

# 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

Casterlin Elementary School

**Principal:** Sarah Purl

**Community School Coordinator:** Joann Rimmey

**Phone:** (707)-943-1789

**Phone:** (707)-926-4502

## 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:

Why a community school for my school: Casterlin Elementary embraces the role of a school that has become so much more than simply a place of learning and education. The school site functions as an integral member of the community/family for each and every one of our students and their care givers. We grow the whole child by lifting up the strengths of our students, families, and community and we support them by truly meeting their needs in a way that simply cannot be expressed in so few words. Through strong relationships, meaningful learning, and shared leadership, we are creating, and sustaining a place where every student feels they belong, are supported, and can succeed in their own way.

Racially-Just Relationship Centered Spaces:

In a small community sometimes the most effective tool for inclusive organization is the relationships we share and the interpersonal connections we nurture. We know that belonging starts with trust. And that our students and families will not commit to something they do not have trust in. Part of our work has been to take the complexities of the CS strategy and make it digestible for our community. This means highlighting, listening to, noticing and being attuned to the things that bring our parents and students joy, the things that are visceral and experienced in their day to day and ensuring that some if not all of those things happen. Here on the Casterlin Elementary campus it has been noted that we do not have any type of visual acknowledgement of the land the school occupies. Our community would like to see this changed. By celebrating the diverse cultural strengths within our community, and making sure every student's story is reflected in what and how we learn, we will continue to create a school that feels safe and centered in relationships.

Shared Power: Our commitment to shared power is reflected in collaborative decision-making processes involving all community 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 Casterlin 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 who would like to know more. 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 opportunities they discover independently. We have and will continue to have professional development days calendared into the working year. Casterlin Elementary staff meet regularly and all staff provide input for Casterlin Elementary Community School. Some staff and parents who choose to dive a little deeper act as members on both the Community Engagement Initiative-Peer Leading and Learning Exchange (PLLX) as well as the Community Schools Advisory Committee. Both of these groups work in alignment with the School Site Council and FOCS (Friends of Casterlin Elementary) who both play crucial roles in decision making at the site level.

One major next step we have identified as an area for development at Casterlin Elementary is that of empowering student leadership and elevating the student voice. Our work in elevating student voice and empowering student leadership needs to be centered around creating a working definition of leadership that suits the strengths and skillsets of our students. Our plan is to build upon student understanding of "Leadership", through structured conversations, and implementing/leading circles that encourage students to begin to think about and see themselves as leaders in the community. Because of our rural location most of our students are expected to help their families with day to day responsibilities like chopping wood, building fires, fixing vehicles and tending to livestock. These types of skills tend to lead to developing leadership qualities. That being said, we believe our students are well equipped to become leaders. Now, it is our responsibility to empower them to realize their leadership qualities.

As CCSPP becomes more familiar and apparent on campus everyone has become more attuned to listening to comments that help structure our actions to conform to community voice, students, staff, parents, community members, etc.

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. Currently Casterlin Elementary students have access to Tang Soo Do classes taught by a community member who started her educational martial arts practice on this very campus 26 years ago. During the Summer School Program the kids go down to the community farm and plant veggies that in turn later in the year come back up to campus as produce in the food bags distribution program for food insecure families. Through the community schools program the campus also collaborates with the larger community on a county level. Casterlin Elementary is partnering with Spoon Circus, Humboldt Keyboarders, and a holistic practitioner for mindfulness lessons. Additionally, Casterlin Elementary participates in a Meet the Master's Program for art history and Friends of the Lost Coast provide lessons in environmental science. Part of the Casterlin Elementary Community Schools vision is to continue to expand upon seeing our community as experts in their fields and encouraging and inviting the community to share their passions and expertise with students here on campus.

Continuous Improvement: Continuous improvement is at the heart of our community schools initiative. Currently we are seeing what works, by diving right in and giving new concepts the space to be experienced. This involves seriously assessing what works for our students, staff and families as far as Independent Study options, curriculum, days-per school week and programs they would like to see implemented in the school by gathering feedback from community partners, and adapting our strategies to better meet the evolving needs of our students and community. We will continue to invite, seek out and encourage input, participation and feedback from all community 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 that foster whole child development.

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, Casterlin Elementary School is also utilizing the guidance and expertise of both the R-TAC and HCOE level Community School supports. Our CSC's work closely with county CS Program Support as well as attend 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 our community partners, as well as the diversity of personal experience and cultural background that each possesses is central in informing the needs and assets process. A variety of strategies will be utilized to collectively identify community school priorities, strategies and vision in a way that ensures equitable representation.

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 coordinators 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. In our small, remote and rural setting we are realizing the great value held at the street data level as we are finding that is where the bulk of our community voice can be found. It is a big commitment of time and money for our families to travel to our school. We generally have a good turn out for our special events especially when our students perform. However, when parents are here it's difficult to distract them from the event to question them about community schools matters. In knowing this, we've gotten very good at directing casual conversation towards rich information.

Family and Community: It is a big commitment of time and money for our families to travel to our school from their homes. Generally, there is a good turn out for school events especially when our students perform. However, many factors have made it clear that it is essential to lean heavily into street level data collection for CS Implementation in order to wholly and authentically incorporate family and community voice, particularly for our families who are marginalized. Our engagement strategy includes translating materials into relevant languages, holding meetings at accessible times, and taking into consideration cultural preferences in engagement methods. Our community is small, remote, rural and predominantly socioeconomically disadvantaged. Culturally relevant engagement methods in the Casterlin Elementary community means tailored engagement methods to suit the preferences and comfort levels of historically marginalized groups. For Casterlin Elementary the marginalized groups currently identified are those who face poverty and those who have been adversely affected by crime, drugs, alcohol and other ACE's.

Engagement of family and community will be centered on relationships with an effort to be warm and inviting, encouraging families to step into leadership roles. And for those who still prefer to remain

on the sidelines we will utilize culturally relevant communication channels (not dependent on the internet, advanced understanding of school systems, or technology). Both the district and site CSC's will conduct outreach through trusted community members, and by incorporating storytelling or other culturally resonant methods such as casual conversation. We will utilize the role of our McKinney Vento-Liaison, CSC and other community advocates at the FRC who have a deep understanding of the needs of historically marginalized groups to spearhead engagement with them. 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. We are building upon a strategy which directs conversation and empathy interviews towards rich information that we can translate into action plans.

The CSC will also coordinate and work in partnership with the family and community group Friends of Casterlin School (FOCS), attend their organizational meetings and use the platform of FOCS 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.

Students: The site CSC who also works as a school site Secretary will utilize the relationships and communication channels fostered with the students through the secretary role to do a deep dive into elevating student voice. We embolden student voices through surveys where they can see their choices implemented almost immediately. CSC's will work in collaboration with teachers to explore how the CS proven practice of elevating student voice can be integrated into classroom activities and exercises. Students will have the opportunity 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", or "Magic Wand" exercises. The vision and input of Casterlin Elementary's young leaders will be used to identify CS successes, CS shortcomings through the eyes of students while encouraging them to vocalize their interests, needs and vision. Our middle school-aged students participate in a sharing circle twice a month (often led by the CSC) where their voice/thoughts are expressed and acknowledged. The circle is a venue where students can give honest, judgement free input. Although these circles are confidential, some information (with student consent) is followed up on through some form of implementation to put student voice into action. Once information and input is collected the CSC's incorporate student voice into the N&AA.

Administrators and Staff: The staff at Casterlin Elementary, certificated, credentialed and are a close group. Due to our small campus size we cross paths several times a day and have little spontaneous check-ins regularly. We have a formal staff meeting with our principal/superintendent once a month. Also once a month, we have our version of a PTA meeting called Friends of Casterlin School (FOCS), followed by a site council meeting. This back to back schedule is designed to make it easier for more people to participate in both groups.

Our district level Community Schools Coordinator holds a monthly Zoom meeting so site level coordinators can share questions and ideas from all sites within our district. Another monthly zoom meeting is between the district level Community Schools Coordinator, principal, and site level coordinator. Casterlin Elementary conducts online, or paper surveys at least twice a year and as the need arises. These surveys are given to faculty, students and parents and community members. The community schools representative will make it a point to ask about needs, suggestions and ideas on a regular basis. This feedback will influence the purchasing of resources tailored to the needs for

almost every member of our staff. The purchase orders are kept in a binder and then specific items are recorded in the alignment to the framework document.

There is a Google chat thread that is shared with admin and district level employees. That chat has been a useful tool for communication at that level.

The CSC's will coordinate with the CS advisory council, currently consisting of caregivers and staff, 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 information 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, this will be done in conjunction with SPSA data review. A fourth meeting will be held to set goals based on data findings, and strategize on achieving goals and benchmarks. It is likely the group will convene for additional meetings throughout the year or utilize communication channels such as email and conversation to keep updated on progress made. The CSC's will serve as support to maintain and ensure ongoing clear lines of communication between the Principal, and the Community Schools Advisory Committee.

As new information emerges throughout the year in new sets of data, as improvements are made or as shifts happen in the local socio-economic sphere, 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.

**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, interviews and focus groups
5. Secondary Analysis
6. Reporting

In the Needs and Assets mapping process we will maintain continuous improvement strategies by revisiting the "visioning" stage. This will be a time for the team at Casterlin Elementary to review goals and actions developed for targeted engagement and assess steps moving forward. . This time of reflection will establish a space for the CS team to determine if our N&AA data continues to be relevant to the present climate and culture of Casterlin Elementary .

The CSC coordinator will then generate a findings report.

Utilizing the findings report generated from our current Needs and Assets mapping the Casterlin 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 Increasing family and

student leadership opportunities and combating declining engagement. #2 Strengthening academic supports—especially math intervention and mixed-age instructional strategies. #3 Access to health, mental health, and wellness services (including a Wellness Center). #4 Expanding enrichment, outdoor learning, and culturally responsive, community-based curriculum options #5. Building consistent MTSS and referral systems (COST team, tracking tools, coordinated services).

**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
Increase engagement and student enrollment.	<ul style="list-style-type: none"> <li>● Families and parents involved in school leadership and shared decision making.</li> <li>● Student enrollment</li> <li>● Improve Casterlin Elementary School's community impression/image</li> </ul>
Strengthening academic support	<ul style="list-style-type: none"> <li>● ELA scores</li> <li>● Mathematics scores</li> <li>● Identify indicator(s)</li> </ul> connecting enriched learning to academic outcomes
Access to mental health/Wellness Center	<ul style="list-style-type: none"> <li>● Improvement in student self regulation skills</li> <li>● Mental health professionals and clinicians feel welcomed and integrated into the community</li> <li>● More readily available resources for emergency interventions.</li> <li>● Staff have a shared understanding of MTSS</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>Continue to build upon the relationships/ partnerships between educators, community and families</p>	<ul style="list-style-type: none"> <li>● Inviting and prioritizing community members to Instruct students in educational programs.</li> <li>● Acknowledge and uplift skills and knowledge of community Members</li> <li>● By June 2026, increase meaningful, two-way communication between educators and families by implementing at least three family engagement activities per trimester (such as family forums, classroom open house workshops), with the goal of 100% family participation                             <ul style="list-style-type: none"> <li>● CSC’s attend Parent Teacher Home Visits training</li> <li>● Conduct Empathy Interviews to identify community strengths and expertise</li> </ul> </li> </ul>
<p>Increasing awareness of community based learning practices so that most If not all staff and family members have a shared understanding by the end of the 2025/26 school year.</p>	<ul style="list-style-type: none"> <li>● “Brand”/ increase awareness around community Based learning and academic achievement</li> <li>● Increase enrollment</li> <li>● Increase participation/utilization of PAWS tokens (PB Incentive system)</li> <li>● Deepened participation with parent/community memb sharing</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.

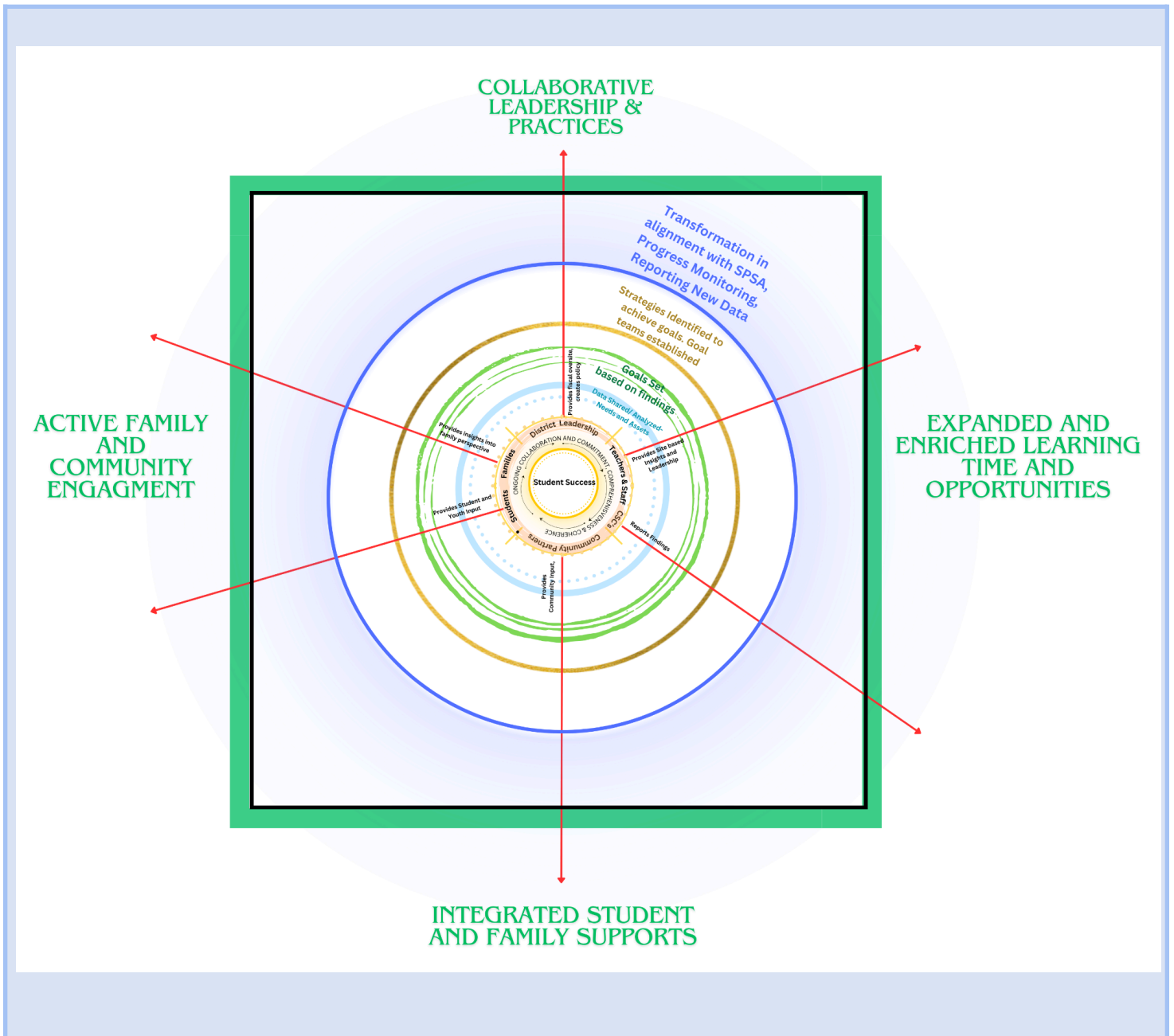
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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>By June 2026, Casterlin Elementary will build and support a shared understanding of the California Community Schools Partnership Program (CCSPP) framework by allocating the time and space for the CS Advisory Committee to meet, discuss and review data, goals and CS strategy.</p>	<ul style="list-style-type: none"> <li>● Identify representatives from school staff, students families, and community who reflect the diversity of the Casterlin Elementary community.</li> <li>● Leverage existing structures (site council, FOCS, staff meetings) to invite participation rather than creating duplicative roles</li> <li>● Ensure participation opportunities are accessible</li> <li>● “Translate” lengthy and complex CCSPP documents into family friendly language</li> <li>● Use accessible visuals, examples, and site-specific data to support shared understanding</li> <li>● Take steps to ensure that the community is informed about the benefits and positive impacts that Community Schools bring to Casterlin Elementary campus.</li> </ul>
<p>Shared decision making will be a foundational component to site-based decisions.</p>	<ul style="list-style-type: none"> <li>● Develop a clear purpose/ vision statement centered on site level vision for CCSPP implementation.</li> <li>● Establish a transparent decision-making process</li> <li>● Utilize alternative methods to collect input/data for decisions ensuring diverse voice, especially for those unable to attend meetings.</li> <li>● CSC’s will be well trained in street data collection and documentation methods.</li> <li>● Record decisions, share outcomes with the school community, and adjust processes as needed. Credit students and community members for their ideas turned into action with monthly “progress/happenings report”</li> <li>● Establish mechanisms for incorporating student input in decision-making. This will include holding student Listening sessions such as Belong circles, conducting student led and student focused interviews and encouraging and inviting students to use spaces such as a graffiti wall to provide input.</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 or other graphic):



## 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
Integrate CYBHI fee schedule and billing into the financial framework of the site	<ul style="list-style-type: none"> <li>● Both site and LEA level coordinator become Wellness Coach certified/ NPI numbers</li> <li>● Continue supportive/collaborative relationship with HCOE</li> <li>● Relevant District staff trained and versed in use of Paradigm</li> </ul>
Ensure that the Community School Strategy is ingrained in the day-to-day Operations of how we “do school”.	<ul style="list-style-type: none"> <li>● Continue to foster and build upon Community Partnerships</li> <li>● Encourage buy-in of all staff and students</li> <li>● Seek out funding sources for project based learning</li> <li>● Lean heavily into shared decision making so that it is a foundational component of the school culture</li> <li>● Continue to provide relevant professional Development to staff (MTSS, Literacy, Community Engagement, Education for homeless students etc...)</li> </ul>

## Key Staff/Personnel

Sarah Purl	Principal/Superintendent
Chrisitna Perez	School Counselor
Leigha Evers	HCOE Wellness Coach
Holly Platero	IEP Support
Jennifer Kubik	Literacy Coach
Rian Shultz	District Level Community Schools Coordinator
Joann Rimmey	Site Level Community School Coordinator & Literacy Aide
Zena Hunt	3-5 Grade Teacher
Bonnie Coleman	3-5 Teacher Aide & ELOP Aide
Abby Simon	TK-2 Teacher
Marnie Minarcin	TK-2 Teacher Aide & ELOP Aide
Frank Linkenburg	District ELOP Lead
Chelsie Wyatt	ELOP Lead

Sam Rush	ELOP Aide
Mr. Cody, Becky Wolverton, Brandy Bremer, Flurina Niggli	Enriched Learning/Community Partners, Music, Martial Arts, Cooking & Nutrition, Mindfulness
Lisa Cory	Transportation
Lorenia Salazar	Wellness Center Office Assistant & Spanish Translation
Annie Pergens	Cook & Secretary

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.

We will align Student Services positions such as Community Schools Coordinator with Medi-Cal billing eligible roles like the Wellness Coach in order maintain the services and supporters the Coordinators provide.

Several services offered at Casterlin Elementary 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.

At both the site and district level staff and leadership will continue to seek out grants, programs and other funding sources to support CS aligned activities/strategy.

See Goal 2, Strategy 4 above.

## 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 a Coordination of Services Team which includes Community Partners as team members	<ul style="list-style-type: none"> <li>Document the Coordination of Services Team/ Create tool that lists all external partners who provide supports to families and students on campus</li> </ul>
Improve upon clear, timely and effective communication channels that facilitate two-way communication between the community school/ district leadership and community partners	<ul style="list-style-type: none"> <li>Establish routine check ins with providers</li> <li>Encourage open dialogue and responsiveness to partners' suggestions and concerns</li> <li>Collaboratively adjust strategies based on feedback and changing community needs.</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 (SHJUSD) has forged strong partnerships with key community entities, including Redwoods Rural Health Center, HCOE (Humboldt County Office of Education), SoHum Health, and the Family Resource Center (FRC). 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 Casterlin Elementary Community.

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 Casterlin Elementary, CSC's will attend monthly Southern Humboldt Working Together (SHWT) meetings, a collaborative meeting with representatives from many CBOs. We will utilize School Resource Mapping, as well as N&AA 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 leverage collective resources and expertise through our strategic partnerships. This means to explore joint initiatives that contribute to mutual sustainability goals.

**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, though the clinic does not come to site directly.

**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 CalFresh, SNAP, WIC and TANF.

**HCOE:** Together SHJUSD and HCOE work toward engaging in educational initiatives and professional development programs to enhance the quality of education available at Casterlin Elementary. 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 Casterlin Elementary. Input from staff has highlighted a need for increased, more accessible training in these areas. For Casterlin Elementary 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.

**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.

**CalFire:** Occasionally stops by the school to promote fire education and safety. The firefighters have given the students a tour of the firetruck, let them wear their helmets and squirt water from the firehose for the students to play in. In turn, Casterlin Elementary invites them to our Thanksgiving Feast and End of Year Picnic.

**Miranda Thrift and Animal Rescue:** Greatly reduces costs of, or donates clothing, books and toys to students and families of Casterlin Elementary.

**Ray's Food Place:** Extends Credit and Billing Practices for ease of Purchasing.

**Home Cookin':** Greatly reduces costs, or donates meal prep items, ice cream, and pizza for activities and events held at Casterlin Elementary.

**KMUD Radio:** Offers free radio time/exposure to promote Casterlin Elementary and our activities/news.

**Dragon Heart Tang So Doo:** Provides martial arts lessons on campus to students who wouldn't be able to participate otherwise.

Humboldt Keyboarders: Provides music lessons on campus to students who wouldn't be able to participate otherwise.

Friends of the Lost Coast: Provides environmental science lessons on campus to students who wouldn't be able to participate otherwise.

Toys for Tots: Takes requests for Christmas gifts and donates to underprivileged students.

Angel Tree: Takes requests for Christmas gifts and donates to underprivileged students.

Paleotechnics Ancient Skills Program: Provides ancient and survival skills lessons on campus to students who wouldn't be able to participate otherwise.

First Five Humboldt: Organizes play groups on campus for children 5yrs and under, promoting Casterlin Elementary as their school of choice for the future.

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