

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 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

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

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

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

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the *Capacity-Building Strategies: A Developmental Rubric*.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

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

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Whitethorn Elementary School

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Strategies, Priorities and Goals

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

Strategy 1: Shared Commitment, Understanding, and Priorities

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

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

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

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

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

In answering the question, "why a community school for our school?" We have come to recognize that community schools align beautifully with our core values, reflecting our commitment to the California Community Schools (CA CS) Framework's Overarching Values. Over the course of the past year we have been grounding in the vision of Community Schools at both the site and LEA level. In this space of grounding it's been such a treat to reflect within the Whitethorn community and to gain an institutional understanding of the culture within and around this site. What we have uncovered is that this is a place where all students are honored for who they are as individuals, where families are recognized for who they are, met where they are at, and are unwaveringly respected as key players in the school community.

Racially-Just Relationship Centered Spaces: At Whitethorn Elementary the students and families make up the largest population of our immediate Educational Partners, without them there would be no school, as such we aim to take the extra steps to be not only inclusive but to make involvement in the school enjoyable. 30% of the students enrolled at Whitethorn Elementary are Hispanic or Latino, American Indian or Alaskan Native. In a small community, such as the community at Whitethorn, oftentimes the most effective tool for inclusive organization *is* the relationships we share and the interpersonal connections we nurture. We aim to create an environment where all students feel a sense of belonging and are supported to thrive in their unique journeys. The focus or theme for the 2023/24 year was “Belonging” in the Southern Humboldt Joint Unified School District, a focus that continues to this day. Part of the work centered around Belonging has been for our staff to participate in reading and discussing the book *Design for Belonging-How to Build Inclusion and Collaboration in Your Communities*, by Susie Wise, deepening their understanding of what belonging means, looks, feels and sounds like, and perhaps most importantly learning how to cultivate a sense of belonging by building inclusion into the framework of our schools. We will continue to build upon our collective understanding of Belonging by holding student centered Belong Circles to provide the students space to deepen their connections to the value and importance of inclusive relationships and building community. We will continue this effort of orienting our work around racially- just relationship centered spaces and bring our passion for belonging into our shared-decision making spaces. We will continue to create ongoing opportunities for listening to community feedback, questions, ideas, and concerns in a multitude of forums from casual to formal. At SHJUSD we have two native Spanish Language speakers working as an Administrative Assistant in the District Office and as the Office Assistant in the Wellness Center on the Miranda Campus. Both locations serve as communication hubs for services at our outlying school sites and are points of contact for our families and community. 2023/24 was the first year our schools have had this opportunity and this skill set offered by our secretaries has proven to be invaluable in serving our Spanish speaking students and families at Whitethorn. One identified need that has emerged is to further support this service by strengthening the lines of communication between our Wellness Center Office Assistant and our families by centering this position in a role of community engagement, particularly as an engagement strategy for our multilingual learners and their families.

Belonging in and at Whitethorn School for our community also means strengthening our relationship to the indigenous communities of the area. Whitethorn Community School will initiate the conversation in hopes of launching a collaboration with local tribal representatives. The vision is hold space for a community land acknowledgement and information sharing sessions where tribal representatives can share what they would like to with the students and community of Whitethorn School so that our students learn to view their school, and the special land the school is on with the indigenous culture and history relevant to the site. Building upon this relationship will lead the way to creating the space at school for our Indigenous students to connect to and celebrate their culture in community with others.

Shared Power: Our commitment to shared power is reflected in collaborative decision-making processes involving all Educational Partners—students, families, teachers, and community members. We actively seek input from diverse voices to ensure that decisions are inclusive and representative of the entire school community. This important and pivotal step, we are finding, takes extra effort to ensure all families, not just the same few families are feeling as though they belong in

positions of leadership within our Community School. We are working toward a milestone where every staff member at Whitethorn Elementary has a foundational understanding of Community Schools and will be able to serve as a Community Schools resource for any family or community member. This value of shared leadership also includes ongoing professional development for staff on cultural competency, equity, and collaborative leadership. Our staff are supported in their Professional Development and are regularly updated on upcoming learning opportunities as well as encouraged to spearhead attendance at other PD they discover independently. We have and will continue to have professional development days calendared into the working year. Whitethorn staff meet regularly and all staff provide input for Whitethorn Community School. Some staff members who choose to dive a little deeper act as members on both the Community Engagement Initiative-Peer Leading and Learning Network (CEI-PLLN) as well as the Community Schools Advisory Committee. Both of these groups work in alignment with the School Site Council who plays a crucial role in decision making at the site level. The Whitethorn CSC also engages in ongoing 1:1 interview sessions with staff. The small in size nature of Whitethorn Elementary allows for intimate and thorough data collection through 1:1 engagement where every single person is able to weigh in their perspectives.

One major next step we have identified as an area for development at Whitethorn school is that of empowering student leadership and elevating the student voice. To do this we will be implementing peer led workshops on identifying and regulating emotions, where our youngest students guide our eldest utilizing the skills they have learned and are learning in identifying emotions and what to do next when the feels come up. The young age group at Whitethorn allows for the CSC to explore some creative ways to incorporate student voice into the decision making process. One strategy that will be used is to collaborate with teachers to integrate activities into the classroom which provide insights into student values and the students dreams for their school. This will be done through engaging discussion and creating community heart maps which will provide the students a platform to identify their favorite things about their community. The data in these heart maps will be used to direct community collaborations and community based learning pathways that will be brought into the classroom drawing upon those classroom/community connections. . We want to see our students engage in the decision making process with meaningful participation and as such creative out of the box thinking will be required to do this in earnest with our young learners.

Classroom Community Connections: Our community schools work emphasizes mutually beneficial connections between classrooms and the broader community. We are developing partnerships with local businesses, organizations, and community leaders with the goal to provide real-world learning experiences for students. Recently; martial arts lessons, music lessons, theater club, lego club, paleo-technics, Instruction in Zumba, and Poetry lessons are all provided by community members, some of whom are senior citizens. We will be broadening our Classroom Community Connections with the help of the Community Schools effort by building upon our relationships with local mindfulness practitioners, local environmental organizations, businesses and restaurants to provide on campus experiential learning opportunities and field trips for our students.

Continuous Improvement: Continuous improvement is at the heart of our community schools initiative. We are committed to regularly assessing our programs, gathering feedback from Educational Partners, and adapting our strategies to better meet the evolving needs of our students and community. We will continue to invite, seekout and encourage input, participation and feedback

from all Educational Partners and use it to adapt and refine initiatives, programs and services as needed. We realize our school community is the source of a richness of knowledge and experience. In order to access this wealth we must foster an inclusive environment that values and celebrates different cultural backgrounds. Our teams will continue to use data to inform decision-making, identify areas for improvement, and track progress over time to ultimately develop upon a comprehensive student support system that includes academic, social, and emotional components.

To ensure these values of Racially-just, relationship-centered spaces, Shared power, Classroom-community connections and Continuous improvement are embedded in our Community Schools work, we are embracing an ongoing comprehensive plan which is guided by the S-TAC Capacity Building Strategies. In furthering the effectiveness of our implementation Whitethorn School is also utilizing the guidance and expertise of both the R-TAC and HCOE level Community School supports. Our CSC works closely with county CS Program Support as well as attends all R-TAC learning and collaboration sessions.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Ensuring a variety of all Educational Partners are represented: In order to deepen our understanding of the needs and assets within our community and engage the entire spectrum of Educational Partners, we are committed to a comprehensive and inclusive approach. Recognizing the diverse perspectives and experiences of administrators, certificated staff, classified staff, students, family members, community members, and partners, as well as the diversities of personal experience and cultural background each possess, we will employ a variety of strategies to elicit valuable insights and collectively identify community school priorities, strategies and vision.

We will implement a deeply personalized ongoing educational outreach strategy to be sure to be connecting with our different groups within the community. This will entail the CS coordinator working to engage the community through one on one conversations/listening sessions, formal group meetings, surveys and informal street data collection as well as group based ongoing analysis of findings and emerging themes.

Students: The CSC who also works as the school site Secretary will utilize the relationships and communication channels fosters with the students through the secretary role to do a deep dive into elevating student voice. This will be done by working in collaboration with teachers to explore how the CS proven practice of elevating student voice can be integrated into classroom activities and exercises. During these activities the students will have the opportunities to express their school

insights through creative project based activities such as Community Heart Maps, and outloud brainstorm sessions focused around creating “ My Dream School”. The vision and input of Whitethorns young leaders will be used to identify CS successes, CS shortcomings through the eyes of students while encouraging them to vocalized their interests, needs and vision for Whitethorn School

Family and Community: The CSC will coordinate with CS advisory council at Whitethorn Elementary at least 4xs per year. The first two meetings will be to hold group conversations to review and update the Whole Child and Family Supports Inventory as well as the School Resource Maps, and Team Maps ensuring we have up to date info on supports and services, campus space use and staffing. At a third annual meeting the CS advisory council will review archival and updated data of the district, the school site and the state utilizing the Data Discovery tool. A template that was provided as a part of the Community Engagement Initiative where schools and districts can keep data in one central, shared, accessible document. A fourth meeting will be held to set goals based on data findings, and strategize on meeting goals and benchmarks. It is likely the group will convene for additional meetings throughout the year or utilize communication channels such ase email to keep update on progress made. The CSC will maintain and ensure ongoing clear lines of communication between the Principal, and the Community Schools Advisory Committee.

The CSC will also coordinate and work in partnership with the family and community group Friends of Whitethorn Elementary School (FOWES), attend their organizational meetings and use the platform of FOWES as the homebase for coordinating engagement effort at the site-as they are and have been the primary drivers of all community activities at the school. It is here at the FOWES meetings where our core Whitethorn Community School Advisory Council Meets. As new information emerges throughout the year in new sets of data, as improvements are made or as shifts happen in the social climate-such as was the case in the Covid-19 pandemic our ongoing needs and assets assessment will aide in keeping clear where strengths and gaps lie, who we are collaborating with, who we can seek out to build relationships with and how we are utilizing physical spaces and staff expertise at the site.

Community Based Organizations and Marginalized Groups: The CSC will also continue to expand upon the work from within the framework of the Community Engagement Initiative with Cohort IV, which has a concerted focus on Community School Building through community engagement providing a framework to navigate collaborative leadership efforts in a cohesive equitable and efficient manner.

In order to build connections with the members of the community who aren’t actively involved in school events and organizations the CSCwill reach out to the families personally through letter, phone call or face-to-face to encourage input and put emphasis on the value their insights hold to the wellbeing of Whitethorn Elementary Community School. Our goal is Culturally Responsive Outreach which for Whitethorn means to Implement culturally responsive outreach strategies to ensure that historically marginalized groups feel represented and heard. This includes translating materials into relevant languages, holding meetings in accessible locations, and perhaps most importantly for this school **taking into consideration cultural preferences in engagement methods**. This may require tailored engagement methods to suit the preferences and comfort levels of historically marginalized groups. This will look like utilizing culturally relevant communication channels,

conducting outreach through trusted community leaders, and incorporating storytelling or other culturally resonant methods. **We will utilize the role of our McKinney Vento-Liaison and other community advocates at the FRC who have a deep understanding of the needs of historically marginalized groups to spearhead engagement with them.** . For Whitethorn Elementary our marginalized groups currently identified are those who face poverty and those who have been adversely affected by crime, drugs, alcohol and other ACE's. These appointed advocates and liaisons will facilitate trust-building, ensuring that the concerns and priorities of these communities are effectively communicated and integrated into the overall needs and assets assessment. And of course SHJUSD will continue to collaborate with local community organizations, such as the SoHu Health, FRC and Redwoods Rural Health Center and Humboldt Bridges to Success who have already established connections with historically marginalized groups and are building upon those relationships on a daily basis. By doing this we will leverage existing partnerships to facilitate engagement, ensuring that the groups of people from our community who these organizations are working with are active participants in the needs and asset assessment process and feel a sense of belonging in leadership positions..

Utilizing these engagement and outreach techniques we will make member additions to the Whitethorn Elementary Community Schools Collaborative Leadership team/ advisory council , a team who is cornerstone in this effort .

In our Needs and Assets mapping process we will **maintain continuous improvement strategies by revisiting the “visioning” stage on a biannual basis.** This will be a time for the Community Schools Collaborative Leadership team at Whitethorn Elementary to review the questions developed for targeted engagement and **asses if our data gathering is reflective of an asset based lens** and if it reflective of any new or more current feedback, or information from our educational community, this time of reflection will establish a space for the CS team to determine if our Needs and Assets engagement questions and direction continue to be relevant to the present climate and culture of Whitethorn School.

The CSC coordinator will then generate a findings report.

Utilizing the findings report generated from our current Needs and Assets mapping the Whitethorn Elementary School Collaborative leadership team has begun to identify their initial areas of focus for school transformation at this stage in the Community Schools strategy. **The top 5 emerging priorities as identified by the Community School Advisory Committee are:** 1. An identified need to support our families in their access to technology at home. 2. Additional planning time for teachers. 3. Comprehensive and actionable PBIS training for all staff. 4. Improved upon AfterSchool Program. 5. MTSS Professional Development

By employing these diverse and inclusive methods, we aim to create a needs and asset assessment process that authentically captures the priorities and vision of the entire community, with special attention to historically marginalized groups. This approach will not only enrich our understanding of community needs but also foster a sense of ownership and empowerment among all Educational Partners while highlighting and building upon Whitethorn's Strengths.

This Needs and Assets process will result in 6 ongoing steps:

1. Convene Regularly as Community Schools Advisory Council
2. Archival Data Review
3. Initial Analysis
4. Collect new data from various sources: Surveys, Listening Sessions, Youth-led interviews, focus groups
5. Secondary Analysis
6. Reporting

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

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

Draft Collective Priority	Outcome/Indicators you aim to improve
<p>Teachers and Staff will be well equipped with a shared and cohesive understanding of PBIS strategies and an actionable knowledge base of Positive Behavioral and Restorative practices in the classroom and on campus.</p>	<ul style="list-style-type: none"> ● Reduction in disciplinary incidents. ● Improvement in overall attendance rates ● Consistency in implementing PBIS practices measured by conducting regular observations, staff surveys, or using fidelity checklists. ● Staff satisfaction with PBIS practices ● Improvement in social-emotional skills among students. ● Improved School Climate
<p>Improved Upon After School Program</p>	<ul style="list-style-type: none"> ● Increased student attendance and participation rate in Afterschool program ● Enhanced academic performance ● Acquisition of new skills and enrichment for students ● Increased parent and family engagement ● Successful promotion of cultural diversity awareness through exposure to diverse activities, perspectives, and experiences
<p>Increased planning time for teachers beyond contracted teacher hours</p>	<ul style="list-style-type: none"> ● Increase in the average number of weekly planning hours for each teacher. ● improved use of designated planning periods. ● Decrease in non-teaching responsibilities that impede planning time. ● Reduced perceived workload and stress among teachers. ● Increased implementation of collaborative planning. ● Higher participation in professional development related to planning and instructional strategies. ● Increased implementation of innovative and differentiated instructional practices. ● Higher satisfaction levels among teachers. ● To increase a connection to real-world learning and relevant community connection

Strategy 2: Centering Community-Based Learning

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

real-life experiences and to issues that are relevant to students’ lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Equip educators with practical skills to effectively implement community-based learning in their teaching practices.</p>	<ul style="list-style-type: none"> -Assist and Encourage educators to participate in real-world engagement projects to gain firsthand experience related to developing a clear understanding of Community-based Pedagogy -Collaborate with curriculum specialists to identify opportunities for community-based learning within existing subject areas. -Facilitate discussions on equity and inclusion to guide educators in creating inclusive learning environments. -Identify and build upon existing community ties as well as Foster new partnerships with community organizations to provide educators with networking opportunities. -Encourage participation in community events and activities connections with local partners. Such as with the Community Farm, Volunteer Fire Department, Watershed Restoration groups (Matole and Eel) etc. -Establish and build relationship with site specific Tribal Group Representatives- Possibly Sinkyone or Mattole - Offer virtual sessions with experts to provide ongoing support and updates on Community-based curriculum and pedagogy best practices.
<p>Empower educators to seek out student input on learning preferences and to identify community based learning opportunities within the community as they see them</p>	<ul style="list-style-type: none"> -Create a collaborative environment where students can freely share ideas and express their perspectives on community engagement in learning opportunities. -Integrate discussions about community-based learning opportunities into curriculum planning sessions. -Encourage educators to consider student preferences and input when designing learning experiences with community connections -Conduct community mapping exercises with students to identify potential areas of interest within the local community. -Encourage students and teachers to observe and interact with the community to identify areas that align with their learning goals.

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.

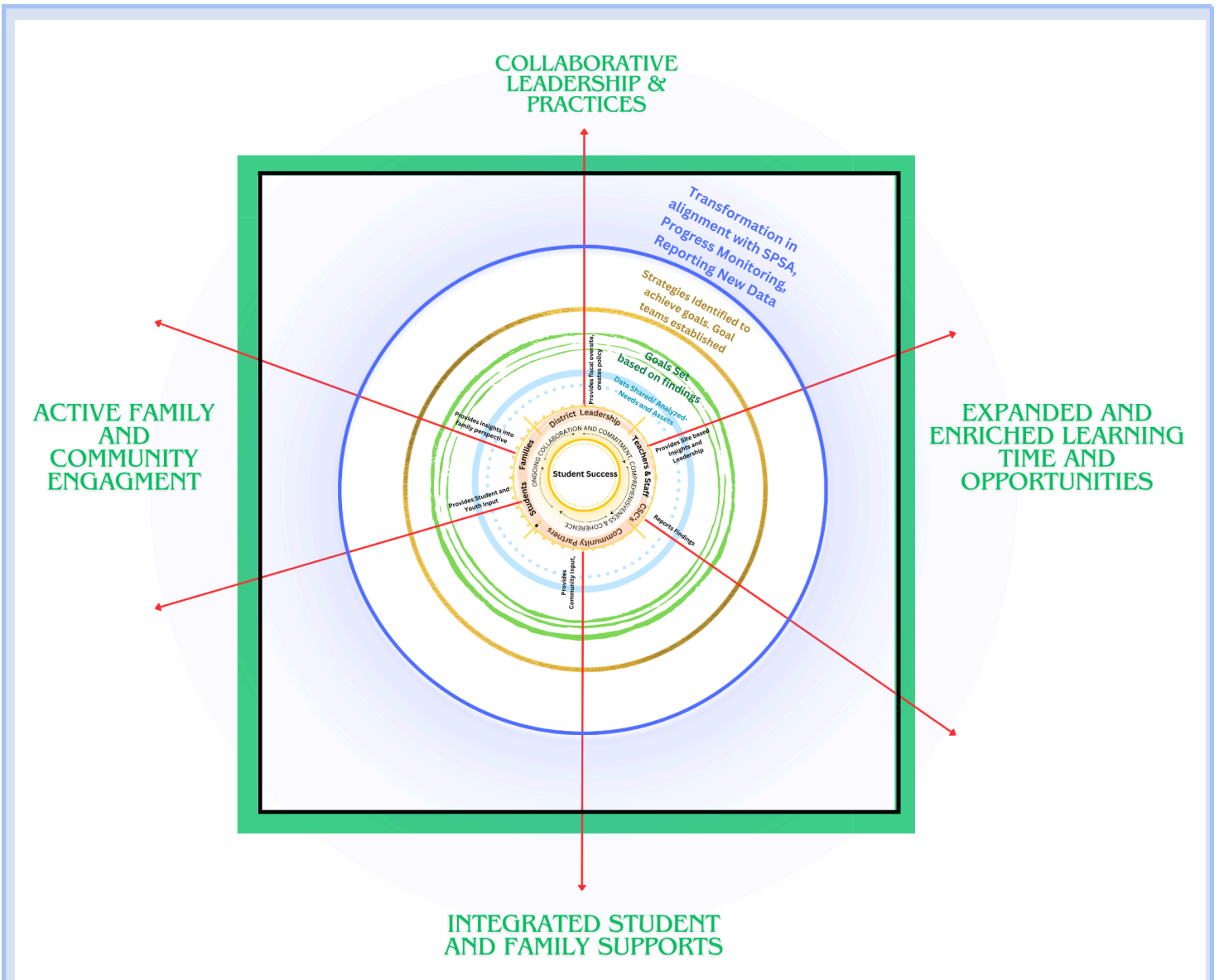
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Improve and streamline communication between site and district.</p>	<p>Establish weekly check-ins between the site and district CSCs</p> <p>Site Principal and CSC will meet monthly.</p> <p>CSC will provide progress updates to Board of Directors</p> <p>District Administrative Assistant personnel and CSC will keep in communication regarding BP/AR updates pertaining to Community Schools.</p> <p>Student Leadership team will provide a report to School Board Student Representatives.</p> <p>CSC will meet regularly with Business Director and Superintendent</p> <p>CSC and Principal will collaborate to ensure CSAC is up-to-date on district happenings, initiatives and goals.</p>

<p>Community and Family Engagement will be improved and expanded upon. Shared decision making will be a foundational component to the decision making process. Students, Families, Staff and Community will be provided ample opportunity and clear and timely communication on how to be involved at the site and district levels.</p>	<p>Continue with an ongoing Needs and Assets assessment process ensuring representatives from a diverse group of Educational Partners is empowered to voice insights from a perspective belonging</p> <p>Clarify roles, responsibilities, and decision-making timelines</p> <p>Establish mechanisms for incorporating student input in decision-making student listening sessions such as the Belong Circles and conducting student interviews</p> <p>Create a formal family engagement plan that outlines specific goals, strategies, and action steps for improving engagement</p> <p>Recognize the diverse needs and schedules of families by providing flexible engagement opportunities, such as evening meetings, virtual options, and asynchronous communication methods.</p> <p>Ensure that engagement efforts are inclusive and equitable. Identify and eliminate obstacles to participation.</p> <p>Regularly acknowledge and celebrate the successes of engagement initiatives. Recognize the contributions of families, community members, and staff in fostering a collaborative and inclusive school environment.</p> <p>Utilize the expertise of FRC and site level McKinney Vento Liaison to build upon relationships with the families they regularly interact with offering space and support for families and students to step into leadership roles.</p> <p>Implement a continuous improvement cycle for family and community engagement, regularly reviewing data, setting new goals, and refining strategies based on the evolving needs of the school community.</p>
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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):



At the center of our strategy is Student Success. The central golden ring represents those Supporting and facilitating student success; the CSC, Teachers and Staff, Community Partners, Parents and Families, Students and District Leadership. Ongoing comprehensiveness, collaboration, commitment and coherence between all Educational Partners is centralized and represented with a golden sun-like structure and arrows, connecting all groups indicating this is an ongoing and foundational aspect to our structure. The Community School Pillars, proven practices, key conditions of learning, and cornerstone commitments are represented by the green square, each side a Pillar of Community Schools. Each Educational Partner group provides input throughout each stage, or ring, of the process. The centrally located light blue ring represents Data Collection, data sharing, data analysis and the Needs and Assets Assessment. The Green ring represents Goals being set based on findings. The outer golden ring represents Identifying strategies to achieve goals and establishing Goal Teams. The outermost dark blue ring represents transformation in alignment with other school initiatives and SPSA, progress monitoring and

reporting new data. This process then cycles back to the center, student success, Where the process continues, representative of continuous improvement.

Strategy 4: Sustaining Staff and Resources

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Utilize information uncovered in an ongoing Needs and Assets Assessment to align staffing priorities with supports needed for optimum student success</p>	<ul style="list-style-type: none"> -Establish diversity hiring goals and benchmarks -Provide ongoing professional development to align staff expertise with evolving student needs. -Determine the staffing needs at Whitethorn based on its unique characteristics and goals revealed in N&AA and Community Schools Advisory meetings -Sustain the position of Community Schools Coordinator at the Site and District Level. Expand hours and availability for site CSC to build upon staff capacity and comprehension of CS's -Develop a multi-year sustainability plan -Identify additional sources of funding to support the role of Community Schools Coordinator after the 5 year period.
<p>Successfully Integrate the CYBHI fee schedule into the financial framework of school site.</p>	<ul style="list-style-type: none"> -Continue participation in the CYBHI Cohort 1 pilot program -Provide accurate and timely feedback to CYBHI on the successes and difficulties we may encounter during implementation of the pilot program -Review and thoroughly understand the CYBHI fee schedule, including its components and structure -Identify areas where the CYBHI fee schedule aligns with existing financial practices -Collaborate with CYBHI to gather insights on best practices for integrating the fee schedule -Build the capacity of staff to accurately track and report financial transactions related to CYBHI initiatives. -Customize financial systems or software used by staff to incorporate CYBHI-specific categories and codes. -Ensure that accounting systems can generate reports that align with CYBHI reporting requirements. -Regularly update financial systems to reflect any changes in the CYBHI fee schedule. -Establish feedback mechanisms to address concerns and gather input from Educational Partners and staff members who are directly impacted by the implementation of the CYBHI fee schedule. -Create regular reports that highlight the impact of CYBHI funds on school programs and services

Key Staff/Personnel

Sarah Purl Schipper	Superintendent
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Arnold King	Principal
Tonya Puno	School Secretary & Site Community Schools Coordinator
Lori Hopkins	ELOP Site Coordinator
Angela Hunt	Wellness Coach
Lorenia Salazar	Wellness Center Office Assistant- Spanish Translation
Berenice Celaya	Administrative Assistant- Spanish Translation
Sarah Wilson	School Psychologist/ Student Services Director
Christina Perez	Behavioral Counselor
Rian Shultz	District Community Schools Coordinator

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

To build sustainability beyond the life of our implementation grant, we are implementing a multifaceted strategy that takes into account the unique initiatives and partnerships in which Southern Humboldt Joint Unified School District (SHJUSD) is currently involved.

Notably, SHJUSD is actively participating in the CYBHI (Children and Youth Behavioral Health Initiative) fee schedule pilot program, contributing to a statewide reform in school-based Medi-Cal billing—resulting in LEAs billing for screening and mental health services based on a fee schedule . As a part of this reform all health plans (Medi-Cal and commercial plans) will have to reimburse for school-linked mental health services.

Partnership HealthPlan of California (PHC) and SHJUSD are also already working in partnership through the Student Behavioral Health Incentive Program (SB-HIP) to prepare for this opportunity.

We will align Student Services positions such as Community Schools Coordinator with newly established Medi-Cal billing eligible roles like the Wellness Coach in order maintain provision of the services the Navigator provides under a more sustainable Medi-Cal supported title.

At a district level SHJUSD will be Developing a systematic approach to grant writing, ensuring alignment with the organization's mission and goals. This approach will include continuing to work with Humboldt County Office of Education (HCOE) in pursuing grant writing opportunities.

At Whitethorn we will also foster a culture of continuous learning and adaptability to evolving funding landscapes as we Invest in capacity building to enhance the skills of staff and Educational Partners. This will fortify our in-house skills bank and strengthen our approach to MTSS, PBIS and SEL initiatives.

Several services offered at Whitethorn are spearheaded in partnership with SoHum Health, the FRC and Redwoods Rural Health Center and DHHS. We will continue to work to leverage collective resources and expertise through our strategic partnerships. A part of this means to explore joint initiatives that contribute to mutual sustainability goals. The scope of this work will utilize data-driven insights to inform strategic decisions and improvements.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Establish or improve upon clear and effective communication channels that facilitate two-way communication between the community school and community partners	<ul style="list-style-type: none"> -Utilize shared decision making framework described above to ensure community partners have ongoing input in community school development, agency capacity as well as insights into new opportunities and areas for service expansion with inclusion of CBO representatives -Encourage open dialogue and responsiveness to partners' suggestions and concerns -Collaboratively adjust strategies based on feedback and changing community needs. -hold at least one annual meeting with each participating community organization
Continue to build collaborative partnerships to promote new opportunities and healing for students within our community.	<ul style="list-style-type: none"> -Create an annual community provider focus group session for feedback on systems of supports for students and families -Establish routine check ins with providers -Encourage participation on Steering Committee by key community partners (Humboldt County Office of Education, Humboldt County Health and Human Services, Humboldt Neurohealth) -Increase the hours of service provided by external partners campus each month. -Create a data collection tool that lists all external partners who provide supports to families and students on campus

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:

Southern Humboldt Joint Unified School District (SHJUSD) has forged strong partnerships with key community entities, including Redwoods Rural Health Center, HCOE (Humboldt County Office of Education), SoHum Health, the Family Resource Center (FRC), and DHHS (Department of Health and Human Services). These collaborations aim to enhance the well-being and educational experiences of students, aligning with the vision and priorities of students, staff, families, and community members. We will utilize the Capacity Building Strategies, the Needs and Assets Assessments and ongoing clear communication to be responsive to the needs of the Whitethorn Community. The District level Community School Coordinator will work in collaboration with the Director of Student services, the student services tech, The site level CSC and across agencies to continue to develop a COST, and up to date assets mapping of the services provided by each agency. Collaboration with these agencies is foundational to our Community Schools Approach not only are they pillars of the community but also in direct alignment with the 4 Pillars of Community Schools. As such each of these agencies will continue to play key roles in school planning and service operations at Whitethorn . We will utilize School Resource Mapping, as well as Assets and Needs Assessment and Mapping through a well documented and ongoing Whole-Child Supports inventory to assess community partner and school capacity for services, as well as student, family and staff needs. We will also build upon and expand relationships through networking events and shared learning opportunities i.e. annual Mental Health and Wellness Fair to be held February 16 2024 .

Redwoods Rural Health Center: Collaborating to integrate health services within the school community, fostering the holistic well-being of students by providing access to healthcare resources and promoting preventive care to support the health priorities of students and families. Input from staff and families has highlighted the need for improved coordination of dental van services.

Humboldt County Office of Education (HCOE): Together SHJUSD and HCOE work toward engaging in educational initiatives and professional development programs to enhance the quality of education. The CSC works with the direct support of the School Support Program Manager Felicia Doherty. The Director of Prevention and Interventions Services, Peter Stoll and his team work to provide training in PBIS and Restorative Practices to the staff at Whitethorn. Input from staff has highlighted a need for increased, more accessible training in these areas. For Whitethorn staff it is approximately a 2 hour drive one way to get to the HCOE office making attendance at these trainings a challenge when they are held in the northern part of the county.

SoHum Health: Partnering to address health-related challenges faced by students and families in the community. Collaborating on health education programs and initiatives to promote a culture of well-being. Provides services such as mobile vaccination clinics and coordinates collaborative efforts with the DHHS such as "Photo Voice" and Tobacco Use Prevention Education and Outreach

SoHum FRC: Jointly providing resources and support services to families, addressing both educational and socio-economic needs. Working towards family engagement initiatives that directly

respond to the priorities of the community. Provides services such as Parenting Groups, First Five Play Groups, Soul to Soul Shoe program, Backpack meal program and navigation of DHHS services such as SNAP, WIC and TANF.

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