

# 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

**Principal:** Sarah Purl

**Email:** [supt@sohumusd.com](mailto:supt@sohumusd.com)

**Phone:** (707) 986-7420

**Community School Coordinator:** Tonya Puno

**Email:** [tonyapuno@sohumusd.com](mailto:tonyapuno@sohumusd.com)

**Phone:** (707) 986-7420

## 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:

Whitethorn Elementary’s understanding of community schools is deeply rooted in its identity as a small, rural school where strong relationships, trust, and an intimate knowledge of each child and family are foundational. In reflecting on the question, “*Why a community school for our school?*”, we recognize that the community schools approach strongly aligns with our shared values as a community. We also see the California Community Schools Partnership Program (CCSPP) as a key strategy in supporting Whitethorn Elementary’s goal of increasing and revitalizing student enrollment by strengthening meaningful school–community connections. Importantly, CCSPP does not represent a shift away from our existing practices; rather, it provides an opportunity to deepen our intentionality and further embed the values and commitments outlined in the community schools framework into the work we already do.

Whitethorn is a place where students are respected and honored as individuals, families and caregivers are valued as essential partners in the educational process, and the broader community is welcomed as a collaborator in both providing support and enriching students’ educational experiences. These shared commitments—grounded in trust, respect, and collaboration—create a strong foundation for the continued implementation and growth of the community schools approach.

### **Racially-Just, Relationship-Centered Spaces**

Whitethorn Elementary’s understanding of community schools is grounded in the belief that relationships must be rooted in equity rather than neutrality. This requires intentionally recognizing how language, culture, and access shape the experiences of students and families, and actively designing systems that affirm identity, remove barriers, and foster a sense of belonging. We continue to center our work on racially just, relationship-focused practices by embedding this commitment to equity and belonging within our shared decision-making structures and everyday school practices.

A core component of this work is the creation of ongoing opportunities to listen to community feedback, questions, ideas, and concerns across a variety of settings—both formal and informal. These forums allow families and community members to engage in ways that feel accessible and culturally responsive, reinforcing trust and shared responsibility.

At the district level, SHJUSD has strengthened its capacity to support multilingual families through the Office Assistant in the Wellness Center on the Miranda campus who is also an integral member of the district’s Community Engagement Initiative PLLX team (Peer Leading and Learning Exchange). Through the work of the Wellness Center Office Assistant, barriers are removed and relationships are strengthened providing critical communication across all sites, including Whitethorn.

### **Shared Power**

Whitethorn Elementary’s commitment to growing and expanding shared power is reflected in its support of collaborative decision-making processes that intentionally include students, families, staff, and community partners. Through site-based leadership structures such as FOWES and the Site Council/Community Schools Advisory Council, the school’s community schools work is guided by the voices, needs, and strengths of the broader community. The goal is to ensure that shared power is woven into the fabric of the school’s culture, becoming a defining element of Whitethorn’s identity.

As a small, close-knit site with one teacher and several staff members serving in multiple roles, Whitethorn benefits from frequent informal communication and strong relational connections. Building on this strength, the staff will soon establish more regular and structured meeting times to support collaboration and shared learning. A key area of development is ensuring that all staff have a foundational understanding of the community schools approach and are united around a shared vision—strengthening school spirit, deepening community buy-in, and supporting the long-term sustainability of the work.

To support and help facilitate informed shared decision making, the Community Schools Coordinators conduct ongoing one-on-one interviews with staff, family and community allowing for thorough, relationship-based data collection that reflects the voices of community partners, families, students and staff.

An identified next step is in strengthening student leadership and elevating student voice through developmentally appropriate strategies. These include peer-led social-emotional learning activities and classroom-based practices, such as guided discussions that capture student values and aspirations. Insights from these activities will inform shared decision-making, community partnerships, and community-based learning pathways, ensuring student voice meaningfully shapes school practices.

### **Classroom-community connections**

Whitethorn Elementary demonstrates strong alignment to classroom-community connections through hands-on, place-based, and experiential learning. Community partners such as Friends of the Lost Coast, local artists, musicians, and Arcata Playhouse enrich instruction through science, arts, SEL, and environmental learning. These experiences are highly engaging for students and reflect community knowledge, land-based learning, and local culture. Developmentally, the site plans to formalize and expand these partnerships, strengthen documentation and tracking of community-based learning, and grow enrichment into more structured pathways (e.g., STEM, arts, physical wellbeing). Cross-site collaboration with other district schools will also continue to be explored to maximize limited staffing capacity and broaden opportunities

### **A focus on continuous improvement and possibility thinking**

Whitethorn Elementary approaches the community schools model as an iterative, learning-centered process. The site is currently engaged in a visioning phase across multiple capacity-building strategies, using needs and assets assessments, Whole Child and Family Supports inventory, and reflective APR processes to guide ongoing growth. Identified priorities—including transportation equity, academic interventions, leadership development, and enrollment stability—are intentionally integrated into the Community Schools Implementation Plan.

Developmental efforts focus on strengthening documentation systems such as MTSS, and collaborative practices; increasing data transparency and accessibility for families; and using continuous feedback to refine strategies over time. Rather than viewing constraints as limitations, Whitethorn embraces possibility thinking by designing flexible, relationship-driven solutions that reflect both its rural context and the strengths of its community. For Whitethorn Elementary this, in part, means defining a pathway toward school site sustainability and increased enrollment by responding to community needs. In order to meet the emerging needs of the community, the school site will be redefining its grade level range from K-6 to K-8, and hiring two additional teachers in order to maintain age related classroom groupings. In the face of ongoing challenges related to site sustainability and long-term viability, continuous improvement and possibility thinking have become essential to securing Whitethorn Elementary's future.

**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.

## **Engagement of School and Community Stakeholders**

As Whitethorn Elementary moves more concretely into the implementation phase of the CCSPP grant, the site is committed to deepening its needs and assets assessment through intentional, inclusive, and relationship-centered engagement of the entire school community. Given Whitethorn's small size, rural geography, and strong relational culture, the site's approach emphasizes flexible engagement strategies that meet community partners where they are and honor lived experience as a critical source of data.

### **Administrators**

The site administrator and district leadership will participate in ongoing planning sessions with the Community Schools Coordinators (CSC's) to review emerging data, align CCSPP priorities with SPSA and LCAP goals, and ensure implementation decisions reflect shared values and site realities. Administrators will also engage in visioning exercises during Site Council/Community Schools Advisory Council meetings to guide long-term sustainability. Consideration will be made in how policy aligns with practice and programmatic sustainability.

### **Certificated and Classified Staff**

Given the small staff size and the multiple roles staff fulfill at Whitethorn, certificated and classified staff will be engaged through a combination of surveys, informal interviews/conversations, and facilitated group discussions embedded into existing meeting structures. These engagements will focus on surfacing staff-identified strengths, operational challenges, and opportunities for improving MTSS documentation, collaborative planning time, and student support systems. Staff voice will be continuously gathered and revisited as implementation unfolds.

### **Students**

Student voice will be elevated through developmentally appropriate one-on-one conversations, small-group listening sessions, and visioning activities facilitated by the Community Schools Coordinator and classroom staff. Afterschool programming will be intentionally leveraged as a key setting for student engagement, providing opportunities for students to reflect on their sense of belonging, learning experiences, and ideas for strengthening school climate and enrichment opportunities. These processes will support the development of meaningful student leadership pathways, identified as a key area of growth for the site. Additional creative, age-appropriate strategies will also be explored to ensure that all students, particularly those in the 4–8-year-old age range, have accessible and inclusive opportunities to share their voices and contribute to the school community.

### **Family Members**

Families will be engaged through multiple, accessible avenues of participation, including brief surveys, informal conversations, school-based events (such as Fun Fridays and community gatherings), and targeted focus groups. In recognition of transportation barriers, varied work schedules, and connectivity challenges, the site will prioritize flexible, relationship-based engagement opportunities. Outreach will be led by the school secretary/Community Schools Coordinator, who maintains strong, trusted relationships with families. Family-friendly data sharing and visual tools will be used to promote shared understanding of community needs, assets, and emerging priorities.

### **Community Members and Community Partners**

Community members and partners will be engaged through forums, planning meetings, and collaborative visioning conversations focused on strengthening classroom-community connections and student success. Existing partnerships with local health providers, the family resource center, arts organizations, and environmental educators will be revisited to assess impact, identify gaps, and explore expanded roles aligned with community school priorities. Asset mapping will be refined to better document partner contributions and guide intentional growth of community-based learning and support services.

### **Engaging Historically Marginalized Students and Families**

Whitethorn Elementary is committed to centering historically marginalized students and families within the needs and assets assessment process—including those experiencing socioeconomic disadvantage, racial marginalization, language barriers, and housing instability. Engagement strategies will emphasize culturally responsive communication, translation and interpretation services, individualized outreach, and barrier-reduction supports such as transportation assistance and access to basic needs resources. Empathy interviews, small-group conversations, and trusted,

relationship-based engagement will be prioritized over one-size-fits-all approaches. Feedback from these communities will directly inform site priorities, implementation strategies, and the continued development of family leadership pathways and shared decision-making structures.

### **Ongoing Reflection and Continuous Improvement**

The needs and assets assessment at Whitethorn Elementary is understood as a living process rather than a one-time activity. Data collected through surveys, conversations, and engagement activities will be revisited regularly, shared transparently with community partners, and used to refine priorities and strategies over time. Through this iterative approach, Whitethorn will continue building a community school model that reflects shared ownership, equity, and the collective vision of its students, families, staff, and community.

**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>Increase Enrollment Through Trust-Building, Visibility, and Community Connection/ Community Need</p>	<ul style="list-style-type: none"> <li>● Increase student enrollment</li> <li>● Increased attendance at school- and community-wide events (e.g., Fun Fridays, community gatherings)</li> <li>● Increased participation of families in advisory councils, FOWES, or other leadership roles</li> <li>● Increased frequency and reach of school communications (a functioning ParentSquare, operative Facebook, engaging flyers etc...)</li> <li>● Increased positive visibility of the school within the broader community</li> <li>● Increased number of families and community members contributing ideas or feedback to school planning processes</li> <li>● Improve documentation, transparency and follow through of family and community input influencing school decisions</li> <li>● Modify grade level configuration from K-6 to K-8</li> </ul>
<p>Strengthening Academic Support Through Coordinated, Transparent Systems</p>	<ul style="list-style-type: none"> <li>● Continued improvement in student performance in literacy and mathematics</li> <li>● Increased family awareness and understanding of how academic supports are identified and delivered</li> <li>● Improved/Continued support to staff in completing, documenting and sharing out results of assessments</li> </ul>
<p>Expanding Community-Based Curriculum and Experiential Learning Pathways</p>	<ul style="list-style-type: none"> <li>● Increase student enrollment</li> <li>● Increase in the number and consistency of community-based learning experiences offered during and beyond the school day</li> <li>● Growth in partnerships supporting project-based, arts, environmental, physical wellbeing, or land-based learning</li> <li>● Increase alignment of learning experiences to local culture, environment, and student interests</li> <li>● Increase alignment between classroom instruction and partner-led enrichment activities</li> </ul>

## 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"> <li>● Facilitate discussions on equity and inclusion to guide educators in creating inclusive learning environments.</li> <li>● Identify and build upon existing community ties as well as foster new partnerships with community organizations to provide educators with networking opportunities.</li> <li>● Encourage participation in community events and Activities to deepen connections with local partners. Such as with the Community Farm, Volunteer Fire Department, Watershed Restoration groups (Matole and Eel) etc.</li> <li>● Establish and build relationship with site specific Tribal Group Representatives- Inter Tribal Sinkyone Wilderness Council</li> <li>● Invite local tribe members to come and share their knowledge and traditions with the students</li> </ul>
<p>Community School Coordinators will support the incorporation of family culture into the school setting through authentic engagement and participation.</p>	<ul style="list-style-type: none"> <li>● Community School coordinator will seek out and develop parent and family assessments to support school programming informed by family input</li> <li>● Have a Heritage Potluck Dinner where parents and community members are invited to bring an authentic cooked Dish from their heritage and share in a communal space.</li> <li>● Deepen site understanding of Classroom-Community Connections through experiences - (raising live stock, "Interview a neighbor", basic mechanics, gardening etc...)</li> </ul>

## **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.

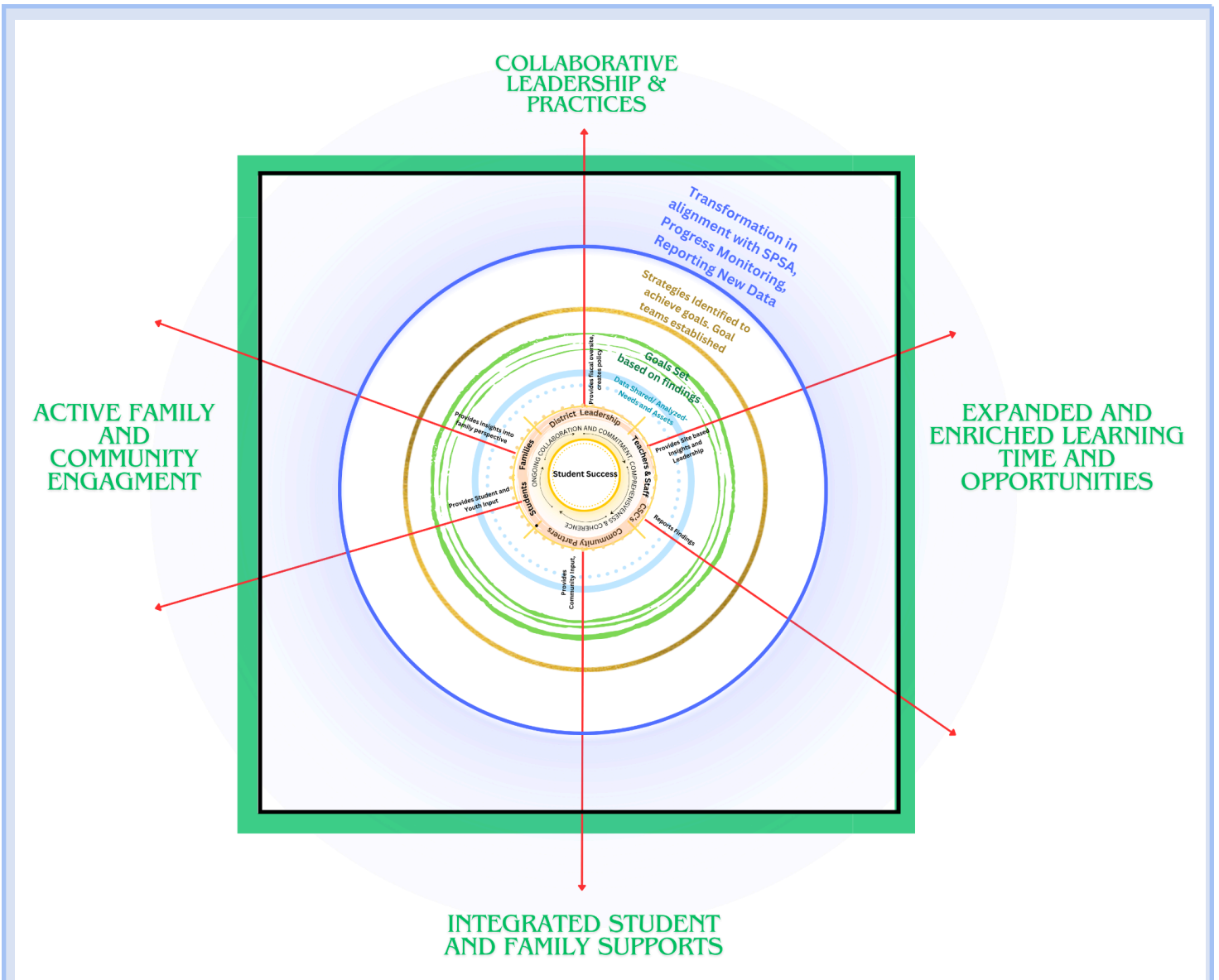
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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>Create spaces and routines via Community Schools Advisory Council, as well as informal collaborative work sessions for all school partners (staff, students, community members) to participate in and develop a community schools vision and assess needs and assets within school programming.</p>	<ul style="list-style-type: none"> <li>● Convene staff, students, and families in listening sessions to identify needs and priorities for the school.</li> <li>● Establish a vision and direction for the future for Student success, a sense of belonging, and direction Post-graduation.</li> <li>● Data collected through listening sessions and surveys Will inform CS programming and goals.</li> <li>● Maintain ongoing Advisory/Site Council meetings</li> <li>● Hold family centered Community School events to gather data in an informal setting</li> <li>● Continue to collaborate with FOWES (parent/community non-profit PTA group)</li> <li>● Conduct student mapping to identify their priorities, Interest and needs</li> </ul>
<p>Deepen and enrich community engagement practices. Engagement will be centered in student success, collaboration, relationships, and community building activities</p>	<ul style="list-style-type: none"> <li>● Convene regular Community Schools Advisory Council / Site Council meetings that include staff, families, community partners, and district representation.</li> <li>● Use meeting to explicitly connect discussion topics to student success and site priorities.</li> <li>● Host regular community-building events (e.g., family nights, land-based learning days, celebration events) designed to be welcoming, informal, and relationship centered.</li> <li>● Schedule events at varied times and provide food, Childcare (in conjunction with Afterschool Program, transportation supports when possible to reduce participation</li> <li>● Leverage FOWES and community partners to co-plan and co-host events, modeling shared leadership.</li> <li>● Use multiple communication methods (texts, flyers, social media, face-to-face outreach) to share information and invite participation.</li> <li>● Connect engagement activities directly to learning goals, such as showcasing student work, hosting family literacy or math activities, or highlighting community-based projects.</li> <li>● Integrate community voices and expertise into classroom and expanded learning experiences.</li> </ul>

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



## How Our Community School Works

At the center of everything we do is student success. This means helping every child feel supported, challenged, and cared for—academically, socially, and emotionally.

Surrounding students are the people who support them every day: families, teachers and school staff, community partners, district leaders, and the Community Schools Coordinator. We all share responsibility for helping students grow and succeed.

The golden circle and connecting arrows show that strong relationships, teamwork, and communication are always happening. We believe that when adults work together and support one another, students benefit.

The green square represents the four pillars of a community school:

- Integrated student and family supports – helping students and families get the support they need
- Active family and community engagement – welcoming families and community members as partners
- Collaborative leadership – making decisions together and sharing ideas
- Expanded and enriched learning – offering hands-on, real-world learning experiences

Inside the square are circles that show how we keep improving:

- We listen and learn by collecting information and hearing from families, students, and staff.
- We set goals together based on what we learn.
- We choose strategies and work as teams to reach those goals.
- We check our progress, make improvements, and share what we learn.

This process repeats again and again, always returning to what matters most—student success.

Whitethorn Community School is built on strong relationships, shared responsibility, and learning together, so every child can thrive.

## **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
Key staff personnel positions will be insured utilizing diverse funding sources	<ul style="list-style-type: none"> <li>● Continue to further participation in CYBHI fee schedule</li> <li>● Leverage Title 1 funding when able</li> <li>● Utilize ELOP funds to continue to enrich afterschool program</li> <li>● Community Coordinators and site Admin will keep informed of upcoming and prospective funding opportunities.</li> </ul>
Maintain a staff member to help assess and support students in core learning areas (math/ELA)	<ul style="list-style-type: none"> <li>● Clearly define the role and scope of the support position (literacy coach, intervention specialist etc..)</li> <li>● Use outcome data and family feedback to refine the role and advocate for long-term continuation of the position.</li> <li>● Provide targeted small-group or one-on-one academic support aligned with classroom instruction.</li> <li>● Coordinate closely with the classroom teacher to reinforce core skills and instructional goals</li> </ul>
Strengthen multilingual family engagement through dedicated district staff support.	<ul style="list-style-type: none"> <li>● Clearly define the role of the district multilingual staff member, including responsibilities related to translation, interpretation, family outreach, and relationship-building.</li> <li>● Allocate dedicated time for the staff member to support Whitethorn Elementary and coordinate with the Community Schools Coordinator (CSC) and site staff.</li> <li>● Support Spanish-speaking families in navigating school systems, expectations, and available resources.</li> <li>● Facilitate small-group listening sessions or conversations with Spanish-speaking families to better understand family needs, strengths, and priorities.</li> </ul>

## Key Staff/Personnel

Sarah Purl	Superintendent/Principal
Rian Shultz	District Community Schools Coordinator/McKinney Vento Liaison

Tonya Puno	School Secretary & Site Community Schools Coordinator
Harrison Duty	Teacher K-2
Teacher	Teacher 3-5
Teacher	Teacher 6-8
Instructional Aide	Instructional Aide
Jennifer Kubik	Literacy coach/Assessment support
Frank Linkenberg	ELOP Lead Coordinator
Chloe Campas	ELOP Site Lead
Sarah Wilson	School Psychologist/Student Services Director
Christina Perez	Behavioral Counselor
Lorenia Salazar	Wellness Center Office Assistant - Spanish Translation
Berenice Celaya	Administrative Assistant - Spanish Translation

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

Whitethorn Elementary approaches sustainability as a gradual, relationship-centered process that strengthens systems, capacity, and shared ownership rather than reliance on a single funding source. Given the school’s small size and rural context, sustainability planning emphasizes integration, flexibility, and leveraging existing assets to ensure community school practices endure beyond the life of the CCSPP implementation grant.

**Embedding Community School Practices into Core Systems**

A primary sustainability strategy is the intentional integration of community school practices into existing site- and district-level systems, including the SPSA, LCAP priorities, MTSS processes, and shared decision-making bodies. Rather than creating parallel structures, Whitethorn Elementary will continue to align community school strategies—such as family engagement, integrated student supports, and community-based learning—within core instructional and operational practices to ensure long-term coherence and sustainability.

At the district level, Southern Humboldt Joint Unified School District is actively participating in the Children and Youth Behavioral Health Initiative fee schedule pilot program, contributing to a statewide shift in school-based Medi-Cal billing. This effort is intended to allow Local Educational Agencies to bill for screening and mental health services under a standardized fee schedule, expanding reimbursement across Medi-Cal and commercial health plans for school-linked behavioral

health services. While this reform holds significant promise, the district recognizes that the CYBHI rollout is progressing more slowly than originally anticipated and is not yet fully implemented. As a result, sustainability planning incorporates both short-term bridging strategies and long-term alignment with Medi-Cal–supported models as the system continues to evolve.

At the site level, staffing sustainability is recognized as essential to affirming Whitethorn Elementary’s identity and role within the community. Given the school’s small size and rural context, trust, continuity, and personal relationships are central to effective family engagement and enrollment stability. Preserving a family- and community-engagement–oriented position is critical to maintaining strong school–family connections, supporting shared leadership structures, and ensuring that community school practices remain embedded in daily operations. Sustaining this relational infrastructure is viewed as foundational to long-term success and community confidence in the school.

As part of a long-term sustainability strategy, the district is exploring opportunities to align Student Services roles—such as the Community Schools Coordinator—with newly established Medi-Cal billing–eligible positions, including Wellness Coach roles, where appropriate. This alignment is intended to preserve the essential functions currently provided by the Community Schools Coordinator—family engagement, service coordination, relationship-building, and systems alignment—within a more sustainable funding framework when feasible.

Whitethorn Elementary will also continue to foster a culture of continuous learning and adaptability in response to evolving funding landscapes, while investing in capacity-building efforts that strengthen the skills of staff and Educational Partners. These efforts will enhance internal capacity and further support the implementation of MTSS, PBIS, and SEL initiatives.

Several key services at Whitethorn are delivered through strategic partnerships with SoHum Health, the Family Resource Center, and Redwoods Rural Health Center. The site will continue to leverage collective resources and expertise through these partnerships by exploring joint initiatives and new funding opportunities that advance shared sustainability goals

### **Enrollment Stability as a Sustainability Strategy**

Increasing and stabilizing student enrollment is recognized as a critical sustainability factor. By strengthening family trust, visibility, and community connection, Whitethorn aims to position itself as a school of choice within the community. Improved enrollment stability supports staffing continuity, program sustainability, and the long-term viability of community school practices.

### **Strengthening Shared Leadership and Local Capacity**

Sustainability will be supported through the continued development of shared leadership among staff, families, and community partners. The Site Council/Community Schools Advisory Council and Friends of Whitethorn Elementary School (FOWES) will play key roles in maintaining community voice, supporting engagement efforts, and stewarding priorities over time.

## Continuous Improvement

Finally, sustainability will be supported through ongoing reflection, data-informed decision-making, and adaptive planning. Whitethorn will regularly review engagement data, academic indicators, and feedback from students, families, staff, and partners to refine strategies and prioritize efforts with the greatest impact.

## 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
<p>Foster meaningful and sustained engagement with diverse community partners by collaborating to leverage resources and expertise for the benefit of the school community.</p>	<ul style="list-style-type: none"> <li>● Involve community members in surveys, focus groups and interviews to gather input</li> <li>● Identify and reach out to potential community Partners, including local businesses, non-profits, parents, and other educational community connections</li> <li>● Hold regular meetings to discuss community school initiatives, gather feedback, and ensure ongoing collaboration.</li> <li>● Establish clear communication channels to keep community partners informed about the school's plans, developments, and improvement initiatives.</li> <li>● Utilize newsletters, websites, and social media to share updates.</li> </ul>
<p>Foster a shared growth mindset with prospective partners that supports responsive collaboration and meets the emerging needs of staff, students, and families.</p>	<ul style="list-style-type: none"> <li>● Maintain an ongoing needs and assessments</li> <li>● Attend the SHWT (Southern Humboldt Working Together) meetings</li> <li>● Keeping open communication with parents &amp; guardians through conversations, surveys, parent/teacher conferences</li> <li>● Center student success in the exploration of partnerships.</li> </ul>

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 has established strong, collaborative partnerships with key community organizations, including Redwoods Rural Health Center, Humboldt County Office of Education, SoHum Health, the Family Resource Center, and Humboldt County Department of Health and Human Services. These partnerships are designed to enhance student well-being and educational experiences and are closely aligned with the shared vision and priorities of students, staff, families, and community members.

To remain responsive to the evolving needs of the Whitethorn community, the district will utilize Capacity Building Strategies, ongoing Needs and Assets Assessments, and clear, consistent communication. The District-level Community Schools Coordinator will collaborate closely with the site-based Community Schools Coordinator, Student Services Director and partner agencies to further develop the Coordinated School-Based Team (COST) and maintain an up-to-date asset map of services provided across agencies.

Collaboration with these partners is foundational to Whitethorn's Community Schools approach. These organizations not only serve as trusted pillars within the community, but their work also directly aligns with the Four Pillars of Community Schools. As such, each partner will continue to play an active role in service planning and coordinated service delivery at Whitethorn Elementary.

The site will continue to utilize school resource mapping, Needs and Assets Assessment tools, and a well-documented Whole Child and Family Supports Inventory to assess partner capacity, school-based resources, and the needs of students, families, and staff. In addition, Whitethorn will build upon and expand these relationships through intentional networking opportunities and shared learning experiences, such as the annual Mental Health and Wellness Fair.

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 county level CCSPP School Support Program Manager. The Director of Prevention and Interventions Services, and team work to provide training in PBIS and Restorative Practices to the staff of the school district. 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, particularly when the need for a substitute, oftentimes makes participation unfeasible.

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.

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.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.