

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

Redway Elementary School

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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:

For Redway Elementary, becoming a community school is not about launching a new initiative, but about intentionally aligning and strengthening the relationship-based work already occurring across classrooms, school grounds, families, and community partnerships.

Southern Humboldt County, where Redway Elementary is located, is a tightly knit rural community shaped by centuries-long cycles of boom and bust economies. Today, the region is in a prolonged period of economic decline, navigating the aftermath of widespread local economic collapse and ongoing efforts to reinvent itself. This reality has created a persistent climate of instability that directly impacts Redway Elementary students and families. As businesses have closed, community programs have been reduced or eliminated, and historically relied-upon funding sources have diminished, the school and school district have emerged as one of the most stable and consistent institutions in the community.

In this context, Redway Elementary serves as a central hub where families access essential services and supports, including nutrition programs, holiday assistance, and coordinated community resources through partnerships with the SoHum Health (hospital) and the FRC (family resource center). When we ask the question, “*Why a community school for Redway?*”, what emerges is a shared understanding that students and families rely on the school not only for education, but for connection, care, and continuity.

Through engagement with staff, families, students, and community partners, Redway’s collective answer is clear: students thrive when learning is rooted in relationships, responsive to lived experience, and supported by a coordinated system that centers equity, belonging, and possibility.

Racially-Just, Relationship-Centered Spaces

Redway Elementary’s understanding of community schools is rooted in the belief that relationships are the foundation of learning and equity is achieved through intentional action, not neutrality. The site demonstrates strong relational trust between students and adults, restorative practices in response to conflict, and a strengths-based approach to supporting families through integrated services such as counseling, nutrition support, and McKinney-Vento assistance. Developmentally, the site recognizes the need to deepen racially-just practices by expanding culturally sustaining instruction, addressing achievement gaps for Hispanic/Latino students, increasing accessibility of physical spaces such as the playground, and ensuring that social-emotional learning supports reflect students’ cultural identities. The objective is to make the school a place where not only do the kids want to come to school but also a place where families and community partners want to be and feel welcome to be at.

Shared Power

Redway’s community school vision emphasizes authentic shared decision-making among students, families, staff, and community partners. The site currently engages multiple leadership bodies—including PTSA, Site Council/ Community Schools Advisory Council, a PBIS team, and Student Council. Students are increasingly exercising their voice through advocacy related to school activities, school safety and playground equity. Developmental plans focus on: strengthening coherence across leadership teams, intentionally and increasingly elevating student voice and launching ELAC to create accessible bilingual leadership pathways for Spanish-speaking families.

Classroom–Community Connections

Redway Elementary views learning as extending beyond the classroom walls. Community partners support instruction through nutrition education, arts, science, cultural celebrations, and hands-on learning experiences, while expanded learning programs provide enrichment and academic support before and after school. Moving forward, the site aims to more intentionally align community-based learning with academic goals by expanding project-based learning connected to local contexts such as ocean and watershed ecology, Indigenous history, and community livelihoods, ensuring that community connections directly reinforce instructional outcomes. In Redway Elementary’s goal to deepen classroom-community connections several new partnerships have been established and pre-existing ones strengthened. Among those being with the Healy Senior Center, Community Cornerstone, RRHC and their nutritionist, Eel River Walaki and Friends of the Lost Coast.

Continuous improvement and possibility thinking

Redway Elementary understands community schools as an **iterative, reflective process** rather than a fixed model. The site continues to deepen its engagement in the process of comprehensive asset mapping and needs assessment activities. From this process strengths and gaps have surfaced, providing the landscape for rich discussion and possibility thinking. Developmental priorities include improving documentation and progress monitoring within MTSS and PBIS, and strengthening staff, caregiver and student voice through Community Engagement Initiative best practices. This commitment reflects a belief in possibility—when aligned with systems, shared leadership, and continuous learning, can further Redway in better meet the evolving needs of its students and families. A low risk platform for data collection being explored is that of a suggestion box mounted on the exterior of the school office where any caregiver, student or staff member can voice a dream, or idea when they feel inspired to do so.

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.

As Redway Elementary initiates the CCSPP Implementation Grant, the site recognizes that while a foundational needs and assets assessment has been completed, the next phase of implementation requires deeper, more inclusive, and more accessible engagement across the entire school community. The goal of this next phase is to move beyond documenting existing programs and gaps toward collectively defining shared priorities and a long-term community school vision rooted in lived experience, equity, and local context.

Redway will use a multi-modal engagement strategy coordinated by the Community Schools Coordinators (CSC's) that includes surveys, focus groups, one-on-one conversations, listening sessions, and participatory visioning activities. Engagement will be ongoing and iterative, allowing the community to revisit priorities as trust and shared understanding deepen.

Administrators

School and district administrators will participate in planning sessions focused on aligning community school priorities with instructional goals, PBIS, ELOP, and other districtwide initiatives. These meetings will emphasize building upon coherence, sustainability, and the removal of barriers that prevent students and families from participating in leadership opportunities, accessing supports and attending school/community events.

Certificated and Classified Staff

Teachers, instructional aides, office staff, bus drivers, and other classified staff will be engaged through: Staff surveys, Facilitated small-group discussions, Grade-level and cross-role focus groups.

This ensures that both instructional and non-instructional staff—who often have deep relationships with students—can contribute insight into strengths, challenges, and unmet needs.

Students

Student voice will be elevated through: Student Council visioning activities, CSC-facilitated small-group discussions and interviews with students in grades 3–6, Suggestion boxes and informal feedback tools as well as creative out of the box strategies for children in the K-2 age groups. (Imagination exercises etc...)

Students have already demonstrated leadership around school climate and playground equity and safety, and this process will ensure their priorities continue to help shape the community school vision.

Families and Caregivers

Families will be engaged through multiple access points, including: ParentSquare, paper, and bilingual surveys, Listening sessions held at times convenient for families, One-on-one conversations facilitated by the CSC, Family Resource Center (FRC), and school staff to emphasize storytelling as method to elevate experience and expertise.

This flexible approach reflects the realities of rural life, work schedules, transportation barriers, and

economic stress.

Community Members and Partners

Community-based organizations, health providers, tribal partners, service clubs, and local organizations will participate through: Partner meetings and planning sessions, Collaborative visioning sessions to align community resources with student learning and well-being.

This ensures that partnerships are not just service-based, but also instructional and relationship-centered.

Engaging Historically Marginalized Students and Families

Redway Elementary will prioritize **intentional, culturally responsive engagement** with historically marginalized groups, particularly Hispanic/Latino families, English Learners, students experiencing housing insecurity, and families living in remote rural areas.

Key strategies include:

- Launching ELAC using relationship-based entry points (e.g., informal dinner conversations rather than formal meetings)
- Providing bilingual facilitation and translation
- Using trusted connectors (FRC, McKinney-Vento liaison, CSC, EL paraprofessionals and Bi-Lingual Wellness Center Office Assistant) to invite participation
- Offering small-group and one-on-one engagement options for families who may not feel comfortable in large forums

These approaches ensure that equity is built into the engagement process itself, not added later.

Engagement to Shared Priorities

Once collected and synthesized N&AA data will be shared with the community through existing leadership structures (Site Council, CS Advisory Council, Student Council, and ELAC). This will lead to the identification of Redway's top 5 community school priorities and long-term vision, grounded in community voice, cultural knowledge, and student experience.

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

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| <p>Increase Family Voice, Engagement, Leadership, and Two-Way Communication — Especially for Latino and English Learner Families</p> | <p>Anticipated Outcomes</p> <p>Increased family participation in school leadership and shared decision-making spaces</p> <p>Improved access to information and opportunities for meaningful two-way communication</p> <p>Greater representation of Latino families in advisory and leadership roles</p> <p>Stronger trust and sense of belonging among families historically underrepresented in school governance</p> <p>Increased number and diversity of families participating in:</p> <ul style="list-style-type: none"> ● ELAC ● PTSA ● Site Council/ Community Schools Advisory Council <p>Key Indicators We Aim to Improve</p> <p>Increased attendance at family listening sessions, forums, and engagement events</p> <p>Qualitative feedback from families indicating:</p> <ul style="list-style-type: none"> ● Feeling welcomed and heard ● Increased understanding of how to engage in school decision-making |
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| <p>Expand Culturally Sustaining, Community-Connected Learning</p> | <p>Anticipated Outcomes</p> <ul style="list-style-type: none"> ● Increased student engagement and relevance of learning experiences ● Greater integration of local culture, history, and community expertise into instruction ● Stronger alignment between classroom learning, extended learning programs, and community resources ● Increased sense of belonging and cultural affirmation for students <p>Key Indicators We Aim to Improve</p> <ul style="list-style-type: none"> ● Increased number of: <ul style="list-style-type: none"> ○ Community-based learning experiences (classroom and afterschool) ○ Project-based learning activities connected to local context ● Increased participation of community members and partners in instructional activities ● Teacher and student reports of increased engagement and relevance of learning ● Increased student attendance and participation during project-based or community-connected learning <p>Evidence of instructional alignment between community learning experiences and academic standards</p> |
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| <p>Build Stronger Student Voice, Leadership, and Civic Engagement Opportunities</p> | <p>Anticipated Outcomes</p> <ul style="list-style-type: none"> ● Increased student participation in leadership and decision-making processes ● Stronger student sense of agency, belonging, and responsibility to their school community ● Increased opportunities for students to influence school climate, facilities, and programming ● Improved social-emotional skills related to communication, collaboration, and advocacy <p>Key Indicators We Aim to Improve</p> <ul style="list-style-type: none"> ● Increased number of students participating in: <ul style="list-style-type: none"> ○ Student Council ○ Leadership activities ○ Student-led forums or presentations ● Increased opportunities for student input through: <ul style="list-style-type: none"> ○ Surveys ○ Focus groups ○ Suggestion systems ● Documented examples of student input informing school decisions ● Student self-reports indicating increased sense of voice, leadership, and belonging |
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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.

| Goals | Action Steps |
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| <p>Leverage Community-Based Learning strategies to increase student engagement, attendance and learning outcomes</p> | <ul style="list-style-type: none"> ● Identify and build upon existing community ties as well as foster new partnerships with community organizations to provide educators with networking opportunities. <ul style="list-style-type: none"> ● Continue to build upon relationships with Tribal Representatives of the Wailaki people. ● Create opportunities for students to help shape Community-Based Learning experiences by incorporating student interests, questions, and feedback into projects and activities ● Monitor attendance, participation, and engagement patterns during Community-Based Learning activities to identify what strategies are most effective. ● Provide structured opportunities for educators to reflect on Community-Based Learning strategies, share successful projects, and discuss observed impacts on student engagement and learning, utilize some staff time, if available, to minimize the need to hold multiple meetings |
| <p>Support educators in offering meaningful community-connected learning experiences that reflect students' cultures, interests, and community context as well as aligns Teacher and curriculum goals</p> | <ul style="list-style-type: none"> ● Community Schools Coordinators (CSC) will work with staff to surface relevant student, family, and community knowledge gathered through the Whole Child & Family Supports Inventory, family engagement, and student voice activities-strengths and values identified will be explored for their classroom-community connection potential <ul style="list-style-type: none"> ● Use student input and educator reflection to assess the relevance and impact of community-connected learning experiences. ● Encourage educators to consider student preferences and input when designing learning experiences with community connections ● Encourage 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.

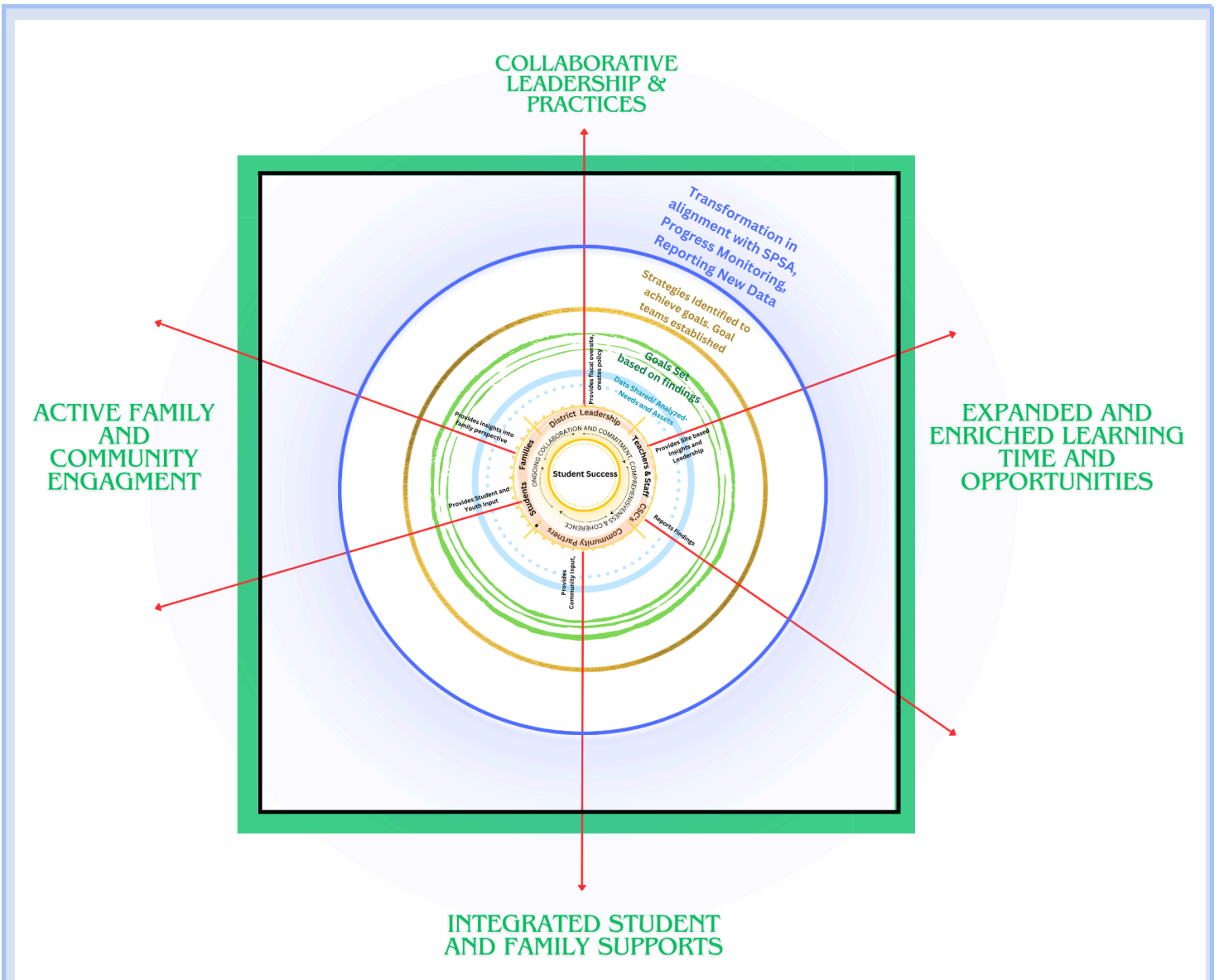
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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 |
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| Establish and sustain an English Learner Advisory Committee (ELAC) | <ul style="list-style-type: none"> ● Conduct relationship centered outreach to English Learner families to raise interest in ELAC participation ● Launch ELAC Through Accessible, Culturally Responsive Gatherings (relationship-based meetings e.g., roundtable conversations with food and interpretation) ● Provide Orientation and Leadership Support for ELAC Members with support from HCOE ● Provide ongoing logistical and relational supports (translation, flexible meeting times, reminders, follow-up communication) to sustain ELAC participation over time. |
| Increase opportunities for meaningful participation in leadership and shared decision-making by intentionally elevating student voice and family leadership pathways | <ul style="list-style-type: none"> ● Identify and highlight schoolwide, existing leadership and decision-making opportunities for students and families ● Increase opportunities for student input beyond Student Council (student listening sessions and focus groups, Classroom-based feedback activities, suggestion boxes and informal feedback mechanisms) ● Leverage the Community Schools meeting times to synthesize input from students, families, and other leadership groups |

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):



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 Coordinators. We all share responsibility for helping students grow and succeed.

The golden circle and connecting arrows show that strong relationships, teamwork, and communication are ongoing and 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.

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>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 ● Build the capacity of staff to accurately track and report transactions related to CYBHI initiatives. ● Establish procedures regarding collection of Insurance and permissions of families and students in order to access services |
| <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"> ● Determine the staffing needs at Redway based on its unique characteristics and goals revealed in N&AA and advisory meetings (student council, PTSA, Site Council, Community Schools Advisory Council, ELAC) ● Develop a multi-year sustainability plan ● Provide ongoing professional development to align staff expertise with evolving student needs ● Identify additional sources of funding to support needs |

Key Staff/Personnel

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|------------------|---|
| Sarah Purl | District Superintendent |
| Julie Steinle | School Principal |
| Alicia Brewer | School Site Secretary |
| Chloe Pastori | School Site Secretary |
| Sarah Wilson | School Psychologist/Student Services Director |
| Christina Perez | School Counselor |
| Lorrenia Salazar | Wellness Center Office Assistant/ Spanish family engagement |
| Kathleen Garcia | ESL Paraprofessional |
| Frank Linkenberg | Afterschool Program Coordinator |
| Sarah Clarke | Special Education Educator |
| Dee Nelson | Site Community Schools Coordinator |
| Lara Garrison | PBIS Team Member/ Teacher |

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| Tammy Bighead | PBIS Team Member/ Teacher |
| Nicole Keenan | PBIS Team Member/ Teacher |
| Dee Nelson | Site Community School Coordinator |
| Rian Shultz | District Community School 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 Medi-Cal billing eligible roles like the Wellness Coach in order maintain provision of the services the Coordinator provides under a more sustainable Medi-Cal supported title.

At the district and site levels, SHJUSD will be pursuing an ongoing 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 as well as supporting in-house development of grant seeking and writing. .

At Redway Elementary 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 stakeholders. This will fortify our in-house skills bank and strengthen our approach to MTSS, PBIS and SEL initiatives. This year the site will provide a two day PBIS training for all classified staff during their contracted/paid time. Additionally the site will be sending a group of 5. 4 certificated staff and 1 classified staff to the Northwest PBIS training.

Several services offered at Redway 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 |
|--|--|
| <p>Establish and improve upon clear and effective communication channels that facilitate two-way communication between the school, district and community partners</p> | <ul style="list-style-type: none"> ● 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 ● 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 |
| <p>Continue to build collaborative partnerships to promote new opportunities for students within our community.</p> | <ul style="list-style-type: none"> ● Establish routine check ins with providers ● Encourage participation in meetings by key community partners ● Increase the hours of service provided by external partners to students on campus ● 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:

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.

We have partnered with the Trees Foundation and Eel River Wailaki to create and launch the Coral Point Traditional Ecological Knowledge Project. We are working with the Wailaki Cultural Educators to develop Traditional Ecological Knowledge (TEK) curriculum for the purpose of sharing Wailaki culture and traditional stewardship practices of the Lost Coast with our students. Through both in-class lessons and hands on site visits to local points of significance to the indigenous people of the area. Our community places increased value on environmental consciousness and care and this partnership solidified the schools commitment to relevant project based learning.

We have established a relationship with Community Cornerstone that enables both their clients and our students to work together creating garden art. Cornerstone's vision is "that all people in our community, including individuals with developmental disabilities will live, learn, work, travel, and play in the best, most inclusive environment." This vision aligns with our goals for our students as well. Students are immersed in their workshop and interact with their clients in a positive light, learning empathy and acceptance.

The Healy Senior Center is located near our campus and has been serving our local senior population for over 45 years. Students attend lunch, socialize, and play Bingo with the seniors. This mutually beneficial partnership offers students mentorship and historical context while building their social skills and deepening their connection to our community. At the same time, senior isolation is reduced leading to improving their cognitive health, providing a renewed sense of purpose and emotional fulfillment.

Another partnership we have established is Reading Buddies with South Fork High School. Former Redway School students return to the campus and read with current students. This mentorship program for our students boosts their literacy, confidence, and motivation through peer modeling and positive reinforcement. This mutually beneficial relationship also helps the high schoolers build soft skills and an enhanced sense of responsibility.

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 available at Redway. The CSC works with the direct support of the School Support Program Manager Felicia Doherty in CS Implementation. The Director of Prevention and Interventions Services, work to provide training in PBIS and Restorative Practices to the staff at Redway. Input from staff has highlighted a need for increased, more accessible training in these areas. For Redway 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. This is what makes on site training essential. HCOE also provide a Wellness Coach 2 on campus one day per week.

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.

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.

All of these programs serve to build community connection for all involved. Being extremely rural, the strongest asset we have is the people in our community and the relationships we build with them. In each of the above examples the students are benefiting, but so are our partners. Fostering these mutually beneficial relationships build strong and lasting community connections.

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