

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

John Reed Elementary School

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.

Process goals and action steps

Shared understanding and commitment (Visioning-Engaging)

Goal: Information about the community school strategy is continually shared, shaped, and reinforced at school-wide events, over announcements, on websites, and in school communication in multiple languages for the community. Create ongoing opportunities for listening to the community.

Action Steps: The Community School coordinator will share the community school framework at all meetings and school events. Information will be posted on the website and in school communication in multiple languages. Additional meetings will be scheduled for community input.

Collective priorities (Visioning-Engaging)

Goal: Continue refining the needs and asset assessment. The school produces a findings report which informs the school site SPSA.

Action Steps: Produce a findings report and modify SPSA to align.

Collaborative Leadership - (Engaging)

Goal: Continue to expand site leadership teams to include all educational partners and democratic processes.

Action Steps: the school will map and assess current governance structures to understand purpose and composition.

Coherence: Policy and Initiative Alignment - (Visioning)

Goal: Work to implement multiple policies and initiatives with coherence and to move the CS strategy forward as the school plan.

Action Steps: Review District policies and plans and identify areas where they align with the site CS framework.

Staffing and Sustainable Resources - (Engaging)

Goal: Identify long-term funding for the CS Director and staff who reflect the diversity of the community

Action Step: Continue to investigate and identify funders who support the work of community schools.

Strategic Community Partnerships - (Engaging)

Goal: The school uses needs and asset assessment to identify and form partnerships with community resources that share the whole child approach.

Action Step: Continue to build community partnerships that deepen and evolve based on the changing needs of the school.

Professional Learning - (Visioning)

Goal: Ensure that professional learning is rooted in the priorities that emerge from needs assessment and racial justice values.

Action Step: Provide role-specific training and support to transition their roles to embrace community school values and fundamentals.

Centering Community-based Curriculum and Pedagogy - (Visioning)

Goal: Curriculum and pedagogy is rooted in a community-based framework. Interdisciplinary teams continue to learn and plan together with a focus on addressing the needs of vulnerable students.

Action Step: Dedicate time for teachers to learn and plan curriculum together to address the needs of vulnerable students.

Progress Monitoring and Possibility Thinking - (Visioning-Engaging))

Goal: Ensure that the data being collected is aligned with CS vision and is disaggregated to address disparities in outcomes. Data is made public and aligns with CS outcomes.

Action Step: The Community School Advisory Council meets bimonthly to gather and review data and make data public.

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:

People often ask, “Aren't all schools community schools?” Schools are located in communities but for

a school to truly be a community school they must be willing and able to open the doors to their school for authentic partnerships with families and local agencies. Our school communities in Cotati-Rohnert Park Unified School District (CRPUSD) recognize the urgent need for support that students and families are asking for in mental health, wellness, wrap-around services, and additional academic support.

The staff at John Reed Elementary including its administrator, teachers, and classified staff; the families of the students; community members; and our LEA School Board and Cabinet team are all in support of John Reed Elementary becoming a community school. The superintendent and principal have had the opportunity to engage with educational partners at the English Language Advisory Council (ELAC), Site Council, and staff meetings, as well as Community Forums and District and Site Advisory Council meetings. The John Reed Elementary staff, families, and community value diverse cultures and perspectives. John Reed Elementary has parent engagement where relationships have been built, and there is mutual trust and respect. John Reed Elementary is working to improve parent engagement through community school work. John Reed Elementary is excited and committed to increasing participation and has done so through the process of the community schools' needs assessment. John Reed Elementary is a racially just, relationship-centered school with many integrated student supports and other expanded learning time opportunities.

John Reed Elementary is a TK - 5 elementary school and is committed to increasing school and community-based organization partnerships. John Reed School has the structure in place to excel as a community school. The school currently partners with the California Parenting Institute to operate a Family Resource Center. They understand the value of a community school. Unfortunately, the funding for the FRC will end in August 2024.

The students at John Reed Elementary are in desperate need of emotional support. The counselor, wellness center staff and community health worker will support students' needs in a variety of areas by building partnerships with outside organizations and offering in-school emotional support. The staff and students have identified the following areas of need: mental and physical health, immigration, food, and housing insecurities. The population at John Reed is largely immigrant and in need of additional support. They trust the school and often go there for resources. The FRC has provided an invaluable service to the John Reed community. We must keep its doors open.

We cannot do this work alone and partnerships with our Community-Based Organizations (CBO), labor partners, and families are truly the only way to offer conditions for student success in this ever-changing and challenging world. The pandemic changed who we are as a nation and world and our students are still suffering the consequences of this global experience. John Reed Elementary is committed to creating supportive systems for learning through professional learning teams, formative assessment, enriching opportunities, and intervention. We view our school communities as places of beauty and we want to honor the gifts our diverse community can contribute to the tapestry of our school community

John Reed Elementary and Cotati-Rohnert Park Unified School District are working to create a shared decision-making and Interest Based Bargaining (IBB) commitment. Administration and Labor will be trained in IBB to improve relations and focus on shared decisions. The school district, along

with Union representatives have committed to partnering together in the work of shared leadership. The teachers union president co-presented with the superintendent on community schools with all the eligible schools to show their commitment to working together.

Approaching labor and management relationships from a partner perspective will allow us to work more together. Collaboration is a more transactional process where partnerships are transformational. As a school community, we are committed to shared leadership, inclusionary practices, community and family partnerships, educating the whole child, and providing the social and emotional support our students need.

The instruction at John Reed Elementary is built on a foundation of powerful teaching that includes challenging academic content and supports students' mastery of 21st-century skills and competencies. The curriculum is responsive to the values, knowledge, culture, and environments of the students and their families.

John Reed Elementary uses both quantitative and qualitative data to focus on continuous improvement. The school uses this data as well as data from YouthTruth surveys, the California Department of Education's Dashboard and educational partner surveys and feedback as well as other quantitative and qualitative data to make informed decisions about needs and assets. Professional development is created both school and districtwide in response to these identified needs.

The importance of shared power, racially just relationship-centered practices, classroom-community connections and a focus on continuous improvement are all part of the ideals that guide the work at John Reed Elementary today. The Site will continue to build the infrastructure to implement CS strategy in partnership with students, families, educators, community members, and partners and build organizational capacity. Formalizing this framework through community school work will further the efforts of this school and the CRPUSD to create equity-driven systems change work throughout the district.

Public schools are for everyone and a community school delivers on the founding principles of schools. We are a democratic institution and a place for all to engage in and find a sense of belonging and well-being. The transition to a community school model allows for John Reed Elementary to open its doors and create a space for all to participate and share in the decision-making and direction of the school. Without creating these intentional spaces and goals for the school community it will continue to be business as usual where a few folks participate and others watch.

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.

CRPUSD did not apply for the planning grant. In the fall of 2023, a new superintendent was hired and she brought with her the concept of Community Schools. She started one in 2014 and was excited about the possibility of opening CS in CRPUSD. The superintendent and principals were responsible for leading the District and Site Needs and Asset assessment process. In addition, the District utilized the services of a retired Superintendent to assist with the Community School needs and asset assessments. In collaboration with the school sites, the District CS Advisory Council collected both quantitative and qualitative data to determine which schools would be best served through a Community School model.

Based on this data, John Reed Elementary is an obvious choice due to its current focus on community-led decision-making, availability of resources responsive to both student and family needs, and willingness to continue data-based change. Led by the new and retired superintendents, meetings were scheduled with administrators, staff, students, and families to gain their input on needs and assets at the school. In addition, community partners such as the California Parenting Institute, the Petaluma Health Center, and the Extended Learning Opportunities Program participated in these meetings. Input and feedback were gathered via surveys, one-on-one interviews, focus groups, meetings, and forums at ELAC meetings, Site Council Meetings, Community Forums, Site Advisory Council meetings, and the district Community Schools Advisory Council meetings. During the meetings, activities are designed to allow small groups to discuss and share what the needs are concluding with whole group sharing and discussion.

Two district meetings have been held with over 40 staff, students, and family members who comprise the Community Schools District Advisory Committee. A needs assessment was completed and the results were validated to ensure accuracy. Again, the follow-through matters. In addition, surveys were sent to students, staff, and families for additional input.

As part of our work in gathering data on school needs, we held a series of listening sessions with staff, families, and students. Meetings were facilitated by trusted staff and provided open-ended questions for groups to respond to, notes were taken and shared with the groups to ensure accuracy. From the notes gathered at the meetings, ideas were developed with the site teams to begin to design programs/initiatives that best met the needs of students and families. This is an ongoing process that will require a feedback loop to ensure we are accurately capturing the needs of families.

As John Reed Elementary moves forward with CS implementation, we will continue to hold community forums to review data and gain input. Surveys will be distributed to staff, students, and parents. The Site CS Advisory Committee will meet quarterly to review data and input from surveys and community groups and schedule forums with historically marginalized students and family

groups to learn of their specific needs and gain their support in the democratic process. The Site CS Advisory Committee will expand its membership to include representatives from its student subgroups and bring in community partners that can address identified needs. Results from data assessment will be used in developing the SPSA, with identified focus areas that align with the CS framework.

An area of improvement in our school community is parent outreach and engagement. Authentically engaging families is an art and requires intentionality in creating a welcoming space for traditionally marginalized groups to be heard and valued. Shirley Chisholm so eloquently stated, “If they don't give you a seat at the table, bring a folding chair.” We want everyone to have a seat at the table, we just need to build a longer table.

The traditional structures of parent/family participation no longer work in our current reality. Surviving in Sonoma County requires multiple jobs and sources of income. The families in our community are resourceful and resilient in their ability to navigate a county with limited support and resources for the marginalized. Therefore, engaging families requires a creative and innovative approach that expands opportunities and meets people where they are in their learning and life journey. Building trust is critical to authentic engagement and that can only happen through listening and follow through. When follow-through does not happen families lose trust in the school systems and the personnel.

Family engagement is paramount in the work of schools. Developing a culturally sustaining system for our schools will be the work of our Community Schools with the support of our Board of Trustees and District Administration. Investing in educators to learn about culturally proficient practices is critical to ensure the level of engagement we wish to attain. Our desire is for our community members to have a say in their local schools and that the pathway for that communication is clear and transparent.

We will have to continue to find ways to create space for their families to engage and design that opportunity based on the family's needs and not the traditional methods of outreach which have yielded limited results. For example, identifying family interests, such as gardening or cooking, and then creating space for those events to take place. During these school-sponsored events, we have the opportunity to build trust and relationships with families. John Reed Elementary is committed to creating this space and opportunity.

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

Draft Collective Priority	Outcome/Indicators you aim to improve
Mental Health support staff available full-time at John Reed	A wellness center for students and families to access daily. This will be staffed full-time, providing daily support to students identified by our Intervention team.
Parent language learning opportunities	Spanish classes for English-speaking parents and staff, and English classes for English-learner parents and students.
After School Enrichment for students	Free after-school options for students that include sports, academics, the arts, and music. Students will have access to coaches, facilities and equipment to participate in a variety of after-school enrichment opportunities.

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
Create a steering committee to support community schools implementation by August 2024.	<p>Communicate to site site-based community about the form of the steering committee.</p> <p>Within 2 months, form a site-based steering committee to analyze our current decision-making structures.</p> <p>By September 2024, communicate revisions of the decision-making to the site community.</p> <p>By October 2024, implement new democratic participation methods.</p>
Develop 5 modalities (in-person, forum, text, email, Zoom/ Google Meet) of community outreach and input, with a schedule for future input sessions by August 2024.	<p>Document the participation of various forms of community gathering and input.</p> <p>Develop, plan, and disperse ways to gather community input for decision-making.</p> <p>Share out with the community.</p> <p>Note take and document participation rates.</p>

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):

John Reed Elementary's site leadership structure is outlined below:

The Principal is the lead administrator at the school. There are currently 3 decision-making committees:

- School Site Council - composed of parents, teachers, and classified staff who meet monthly and make decisions about the strategic plan of the school.
- Guiding Coalition - representatives from the different grade levels and site programs make decisions regarding curriculum and instruction and support the Professional Learning Teams.
- Community School Advisory Council - Reviewed data and completed the needs and asset assessment according to the community school guidelines.

The Coordination of Services Team (COST) is a group of staff members who review student academic, social-emotional, and behavioral issues or concerns. The group includes the School Psychologist, Speech and Language Pathologist, Principal, and Counselor. The team makes recommendations for student interventions that include referrals to programs and services both within the school and outside resources.

The PTA, ELAC, and Site Council are currently the groups that make decisions regarding family engagement and parent involvement. Leadership and voice from parents come through these groups. Student's voice is heard through the Student Council while teacher voice is heard through staff meetings, grade-level teams, and professional development.

John Reed Elementary is working to improve its collaborative approach. This is the MOST IMPORTANT component of Community Schools. All partners have commented on the need for more transparent communication and processes. Our goal is to create culturally sustaining and inclusive spaces in our school. Below are some steps to help us achieve this dream.

Our first goal is to increase family participation in our schools and from them find a sense of belonging.

Establish a Culture of Open Communication:

- Goal: Foster an environment where all partners feel comfortable expressing their thoughts, ideas, and concerns openly.
- Action Steps: Implement regular communication channels, such as town hall meetings, one-on-one meetings, and surveys, to encourage feedback and input from teachers, students, parents, and other staff members.

Promote Inclusive Culturally Sustaining Decision-Making Processes:

- Goal: Ensure that decisions are made through inclusive processes that involve input from various stakeholders, considering their unique perspectives and experiences.
- Action Steps: Establish decision-making committees with representation from teachers, students, parents, and administrative staff. Develop protocols for soliciting and incorporating diverse opinions before finalizing decisions.

Implement Regular Training on Collaborative Leadership:

- Goal: Provide ongoing professional development opportunities to enhance collaborative leadership skills among all staff members.
- Action Steps: Organize workshops, seminars, and training sessions focused on collaborative leadership, effective communication, conflict resolution, and consensus building.

Create a Shared Vision and Mission:

- Goal: Develop a shared vision and mission that reflects the values and goals of the entire school community.
- Action Steps: Facilitate collaborative sessions involving teachers, students, parents, and administrators to articulate a shared vision and mission statement. Ensure that these statements guide decision-making processes and are regularly revisited and revised as needed.

Utilize Technology for Collaboration:

- Goal: Leverage technology to enhance collaboration and decision-making processes.
- Action Steps: Implement collaborative platforms, communication tools, and project management software to facilitate virtual collaboration among stakeholders. Provide training on these tools to ensure effective utilization.

Evaluate and Adjust Decision-Making Processes:

- Goal: Establish a continuous improvement cycle for decision-making processes, regularly assessing their effectiveness and making adjustments as needed.
- Action Steps: Conduct regular evaluations of decision-making processes through surveys, feedback sessions, and data analysis. Use the insights gained to refine and enhance the collaborative leadership approach.

Celebrate Successes and Learn from Challenges:

- Goal: Recognize and celebrate successful collaborative efforts while using challenges as learning opportunities for improvement.

- **Action Steps:** Establish a system for acknowledging and celebrating successful collaborative initiatives. Conduct debrief sessions after challenges or setbacks, identifying lessons learned and implementing improvements for future collaboration.

By setting and working towards these goals, a school can foster a culture of collaborative leadership and shared decision-making, ultimately creating a more inclusive and effective learning environment for all partners.

Strategy 4: Coherence: Policy and Initiative Alignment

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
By August 2024, we will establish a continuous improvement cycle for decision-making processes, regularly assessing their effectiveness and making adjustments as needed.	We will conduct bi-monthly evaluations of decision-making processes through surveys, feedback sessions, and data analysis. We will use the insights gained to refine and enhance the collaborative leadership approach.
By August 2024 we will intentionally and strategically utilize technology to leverage participation from families, staff, and the community.	We will Implement collaborative platforms, communication tools, and project management software to facilitate virtual collaboration among stakeholders. We will provide bi-monthly training on these tools to ensure effective utilization.

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
By August 2024, hire and fund a full time School Counselor for John Reed.	COST team tracker, and PBIS input forms from families addressed by the school counselor.
By August 2024, hire and fund 2 classified Wellness Center Staff Community Health Worker in the Family Resource Center	Develop a job description, solicit the job to the community, work to train staff.

Key Staff/Personnel

1.0 FTE School Counselor	Support the mental health needs of all students identified as requiring the Tier 2 (small, social, emotional or behavioral group work) or Tier 3 (1:1) on John Reed's campus. Students can self refer, families can request, or staff can refer students as needed.
1.0 FTE classified staff member to staff Wellness Center	Staff the wellness center, oversee that materials and information are stocked, and help to organize family events or parent classes. Helps to maintain the wellness center.
1.0 FTE classified staff / Community Health worker for the Family Resource Center	Work in collaboration with California Parent Institute's Family Resource Center on the John Reed campus to conduct community outreach. Support parent/guardian learning opportunities in the areas of understanding child behavior, technology / digital literacy, and English language classes.

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

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.

With support from the LEA, John Reed Elementary will work with the LEA in creating a job description for the Community School Coordinator, who will build the capacity to facilitate the community schools strategy and process. John Reed Elementary staff envision the roles of all staff members, including the principal and teachers to continue the requisite mindsets and expertise needed to embrace the community school strategy and approach.

If awarded the CCSPP Implementation grant funding, the Site Community School Coordinator's salary and benefits would be captured by the grant funding. The superintendent is committed to serving as the coordinator for Community Schools because of her vast experience and knowledge in the work of CS until that role can be filled. In order to sustain the position and the district-level CS support position along with the services and partnerships that go with it, the LEA would consider several options, including continued grants, seeking funding and support from Community Partners, using the district's general funds, and using income generated by LEA Medi-Cal billing.

In a unique partnership with California Parenting Institute (CPI) we plan to hire a coordinator who can serve as a Family Resource Center support and coordinate the efforts of our community schools. In addition, we plan to enhance coordination and support at the LEA level by appointing a Community School Director/Coordinator. This person will provide professional development opportunities to support coordinators with the skills needed to engage with diverse partners, manage resources, and drive positive outcomes at the school level.

Ensuring a strategic focus on staffing and sustainability is paramount for the success and longevity of our educational initiatives. By prioritizing the availability of both human and financial resources, we aim to maintain our strategies over time and sustain continuous progress and improvement.

Both the school and district are committed to aligning staffing resources to effectively serve the needs of our target student population, recognizing and addressing their unique needs. We will need to develop and implement staffing plans that allocate resources strategically, ensuring that students receive the support and services they need for academic and personal success. The Community Schools grant will allow us to support the social-emotional needs of our students.

We are committed to hiring staffing that reflects our student population. We are driven to promote diversity by recruiting and hiring staff that reflect the cultural and linguistic backgrounds of our student body. Our partnership with Sonoma State University (SSU) residency program will help ensure that we can recruit from a more diverse population by paying student teachers for their service in our schools while we provide mentorship for their growth.

By pursuing these goals and action steps, we aim to not only meet the immediate needs of our student population but also lay the foundation for sustained success and progress in the long term. Through staffing and a commitment to sustainability, we can create an educational environment that thrives and adapts to the evolving needs of our students and community.

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 that 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
By August 2024 we will foster meaningful and sustained engagement with diverse community partners. By Collaborating to leverage resources and expertise for the benefit of the school community.	<ul style="list-style-type: none"> - Involve community members in surveys, focus groups, and interviews to gather input. - Identify and reach out to potential community partners, including local businesses, non-profits, parents, and educational institutions. - Hold regular meetings to discuss community school initiatives, gather feedback, and ensure ongoing collaboration. - Establish clear communication channels to keep community partners informed about the school's plans, developments, and improvement initiatives. - Utilize newsletters, websites, and social media to share updates.
By August 2024 We will offer training sessions and capacity-building workshops for community partners to enhance their understanding of the community school model and their role in it.	<ul style="list-style-type: none"> - Form task forces or working groups for specific projects or initiatives, involving community partners with relevant expertise. - Establish mechanisms for regular evaluation and feedback on the effectiveness of community partnerships. - Organize community events and activities that bring together students, parents, educators, and community partners.

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:

John Reed Elementary believes in a whole-child approach and leverages resources both within and outside the school through rich community partnerships. John Reed has strong partnerships within the community. California Parenting Institute is the most notable. The families at John Reed have significant challenges that CPI can help address. John Reed Elementary has established partnerships with community services based on the identified needs of its students and families:

Rohnert Park Education Foundation
 Graton Rancheria
 SAFE team
 Community Matters
 Sonoma County Probation - KKIS
 Sonoma County Office of Education
 California Parenting Institute (CPI)
 Rohnert Park California Educators Association
 SEIU
 CSEA

In addition, community partners on the school site offer these partnerships:

Community Matters - We have been offered ongoing grants for our Safe School Ambassadors programs.

Sonoma County Probation - We partner with the Sonoma County Probation Department's Keeping Kids in School Program to provide an attendance case manager. The case manager works with our most truant families and provides wrap around services.

Child Parenting Institute (CPI) - CPI provides parenting classes and services for families. Our partnership has grown to include wellness center staffing and other community support services.

Seneca Family Agencies - Seneca provides services to our underserved populations on a free or sliding scale basis.

Sonoma County Food Bank - For the past 3 years, the Food Bank has coordinated food delivery to many of our families.

Drug Abuse Alternative Center (DAAC) - DAAC provides drug prevention education and counseling to our students each week.

Based on the needs and asset assessment data, John Reed Elementary has a strong partnership with the California Parenting Institute. This is an area that John Reed Elementary thrives in as they develop partnerships through the Family Resource Center.

John Reed Elementary will continue to work with current community partners to include them in the continuous improvement process and identify potential new partners through the needs and asset assessment process.

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
Provide professional development for staff on inclusive practices, shared leadership, and trauma-informed best practices.	Provide monthly opportunities for collaboration and professional learning is key to supporting the implementation of community schools. Collaborative leadership can facilitate these opportunities for both educators and community staff
By August 2024, all of the educators at John Reed will understand wraparound services, and how our school works to implement wraparound services to our Students and their families.	Provide on-going professional development for staff to continue data-informed interventions to support a team approach to support our students.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy build on the rich, diverse cultural, and 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
Community School Liaison will support the incorporation of family culture into the school setting through authentic engagement and participation.	Community School Liaison will seek out and develop parent and family assessments to support school programming, for example, Ballet Folklorico dance opportunities. We look for opportunities to authentically engage our community.
Staff will learn about community-based learning through their weekly PLC and professional development time to identify students' needs to best address through a funds knowledge approach.	School sites and district office staff will collaborate to offer school sites support in implementing community-based learning.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review student outcomes and program effectiveness data, 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 allow for the celebration of successes and, development of new strategies, structures, and practices, and build 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 allow 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.

We will continue with a mixed methods approach by including qualitative and quantitative measures. To gauge success and guide our work, we are developing a set of metrics that encompass both quantitative and qualitative measures. Quantitatively, we will assess academic performance, attendance rates, and graduation rates, ensuring that we track tangible indicators of student success. Qualitatively, we will delve into factors such as the sense of community belonging, student and family engagement, and the impact of community-based pedagogy on students' perceptions of their educational journey. By adopting a multi-faceted approach, we aim to capture the holistic impact of the community schools initiative.

Furthermore, we recognize the importance of ongoing learning and reflection to inform data-driven decisions. Regular review sessions will allow our collaborative team to celebrate successes, identify areas for improvement, and engage in possibility thinking to develop innovative strategies, structures, and practices. This continuous improvement cycle will not only move the needle on

student outcomes but will also strengthen relationships and partnerships among all interest-holders, fostering a dynamic and responsive community school initiative.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
John Reed Elementary will create spaces and routines for staff, students, and families to participate in and develop a vision and assess needs and assets within school programming.	Convene staff, students, and families in listening sessions to identify needs and priorities for the school.	School will establish a vision and direction for the future for student success, a sense of belonging, and direction post-graduation. Data collected through listening sessions and surveys will inform CS programming and goals.
Every student has a trusted adult on campus to support better attendance.	Students identify an adult that they trust. From that, we will identify students who do not have a trusted adult and locate one for them.	Students can identify someone they feel safe to confide in and speak to. Leadership teams will ensure this occurs.
Increase student academic achievement with an increased focus on our homeless, multilingual, and socio-economically disadvantaged students.	Student achievement will be monitored using ongoing formative assessments allowing us to monitor student progress. Education Specialists, paraprofessionals, classroom teachers, and administrators will work collaboratively to implement support for students to increase student achievement and success.	Outcomes will be measured using state assessments (CAASPP / ELPAC). Data from weekly Professional Learning Team meetings and local assessments and screenings will be used in a formative manner to ensure students are making continual progress.

Decrease the rate of suspension.	Through increasing academic supports and achievement, opportunities to engage meaningfully at school during school hours and after school, by increasing mental health supports and family involvement, and through implementing true shared leadership, we will monitor progress on thesis goals through regularly analyzing social emotional and academic data points.	Leadership teams will monitor suspension numbers in PowerSchool and the CA Dashboard. The number of Office Disciplinary Referrals will also be monitored.
Decrease student absenteeism rate.	The principal and office staff will continue to schedule and hold attendance meetings finding ways to increase regular school attendance and offer support as needed. Our goal is that increased mental health supports and exciting, relevant after school programming will play significant roles in increasing the rate of attendance.	Absenteeism will be monitored using A2A data.
School sites will incorporate Community School goals into their School Plan for Student Achievement.	Principal and School Site Council (SSC) will ensure the inclusion of community schools goals in their SPSA.	Principal and SSC will monitor the inclusion and implementation of community school goals.

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