

# Community Schools Grant Process Update

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January 24, 2024

Wellness & Engagement Department



# Santa Rosa City Schools - MVP's

## Mission

SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

## Vision

SRCS will send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives.

# Santa Rosa City Schools - MVP's

## Strategic Priorities

- Priority 1: Life Ready Learners
- Priority 2: Whole Person Focus
- Priority 3: High Quality Staff
- Priority 4: Teaching and Learning Environment and Resources
- Priority 5: Equity and Excellence
- Priority 6: Family Engagement and Community Partnerships
- Priority 7: Sustainable Funding

# Presentation Goals

- SRCS has received a two-year Community Schools Planning grant from CDE called the “California Community Schools Partnership Program”
- Today’s presentation is to give the Board information about:
  - What it means to be a community school
  - Where we are in the process
  - Next steps at possible school sites

## How we got here:

- SCOE presented CCSPP grant as a way to fund wellness centers in High Schools.
- SCOE provided grant writing support
- Partially funded creation of Director of Mental Health and Community Schools Development
- Due to Unduplicated Pupil Counts in SRCS, high schools are not competitive for funding

# During the 2 year Planning Grant:

## Steps taken:

- Created stakeholder groups at High Schools
- Participated in a Professional Learning Community with the Regional Technical Assistant Center
- Attended training focused on community school development
- Create district stakeholder group and meet with CSEA and SRTA
- CCSPP design presented to elementary school principals.

## Steps we are expected to take

- Identify participating sites
- Develop Advisory Councils
- Conduct a needs assessment for each participating site
- Identify community partners
- Engage stakeholders in identification of priority based on feedback



# COMMUNITY SCHOOLS

A whole-child, whole-school model for equitable school improvement



Expanded & Enriched  
Learning Time &  
Opportunities



After-school, weekend, and  
summer programs



Integrated  
Student  
Supports



Mental/physical health  
supports and social  
services



Collaborative  
Leadership and  
Practices



A culture of professional  
learning, trust, and  
continuous improvement



Active Family and  
Community  
Engagement



Parents/caregivers in the  
school as partners, leaders,  
and learners

# Community School Pillars

## Pillar One:

**Integrated Student Supports** can support student success by meeting their academic, physical, social-emotional, and mental health needs. Statute defines this as including the “coordination of trauma-informed health, mental health, and social services.” Effectively supporting students also requires that students be well known so that they can be well served.

## Pillar Two:

**Family and Community Engagement** involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students. Statute defines this as including “home visits, home-school collaboration, [and] culturally responsive community partnerships.” Learning opportunities for family members as well as structures and opportunities for shared leadership are other important elements of authentic family engagement.

# Community School Pillars

## Pillar Three:

**Collaborative Leadership & Practices for educators and administrators** establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members. Statute defines this as including “professional development to transform school culture and climate that centers on pupil learning and supports mental and behavioral health, trauma-informed care, Social Emotional Learning [and] restorative justice.”

## Pillar Four:

**Expanded Learning Time & Opportunities** include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning). Statute refers to these opportunities as both “extended learning” and “expanded learning” and defines them as including “before and after school care and summer programs.” Expanded learning opportunities can also include tutoring and other learning supports during school hours.

# CCSPP Grant Planning to Implementation

- Planning grant \$200,000 provides 2-year opportunity to develop the Implementation Grant Application
- Implementation Grant Application due Feb 2025
- Increasingly competitive based on Unduplicated Count (70% minimum, 80% is competitive)
- Amount of Awards based on student enrollment
- Based on SRCS current UPC, sites likely to be funded include 7 elementary schools and Comstock M.S.

# Competitive Sites:

School	% Unduplicated Count*	Annual Award**	Total Award 5yrs
Abraham Lincoln Elementary	86.79%	\$250,000	\$1,187,500
Albert F. Biella Elementary	86.32%	\$250,000	\$1,187,500
Brook Hill Elementary	89.64	\$250,000	\$1,187,500
Helen M. Lehman Elementary	92.35%	\$250,000	\$1,187,500
James Monroe Elementary	91.32%	\$250,000	\$1,187,500
Luther Burbank Elementary	85.67%	\$250,000	\$1,187,500
Steele Lane Elementary	90.07%	\$300,000	\$1,425,000
Hilliard Comstock Middle	79.41%	\$250,000	\$1,187,500

\* CalPADS : 1.17 LCFF Unduplicated Pupil Count SY23-24

\*\* Annual Award Less 25% for 5th year



## Participating sites will:

- Need to have highest unduplicated counts
- Develop understanding and community buy-in for the Community School Model.
- Identify a site-based community schools champion to coordinate process
- Create a Community School Advisory Council and facilitate input from all stakeholders.
- Complete detailed needs and asset assessment with community stakeholders.
- Develop community partnerships.

## Participating LEAs and County will:

- Develop and support ongoing community partnerships
- Develop tracking system and progress monitoring
- Provide support and structure for needs assessment
- Provide ongoing assistance and guidance from district
- SCOE will provide grant writing support

## Grant Could Provide:

- Integrated Support Services (for students and families)
- Increased Family & Community Engagement
- Strengthened Collaborative Leadership & Practices
- Extended Learning Programs and Opportunities

**Priorities will be driven by the stakeholder input through needs assessment**

# How does transformation benefit SRCS community?

- The Community School Model is a transformational philosophy of public education to improve achievement of our most marginalized students
- Beginning at elementary, we grow the service up, all levels benefit
- Needs and Asset Mapping helps all sites improve services
- Partnerships are key and improving our partnerships with community supports will improve services at all levels
- Community Schools represents an adaptive rather than technical change

# What about Wellness Centers?

- Implementation of Wellness Centers at High Schools)
- Need to be designed in order to safely function.
  - Create structure and program for wellness centers
- Wellness Centers will be primarily funded through the CYBHI Fee Schedule Program starting July '24

# Next Steps

- Select sites to participate
  - Create stakeholder groups
  - Identify site CCSPP leads
  - Conduct needs analysis
  - Develop partnerships
  - Apply for CCSPP Implementation grants
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# Questions?