

Birney Elementary School
CCSPP Implementation Plan 2026/27
Table of Contents

Response to the Scoring Criteria	2
-- Needs and Assets	2
-- Core Commitments	3
-- Measurable Goals and Activities	3
-- Key Staff	4
-- Alignment with CJUSD LCAP	4
CCSPP Implementation Plan	5
Strategy 1: Shared Commitment, Understanding, and Priorities	5
Part A: Overarching Values	5
Part B: Deepening the needs assessment and engaging historically marginalized groups	6
Part C: Collective Priorities	8
Strategy 2: Centering Community-Based Learning (CBL)	11
Strategy 3: Collaborative Leadership (CL)	13
System of shared governance and site leadership structure	14
Strategy 4: Sustaining Staff and Resources (SSR)	15
Key Staff/Personnel	16
Plans to build sustainability	20
Strategy 5: Strategic Community Partnerships (SCP)	21
Goals and Action Steps	21
Established and Planned Partnerships	22

CCSPP: IMPLEMENTATION PLAN 2026/27

Birney Elementary School – CDS Code: 36676866101034

Contact: Azucena Paez-Herrera, Principal - (909) 580-5017

azucena_paez-herrera@cjusd.net

Response to the Scoring Criteria

Needs and Assets

Alice Birney Dual Language Immersion School is committed to implementing the California Community Schools Partnership Program (CCSPP) with a comprehensive, equity-driven approach grounded in collaboration and whole-child development. The school's commitment is evident through its extensive efforts in asset mapping and needs assessment, which have identified both significant strengths and pressing areas for growth.

The asset mapping process revealed a wealth of resources within the school community. Alice Birney benefits from a highly dedicated bilingual teaching staff, whose expertise ensures culturally responsive instruction for its predominantly Hispanic/Latino student population. The school also enjoys the support of active parent volunteers, community-based organizations (CBOs), and wellness center staff who contribute to an environment where students and families feel valued and supported. Physical assets such as specialized spaces for expanded learning programs, outdoor learning areas, a library offering bilingual resources, and a well-maintained playground further enhance the school's ability to provide a robust educational experience. Additionally, current programs—including mental health counseling, case management, academic tutoring, and enrichment clubs like STEAM, running, and cooking—offer essential support to meet the diverse needs of the student body.

Despite these strengths, Alice Birney faces several significant challenges. Academic performance in English Language Arts and Mathematics remains a critical area of concern, with students performing well below state standards, as evidenced by assessment data. Chronic absenteeism impacts over one-third of the student population (33.3%), with disproportionately high rates among specific subgroups such as homeless students (49.6%). For English Learners, only 43% demonstrate adequate progress toward English language proficiency, underscoring the need for enhanced language acquisition support. While family engagement has improved through initiatives such as School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, there is still a pressing need to increase parent participation in leadership roles and school events. Surveys and meetings with parents highlight the need for workshops on mental health, literacy, and academic support, delivered in bilingual formats to address language barriers. Staff feedback also emphasizes the need for professional development focused on effective instructional strategies and expanded wellness initiatives.

Core Commitments

Alice Birney Elementary has fully embraced the core principles of the California Community Schools Framework. These principles include:

- **Integrated Student Supports:** The school has committed to expanding wraparound services to address both academic and non-academic barriers to student success. These include mental health counseling, behavioral interventions, and services for homeless students. Partnerships with local health providers ensure access to medical and dental care as well as critical mental health resources.
- **Expanded Learning Opportunities:** Alice Birney offers a wide range of enrichment programs that include STEAM clubs, career orientation workshops, and tutoring tailored to meet the needs of both high-achieving and struggling students. The school also provides targeted support for GATE students and hosts hands-on learning activities that encourage community problem-solving and real-world application of knowledge.
- **Family and Community Engagement:** Recognizing the pivotal role families play in student success, Alice Birney has expanded its family engagement efforts through bilingual parent workshops, academic family nights, and leadership-building opportunities within SSC and ELAC. These initiatives aim to empower parents to actively participate in their children's educational journey while fostering a sense of community within the school.
- **Collaborative Leadership:** The school's decision-making processes are guided by a steering committee composed of administrators, teachers, parents, and community partners. This collaborative leadership model ensures that all stakeholders have a voice in shaping the school's priorities and strategies.

Alice Birney's implementation of these commitments is evolving. The school is actively exploring new needs assessment strategies, emerging with expanded bilingual workshops and targeted professional development for teachers, and excelling in formalizing collaborative leadership structures and integrating wellness initiatives into everyday practices.

Measurable Goals and Activities

To address identified needs, Alice Birney has established ambitious and measurable goals. These include:

- Increasing the percentage of students meeting or exceeding grade-level standards in English Language Arts and Mathematics by 10%,
- Reclassifying 10% of English Learners while raising ELPAC progress rates to 50%,
- Reducing chronic absenteeism by 5%, and
- Increasing parent participation in workshops and leadership roles by 20%.

Specific activities to achieve these goals include:

1. Offering after-school tutoring and differentiated instruction to support academic achievement.
2. Implementing attendance incentive programs, such as the "Attendance Avengers" initiative, to encourage consistent student attendance.
3. Conducting bilingual parent workshops on topics such as mental health, literacy, and using technology to support learning at home.
4. Expanding counseling services and establishing a dedicated wellness center to address the social-emotional needs of students and families.

Progress toward these goals will be rigorously monitored using data from iReady and DIBELS assessments, attendance records, and feedback collected from parent surveys and workshops.

Key Staff

To ensure the successful execution of this plan, Alice Birney will designate a Community Schools Specialist who will oversee the asset mapping and needs assessment processes, facilitate partnerships with community organizations, and lead collaborative planning efforts with SSC and ELAC. The CS Specialist will work alongside a Family Engagement Liaison, tasked with strengthening school-home connections and organizing workshops, and a dedicated wellness team that will provide critical mental health and case management services. Additionally, the steering committee will play a vital role in guiding decision-making and resource allocation to align with the school's strategic goals.

Alignment with LCAP

This implementation plan aligns closely with the Colton Joint Unified School District's Local Control Accountability Plan (LCAP). The plan's focus on equity, academic achievement, wellness, and community engagement mirrors district priorities, ensuring that resources such as bilingual instructional aides and wellness staff are effectively leveraged. Data from the Birney Dashboard and the School Plan for Student Achievement (SPSA) will be utilized to maintain transparency and accountability while driving meaningful progress toward the school's objectives.

Strategy 1: Shared Commitment, Understanding, and Priorities

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

The planning year established a strong foundation by completing a comprehensive Needs and Assets Assessment, engaging stakeholders, and aligning priorities with community school values. Year 1 will move into the implementation phase, focusing on scaling initiatives and embedding the overarching values into daily practice.

Efforts to create racially just, relationship-centered spaces will begin with the integration of restorative practices and implicit bias training for staff. The establishment of the Community Schools Council will empower shared power by involving diverse stakeholders in leadership roles. Classroom-community connections will be enhanced through expanded service-learning opportunities and after-school programs. Finally, the culture of continuous improvement will be embedded through regular data reviews and reflection meetings.

Why a Community School for Alice Birney Elementary?

Alice Birney Elementary has embraced the community school strategy to address significant challenges that hinder academic and social outcomes for its students. As a Title I school, with 94% of students identified as socioeconomically disadvantaged and 39% as English learners, Birney faces systemic challenges requiring a coordinated approach. Academic performance data reveals persistent gaps: in English Language Arts, students perform 73 points below the standard, and in mathematics, they are 88.4 points below standard, with pronounced deficits among English learners, students with disabilities, and socioeconomically disadvantaged groups.

These performance outcomes highlight systemic gaps in services aligned with the four pillars of the California Community Schools Framework. For example, insufficient integrated student supports have left mental health, academic intervention, and family engagement needs unaddressed. Limited collaborative leadership and practices have created barriers to consistent communication and shared decision-making, while weak classroom-community connections and limited extended learning opportunities have constrained holistic student development. A community school model offers a pathway to close these gaps by aligning services, prioritizing equity, and fostering shared power across stakeholders.

Overarching Values and Commitments

Alice Birney's community school strategy prioritizes the values of racially just, relationship-centered spaces, shared power, classroom-community connections, and a focus on continuous improvement and possibility thinking. The Community Schools Site Specialist and district support are key to embedding these values into school practices.

Racially Just, Relationship-Centered Spaces

Birney will expand its efforts to ensure classrooms and common areas are inclusive and affirming. Building on progress from the planning year, the school will prioritize professional development in trauma-informed practices and implicit bias training. Restorative practices will be integrated to create safer and more supportive environments for students and staff, with a goal of reducing suspensions by 5% in the first year. Physical spaces, such as classroom calming corners, will be established to foster emotional well-being.

Shared Power

The Community Schools Site Specialist plays a pivotal role in fostering shared power by bridging school stakeholders—students, families, staff, and community partners—and creating opportunities for meaningful engagement. The Specialist will lead efforts to expand the Community Schools Council, ensuring representation from all groups. They will facilitate leadership training for families and staff, organize accessible meetings with translation services and childcare, and guide the implementation of inclusive decision-making structures.

District support further strengthens shared power by aligning resources with community school goals through the Local Control Accountability Plan (LCAP). The district's CS Advisory Council and District CS Coordinator position support leadership training and integrate family and community engagement initiatives into broader district priorities. This alignment ensures that shared power is sustained, supported by consistent resources and policy integration.

Classroom-Community Connections

To strengthen connections between learning and the real world, Birney will implement service-learning projects and field trips that tie academic goals to community challenges. After-school enrichment programs, such as robotics and a student mariachi band, will provide opportunities for students to explore interests while connecting with community partners. These initiatives will be expanded through partnerships with local businesses and organizations.

Continuous Improvement and Possibility Thinking

The Community Schools Council, led by the CS Site Specialist, will use data-driven decision-making to guide and refine initiatives. Biannual data reviews will ensure alignment with shared goals and provide a framework for continuous improvement. Stakeholders will engage in structured reflection meetings to promote possibility thinking and identify innovative solutions to emerging challenges.

Part B: Deepening the needs assessment and engaging historically marginalized groups.

As Alice Birney Elementary transitions from planning to implementation, the focus will be on deepening the understanding of the school community's needs and assets while fostering collective ownership of the community school strategy. Through targeted engagement processes, we aim to include every stakeholder group, ensuring historically marginalized voices are at the center of the conversation. This approach is grounded in the values of equity, collaboration, and shared power outlined in the California Community Schools Framework.

Deepen the Needs and Assets Assessment Process

Alice Birney Elementary recognizes that the initial planning phase provided a foundation for identifying needs and assets, but the updated performance data reveals critical gaps that require deeper exploration. Academic performance highlights systemic inequities: students score 73 points below standard in English Language Arts and 88.4 points below in mathematics. Chronic absenteeism affects 33% of students, and while the suspension rate is modest at 1.8%, it disproportionately impacts marginalized groups. Subgroup-specific disparities further underscore the urgency: English learners lag 90.1 points in ELA and 103.3 points in math, students with disabilities show deficits of 144.1 and 159.9 points respectively, and socioeconomically disadvantaged students fall 76 points in ELA and 90.6 points in math. Homeless students, with a chronic absenteeism rate of 49.6%, face compounded challenges that impact academic outcomes.

To address these gaps, Alice Birney will expand its needs and assets assessment by engaging the community in targeted, participatory processes. The school will conduct a Whole Child and Family Supports Inventory, capturing detailed insights into access to academic, mental health, and family resources. Asset mapping will be revisited to integrate new data and reflect the evolving needs of students and families. By involving the broader community, this refined assessment will ensure alignment between the identified priorities and the vision for a thriving community school.

Engaging Diverse Groups and Processes to Include All Stakeholders

Engagement will center on co-creation and shared ownership, tailored to the unique roles and perspectives of each stakeholder group.

Administrators will align community school initiatives with district goals, leveraging the Local Control Accountability Plan (LCAP) to secure resources and support. Certificated staff will participate in professional learning communities (PLCs) to explore instructional strategies and analyze performance data. Classified staff, whose interactions with students and families offer valuable insights, will be engaged through one-on-one interviews and focus groups.

Students will share their voices through leadership opportunities like the PAW Squad and advisory councils, alongside surveys and forums designed to gather their

perspectives on school climate and learning needs. Families will be engaged through workshops, advisory councils, and bilingual communication strategies, ensuring that language and logistical barriers do not hinder their participation. Community members and partners will join collaborative planning meetings and town halls to align resources and expertise with the school's goals.

A variety of tools will ensure inclusivity and accessibility. Surveys will collect broad input on school climate and resource gaps, while focus groups and visioning exercises will facilitate in-depth exploration of challenges and opportunities. Town halls and advisory council meetings will allow stakeholders to discuss priorities, review data, and co-design strategies. These processes will empower all groups to meaningfully shape the community school vision.

Engaging Historically Marginalized Student and Family Groups

Alice Birney Elementary is committed to centering the voices of historically marginalized groups, including English learners, students with disabilities, socioeconomically disadvantaged families, and those experiencing homelessness. Proactive strategies will ensure their participation.

Translation and interpretation services will be provided for all engagement activities, and meetings will be scheduled at varied times to accommodate diverse family schedules. Bilingual community liaisons will conduct outreach, including and personalized invitations, to build trust and ensure marginalized families feel welcomed and valued. Engagement spaces will be culturally affirming and inclusive, creating environments where participants feel safe sharing their experiences.

Additional efforts will focus on addressing specific barriers identified through data, such as chronic absenteeism and academic disparities. Workshops will equip families with tools to support learning at home, while partnerships with community organizations will expand access to essential resources like mental health services and after-school programs.

By embedding equity into every step of the engagement process, Alice Birney Elementary will ensure that historically marginalized voices guide the school's priorities and vision, fostering a truly inclusive community school.

Part C: Collective Priorities

Collective Priority 1: Improve Access to Integrated Student Supports

Outcome/Indicators:

- Increase student access to mental health services: Baseline data from surveys indicates only 30% of students report access to mental health services. By the end of Year 1, the goal is to raise this to 60%.
- Reduce chronic absenteeism: Chronic absenteeism currently stands at 33%. By addressing root causes such as mental health, transportation barriers, and unmet basic needs, the school aims to reduce absenteeism to **25%** within one year.

- Improve student attendance and punctuality: Reduce the percentage of late arrivals and early pick-ups by 10% by the end of Year 1, as tracked by attendance logs.

Implementation Strategy:

- **Hire additional counseling staff and collaborate with community health providers** to expand services.
- **Parent Education Campaign:** One of the goals for Year 1 is to focus on improving student attendance, as attendance at Birney is currently the lowest in the district. Educating parents on the importance of regular and on-time attendance will be critical to student success. Workshops and resources will address barriers and help families understand how absences, late arrivals, and early pick-ups negatively impact learning outcomes.
- **Attendance Incentive Programs:** Establish programs to celebrate improved attendance, including recognition awards for students and classrooms.
- Use surveys and interviews to identify the specific barriers contributing to absenteeism and target interventions accordingly.
- Host monthly resource fairs at the Family Resource Center to connect families with available services.

Monitoring Metrics:

- Number of students accessing counseling services (tracked through counselor logs).
- Attendance data disaggregated by subgroup, including chronic absenteeism, late arrivals, and early pick-ups.
- Family Resource Center utilization logs, including types of services accessed.

Collective Priority 2: Enhance Authentic Family and Community Engagement

Improve Communication Outreach:

Ensure 90% of families receive school updates through their preferred methods (e.g., text, email, or printed materials), with ParentSquare/Parent Portal established as the primary communication platform.

- **Outcome/Indicators:**
 - Increase ParentSquare/Parent Portal usage rates, with a target of 80% of families actively engaging with the platform by the end of Year 1.
 - Ensure that 90% of families receive timely school updates through at least one preferred communication method.
 - Achieve 85% satisfaction with school communication methods, as measured through multilingual family surveys.

- **Implementation Strategy:**
 - **ParentSquare/Parent Portal Promotion:** Introduce a focused campaign to increase ParentSquare/Parent Portal usage, including multilingual workshops, easy-to-follow user guides, and hands-on support to help families create and navigate accounts.
 - **Technical Support:** Provide ongoing technical support through the school office to address account-related issues and ensure successful platform adoption.
 - **Supplementary Communication:** Maintain supplementary methods (e.g., text, email, or printed materials) for families who cannot access the platform, ensuring inclusivity and flexibility.
 - **Feedback Collection:** Conduct regular multilingual surveys and focus groups to assess communication preferences and improve outreach efforts.
- **Monitoring Metrics:**
 - Engagement logs from ParentSquare/Parent Portal to monitor active usage and family responsiveness.
 - Family feedback from surveys measuring satisfaction and ease of access.
 - Documentation of alternative communication methods used to support families with limited access to ParentSquare/Parent Portal.

Collective Priority 3: Establish a Positive and Restorative School Climate

Outcome/Indicators:

- **Reduce suspension rates:** Current suspension rates are 5%. By implementing restorative justice practices, the school aims to reduce this to 3.5% within one year.
- **Train all staff:** Ensure 100% of staff receive training in trauma-informed practices and culturally responsive pedagogy. Training participation and follow-up assessments will track progress.
- **Increase student sense of safety and belonging:** Climate surveys show that 65% of students feel safe and connected. The goal is to raise this to 75% by the end of Year 1.

Implementation Strategy:

- Partner with external trainers to deliver restorative justice and trauma-informed practice workshops to all staff.
- Establish a Restorative Justice Team to implement practices such as conflict mediation circles and peer mentoring.
- Regularly collect feedback from students through surveys and focus groups to assess progress in building a positive school climate.

Monitoring Metrics:

- Suspension data disaggregated by subgroup to assess equity in disciplinary actions.
- Training completion logs and assessments to evaluate staff understanding of new practices.
- Climate survey results and focus group insights to measure student perceptions of safety and belonging.

Strategy 2: Centering Community-Based Learning (CBL)

The following site-level goals and action steps will guide the implementation of CBL at Alice Birney Elementary, emphasizing professional development for educators, family engagement, and the alignment of instructional practices with community-based principles.

CBL Goal 1: Equip Educators with Foundational Knowledge of Community-Based Learning

Action Steps:

- **Professional Development:** Conduct training sessions for all staff on the theoretical roots of CBL, including funds of knowledge, cultural wealth frameworks, and indigenous ways of knowing. Utilize partnerships with local experts, universities, and culturally aligned organizations to deliver this training.
- **Resource Curation:** Develop and disseminate a CBL resource library, including academic literature, practical toolkits, and examples of successful CBL practices. Resources will address culturally responsive pedagogy and emphasize connecting classroom learning to community experiences.
- **Reflection and Learning:** Host biannual reflective practices sessions where educators can discuss and refine their understanding of CBL principles through collaborative dialogue.

Measures of Progress:

- Completion of CBL professional development by 100% of staff, as tracked through attendance logs and post-training evaluations.
- Utilization rates of the CBL resource library, as tracked through digital and in-person checkouts.
- Feedback from reflective practice sessions indicating increased confidence and understanding of CBL principles among educators.

CBL Goal 2: Create Relationship-Centered Learning Environments that Foster Belonging

Action Steps:

- **Student Interest Surveys:** Conduct surveys and "All About Me" activities at the beginning of the year to identify students' interests, cultural backgrounds, and aspirations.
- **Classroom Practices:** Train educators to integrate culturally responsive practices and community narratives into the curriculum. This includes embedding local history, traditions, and cultural expressions into lesson plans.
- **Community Walks:** Organize educator-led community walks to deepen their understanding of students' lived experiences, neighborhoods, and local assets.

Measures of Progress:

- Implementation of culturally responsive practices in 90% of classrooms, as tracked through teacher self-assessments and lesson plan reviews.
- Increased student reports of belonging and engagement, as measured by annual climate surveys.
- Participation rates of staff in virtual visits with a target of 25% involvement by Year 1.

CBL Goal 3: Engage Families as Co-Teachers and Partners in Community-Based Learning

Action Steps:

- **Family Workshops:** Host workshops that train families on how to share their cultural and community knowledge with educators and students, fostering their role as co-teachers.
- **Classroom Visits:** Develop a structured process for families to participate in classroom activities, sharing their experiences and expertise.
- **Community Showcases:** Organize annual Community Showcases where students present projects rooted in their family and community contexts. These events will celebrate the diversity of the school community and strengthen school-family relationships.

Measures of Progress:

- Family participation rates in workshops and classroom activities, with a goal of engaging 50% of families within the first year.
- Attendance and satisfaction rates for Community Showcases, as measured by post-event surveys.
- Qualitative feedback from educators and families on the effectiveness of family engagement practices.

CBL Goal 4: Integrate Community-Based Learning into Curriculum Design

Action Steps:

- **Project-Based Learning:** Collaborate with teachers to design interdisciplinary projects that connect classroom content to real-world community issues. For example, students might address local environmental challenges or document neighborhood histories.
- **Partnership Development:** Build partnerships with local organizations, businesses, and cultural institutions to support project-based learning opportunities, such as internships, guest speakers, or field trips.
- **Student-Led Initiatives:** Encourage student-led projects where students identify and propose solutions to issues, they find meaningful within their communities.

Measures of Progress:

- Development and implementation of at least three community-based projects per grade level within the first year, as documented in curriculum maps.
- Increased student engagement and agency, as measured by classroom observations and student self-assessments.
- Active partnerships with a minimum of five community organizations supporting project-based learning opportunities.

Strategy 3: Collaborative Leadership (CL)

Collaborative leadership at Alice Birney Elementary is essential for ensuring inclusive decision-making, democratic participation, and the sustainability of the community school model. This strategy fosters shared power among students, staff, families, and community members while aligning school-level implementation with district-wide goals. By strengthening governance structures and building stakeholder capacity, the school can improve coordination of services, ensure transparency, and support meaningful transformation.

CL Goal 1: Strengthen Shared Governance Structures

Action Steps:

- Conduct governance mapping to assess the purpose, composition, and decision-making processes of existing groups such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), PAW Squad, and other local teams.
- Launch the Community Schools Council, a representative body with diverse stakeholder participation, to oversee the implementation of community school strategies and facilitate collaborative decision-making.
- Align school-level governance with the district steering committee to ensure coherence with district priorities and policies outlined in the LCAP.

Measures of Progress:

- Completion of governance mapping by the end of Year 1.
- Formation of the Community Schools Council with representatives from at least five stakeholder groups.
- Regular alignment meetings with the district steering committee, with at least quarterly updates.

CL Goal 2: Build Capacity for Collaborative Leadership

Action Steps:

- Provide professional development on collaborative leadership, consensus-building, and shared decision-making to staff, families, and students.
- Implement participatory budgeting practices to allow stakeholders to equitably allocate resources.
- Incorporate training on equity-focused leadership, including implicit bias and cultural competence, to create an inclusive governance environment.

Measures of Progress:

- Completion of leadership training by 100% of council members and key staff within the first year.
- Implementation of participatory budgeting practices led by the Community Schools Council.
- Positive feedback from stakeholder surveys, with at least 80% reporting improved confidence in governance processes.

CL Goal 3: Increase Stakeholder Engagement in Decision-Making

Action Steps:

- Actively recruit underrepresented groups, such as English learners and families experiencing housing instability, to participate in governance.
- Provide supports such as translation, childcare, and flexible meeting schedules to remove barriers to participation.
- Empower students through leadership opportunities in the PAW Squad and governance roles within the Community Schools Council.

Measures of Progress:

- Increased representation of historically marginalized groups, with at least 50% of governance bodies comprising diverse stakeholders.
- Completion of at least two student-led initiatives by the end of Year 1.
- Consistent attendance across diverse stakeholder groups, as documented in meeting records.

System of shared governance and site-level leadership structure

The governance system at Alice Birney Elementary integrates multiple levels of leadership to ensure inclusive decision-making and alignment with district-wide priorities. The district steering committee serves as the overarching body, providing strategic guidance and resources. This committee works closely with the school-level Community Schools

Council, which serves as the central hub for shared decision-making among students, staff, families, and community partners.

At the site level, the Community Schools Council includes representatives from existing governance bodies, such as the SSC and ELAC, ensuring integration of goals and alignment of efforts. Specialized teams address specific focus areas, such as mental health, academic interventions, and family engagement, supporting targeted strategies within the broader governance framework.

The PAW Squad represents student leadership, providing input on school needs and leading initiatives that reflect student priorities. This ensures that the governance system is not only inclusive but also student-centered, fostering ownership and agency among the school's youngest stakeholders.

Strategy 4: Sustaining Staff and Resources (SSR)

Sustaining the community school strategy at Alice Birney Elementary requires deliberate planning to ensure that the necessary human and financial resources are available to meet the needs of the school's target population. As a Title I school with 94% of students identified as socioeconomically disadvantaged and 39% as English learners, Alice Birney's strategy must prioritize staffing that directly supports these populations while embedding diversity and cultural competence into recruitment and hiring processes. Long-term sustainability will depend on robust systems for securing funding and institutionalizing community school structures at both the site and district levels.

SSR Goal 1: Increase Staffing Support for Target Populations

Action Steps:

Recruit counselors, interventionists, and bilingual staff. Monitor data to ensure staffing aligns with identified student needs.

Measures of Progress:

Decreased absenteeism and improved academic performance among key subgroups.

SSR Goal 2: Recruit and Hire Diverse, Multilingual Staff

Action Steps:

Partner with colleges to recruit diverse candidates, prioritize bilingual skills, and train hiring committees on equity.

Measures of Progress:

Annual increases in bilingual hires and positive family feedback on staff diversity.

SSR Goal 3: Employ CS Site-Level Specialists

Action Steps:

Hire a site-level CS Specialist, provide professional development, and define their role in community school governance.

Measures of Progress:

Hiring of Specialist and increased satisfaction with service coordination.

SSR Goal 4: Secure LEA-Level Support

Action Steps:

Hire an LEA-level Community Schools Coordinator to align site efforts and build capacity.

Measures of Progress:

Institutionalization of the coordinator role in district plans and policies.

SSR Goal 5: Develop Long-Term Sustainability Plans**Action Steps:**

Leverage grants, embed staffing into strategic plans, and build partnerships.

Measures of Progress:

Approval of a sustainability plan and securing additional funding sources.

Key Staff/Personnel

Dr. Eric Mooney , Assistant Superintendent, Student Services, Project Director	● Overall Project Leadership: Provides strategic direction and oversight for the successful implementation of the CCSPP initiative. ● Stakeholder Engagement: Serves as the primary liaison with school administrators, community partners, and funding agencies to ensure alignment with program goals. ● Grant Compliance & Reporting: Ensures adherence to grant requirements, monitors progress, and oversees reporting to funding entities. ● Budget & Resource Management: Oversees financial planning, budget allocations, and resource distribution to maximize program effectiveness. ● Program Implementation & Evaluation: Guides the development and execution of program activities, tracks key performance indicators, and ensures continuous improvement. ● Team Supervision & Capacity Building: Leads and supports project staff, fostering professional development and collaboration among educators and community partners. ● Sustainability & Expansion: Develops long-term strategies to sustain and expand community school initiatives beyond the grant period.
Danielle Fernandez , CJUSD District Community Schools Coordinator	● Lead CJUSD Community School Steering Committee ● Oversee community school implementation at all participating CJUSD school sites ● Co-train (with the Community Schools Coordinator) the site-level Community School Specialists

	• Co-convene and co-facilitate district-wide professional learning community for site-based Community Schools Specialists • Help broker and coordinate district and school partnerships for the benefit of students and families • Co-train, coordinate, and supervise the CS Specialists • Co-convene and co-facilitate the CS Specialists' Professional Learning Communities meetings • Visit school sites and provide ongoing coaching and support to the CS Specialists • Coordinate data collection for project monitoring, evaluation, continuous improvement, and grant reporting purposes
Sheila Martinelli, CJUSD Association of Colton Educators (ACE) Community School Facilitator	• Lead CJUSD Community School Steering Committee • Oversee community school implementation at all participating CJUSD school sites • Co-train (with the Community Schools Coordinator) the site-level Community School Specialists • Co-convene and co-facilitate district-wide professional learning community for site-based Community Schools Specialists • Help broker and coordinate district and school partnerships for the benefit of students and families • Co-train, coordinate, and supervise the CS Specialists • Co-convene and co-facilitate the CS Specialists' Professional Learning Communities meetings • Visit school sites and provide ongoing coaching and support to the CS Specialists • Coordinate data collection for project monitoring, evaluation, continuous improvement, and grant reporting purposes • Works with the Community School Specialists to facilitate the Community School Site meetings. • Helps provide support and feedback to the overall site reporting on the progress of the Community School Framework as it pertains to instruction and student learning outcomes.
Azucena Paez-Herrera, School Principal	• Align CS initiative with other site initiatives • Oversee educational programming and community school leadership • Conduct administrative oversight

[To be Recruited], Site Community Schools Specialist	• Co-convene and -facilitate (with a certificated staff member) the Community School Site Team • Co-lead the needs and asset assessment, goal setting, and action planning processes • Conduct outreach to students and families about available resources at the school and how to access them • Coordinate school climate and culture initiatives • Coordinate allocation of space for student and family support services and special events • Convene and facilitate meetings and development of action plans on behalf of referred students; follow-up with families regarding measures recommended with their children; work with teachers and other staff to connect students/families to prescribed supports • Coordinate and liaise with the school's community partners, and conduct outreach to establish new partnerships and access additional resources to address student/family needs • Coordinate twice-yearly Community School Implementation assessments • Help coordinate yearly school planning for the School Plan for Single Achievement and deepen our community school implementation work
[To be Recruited], Family Engagement Liaison (or Specialist)	• Conduct outreach to parents about school events, activities, and resources available • Communicate with parents whose children are having difficulties in school • Follow up with families when children are frequently absent • Help coordinate events for families, such as workshops and student performances and celebrations • Lead family education workshops • Recruit family members to volunteer in a range of roles and activities at the school (during the school day and in the expanded learning program)

[TBD], After School program coordinator	• Coordinate the school's after-school expanded learning program • Enroll students in after school activities • Scheduling after school activities • Supervising other after school staff • Coordinate the work of community partners and volunteers in the after-school activities • Collect data on after school services and students
[TBD], Social-Emotional Learning Counselor – Tier I and Tier II. South Coast Community Services –Tier III	• Engage students in groups to build the social-emotional skills essential for learning, getting along with others, and navigating education and adult life • Provide counseling support for students • Coordinate restorative justice circles, community building circles and other social and emotional support for students • Work in partnership with the CS Specialist to ensure students referred to special services have a warm handoff to these services • Train teachers on integrating social-emotional learning into instruction, and to respond appropriately to student behavior challenges, as well as in mental-health first aid, trauma awareness, and strategies to promote their own wellness and resilience.

Plans to build sustainability

Alice Birney Elementary's sustainability plan focuses on institutionalizing the most impactful elements of its community school strategy to ensure they continue beyond the life of the implementation grant. Key elements, such as the Community Schools Specialist, integrated student supports, and collaborative leadership structures, will remain central to sustaining this work. The school aims to leverage multiple funding sources, align with district priorities, and integrate MediCal reimbursement as a core strategy to maintain essential resources.

1. Prioritize Key Elements for Sustainability

Alice Birney will focus on sustaining the following critical components:

- **Community Schools Specialist:** This site-level role is integral for coordinating services, facilitating shared governance, and maintaining partnerships.
- **Integrated Student Supports:** Mental health services, counseling, and academic interventions tailored to socioeconomically disadvantaged and English learner populations.
- **Collaborative Leadership Structures:** Governance bodies, such as the Community Schools Council, will ensure inclusive decision-making and continuity of community engagement.

2. Institutionalize Key Roles and Programs in District Plans

- **Embed into LCAP and SPSA:** Alice Birney will collaborate with district leaders to include essential roles, such as the district Community Schools Coordinator, and key services in the Local Control Accountability Plan (LCAP) and the School Plan for Student Achievement (SPSA).
- **Leverage Title I, Title III, and MediCal Funding:** MediCal reimbursement will be utilized to sustain and expand mental health services, ensuring ongoing support for students needing trauma-informed care and socio-emotional interventions. By aligning MediCal-eligible services with school-based programs, Alice Birney will secure a reliable funding stream.

3. Diversify Funding Sources

- **Grant Opportunities:** Additional grants from state and private foundations will support core elements, such as mental health services and enrichment programs.
- **Community Partnerships:** Local organizations, businesses, and nonprofits will contribute in-kind resources and supplementary funding.
- **Participatory Budgeting:** The Community Schools Council will allocate resources efficiently, prioritizing high-impact areas identified by stakeholders.

4. Build Stakeholder Buy-In and Advocacy

- **Stakeholder Engagement:** Families, staff, and community members will play an active role in advocating for long-term funding through governance structures such as the Community Schools Council.
- **Communicating Impact:** Success stories and measurable outcomes will be shared with district leaders, policymakers, and funders to demonstrate the value of continued investment.

5. Develop a Phased Transition Plan

- **Impact Assessment:** Conduct annual evaluations to identify the most effective elements of the community school strategy.
- **Phased Transition:** Shift responsibilities and funding gradually to district budgets, local partnerships, and MediCal reimbursements as grant funding decreases.

Strategy 5: Strategic Community Partnerships (SCP)

Site Level Goals and Measures of Progress

SCP Goal 1: Develop a robust network of strategic community partnerships to provide comprehensive, student-centered support.

Action Steps

Conduct an annual needs and assets assessment to identify service gaps and community strengths. Establish MOUs with key stakeholders, including health providers, behavioral health specialists, workforce development organizations, and enrichment programs to provide holistic services.

SCP Goal 2: Enhance family engagement through culturally responsive partnerships.

Action Steps

Deploy Family Engagement Liaisons (FELs) at every CCSPP site to facilitate bilingual workshops, leadership training, and advisory councils (DPAC, DELAC, AAPAC). Leverage Community Schools Site Specialists to ensure alignment with district-wide family engagement goals.

SCP Goal 3: Expand access to integrated student supports, including healthcare, mental health, and social services.

Action Steps

Establish a district-wide Family Resource Center to centralize services, coordinate referrals, and track utilization. Strengthen partnerships with IEHP, SBCSS, and South Coast Community Services to provide wraparound behavioral health and medical care.

SCP Goal 4: Reduce chronic absenteeism and increase student engagement.

Action Steps

Implement evidence-based attendance interventions through school-community partnerships. Utilize case management services from mental health providers and attendance incentive programs to support at-risk students.

SCP Goal 5: Enhance school-based mental health services through community collaborations.

Action Steps

Expand on-site counseling and crisis intervention with South Coast Community Services and SBCSS. Establish Mental Health & Wellness Teams to integrate trauma-informed practices, SEL programming, and student wellness checks.

SCP Goal 6: Expand academic support and enrichment opportunities through after-school and summer programs.

Action Steps

Strengthen Think Together's 21st CCLC and ASES grant-funded programs to provide tutoring, enrichment, STEM learning, and arts programs. Expand Amplify Education's High-Dosage Tutoring Program for literacy intervention.

Established and Planned Partnerships

- Inland Empire Health Plan (IEHP) – Healthy School Program
 - Provides comprehensive medical care, behavioral health navigation, and wellness services for students and families.
- San Bernardino County Superintendent of Schools (SBCSS) – CYBHI Initiative
 - Expands behavioral health services, strengthens mental health infrastructure, and improves access to early intervention programs.
- Tomorrow's Readiness Starts Today (TRST) Initiative
 - Supports early childhood learning and parent engagement through workshops, referrals, and resource coordination for families with children ages 0-5.
- CJUSD Family Engagement Program
 - Strengthens district-wide parent involvement through culturally inclusive workshops, multilingual communication strategies, and leadership training.
- South Coast Community Services (SCCS) – School-Based Mental Health Partnership
 - Provides on-campus therapy, case management, and behavioral intervention programs, ensuring direct student access to SEL and mental health services.
- Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) – IET NA-C Program
 - Prepares adult English learners for healthcare careers by integrating technical education with language development.
- Think Together – Expanded Learning Programs
 - Implements 21st CCLC and ASES grant-funded after-school and summer programs, providing academic intervention, enrichment, and youth development.
- Amplify Education – High-Dosage Tutoring Program
 - Delivers evidence-based literacy interventions for K-6 students, leveraging mCLASS DIBELS 8th Edition assessment and targeted reading support.