory Council - meets monthly
- Established a Community Schools Steering Committee - meets monthly

Integrating and Aligning with Other Relevant Programs:

- Ensuring seamless integration and alignment with existing programs to maximize the impact of the community school initiative.

Community School Coordinator:

- Presented to the WPUUSD Superintendent's Cabinet on the need to hire a Community School Coordinator in order to facilitate communication, coordination, and implementation of the community school model.

By incorporating these practices, we aim to not only strengthen the implementation plan but also ensure that it resonates with the unique perspectives and needs of our community, creating a more inclusive and effective educational environment. The principal at First Street School has been involved in analyzing assets and identifying gaps specific to their school.

Part B: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Expanded and Enriched Learning Time	• Provide additional instructional aide time to assist with academics. • Provide coordination of SEL programs.
Integrated Support Services	• Create a community school facilitator at the school site.
Family and Community Engagement	• Increase parent liaison time to work with Spanish speaking parents. • Provide system awareness education for parents. • Provide parenting classes for parents in both English and Spanish. • Work with the district to upgrade facilities in order to be able to hold more events on campus.

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
Utilize teacher leadership	• Utilize teacher leadership - PLC process
Create shared governance structure	• Student Senate • Site Council • Participate on Community Schools Steering Committee • Utilize parent liaison to increase parent involvement.

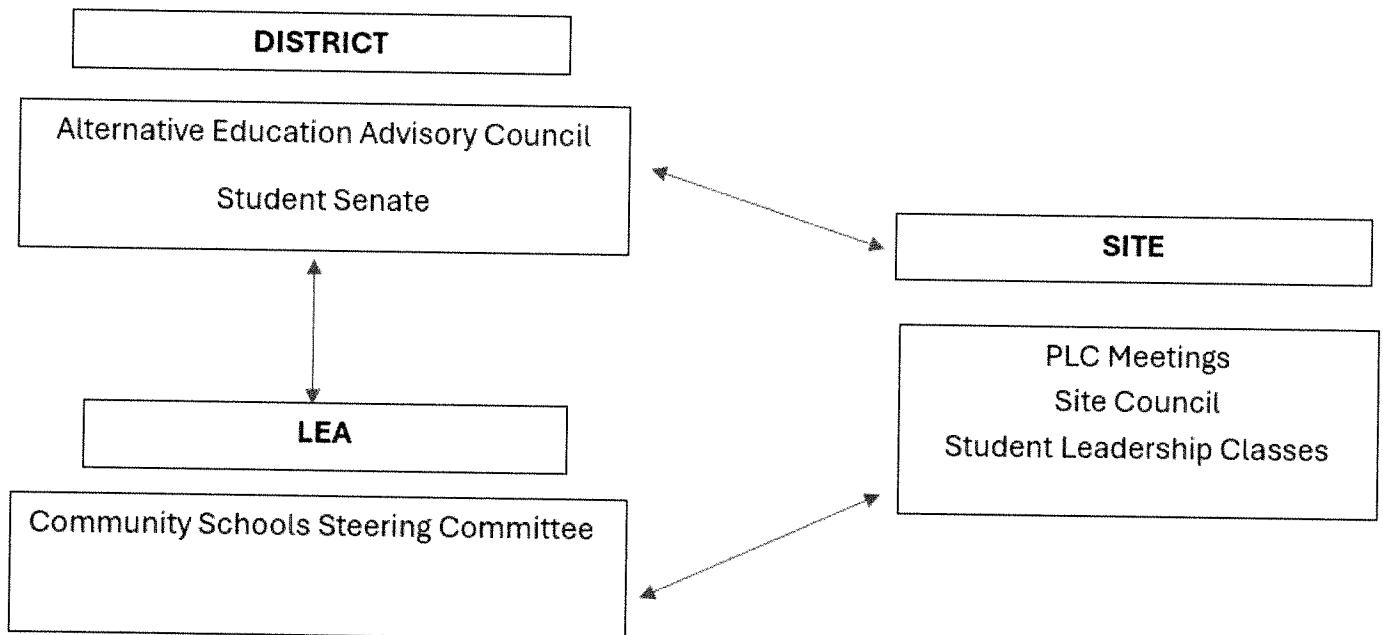
Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

All district schools utilize a Professional Learning Communities structure. This includes having early release Mondays so that staff can meet in small groups and analyze student progress. Currently, this mostly involves talking about academic performance. However, through this grant, it is envisioned that the PLC process will be expanded to include the discussion about the social-emotional well-being of students as well. As a result, all instructional staff will be encouraged to utilize the PLC process to become more involved in examining the social-emotional well-being of students and developing strategies and supports that help students grow and improve in this area.

Two main structures have been developed to help with the planning and implementation process of the Community Schools Framework. These two groups include the Alternative Education Advisory Council and the Community Schools Steering Committee. Both groups meet once a month. The council consists of district staff gathering together to examine and develop various strategies and programs that address both the academic and social-emotional needs of students and their families. The steering committee involves discussing needs from a broader perspective through a variety of stakeholders throughout the community. Through this process, a needs assessment was developed and distributed to district schools. This helped the steering committee analyze needs and develop corresponding decision making structures to include students, staff, families and community members. The Community Schools Steering Committee will continue to focus on organizing focus groups that engage site-based parent groups and site leadership.

The following is an organizational chart of the shared governance and leadership structure:

Organizational Chart – Shared Governance & Site Level Leadership



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
Participate in Community School Steering Committee	Attend monthly committee meetings.
Create community school facilitators at all qualifying schools sites.	- Utilize facilitators to gather input and conduct ongoing needs analysis specific to the school site. - Organize and implement system awareness training for students and parents.
Utilize SPSA and LCAP to integrate whole child strategies into the overall school improvement plan.	- Solicit and utilize parent and student input. - Align school-wide goals with the Four Pillars in Community Schools. - Utilize school counselor to increase parent involvement.

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
Create a Community School Coordinator position.	Obtain approval for the Community School Coordinator position.
Expand the bi-lingual parent liaison position.	Utilize parent liaison to help facilitate ongoing needs assessment.
Expand the school site counselor position.	- Utilize CCSPP funding to establish a full counselor FTE position. - Utilize the counselor position as a community school facilitator for school site.

Key Staff/Personnel

Community School Coordinator	Program administrator - responsible for initiating the implementation plan and sustaining community school partnerships.
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School Site Counselor	• Establish full counseling FTE at school site. • Utilize counselor as the community school facilitator • Coordinate SEL programs at the site. • Represent school at monthly steering committee meetings.
Parent Liaison	• Monitor attendance, serve as a point person for families; and advocate for families in need. Provide systems education. • Organize outreach to Spanish speaking community. • Provide translation at school meetings and school events.

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

Sheridan Elementary has outlined plans and steps to ensure the sustainability of its community school framework beyond the life of the implementation grant. In particular, these strategies include the following elements:

Local Control and Accountability Plan (LCAP):

The Community School Coordinator position is identified as a crucial role for sustaining the community school model. It is anticipated that Community School Coordinator position will also serve as the Foster/Homeless Liaison for the district. The funding for the Foster/Homeless liaison position is already accounted for in the LCAP budget and amounts to 36% of an FTE. It is anticipated that the Community School Coordinator position will eventually be included in the LCAP, indicating a commitment to institutionalize the role within the district's ongoing budget.

Early Intervention Preschool Grant (EIPG):

Discussions are underway with the district special education department to explore the utilization of the Early Intervention Preschool Grant (EIPG) to partially fund the Community School Coordinator position in the future.

Medi-Cal Administration Activities (MAA) Program:

Explore potential funding through the Medi-Cal Administration Activities (MAA) program. This involves reimbursement for the time spent on outreach and coordinating referrals to designated services, indicating a strategic effort to recover costs associated with essential coordination activities. In addition, utilizing the medical all payer fee schedule is being explored for reimbursement of integrated services.

By securing funding through the LCAP budget, exploring opportunities with the EIPG, and considering reimbursement through the MAA program, WPUUSD Alternative Education plans to establish a robust financial foundation for the Community School Coordinator position that leads to long-term sustainability for the community school framework.

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
Expand existing partnerships	• Collaborate with LEA's to provide volunteer tutors. • Examine partnerships to increase afterschool activities. • Explore pre-k child care opportunities on site.
Establish new partnerships based on needs assessments.	• Utilize Community Schools Steering Committee to identify areas of need and solicit partnerships to help address each need. • Focus on developing new partnerships with medical and dental care agencies.

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:

Current Partnerships:

Placer County Office of Education Foster/Homeless Consortium:

- Collaboration to support students and families experiencing housing instability.
- Programs and resources for educational continuity and support.

Placer County Mobile Library:

- Provides mobile libraries to schools located in rural areas.

Kiwanis Club of Lincoln Foothills:

- Provide snacks for students.
- Provide on-campus tutoring.

Rotary:

- Volunteer on campus.

California State University, Sacramento:

- MOU to provide counseling interns on campus for additional mental health support.

Operation School Bell:

- Provide clothing and shoes for students in need.

Placer County Food Bank:

- Provide meal distribution for families in need.

Medicab:

- Transportation services to assist foster/homeless students with school transportation.

All of these partnerships can contribute to a holistic and supportive educational environment, aligning with the vision and priorities of the community school framework. Many of these organizations serve on our steering committee. Regular communication and collaboration with these organizations ensure that initiatives are responsive to the evolving needs of students, staff, families, and the broader community.

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
Training in trauma-informed practices as well as strategies to increase social-emotional well-being.	• Youth Development strategies • MTSS programs and strategies
Provide training in strategies related to supporting English learners, students with disabilities, and all students struggling with academic difficulties.	• Project based learning • UDL strategies • EL Strategies • Create on-site TOSA for DLI program

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
Improve instruction by designing and implementing project based learning that connects with civic engagement and familiarity with resources.	• Provide training in PBL and 21st Century Skills.
Integrate career exploration into academic curriculum	• Integrate district career information at the elementary level.
Provide system awareness	• Provide parent/staff training in accessing services at local agencies.

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
Regularly survey students, parents, staff, and community members.	Monitor survey responses. Report out to cabinet, board, Parents	Achieve a 75% survey response rate.
Examine the number of students and families who access services.	Review in Alternative Schools Advisory Counsel and Community Schools Steering Committee.	Develop priorities based on participation in services.
Create a database of available programs and services.	Create a sense of connectedness that fosters intrinsic motivation.	Increased attendance, and self-advocacy in utilizing resources.

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

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

Creekside Oaks Elementary School
2030 1st Street
Lincoln, CA

Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

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

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

The WPUUSD Alternative Education Program and Creekside Oaks Elementary are working diligently together to implement the Community School Framework and address the unique needs at the school. During the initial development of the planning grant, it was determined that there is a significant disparity between the older schools in the core of the downtown compared to the newer areas of development that continue to expand away from the city center. Unfortunately, many of the support services needed such as health care, and social services, have followed this pattern of new development making it increasingly more difficult for families living in the city core to access the services due to distance and lack of transportation.

The school is implementing capacity-building strategies derived from S-TAC at both the Site Level and the Local Education Agency (LEA) Level. This two-tiered approach ensures that strategies are implemented effectively within the school and are aligned with broader district-level initiatives. The

planning process is guided by the following four overarching core values:

Racially-just, Relationship-Centered Spaces:

At Creekside Oaks Elementary, a strong commitment to creating racially-just, relationship-centered spaces is evident through dedicated efforts to celebrate the uniqueness and perspectives of students and families. Students are taught literacy and content in two different languages. The dual language immersion approach, where both Spanish and English are taught, not only promotes linguistic diversity but also fosters an inclusive environment by bringing together students from different language backgrounds. This approach contributes to a rich variety of perspectives and experiences within the school community.

The fact that both native English and native Spanish speakers are enrolled together in classes is an promotes cross-cultural understanding and collaboration among students. The emphasis on celebrating uniqueness and perspectives is crucial in creating an environment where everyone feels valued and included.

The school's dedication to providing opportunities for students and families to express their views and contribute to the school community is a key component of building a strong sense of belonging. This inclusive approach helps ensure that the school environment is reflective of the diverse backgrounds and experiences of its members.

Shared Power:

All parents/guardians are invited to participate in various committees, councils and focus group meetings. Interpreters are provided for these meetings. Parents are encouraged to participate on school site English Learner Advisory Committees (ELAC) as well as the district-wide District English Learner Advisory Committee (DELAC) meetings held each month. Representatives from various district programs and departments as well as other social service programs or LEA's are also invited to attend. Finally parents and students are encouraged to participate in the school site council.

By incorporating diverse perspectives, including linguistic and cultural diversity, the school is taking important steps towards ensuring that decision-making processes are representative of the entire school community. This commitment to diversity contributes significantly to shared power within the school, fostering a sense of belonging and ownership among all stakeholders.

Classroom-Community Connections:

Creekside Oaks Elementary focuses on implementing the Youth Development Network strategies as part of a district-wide initiative. These strategies include implementing the following supports at all school sites: Safety; Relationship Building; Youth Participation; Community Involvement; Skill Building.

In addition, students from Creekside Oaks Elementary participates in a district-wide student senate program. This program not only allows students to voice their opinions but also empowers them to contribute to decision-making processes related to instruction and daily operation of schools across the district.

The district has formed a Youth Development Institute (YDI) committee that involves developing a

youth master plan for the entire district. This includes gathering representatives from business, the city, social service, churches, students, parents and staff. The mission is to create integrated systems and services, not only within the district schools, but throughout the community to best serve and develop youth.

Finally, there is a district initiative to create a shared understanding of the essential skills needed for graduates. A district wide committee has been formed to gather input from students, parents, staff, and local business owners.

A Focus on Continuous Improvement

The commitment to continuous improvement and a shared desire to always strive for betterment are central priorities for all schools within the district, guided by the belief that the innate desire to grow and learn is a fundamental need for most individuals. This collective mindset forms the foundation for collaboration, which is deemed critical in the implementation of the community school framework.

Recognizing the need for improvement, a total of 9 schools in the district, including Creekside Oaks Elementary, have recently been designated for Additional Targeted Support and Improvement (ATSI) or Comprehensive Support and Improvement (CSI). The criteria for these designations stem from concerns related to attendance and suspension rates, particularly for underrepresented student groups. Creekside Oaks Elementary has been identified as an ATSI school due to challenges in attendance and suspension rates.

In response to this designation, both the Alternative Education Council and the Community Schools Steering Committee propose a strategic shift, advocating for a greater emphasis on whole child development in conjunction with the ongoing focus on instruction. Acknowledging the research findings, such as those from CASEL (2008), indicating that an emphasis on well-being leads to an 11-17% increase in test scores, reinforces the belief that a holistic approach to student development is essential for academic success.

By recognizing the interconnectedness of academic achievement and overall well-being, the proposed emphasis on whole child development aligns seamlessly with the community school framework. This holistic approach reflects a commitment to addressing not only academic challenges but also the social and emotional needs of students, fostering an environment that supports their overall growth and success.

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.

Collaboration is an essential theme for our implementation plan. We believe that we need diverse perspectives so that we can explore all possible options and figure out new strategies. This collaborative approach not only fosters a shared focus on critical areas deemed important by local communities but also significantly influences the impact of our strategy and contributes to building sustained momentum over time. In addition, collaboration not only fosters a shared focus on critical areas deemed important by local communities but also significantly influences the impact of our strategy and contributes to building sustained momentum over time. Diversity of perspectives is integral to our belief system, driving us to explore all possible options and devise innovative strategies. To facilitate this, we have established key structures such as an Alternative Education Advisory Council and a Community Schools Steering Committee. These platforms provide opportunities for all stakeholders to come together, contributing their insights and expertise to shape the implementation plan.

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To better understand and address various needs, we have incorporated the Four Proven Practices from the Community Schools Framework:

Community Asset Mapping and Gap Analysis:

- Utilized mapping guides to help identify community assets and analyze gaps to develop targeted interventions and support.
- Utilized capacity-building strategies to determine assets and needs.
- Utilized Academic Senate and student leadership to capture student voice.

Site-Based and LEA-Based Advisory Councils:

- Established an Alternative Education Advisory Council - meets monthly
- Established a Community Schools Steering Committee - meets monthly

Integrating and Aligning with Other Relevant Programs:

- Ensuring seamless integration and alignment with existing programs to maximize the impact of the community school initiative.

Community School Coordinator:

- Presented to the WPUSD Superintendent's Cabinet on the need to hire a Community School Coordinator in order to facilitate communication, coordination, and implementation of the community school model.

By incorporating these practices, we aim to not only strengthen the implementation plan but also ensure that it resonates with the unique perspectives and needs of our community, creating a more inclusive and effective educational environment. The principal at Creekside Oaks Elementary has been involved in analyzing assets and identifying gaps specific to their school.

Part B: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Expanded and Enriched Learning Time	• Provide additional instructional aide time to assist with academics. • Need classroom libraries of leveled readers in English and Spanish.
Integrated Support Services	• Create a community school facilitator at the school site.
Family and Community Engagement	• Increase parent liaison time to work with Spanish speaking parents. • Provide system awareness education for parents. • Provide parenting classes for parents in both English and Spanish. • Work with the district to upgrade facilities in order to be able to hold more events on campus.

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
Utilize teacher leadership	• Utilize teacher leadership - PLC process
Create shared governance structure	• Student Senate • Site Council • Participate on Community Schools Steering Committee • Utilize parent liaison to increase parent involvement.

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

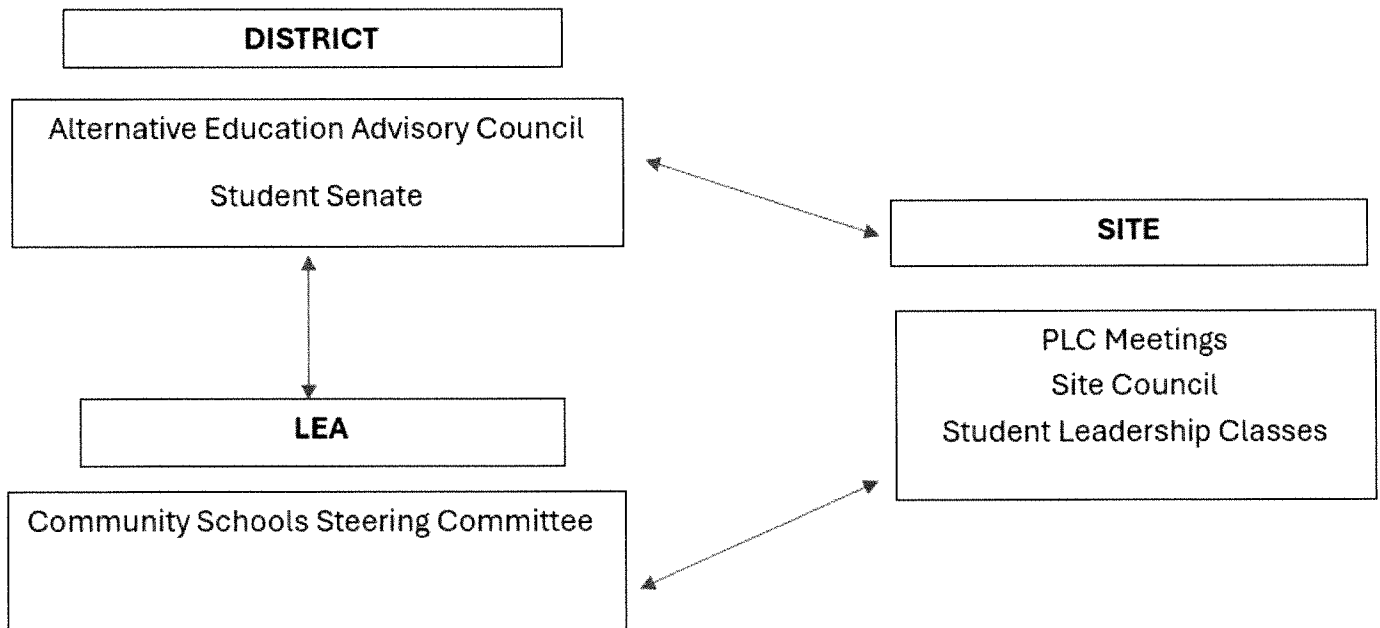
All district schools utilize a Professional Learning Communities structure. This includes having early release Mondays so that staff can meet in small groups and analyze student progress. Currently, this mostly involves talking about academic performance. However, through this grant, it is envisioned that the PLC process will be expanded to include the discussion about the social-emotional well-being of students as well. As a result, all instructional staff will be encouraged to utilize the PLC process to become more involved in examining the social-emotional well-being of students and developing strategies and supports that help students grow and improve in this area.

Two main structures have been developed to help with the planning and implementation process of the Community Schools Framework. These two groups include the Alternative Education Advisory Council and the Community Schools Steering Committee. Both groups meet once a month. The council consists of district staff gathering together to examine and develop various strategies and programs that address both the academic and social-emotional needs of students and their families. The steering committee involves discussing needs from a broader perspective through a variety of stakeholders throughout the community. Through this process, a needs assessment was developed

and distributed to district schools. This helped the steering committee analyze needs and develop corresponding decision making structures to include students, staff, families and community members. The Community Schools Steering Committee will continue to focus on organizing focus groups that engage site-based parent groups and site leadership.

The following is an organizational chart of the shared governance and leadership structure:

Organizational Chart – Shared Governance & Site Level Leadership



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
Develop ATSI plan	Establish focus groups at the school to develop strategies for improving student outcomes.
Participate in Community School Steering Committee	Attend monthly committee meetings.
Create community school facilitators at all qualifying schools sites.	- Utilize facilitators to gather input and conduct ongoing needs analysis specific to the school site. - Organize and implement system awareness training for students and parents.
Utilize SPSA and LCAP to integrate whole child strategies into the overall school improvement plan.	- Solicit and utilize parent and student input. - Align school-wide goals with the Four Pillars in Community Schools. - Utilize school counselor to increase parent involvement.

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
Create a Community School Coordinator position.	Obtain approval for the Community School Coordinator position.
Expand the bi-lingual parent liaison position.	Utilize parent liaison to help facilitate ongoing needs assessment.
Expand the school site counselor position.	- Utilize CCSPP funding to establish a full counselor FTE position. - Utilize the counselor position as a community school facilitator for school site.

Key Staff/Personnel

Community School Coordinator	• Program administrator - responsible for initiating the implementation plan and sustaining community school partnerships.
School Site Counselor	• Establish full counseling FTE at school site. • Utilize counselor as the community school facilitator • Coordinate SEL programs at the site. • Represent school at monthly steering committee meetings.
Parent Liaison	• Monitor attendance, serve as a point person for families; and advocate for families in need. Provide systems education. • Organize outreach to Spanish speaking community. • Provide translation at school meetings and school events.

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

Creekside Oaks has outlined plans and steps to ensure the sustainability of its community school framework beyond the life of the implementation grant. In particular, these strategies include the following elements:

Local Control and Accountability Plan (LCAP):

The Community School Coordinator position is identified as a crucial role for sustaining the community school model. It is anticipated that Community School Coordinator position will also serve as the Foster/Homeless Liaison for the district. The funding for the Foster/Homeless liaison position is already accounted for in the LCAP budget and amounts to 36% of an FTE. It is anticipated that the Community School Coordinator position will eventually be included in the LCAP, indicating a commitment to institutionalize the role within the district's ongoing budget.

Early Intervention Preschool Grant (EIPG):

Discussions are underway with the district special education department to explore the utilization of the Early Intervention Preschool Grant (EIPG) to partially fund the Community School Coordinator position in the future.

Medi-Cal Administration Activities (MAA) Program:

Explore potential funding through the Medi-Cal Administration Activities (MAA) program. This involves reimbursement for the time spent on outreach and coordinating referrals to designated services, indicating a strategic effort to recover costs associated with essential coordination activities. In addition, utilizing the medical all payer fee schedule is being explored for reimbursement of integrated services.

By securing funding through the LCAP budget, exploring opportunities with the EIPG, and considering reimbursement through the MAA program, WPUSD Alternative Education plans to establish a robust financial foundation for the Community School Coordinator position that leads to long-term sustainability for the community school framework.

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
Expand existing partnerships	• Collaborate with LEA's to provide volunteer tutors. • Examine partnerships to increase afterschool activities. • Explore pre-k child care opportunities on site.
Establish new partnerships based on needs assessments.	• Utilize Community Schools Steering Committee to identify areas of need and solicit partnerships to help address each need. • Focus on developing new partnerships with medical and dental care agencies.

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:

Current Partnerships:

Placer County Office of Education Foster/Homeless Consortium:

- Collaboration to support students and families experiencing housing instability.
- Programs and resources for educational continuity and support.

Placer County Mobile Library:

- Provides mobile libraries to schools located in rural areas.

Kiwanis Club of Lincoln Foothills:

- Provide snacks for students.
- Provide on-campus tutoring.

Rotary:

- Volunteer on campus.

California State University, Sacramento:

- MOU to provide counseling interns on campus for additional mental health support.

Operation School Bell:

- Provide clothing and shoes for students in need.

Placer County Food Bank:

- Provide meal distribution for families in need.

Medicab:

- Transportation services to assist foster/homeless students with school transportation.

All of these partnerships can contribute to a holistic and supportive educational environment, aligning with the vision and priorities of the community school framework. Many of these organizations serve on our steering committee. Regular communication and collaboration with these organizations ensure that initiatives are responsive to the evolving needs of students, staff, families, and the broader community.

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
Training in trauma-informed practices as well as strategies to increase social-emotional well-being.	- Youth Development strategies - MTSS programs and strategies - PBIS
Provide training in strategies related to supporting English learners, students with disabilities, and all students struggling with academic difficulties.	- Project based learning - UDL strategies - EL Strategies - Create on-site TOSA for DLI program

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
Improve instruction by designing and implementing project based learning that connects with civic engagement and familiarity with resources.	- Provide training in PBL and 21st Century Skills. - Provide training in AVID.
Integrate career exploration into academic curriculum	Integrate district career information at the elementary level.
Provide system awareness	Provide parent/staff training in accessing services at local agencies.

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
Regularly survey students, parents, staff, and community members.	Monitor survey responses. Report out to cabinet, board, Parents	Achieve a 75% survey response rate.
Examine the number of students and families who access services.	Review in Alternative Schools Advisory Counsel and Community Schools Steering Committee.	Develop priorities based on participation in services.
Create a database of available programs and services.	Create a sense of connectedness that fosters intrinsic motivation.	Increased attendance, and self-advocacy in utilizing resources.

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

Attachment IVa: Community Asset Mapping and Needs/Gap Analysis

Phoenix High School.....Attachment I

Sheridan Elementary.....Attachment II

First Street Elementary.....Attachment III

Creekside Oaks Elementary.....Attachment IV

Collective Priorities PHOENIX HIGH SCHOOL: Asset Mapping & Needs/Gap Analysis

Expanded and Enriched Learning Time	
Strengths (Assets)	Needs (Gaps)
• Zero period for credit recovery • Evening credit recovery • Community volunteer opportunities. • Partnership with First Street Elementary. • Co-Enrollments with comprehensive schools and community college. • MOU with PSA • Ski Duck Partnership • Annual leadership trip • Outdoor education • The Huddle - weekly assembly	• Need more project based learning. • Increase the number of career pathways. • Need more newcomer EL support - especially with credit recovery. • Need special education services. • Need to update the College/Career Center.

Integrated Support Services	
Strengths (Assets)	Needs (Gaps)
• Full counseling FTE • MOU with CSU Sacramento for counseling interns. • ALAS club	• Need health services - health/vision/dental. • Access to pre-k services/childcare. • Expand clothes closet. • Provide food pantry • Increase counseling services • Need wellness center • Need community school office.

Family and Community Engagement	
Strengths (Assets)	Needs (Gaps)
• O period for credit recovery • Evening credit recovery • Volunteer Opportunities in Community • MOU with The Foundry Youth Center • Medicab • College & Career Fair • Partnerships with: Lincoln Women's Club; Rotary; Lincoln Potters Baseball; Simple Pleasures Catering; Phoenix Angels; Sun City; Head Start	• Need to provide system awareness education for families. • Assist families who have children experiencing school avoidance behaviors. • Transportation • Additional assistance for undocumented families. • Need for bilingual tutors, counselors, support staff.

Collective Priorities **SHERIDAN ELEMENTARY**: Asset Mapping & Needs/Gap Analysis

Expanded and Enriched Learning Time	
Strengths (Assets)	Needs (Gaps)
After school clubs (Art, Board Game, Folkloric Dance, STEM, and Yoga/Mindfulness)	After school tutors

Integrated Support Services	
Strengths (Assets)	Needs (Gaps)
- Counselor 2 days/week - Counselor coordinates school SEL programs, conducts small groups, and one-on-one services - Project Cornerstone - focus on SEL standards - Title 1 intervention aide - ½ day	- Need full FTE counselor. - Need more SEL programs. - Parent education - SEL, education system, College & Career readiness, parenting strategies - Intervention teacher - RSP teacher - Need a teacher's aide to assist with combo classes.

Family and Community Engagement	
Strengths (Assets)	Needs (Gaps)
- Parent liaison 2 hrs/a week - Eating With Eagles (parents having lunch with their child) - Back To School Night - Open House / Spring Program - Winter Program - Placer County Mobile Library - Kiwanis & Rotary volunteers - Placer Food Bank - Kiwanis provides nutritious snacks for students - Operation School Bell - Assistance League & Kiwanis - free sneaker program	- Need to increase parent liaison time. - Increase number events during the evening (funding). - Need to upgrade facilities in order to hold events and sports on campus.

Collective Priorities First Street Elementary: Asset Mapping & Needs/Gap Analysis

Expanded and Enriched Learning Time	
Strengths (Assets)	Needs (Gaps)
• First Street School has 150 students enrolled in their after school CARE program which provides homework support to students after-school in addition to other enrichment opportunities. • First Street School partners with the Kiwanis Club and Phoenix High School to provide after-school homework support to up to 40 students three-days a week. • First Street students receive at least 45 minutes of intervention and enrichment time per day which is supported by two instructional aides in the classroom, an Intervention Service Provider and the teacher during their intervention block. Students are provided with instruction at their academic success level. • TK, Kinder, and 1/2 students have access to extended learning after their school day with an intervention service provided trained in the UFLI curriculum, with the intention of ensuring that all students are reading on grade level by 3rd grade. • First Street School currently utilizes site monies to ensure that all students are able to attend academic enrichment field trip opportunities without putting a financial hardship on the family.	• Students at First Street School continue to fall behind in their academics as they progress through the grade levels. Additional instructional aide support in classrooms would allow teachers to provide broader differentiation for students. Additionally, more staff support in the classroom would increase proximity and support for students, thereby minimizing the student behaviors that inhibit learning for the entire class. • 3rd, 4th, and 5th grade students do not currently have access to expanded learning opportunities after school. The support these grades receive is homework support, but additional instructional support would allow students to close the gap between current achievement and grade level standards.

Integrated Support Services	
Strengths (Assets)	Needs (Gaps)
• We have a full time school psychologist who is able to support our EHRMS students. On occasion, she is able to support 2-3 non-EHRMS students in short-term (6-8 week) sessions. • We partner with the Placer County Food Bank to provide our families with food bag deliveries to the school site twice a month, once with produce and once with non-perishables. • Through our McKinney-Vento programs, we are able to provide families with gift cards and other resources to help support clothing and food needs on a short-term basis.	• We have a number of students on-site who would benefit from counseling services, yet we are unable to support them due to the limited resources of our school psychologist. A full time school counselor would allow us to support students more readily with their social emotional needs, thereby ensuring that students can enter the classroom regulated and ready to learn. • As a Title I school, we know that during our extended breaks, we send students home to environments where they experience food insecurity. Having a more consistent and frequent food source for students would bring opportunities for valuable nutritional balance for students even when they are not at school. This would allow students to return to school more regulated and ready to learn.

Family and Community Engagement	
Strengths (Assets)	Needs (Gaps)
• First Street School currently holds multiple family learning nights each year. The purpose of these is to get parents on campus interacting with student learning in engaging ways. When students see their families engaging with the school environment, it increases positive	• We do not currently provide targeted classes for families to help support their interaction with the educational process. Understanding the SST/IEP process, supporting students in their academics at home, establishing routines and

feelings toward school for students. • Through the district, we are able to provide English classes, parenting classes, and other resources for parents. • Twice yearly, we provide free-Live Scan opportunities for families so that all parents can be cleared to volunteer on campus and engage more wholly with the campus community.	boundaries with students, and how to get involved at your student's school are all sessions we would like to provide for families. • We would like to expand our free-Live Scan opportunities, ensuring that every TK and Kinder parent is Live-Scanned each year, and that new enrollments are offered a free live-scan upon enrollment.
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Collective Priorities CREEKSIDE OAKS ELEMENTARY: Asset Mapping & Needs/Gap Analysis

Expanded and Enriched Learning Time	
Strengths (Assets)	Needs (Gaps)
• Current Homework Club offered three days a week for two hours • Use of high school tutors to support Homework Club • Many current after school clubs include Coding Club, Art Club, Runners & Shakers Club, Spanish Reading Club, Leadership, Journalism, Yearbook • Before and after school CARE and STAR programs • Before school breakfast • Fifth grade environmental field trip	• (No need for additional after-school programs - we offer many already) • Musical instruments for desired after-school band • Materials and supplies for existing clubs • Folding tables for use by clubs • Funds for field trips • Speaker system for outside activities

Integrated Support Services	
Strengths (Assets)	Needs (Gaps)
• School Counselor 3 days/week • Intervention Services Providers - 1 full time 5 days/week; 2 part-time 4 days/week	• Need more Intervention Services Provider time - ideally 4 full-time, 5 days/week positions • Need on-site TOSA for DLI program • Need classroom libraries of leveled readers in English and Spanish • Need full-time school counselor

Family and Community Engagement	
Strengths (Assets)	Needs (Gaps)
• Community Liaison • Very active and supportive PTO • Evening events • Productive fundraisers • PTO monthly supports for staff • Spring Love & Logic sessions for parents in Spanish and English	• Attendance issues for some families - administration is working on this • Need to increase parent liaison time • Beautification of campus materials - resurfacing the ball wall, repainting blacktop play areas, etc. • Fall and Spring Love & Logic sessions for parents in Spanish and English