CCSPP Attachment III- Community School Implementation Plans
2023-24 Marysville Joint Unified School District

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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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

Abraham Lincoln Independent Studies- Principal, David Jones; djones@mjusd.k12.ca.us
530-740-6489 58 72736 5830054

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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment 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

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

Background

The data from Abraham Lincoln Independent Studies indicates significant challenges among students in behavior, academics, and attendance, particularly exacerbated by the aftermath of COVID closures, compounding the ongoing impact of socio-economic factors. These stressors have directly influenced parental and community expectations, wellness, and student performance across academics, attendance, and discipline.

Enrollment numbers surged in 2021-2022 from an enrollment of 150 students in Independent Studies to over 550 students due to the pandemic. Chronic absenteeism or disengagement in education within ABL increased substantially because of the distant nature of independent studies. In 2022-24 we have seen a calming and settling down effect in enrollment and disengaged students. Currently our enrollment stands at 250 students at one time, but over the course of the school year ABL provides educational service to 500 students due to the transient population that we serve. Nearly 72% of the

student population is considered low socio-economic disadvantaged. The reason for enrollment into independent studies stems from personal barriers or circumstances that don't allow them to function at a high level in an in-person setting. Social Emotional and wellness needs have increased by 30% since 2019. The needs of our students and supporting data indicate a need for counseling support for college and career as well as social/emotional supports for our students who struggle with mental health, anxiety, depression, and grief.

Academic data reflects concerning statistics, with 0% proficiency in both ELA and Math. STAR Assessments for ELA and Math show more encouraging results at 23% and 43% proficiency. This is an area of improvement for Abraham Lincoln Independent Studies. The goal is to improve these scores by 5% or more on each assessment.

Understanding and Commitment

Abraham Lincoln is determined to develop its community school model, centering on teaching and learning activities that embrace the history, culture, and experiences of students, families, and the vibrant Yuba County community. Recognizing the diverse cultural backgrounds of its students, the school aims to craft instructional methods focused on supportive, inquiry-based, project-driven, collaborative, interactive, and student-centric learning environments that prioritize experiential learning to forge deeper connections and engagement with the community.

Racially Just, Relationship-Centered Spaces

The vision is to foster a nurturing school climate that supports all students comprehensively, ensuring a safe haven across campus environments, classrooms, and facilities, with a strong emphasis on equity and access for every student. The school staff will be attentive to student and family needs regarding daily attendance and discipline challenges, intending to implement restorative practices rather than punitive disciplinary actions that isolate students from necessary support.

Recognizing the essential shifts in parent education and training, Abraham Lincoln Independent Studies aims to cultivate a developmental mindset, empowering and educating adults to become genuine partners in supporting the school's mission. Transitioning from punitive disciplinary measures to restorative practices aligns with the ethos and goals of the CCSPP Framework, emphasizing a shift toward a more inclusive and supportive educational environment.

Establishing a school that prioritizes racial justice and centers around students requires intentional efforts to foster an environment promoting equity, inclusion, and support for every student, regardless of their racial or ethnic background. Abraham Lincoln aims to structure its community school with a collective commitment to authentic and dynamic shared leadership in various aspects of school governance and operations.

Classroom-Community Connections

Examples of current classroom community connections are our partnerships with Yuba Sutter Arts & Culture who provides *Poetry Out Loud*, a *Visiting Artist Program*, *Scholastic Writing and Art Contests*, and a *Mariachi* program. We have a dual enrollment agreement with Yuba Community College, and

are working with UC Davis who provides *Coding and Robotics* activities which lead to CTE pathways in high school. The Yuba Water Agency worked with MJUSD teachers to create the *Yuba River Watershed Curriculum* for K-12 students, which is currently being piloted. They also host MJUSD 4th graders for *Salmon Expeditions* on the Yuba River where students learn about the Nisenan tribe, the Gold Rush and hydraulic mining, the life cycle of a salmon, and other Yuba River wildlife. *Fish in the Classroom* is another Yuba Water Agency/MJUSD partnership which places young salmon in the classroom until they are ready to be released to local waterways. *Learning Science through Art* and *Water Wizards* are two more Yuba Water Agency educational programs MJUSD students benefit from.

Focus on Continuous Improvement

All stakeholders, including students, families, staff, and community members, will be encouraged to actively participate and contribute their thoughts and ideas to shape the school into a responsive institution. Enhanced community engagement in decision-making processes will address current and ongoing initiatives to enhance school climate, curriculum, and services. Transparent shared decision-making practices will yield measurable outcomes, reflecting a shared responsibility for improved results.

MJUSD schools and their staff receive various forms of support and nurturing. Our current areas of emphasis for enhancement are shaped by the MJUSD Strategic Plan, Literacy Plan, Strategic Arts Plan, and English Learner Master Plan. We have implemented specific academic focus areas and methodologies, including TK-12 literacy, collaboration amongst subject area/grade level, English Language Learner-focused walkthroughs, Professional Learning Communities, data sessions, universal screeners, and common formative assessments.

The Community School's goals and annual progress will be openly communicated to all stakeholders to garner enhanced community support. Collaborating with stakeholders, the school will engage in a continuous cycle of reflection, analysis, and shared learning. The commitment is to ensure that students, families, community members, and school staff feel valued, engaged, and empowered throughout this cycle of continuous improvement, sustained by asset-based, community-driven, and actionable data.

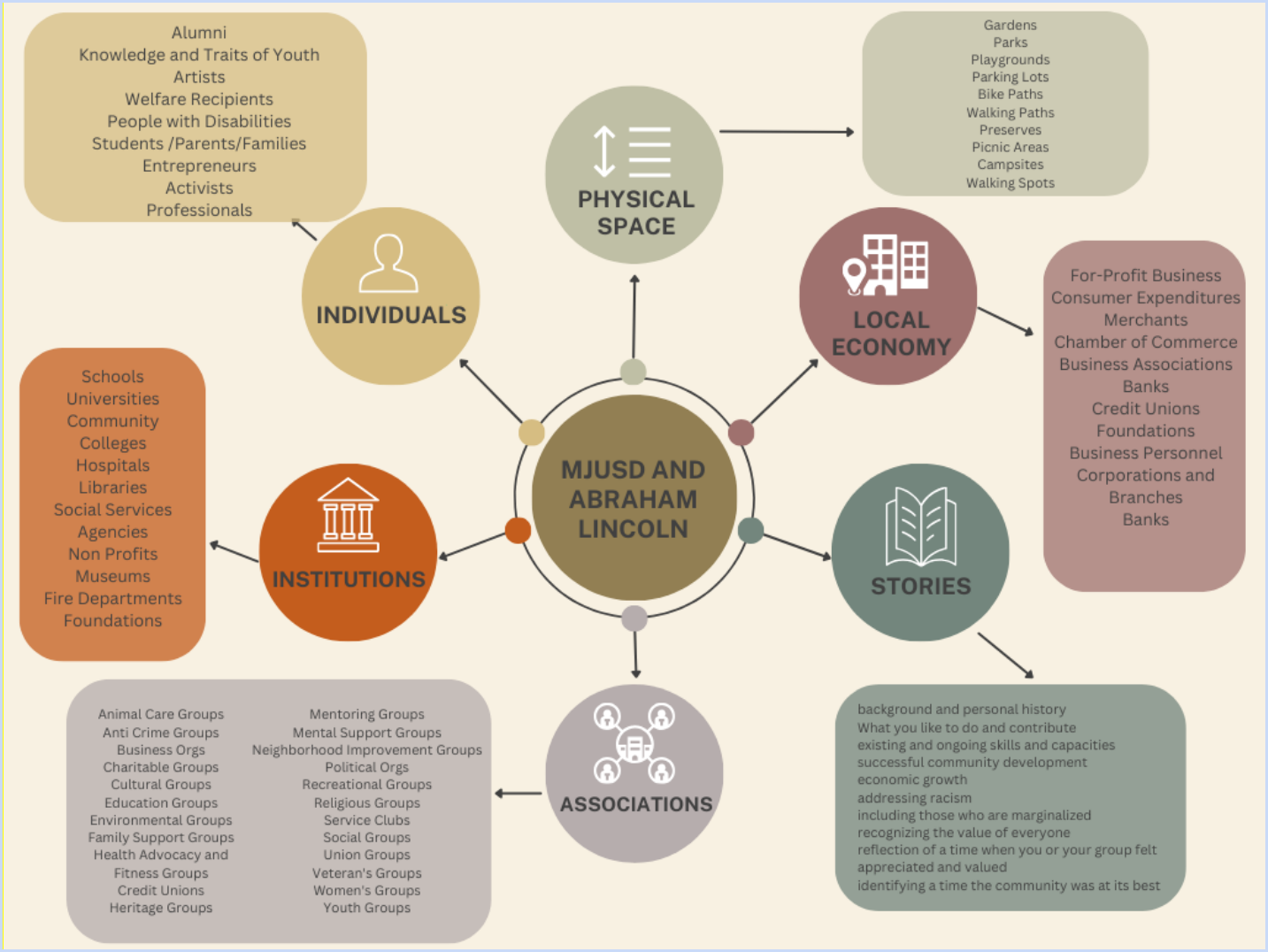
Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

The team acknowledged that each of the needs identified in the gap analysis are already being addressed at some level through various actions implemented at the school site. However, working with the community schools model helps to systematize the practices that are still not universally implemented or address community issues that serve as external factors that negatively influence school performance or the perception of the school in the larger community. Our schools and community have many existing partnerships and resources, and we developed graphics to represent some of the external and internal assets in our community.



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As part of the needs/gap analysis, we conducted an asset mapping process to identify both internal and external factors- employees, partners and resources - that are currently available to the school to support the achievement of the five areas of needs identified above. When conducting the community asset map we completed these four steps:

Defining Boundaries - the comprehensive needs of our students and families were not easily met within the local immediate community as resources from the outlying communities will be needed for support as well. Our school really has no boundaries and serves the greater Marysville community.

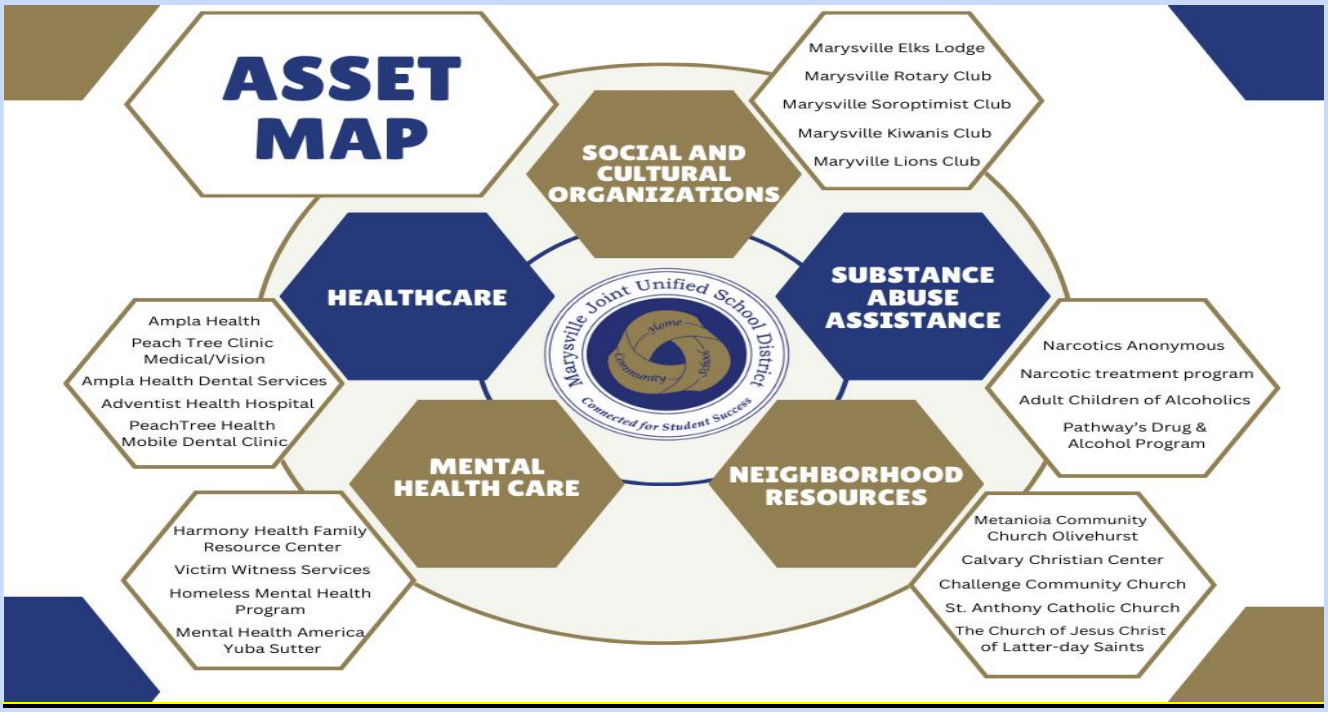
Identifying Key Partners - Student and community health and wellness and economic support was a unifying goal to identify key partners. Key planning partners included individuals from the service industry, local government, the arts, school groups and governing bodies, District leaders, service clubs, and churches.

Determining Assets to Include - There are lots of different types of assets. Obvious ones are those which offer economic resources, health and wellness support, and community-based resources. We wanted to think outside of the box and engage a broader swath of assets. We considered physical assets (buildings), knowledge and skills, political connections, legitimacy in the community, and those which offer access to the public (such as the media and clergy). Additionally, there are also internal assets already put in place for support of the school and the families we serve.

Collecting Assets - Making an inventory of all the groups (associations, organizations, and institutions) in and around the community was exhausting and invigorating all at once. We began by:

- Creating a list of those groups that are known;
- Using other sources of information. These included: internet website searches; Local neighborhood/city directories published for our community residents; lists of neighborhood businesses; published lists of organizations or social service organizations; community resource guides; the local newspaper; bulletin boards/sign; community calendars; recreation facilities; churches or other faith-based organizations; local parks, recreation facilities, and community centers; volunteer, social, or special interest groups; informal local groups; friends and colleagues;
- Continuously updating our list. This is an ongoing process as we continue to refine the ease of use by including the addition of the location, type of services offered, public-private membership, and so on.

Both qualitative and quantitative data collected through the annual parent/community survey and the feedback provided at the stakeholder meetings and the town hall sessions have identified the need to improve the school's lack of student support, resources, and academic achievement.



In order to address the gaps identified through the needs assessment and to build a community school program aligned to the framework, the MJUSD team has engaged with a wide array of key partners in the development and planning of Project LEAP (Leadership, Education, Accountability and Programs) as the foundation for establishing a community schools partnership in the community. The need for establishing a community schools model was first introduced in the Community Task Force meeting held in the Fall of 2022 when a multiple layered series of meetings were held to address the issue of the community perception of our schools in MJUSD. At that meeting it was discussed that the needs in the community and the gaps in the school services require more collaboration and the community partners and their resources would be used to support this improvement work. The collaborative team included key partners from the community and local businesses who met together to establish a vision for the enhancement of the community at large. This conversation has smoothly progressed and evolved into the development and implementation of Project LEAP.

This task force was the impetus for the community schools movement that is happening in our school district, and we are submitting this application to join the ranks of our neighboring schools in the community schools coalition. This new and improved community-based organization has expanded to include parents, students, families and educators. Our efforts will allow our school to shift from a hierarchical decision making structure to a more democratic decision making structure to improve community perceptions and expand community ownership of the school. In the continuous cycle of

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improvement at Marysville High School, it is essential to actively ensure the representation of all groups and the inclusion of students and families from diverse backgrounds. This inclusivity should extend to the input and guidance of school administration, teachers, and support staff at all levels, encompassing not just on-site personnel but also District support staff like technology specialists, bus drivers, and cafeteria staff.

With the establishment of the community schools model, this group will be invaluable in setting the pace of the actions that support coordination between the school and community agencies to continue to have a positive impact on families and students.

Part B: 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**
Counseling Center: Ensure equity and access for all students to be supported and guided for College and Career preparation.	• Graduation rate • Career transition plans
Professional development based on student needs.	• Increase staff P.D. participation • Increase student attendance rate • Increase student GPA & test scores
Support services for social emotional well being for all students.	• Increase student supports • Increase graduation rate by 5%

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.

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Site Level Goals and Measures of Progress

Goal	Action Steps
Develop and implement collaborative leadership and decision making for Project LEAP.	**Project LEAP Site Responsibilities:** • Create a site level *LeapTask Force* to work collaboratively with MJUSD Community Safety Task Force. ○ Task force personnel will/may include the Principal, CCSPP Site Coordinator, Counselor(s), Teacher(s), Classified Staff, Community Partners, Students and Parent/Guardians. ○ Leadership will work to build relationships on and off campus to identify potential members of the Task Force being mindful of historically underrepresented and excluded students and family groups in our school community. ● Clarify school (LEAP) staff roles and responsibilities. ● Appoint/authorize key staff to implement LEAP Implementation plan activities. ● Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. ● Expand adult/parent education activities. ● Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power. **Project LEAP District Team Responsibilities** • Clarify district (LEAP) staff roles and responsibilities. • Appoint/authorize key staff to implement LEAP Implementation plan activities. • Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. • Formalize training and workshops for families to address student and family needs, access to resources and identify programs of support. • Develop a Data Management System to support data-driven decision making and accountability. • Implement collaborative continuous improvement model (e.g., Plan, Do, Study, Act) to target student/family needs • Expand adult/parent education activities. • Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power.
Develop and update leadership structures.	● Identify existing shared governance structures in the school and create a plan to flatten structure. ● Identify appropriate governance structures that could be moved to a more collaborative and shared model.

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

The overarching plan for Project LEAP is to institute a collaborative leadership and decision-making process. This comprehensive strategy involves several pivotal steps. First, it includes forming a site-level Leap Task Force, which will collaborate closely with the MJUSD Community Safety Task Force. Another essential aspect is the clarification of roles and responsibilities for district and school (LEAP) staff members. Additionally, key staff will be appointed or authorized to carry out the activities outlined in the LEAP Implementation plan. The initiative also emphasizes the need to organize formal training sessions and workshops tailored for families, aiming to address student and family needs, enhance resource accessibility, and pinpoint support programs.

To create a more democratic process in site-level decision making we plan to include representation from school staff, students, family and community members who will meet together regularly to discuss identified needs and supports and together develop ways to address these. Recruiting for this group will focus on including historically excluded student, family and community groups to ensure diverse representation reflective of the school community. Our goal is to value all voices in our school community and ensure that communication gaps are bridged by utilizing the District's interpreter services.

To ensure effective collaboration and progress tracking, quarterly Task Force meetings are scheduled. During these meetings, emphasis is placed on dedicated actions, data analysis, and informed decision-making. The LEAP Task Force is responsible for establishing measurable outcomes and timelines, publishing quarterly LEAP report cards within the school community, and setting up a robust data system while sharing information with the Task Force.

Furthermore, the plan emphasizes the collection and reporting of high-quality, multi-faceted data points to LEAP leaders, the Task Force, and the broader school community. It systematically presents evidence of data analysis and reports to highlight strengths and address identified needs. Moreover, specific actions, goals, and success indicators are identified to focus on particular areas of importance.

Through these strategies, the Project LEAP aims to achieve measurable progress in four key impact areas: transformed schools, engaged and empowered students and families, confident and well-prepared students, and an enhanced community capacity for collaborative problem-solving. Additionally, it identifies strategies for improving parent engagement, offering courses for pregnant teens and teen parents, and providing job training and career opportunities. These training and workshop needs will be identified and scheduled through the Adult/Parent Education program as part of this comprehensive plan.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure coherence and alignment between Project LEAP, SPSA, District LCAP and Strategic Plan.	• Formalize processes and timelines to consistently review, align, and maximize coordinated and efficient systems of services. ○ Project LEAP and the School SPSA become a single document. ● Bi-anually review LEAP budget and actions for improvement or modification. ○ District school leaders coordinate regular review/success of LEAP/LCAP/SPSA activities and impact. ● Elicit ongoing feedback of LEAP services, timeliness, and overall impact. ○ Focus groups and survey responses ● Align documents and activities to the MJUSD Strategic Plan which is aligned to the pillars in the community schools framework.
Communication and coherence for school/advisory committees.	● Add CCSPP information item to Site Council, English Language Advisory Group, and other advisory group/council meeting agendas. ● Facilitate collaborative opportunities among the mentioned groups for projects and objectives that align with the shared goal of supporting students and families within our school community.

Strategy 5: Staffing and Sustainability

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
Recruit and hire high quality LEAP Program Staff.	• Collaboratively develop LEAP Coordinator job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Collaboratively develop LEAP Data Manager job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Fly & recruit for new positions. • Interview/select new staff.. ○ New positions filled with high quality staff. • Identify/train new staff.
Develop and implement LEAP Sustainability Plan.	● LEAP Implementation Plans initiated/directed by LEAP Program staff and Community Partners. ○ LEAP implementation begins. • Identify and develop new community partnerships (assets). • Design role-specific professional learning/training for staff, students, and community. • Develop system/school infrastructure to support long-term sustainability. • Implement accountability structures to facilitate capacity building for impact. • Identify and implement cost-cutting strategy. • Develop formal sustainability plan.
Develop support structures that will ensure program sustainability beyond grant term.	• Implement support structures, services and shared governance model that can be in place whether there is grant staff and funding or not. • Formal partnerships and MOUs. • County office partnerships and services available to schools to support students.

Key Staff/Personnel

DISTRICT STAFF	
Director of Wellness	Existing Position added 2022-23. The Director of Wellness serves as the District lead in coordinating and managing Project LEAP across our 11 CCSPP Grant Sites.
Director of Community Partnerships	Existing Position added 2022-23. The Director of Community Partnerships serves as the District's lead in

	identifying new community assets or partnerships to support Project LEAP.
Director of Student Services	Existing Position. The Director of Student Services serves as the District's lead to ensure coordination and implementation of LEAP services for students under the umbrella of Special Education.
Director of Student Programs/Welfare and Attendance	Existing Position. The Director of Student Programs serves as the District's lead in developing and coordinating the District's MTSS services.
School-Site Staff	
Site Principal	The site principal serves as Abraham Lincoln's chief administrator overseeing Project LEAP at the school site.
Site Coordinator	Classified *New* Position - CCSPP LEAP Grant Funded. The Coordinator of Project LEAP's sole responsibility is to coordinate, manage, support, monitor, and evaluate Project LEAP services and impact at Abraham Lincoln.
Data Management and Communications Position(s) shared among CCSPP school sites.	Classified *New* Positions - CCSPP LEAP Grant Funded). The Data Management and Communications staff serve as the ABL lead in collecting, analyzing, and sharing impact data (both cause and effect) with LEAP program leaders. This data includes the number of students/families who were identified and received services, service impact (qualitative and quantitative measures), time accounting, perception data, academic and engagement data. A communications position may potentially be developed as MJUSD is planning to implement the community schools model across most schools in the district.
School Counselors	Existing Positions. School counselors serve as indirect and direct Project LEAP support providers, student, family and teacher liaisons, and student advocates.

Outreach Consultants	Existing Positions. ORCs serve as the often-time first/single point of contact with families through home visits and direct communications.

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

Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with the guidelines of the Community School Framework. The core tenets of the Strategic Plan includes values in Student Centered, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The district's LCAP and our School Plan are aligned to the Strategic Plan goals and actions to be transparent in the review and analysis of needs of students and to address the ongoing gaps in services.

We are designing our community school to develop a shared commitment to authentic and dynamic shared leadership in aspects of school governance and operations. All school interest holders including students, families, staff, and community members will be invited to participate and share their thoughts and ideas to make the school a responsive institution. Improved community engagement in decision making will address current and ongoing actions to improve school climate, curriculum, and services. Shared decision-making practices will be transparent and result in measurable outcomes based on shared responsibility for improved results.

Our Community School's goals and annual progress will be shared with all stakeholders to create improved community support. Our existing implementation plan has identified the tasks for the next five years which we believe will be able to be braided into existing roles, funding sources and community supports. Our community schools team at the district level will continue to develop new community partnerships, grant applications, and sustainability plans so that the work the CCSPP funds started can continue. The actions in the plan are in addition to what the school and the district has already implemented and funded, and the supports, and shared governance structure is sustainable indicating that the commitment of the community partners is sustainable even after the grant is completed in June 2029.

Strategy 6: 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 school-community partnerships to support students' academic, behavioral and social/emotional & wellness needs.	• Identify new and ongoing partners to support the needs identified at the Task Force meetings.
	• Clarify partner/agency deliverables, including integrated services, capacity, calendar of services.
	  ○ MOUs detailing new or ongoing service providers.
	• Create a referral system for student/family identification and service delivery.
	  ○ Referral system developed and shared with school personnel.
	  ○ Increased number of students/families identified for agency services.
	  ○ Quarterly reports detailing increased # of students/families served, nature of service, and evaluation or assessment of outcome(s).
	• Formalize and administer impact surveys (e.g., school climate).
	  ○ Increased number/percent of students/families reporting improved wellness and sense of belonging.
	  ○ Increased positive school climate.

Maintain connectedness with community partners.	● Hold quarterly meetings for school-site Project LEAP team. ● Community partners attend meetings for District advisory team. ● Publication of CCSPP updates from Data Management & Communications office.

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:

Over the course of the asset planning process, more than 30 individuals were involved in the asset mapping process along with members of the community who have been deeply engaged in programs that have coordinated impact on school and families. Local service clubs such as Rotary, Kiwanis, Lions and Soroptomist, are partners in addition to SoYouCan Foundation and SAYLove Foundation, both community service organizations serving those in need. Additionally, a MJUSD Community Safety Task Force was formed back in September 2022 to address the community needs and to bring together

key players in Marysville to identify and provide resources available. MJUSD is an active member in this task force and includes members from Yuba Water Agency, Yuba County Development office, Yuba County Supervisors, Sheriff's Office, Olivehurst Public Works Department, Beale AFB, Rideout Adventist Health, Peach Tree Medical Group, Yuba County Office of Education, and Yuba Health and Public Services and Juvenile Court Services. This group continues to meet quarterly to address community needs and is instrumental in forming the collaborative leadership team to implement the core tenets of the Community Schools framework.

The asset map was drafted internally and went through several iterations. Understanding that asset mapping is a dynamic/systematic process of cataloging key services, benefits, and resource within the community, such as individuals' skill sets, organizational resources, physical space, institutions, associations, stories, and elements of the local economy, and that it provides information about the strengths and resources of a community was essential for our collective success. This process was completed by analyzing both the internal and external assets available to each of the twenty-four (24) schools within MJUSD. Our reasons for this were three-fold: the student/family mobility movement between and among our schools, maximizing assets for a broader collection of needs currently unmet in our school communities, and the request of many community assets to serve the broader community.

Our school is part of the community task force meetings being held with community partners to address how to improve the community perception of the school and its impact. Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with key elements found in the Community School Framework. The core values of the Strategic Plan include focus on Student Centered Teaching, Learning, and Supports, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The community task force, our district LEAP advisory committee and our school coalition will continue to build partnerships to meet needs based on the data collected throughout our continuous cycle of improvement.

To guide our work, continuous feedback is essential and we as an organization need to continue to implement vehicles for feedback that are representative of all subgroups, cultures and socioeconomic statuses of our school community. As a part of MJUSD, we will continue to participate in engaging and soliciting feedback from underrepresented groups and historically marginalized students and families through forums and events that are geared toward groups such as our Hmong, Native American, and Hispanic families and through more traditional groups such as our English Language Advisory Committee and Attendance Task Force. Our Attendance Task Force in particular consists of school staff and community partners, family members and students that have had issues with attendance in the past. We will continue to collect data in the form of surveys, forums, and input sessions to engage our educational partners.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to

administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps

Impactful role-specific professional learning is provided to the community and staff.	• Role-specific employee groups are identified.
	• Needs assessments around key learning strategies, targeted actions, and leadership are administered and analyzed for next steps.
	• Professional learning goals/plans for role-specific groups are identified.
	  ○ Individuals receive role specific PD tailored to individual needs (e.g., SEL, restorative practices, student centered instruction).
	  ○ Individuals develop capacity to implement system-wide or individual strategies.
	• Professional learning calendar is developed and implemented.
	  ○ Collective and individual efficacy develop.
	• Job-embedded support (e.g., coaching) is provided to professional learning participants, including students and families.
	  ○ System and individual student or family indicators demonstrate progress – (1) transformed schools (e.g., whole child practices and supports); (2) engaged, healthy and empowered students and families (e.g., avenues for shared decision making; needs met); (3) confident and well prepared students (e.g., mastery of 21st/Graduate Profile sills, self-advocacy, high graduation rates and college and career readiness; higher attendance and positive discipline; decrease in chronic absenteeism); (4) local capacity for improved collaborative problem-solving (e.g., community capacity to organize and take action; increased collective efficacy).

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Our Needs Assessment and Gap Analysis which informed our implementation plan also considered our current professional learning plans for teachers, administrators, and support staff, as we see professional learning as key to the success of our CCSPP program. Marysville Joint Unified School District provides professional development to staff in five focus areas: Academics/Student Achievement, Behavioral Supports; Special Education, English Learners, and School Climate/Health & Safety. Additionally, Marysville Joint Unified School District purchased a District wide Social Emotional Learning Curriculum for full implementation in 2023-24, an extensive implementation plan led by the Director of Wellness. Professional Development is currently offered before the start of school, during school, as well as at the end of the school year. In addition, Marysville Joint Unified School District is in contract with several agencies to provide wellness support. Most recently, the district is working closely with the Yuba Health and Public Service department to open Wellness centers at various campuses, which are fund dependent and therefore not easy to set up quickly.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

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Site Level Goals and Measures of Progress

Goals	Action Steps
Educators implement community-based learning to successfully engage students and families.	• Investigate and answer: How can we promote knowledge of/in the local school community as a rich resource for student learning? ○ As a result teachers become aware of students' lived experiences (e.g., student and family interviews and focus groups). • Determine the relationship between teachers' knowledge of their students' lived experiences and instructional planning. ○ As a result teachers utilize knowledge of students' lived experiences in the design and implementation of community project curricular units (e.g., planning meetings, rosters, developed units, classroom observations). • Identify and evaluate how teachers' use of community knowledge/resources affects their instruction. • Based on key findings, design responsive professional development (e.g., asset based instruction vs. deficit based). • Plan/design community project curricular units with/for teachers. ○ Resulting in documents (e.g., ancillary lessons, learning activities, curriculum). ○ Evidenced by increased student and family engagement (e.g., academic achievement, attendance, parental involvement, school climate, positive discipline).
Culturally relevant learning	● Engage community partners from various historical and cultural backgrounds in the classroom. ● Work with local historians to develop learning series' focused on local history and culture. ● Culturally relevant speakers, activities, and events.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the

celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
School develops high-level capacity to problem-solve and effect positive change.	• Formalize Task Force, including participation from agency partners, students, and families. • Task Force regularly collaboratively assesses school/community needs. • Task Force develops LEAP goals and actions. • Task Force monitors progress and reports to the school community.	• Formalization/Task Force Roster. • Calendared Task Force meetings. • Data/Impact Reports. • Meeting minutes/actions. • Quarterly Community LEAP Progress Report published.
Develop metrics to gauge program success and guide our work.	• Consult Needs/Gap Analysis and Student Performance and Climate Data for baseline and progress updates. • Committee identifies measurable outcomes for each action.	• Data collected by CCSPP Site Coordinator. • Quarterly Community LEAP Progress Report Published. • Ability to make program decisions based on data collected.

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.

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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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

Arboga Elementary School- Principal, Joe Seiler jseiler@mjusd.com 530-741-6101

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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment 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

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

Background

The data from Arboga Elementary School indicates significant challenges among students on the California Dashboard in the following categories: Chronic Absenteeism, Suspension Rate, English Learner Progress, English Language Arts, and Mathematics. behavior, academics, and attendance were particularly exacerbated by the aftermath of COVID-19 closures, compounding the ongoing impact of socio-economic factors. These stressors have directly influenced parental and community expectations, wellness, and student performance across academics, attendance, and discipline.

Chronic absenteeism has surged to 24.8% in the 2023-24 school year, notably among Students with Disabilities and students of Two or More Races. Concurrently, there's been a slight uptick in reported incidents, with multiple occurrences of students being removed from class due to various issues like vaping, drugs, fighting, and disruptive behavior in the last academic year. This rise prompts the urgent need for increased student support and teacher training. Additionally, while there's been a slight increase in the suspension rate of .6% in the 2023-24 school year. The increased suspension date

signals a critical necessity for enhanced mental health and behavioral support for these students and their families.

Academic data reflects concerning statistics, as our STAR Reading and Math indicate that over 35% of our students are in need of intervention. Our CAASPP data indicates that our English Learner Progress declined by 19% and only 35% are making progress. The CAASPP data from 2023 also indicates that our English Language Arts scores declined by 12.2 points and 43.8 are below standard. In Mathematics, our CAASPP data indicates our students declined by 7.9 points and are 51.5 points below standard.

Understanding and Commitment

Arboga Elementary School is determined to develop its community school model, centering on teaching and learning activities that embrace the history, culture, and experiences of students, families, and the vibrant Yuba County community. Recognizing the diverse cultural backgrounds of our students, our school aims to craft instructional interventions focused on supportive, inquiry-based, project-driven, collaborative, interactive, and student-centric learning environments that prioritize experiential learning to build deeper connections and engagement with the community.

Racially Just, Relationship-Centered Spaces

The vision is to foster a nurturing school climate and positive relationships that supports all students comprehensively, ensuring a safe haven across campus environments, classrooms, and facilities, with a strong emphasis on equity and access for every student. The school staff will be attentive to student and family needs regarding daily attendance and discipline challenges, intending to implement restorative practices rather than punitive disciplinary actions that isolate students from necessary support.

Recognizing the essential shifts in parent education and training, Arboga Elementary School aims to cultivate a developmental mindset, empowering and educating adults to become genuine partners in supporting the school's mission. Transitioning from punitive disciplinary measures to restorative practices aligns with the ethos and goals of the CCSPP Framework, emphasizing a shift toward a more inclusive and supportive educational environment.

Establishing a school that prioritizes racial justice and centers around students requires intentional efforts to foster an environment promoting equity, inclusion, and support for every student, regardless of their racial or ethnic background. Arboga Elementary School aims to structure its community school with a collective commitment to authentic and dynamic shared leadership in various aspects of school governance and operations.

Classroom-Community Connections

Examples of current classroom community connections are our partnerships with Yuba Sutter Arts & Culture who provides *Poetry Out Loud*, a *Visiting Artist Program*, *Scholastic Writing and Art Contests*, and a *Mariachi* program. The Yuba Water Agency worked with MJUSD teachers to create the *Yuba River Watershed Curriculum* for K-12 students. They also host our 4th graders for *Salmon Expeditions*

on the Yuba River where students learn about the Nisenan tribe, the Gold Rush and hydraulic mining, the life cycle of a salmon, and other Yuba River wildlife. *Fish in the Classroom* is another Yuba Water Agency/MJUSD partnership which places young salmon in the classroom until they are ready to be released to local waterways. *Learning Science through Art* and *Water Wizards* are two more Yuba Water Agency educational programs MJUSD students benefit from.

Focus on Continuous Improvement

All stakeholders, including students, families, staff, and community members, will be encouraged to actively participate and contribute their thoughts and ideas to shape the school into a responsive institution. Enhanced community engagement in decision-making processes will address current and ongoing initiatives to enhance school climate, curriculum, and services. Transparent shared decision-making practices will yield measurable outcomes, reflecting a shared responsibility for improved results.

MJUSD schools and their staff receive various forms of support and nurturing. Our current areas of emphasis for enhancement are shaped by the MJUSD Strategic Plan, Literacy Plan, Strategic Arts Plan, and English Learner Master Plan. We have implemented specific academic focus areas and methodologies, including TK-12 literacy, collaboration amongst subject area/grade level, English Language Learner-focused walkthroughs, Professional Learning Communities, data sessions, universal screeners, and common formative assessments.

The Community School's goals and annual progress will be openly communicated to all stakeholders to garner enhanced community support. Collaborating with stakeholders, the school will engage in a continuous cycle of reflection, analysis, and shared learning. The commitment is to ensure that students, families, community members, and school staff feel valued, engaged, and empowered throughout this cycle of continuous improvement, sustained by asset-based, community-driven, and actionable data.

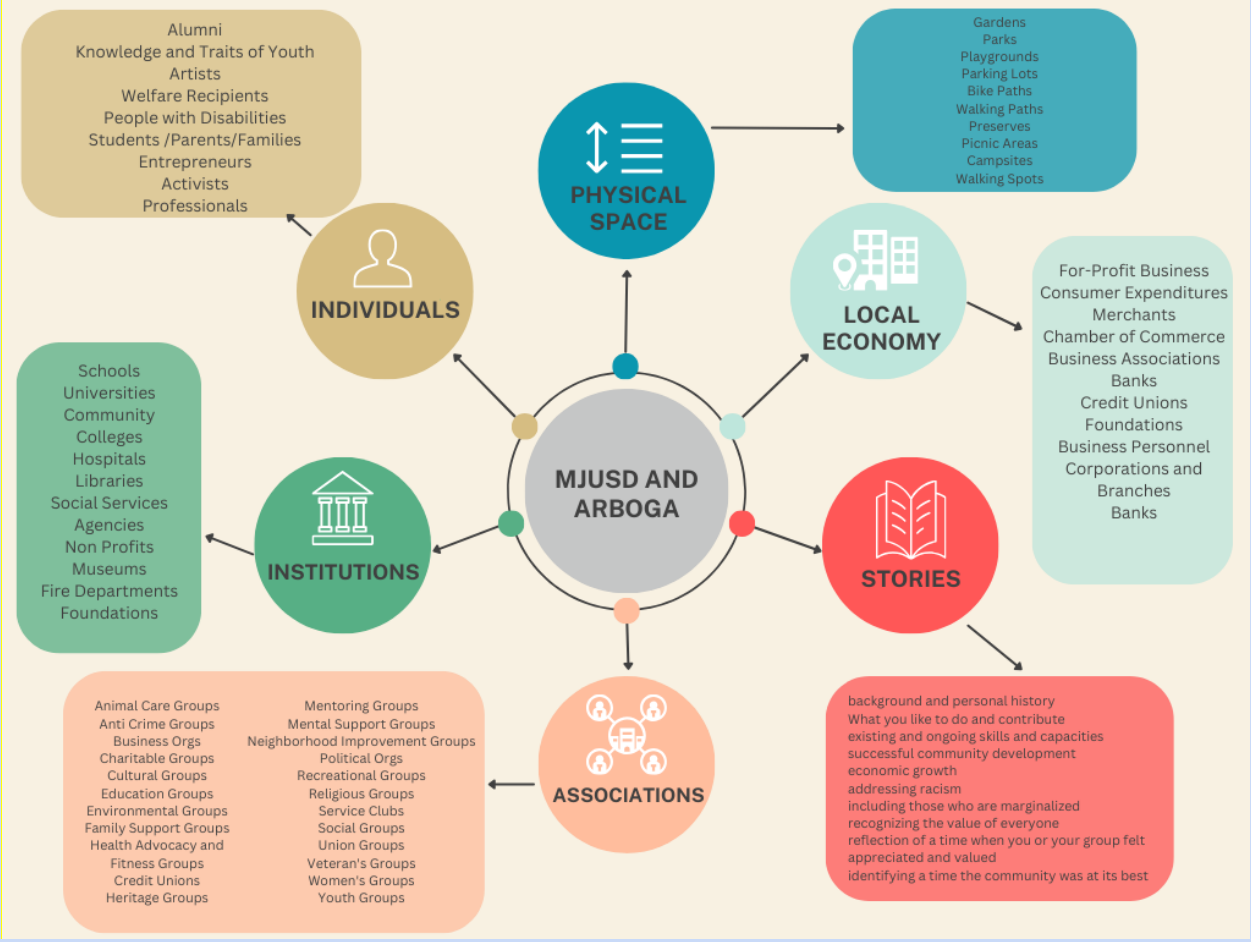
Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

The team acknowledged that each of the needs identified in the gap analysis are already being addressed at some level through various actions implemented at the school site. However, working with the community schools model helps to systematize the practices that are still not universally implemented or address community issues that serve as external factors that negatively influence school performance or the perception of the school in the larger community. Our schools and community have many existing partnerships and resources, and we developed graphics to represent some of the external and internal assets in our community.



As part of the needs/gap analysis, we conducted an asset mapping process to identify both internal and external factors- employees, partners and resources - that are currently available to the school to support the achievement of the five areas of needs identified above. When conducting the community asset map we completed these four steps:

Defining Boundaries - the comprehensive needs of our students and families were not easily met within the local immediate community as resources from the outlying communities will be needed for support as well.

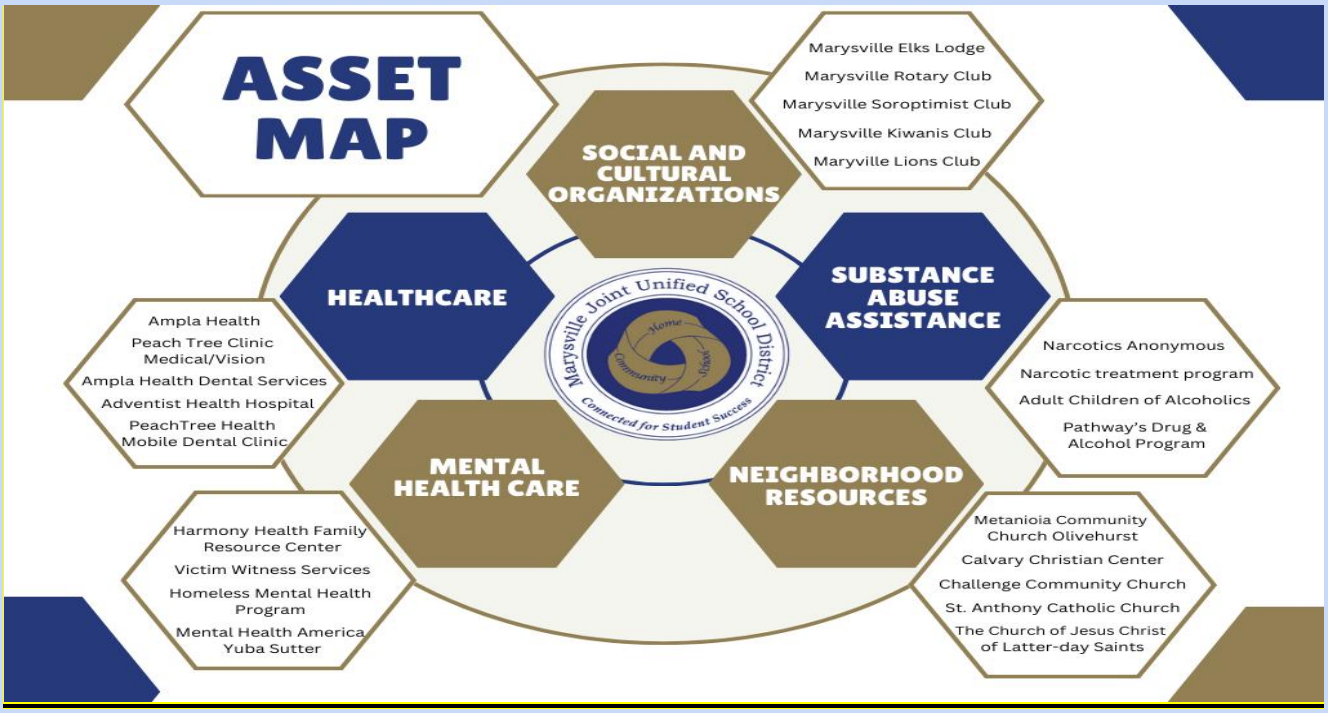
Identifying Key Partners - Student and community health and wellness and economic support was a unifying goal to identify key partners. Key planning partners included individuals from the service industry, local government, the arts, school groups and governing bodies, District leaders, service clubs, and churches.

Determining Assets to Include - There are lots of different types of assets. Obvious ones are those which offer economic resources, health and wellness support, and community-based resources. We wanted to think outside of the box and engage a broader swath of assets. We considered physical assets (buildings), knowledge and skills, political connections, legitimacy in the community, and those which offer access to the public (such as the media and clergy). Additionally, there are also internal assets already put in place for support of the school and the families we serve.

Collecting Assets - Making an inventory of all the groups (associations, organizations, and institutions) in and around the Arboga community was exhausting and invigorating all at once. We began by:

- Creating a list of those groups that are known;
- Using other sources of information. These included: internet website searches; Local neighborhood/city directories published for our community residents; lists of neighborhood businesses; published lists of organizations or social service organizations; community resource guides; the local newspaper; bulletin boards/sign; community calendars; recreation facilities; churches or other faith-based organizations; local parks, recreation facilities, and community centers; volunteer, social, or special interest groups; informal local groups; friends and colleagues;
- Continuously updating our list. This is an ongoing, never ending process as we continue to refine the ease of use by including the addition of the location, type of services offered, public-private membership, and so on.

Both qualitative and quantitative data collected through the annual parent/community survey and the feedback provided at the stakeholder meetings and the town hall sessions have identified the need to improve the school's lack of student support, resources, and academic achievement.



In order to address the gaps identified through the needs assessment and to build a community school program aligned to the framework, the MJUSD team has engaged with a wide array of key partners in the development and planning of Project LEAP (Leadership, Education, Accountability and Programs) as the foundation for establishing a community schools partnership in the community. The need for establishing a community schools model was first introduced in the community task force meeting held in the Fall of 2022 when a multiple layered series of meetings were held to address the issue of the community perception of our schools in MJUSD. At that meeting it was discussed that the needs in the community and the gaps in the school services require more collaboration and the community partners and their resources would be used to support this improvement work. The collaborative team included key partners from the community and local businesses who met together to establish a vision for the enhancement of the community at large. This conversation has smoothly progressed and evolved into the development and implementation of Project LEAP.

This task force was the impetus for the community schools movement that is happening in our school district, and we are submitting this application to join the ranks of our neighboring schools in the community schools coalition. This new and improved community-based organization has expanded to include parents, students, families and educators. Our efforts will allow our school to shift from a hierarchical decision making structure to a more democratic decision making structure to improve community perceptions and expand community ownership of the school. In the continuous cycle of improvement at Arboga Elementary School, it is essential to actively ensure the representation of all groups and the inclusion of students and families from diverse backgrounds. This inclusivity should extend to the input and guidance of school administration, teachers, and support staff at all levels,

encompassing not just on-site personnel but also District support staff like technology specialists, bus drivers, and cafeteria staff.

With the establishment of the community schools model, this group will be invaluable in setting the pace of the actions that support coordination between the school and community agencies to continue to have a positive impact on families and students.

Part B: 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**
Practices that help prevent, reduce, and eliminate discipline.	Reduced suspensions and referrals
Before school academic support	Increased scores and performance on academic assessments
Academic Support throughout the school day.	Increased scores and performance on academic assessments

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
Develop and implement collaborative leadership and decision making for Project LEAP.	**Project LEAP Site Responsibilities:** • Create a site level *LeapTask Force* to work collaboratively with MJUSD Community Safety Task Force. ○ Task force personnel will/may include the Principal, CCSPP Site Coordinator, Counselor(s), Teacher(s), Classified Staff, Community Partners, Students and Parent/Guardians. ○ Leadership will work to build relationships on and off campus to identify potential members of the Task Force being mindful of historically underrepresented and excluded students and family groups in our school community. ● Clarify school (LEAP) staff roles and responsibilities. ● Appoint/authorize key staff to implement LEAP Implementation plan activities. ● Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. ● Expand adult/parent education activities. ● Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power. **Project LEAP District Team Responsibilities** • Clarify district (LEAP) staff roles and responsibilities. • Appoint/authorize key staff to implement LEAP Implementation plan activities. • Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. • Formalize training and workshops for families to address student and family needs, access to resources and identify programs of support. • Develop a Data Management System to support data-driven decision making and accountability. • Implement collaborative continuous improvement model (e.g., Plan, Do, Study, Act) to target student/family needs • Expand adult/parent education activities. • Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power.
Develop and update leadership structures.	● Identify existing shared governance structures in the school and create a plan to flatten structure. ● Identify appropriate governance structures that could be moved to a more collaborative and shared model.

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

The overarching plan for Project LEAP is to institute a collaborative leadership and decision-making process. This comprehensive strategy involves several pivotal steps. First, it includes forming a site-level Leap Task Force, which will collaborate closely with the MJUSD Community Safety Task Force. Another essential aspect is the clarification of roles and responsibilities for district and school (LEAP) staff members. Additionally, key staff will be appointed or authorized to carry out the activities outlined in the LEAP Implementation plan. The initiative also emphasizes the need to organize formal training sessions and workshops tailored for families, aiming to address student and family needs, enhance resource accessibility, and pinpoint support programs.

To create a more democratic process in site-level decision making we plan to include representation from school staff, students, family and community members who will meet together regularly to discuss identified needs and supports and together develop ways to address these. Recruiting for this group will focus on including historically excluded student, family and community groups to ensure diverse representation reflective of the school community. Our goal is to value all voices in our school community and ensure that communication gaps are bridged by utilizing the District's interpreter services.

To ensure effective collaboration and progress tracking, quarterly Task Force meetings are scheduled. During these meetings, emphasis is placed on dedicated actions, data analysis, and informed decision-making. The LEAP Task Force is responsible for establishing measurable outcomes and timelines, publishing quarterly LEAP report cards within the school community, and setting up a robust data system while sharing information with the Task Force.

Furthermore, the plan emphasizes the collection and reporting of high-quality, multi-faceted data points to LEAP leaders, the Task Force, and the broader school community. It systematically presents evidence of data analysis and reports to highlight strengths and address identified needs. Moreover, specific actions, goals, and success indicators are identified to focus on particular areas of importance.

Through these strategies, the Project LEAP aims to achieve measurable progress in four key impact areas: transformed schools, engaged and empowered students and families, confident and well-prepared students, and an enhanced community capacity for collaborative problem-solving. Additionally, it identifies strategies for improving parent engagement, offering courses for pregnant teens and teen parents, and providing job training and career opportunities. These training and workshop needs will be identified and scheduled through the Adult/Parent Education program as part of this comprehensive plan.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources,

avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure coherence and alignment between Project LEAP, SPSA, District LCAP and Strategic Plan.	• Formalize processes and timelines to consistently review, align, and maximize coordinated and efficient systems of services. ○ Project LEAP and the School SPSA become a single document. ● Bi-anually review LEAP budget and actions for improvement or modification. ○ District school leaders coordinate regular review/success of LEAP/LCAP/SPSA activities and impact. ● Elicit ongoing feedback of LEAP services, timeliness, and overall impact. ○ Focus groups and survey responses ● Align documents and activities to the MJUSD Strategic Plan which is aligned to the pillars in the community schools framework.
Communication and coherence for school/advisory committees.	● Add CCSPP information item to Site Council, English Language Advisory Group, and other advisory group/council meeting agendas. ● Facilitate collaborative opportunities among the mentioned groups for projects and objectives that align with the shared goal of supporting students and families within our school community.

Strategy 5: Staffing and Sustainability

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
Recruit and hire high quality LEAP Program Staff.	• Collaboratively develop LEAP Coordinator job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Collaboratively develop LEAP Data Manager job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Fly & recruit for new positions. • Interview/select new staff.. ○ New positions filled with high quality staff. • Identify/train new staff.
Develop and implement LEAP Sustainability Plan.	● LEAP Implementation Plans initiated/directed by LEAP Program staff and Community Partners. ○ LEAP implementation begins. • Identify and develop new community partnerships (assets). • Design role-specific professional learning/training for staff, students, and community. • Develop system/school infrastructure to support long-term sustainability. • Implement accountability structures to facilitate capacity building for impact. • Identify and implement cost-cutting strategy. • Develop formal sustainability plan.
Develop support structures that will ensure program sustainability beyond grant term.	• Implement support structures, services and shared governance model that can be in place whether there is grant staff and funding or not. • Formal partnerships and MOUs. • County office partnerships and services available to schools to support students.

Key Staff/Personnel

DISTRICT STAFF	
Director of Wellness	Existing Position added 2022-23. The Director of Wellness serves as the District lead in coordinating and managing Project LEAP across our 11 CCSPP Grant Sites.
Director of Community Partnerships	Existing Position added 2022-23. The Director of Community Partnerships serves as the District's lead in

	identifying new community assets or partnerships to support Project LEAP.
Director of Student Services	Existing Position. The Director of Student Services serves as the District's lead to ensure coordination and implementation of LEAP services for students under the umbrella of Special Education.
Director of Student Programs/Welfare and Attendance	Existing Position. The Director of Student Programs serves as the District's lead in developing and coordinating the District's MTSS services.
School-Site Staff	
Site Principal	The site principal serves as Arboga's chief administrator overseeing Project LEAP at the school site.
Site Coordinator	Classified *New* Position - CCSPP LEAP Grant Funded. The Coordinator of Project LEAP's sole responsibility is to coordinate, manage, support, monitor, and evaluate Project LEAP services and impact at Arboga Elementary School.
Data Management and Communications Position(s) shared among CCSPP school sites.	Classified *New* Positions - CCSPP LEAP Grant Funded). The Data Arboga lead in collecting, analyzing, and sharing impact data (both cause and effect) with LEAP program leaders. This data includes the number of students/families who were identified and received services, service impact (qualitative and quantitative measures), time accounting, perception data, academic and engagement data. A communications position may potentially be developed as MJUSD is planning to implement the community schools model across most schools in the district.
School Counselors	Existing Positions. School counselors serve as indirect and direct Project LEAP support providers, student, family and teacher liaisons, and student advocates.

Outreach Consultants	Existing Positions. ORCs serve as the often-time first/single point of contact with families through home visits and direct communications.

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

Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with the guidelines of the Community School Framework. The core tenets of the Strategic Plan includes values in Student Centered, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The district's LCAP and our School Plan are aligned to the Strategic Plan goals and actions to be transparent in the review and analysis of needs of students and to address the ongoing gaps in services.

We are designing our community school to develop a shared commitment to authentic and dynamic shared leadership in aspects of school governance and operations. All school interest holders including students, families, staff, and community members will be invited to participate and share their thoughts and ideas to make the school a responsive institution. Improved community engagement in decision making will address current and ongoing actions to improve school climate, curriculum, and services. Shared decision-making practices will be transparent and result in measurable outcomes based on shared responsibility for improved results.

Our Community School's goals and annual progress will be shared with all stakeholders to create improved community support. Our existing implementation plan has identified the tasks for the next five years which we believe will be able to be braided into existing roles, funding sources and community supports. Our community schools team at the district level will continue to develop new community partnerships, grant applications, and sustainability plans so that the work the CCSPP funds started can continue. The actions in the plan are in addition to what the school and the district has already implemented and funded, and the supports, and shared governance structure is sustainable indicating that the commitment of the community partners is sustainable even after the grant is completed in June 2029.

Strategy 6: 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 school-community partnerships to support students' academic, behavioral and social/emotional & wellness needs.	• Identify new and ongoing partners to support the needs identified at the Task Force meetings.
	• Clarify partner/agency deliverables, including integrated services, capacity, calendar of services.
	  ○ MOUs detailing new or ongoing service providers.
	• Create a referral system for student/family identification and service delivery.
	  ○ Referral system developed and shared with school personnel.
	  ○ Increased number of students/families identified for agency services.
	  ○ Quarterly reports detailing increased # of students/families served, nature of service, and evaluation or assessment of outcome(s).
	• Formalize and administer impact surveys (e.g., school climate).
	  ○ Increased number/percent of students/families reporting improved wellness and sense of belonging.
	  ○ Increased positive school climate.

Maintain connectedness with community partners.	● Hold quarterly meetings for school-site Project LEAP team. ● Community partners attend meetings for District advisory team. ● Publication of CCSPP updates from Data Management & Communications office.

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:

Over the course of the asset planning process, more than 30 individuals were involved in the asset mapping process along with members of the community who have been deeply engaged in programs that have coordinated impact on school and families. Local service clubs such as Rotary, Kiwanis, Lions and Soroptomist, are partners in addition to SoYouCan Foundation and SAYLove Foundation, both community service organizations serving those in need. Additionally, a MJUSD Community Safety

Task Force was formed back in September 2022 to address the community needs and to bring together key players in the Arboga community to identify and provide resources available. MJUSD is an active member in this task force and includes members from Yuba Water Agency, Yuba County Development office, Yuba County Supervisors, Sheriff's Office, Olivehurst Public Works Department, Beale AFB, Rideout Adventist Health, Peach Tree Medical Group, Yuba County Office of Education, and Yuba Health and Public Services and Juvenile Court Services. This group continues to meet quarterly to address community needs and is instrumental in forming the collaborative leadership team to implement the core tenets of the Community Schools framework.

The asset map was drafted internally and went through several iterations. Understanding that asset mapping is a dynamic/systematic process of cataloging key services, benefits, and resource within the community, such as individuals' skill sets, organizational resources, physical space, institutions, associations, stories, and elements of the local economy, and that it provides information about the strengths and resources of a community was essential for our collective success. This process was completed by analyzing both the internal and external assets available to each of the twenty-four (24) schools within MJUSD. Our reasons for this were three-fold: the student/family mobility movement between and among our schools, maximizing assets for a broader collection of needs currently unmet in our school communities, and the request of many community assets to serve the broader community.

Our school is part of the community task force meetings being held with community partners to address how to improve the community perception of the school and its impact. Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with key elements found in the Community School Framework. The core values of the Strategic Plan include focus on Student Centered Teaching, Learning, and Supports, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The community task force, our district LEAP advisory committee and our school coalition will continue to build partnerships to meet needs based on the data collected throughout our continuous cycle of improvement.

To guide our work, continuous feedback is essential and we as an organization need to continue to implement vehicles for feedback that are representative of all subgroups, cultures and socioeconomic statuses of our school community. As a part of MJUSD, we will continue to participate in engaging and soliciting feedback from underrepresented groups and historically marginalized students and families through forums and events that are geared toward groups such as our Hmong, Native American, and Hispanic families and through more traditional groups such as our English Language Advisory Committee and Attendance Task Force. Our Attendance Task Force in particular consists of school staff and community partners, family members and students that have had issues with attendance in the past. We will continue to collect data in the form of surveys, forums, and input sessions to engage our educational partners.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the

community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps

Impactful role-specific professional learning is provided to the community and staff.	• Role-specific employee groups are identified.
	• Needs assessments around key learning strategies, targeted actions, and leadership are administered and analyzed for next steps.
	• Professional learning goals/plans for role-specific groups are identified.
	  ○ Individual receive role specific PD tailored to individual needs (e.g., SEL, restorative practices, student centered instruction).
	  ○ Individuals develop capacity to implement system-wide or individual strategies.
	• Professional learning calendar is developed and implemented.
	  ○ Collective and individual efficacy develop.
	• Job-embedded support (e.g., coaching) is provided to professional learning participants, including students and families.
	  ○ System and individual student or family indicators demonstrate progress – (1) transformed schools (e.g., whole child practices and supports); (2) engaged, healthy and empowered students and families (e.g., avenues for shared decision making; needs met); (3) confident and well prepared students (e.g., mastery of 21st/Graduate Profile sills, self-advocacy, high graduation rates and college and career readiness; higher attendance and positive discipline; decrease in chronic absenteeism); (4) local capacity for improved collaborative problem-solving (e.g., community capacity to organize and take action; increased collective efficacy).

Our Needs Assessment and Gap Analysis which informed our implementation plan also considered our current professional learning plans for teachers, administrators, and support staff, as we see professional learning as key to the success of our CCSPP program. Marysville Joint Unified School District provides professional development to staff in five focus areas: Academics/Student Achievement, Behavioral Supports; Special Education, English Learners, and School Climate/Health & Safety. Additionally, Marysville Joint Unified School District purchased a District wide Social Emotional Learning Curriculum for full implementation in 2023-24, an extensive implementation plan led by the Director of Wellness. Professional Development is currently offered before the start of school, during school, as well as at the end of the school year. In addition, Marysville Joint Unified School District is in contract with several agencies to provide wellness support. Most recently, the district is working closely with the Yuba Health and Public Service department to open Wellness centers at various campuses, which are fund dependent and therefore not easy to set up quickly.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Educators implement community-based learning to successfully engage students and families.	• Investigate and answer: How can we promote knowledge of/in the local school community as a rich resource for student learning? ○ As a result teachers become aware of students' lived experiences (e.g., student and family interviews and focus groups). • Determine the relationship between teachers' knowledge of their students' lived experiences and instructional planning. ○ As a result teachers utilize knowledge of students' lived experiences in the design and implementation of community project curricular units (e.g., planning meetings, rosters, developed units, classroom observations). • Identify and evaluate how teachers' use of community knowledge/resources affects their instruction. • Based on key findings, design responsive professional development (e.g., asset based instruction vs. deficit based). • Plan/design community project curricular units with/for teachers. ○ Resulting in documents (e.g., ancillary lessons, learning activities, curriculum). ○ Evidenced by increased student and family engagement (e.g., academic achievement, attendance, parental involvement, school climate, positive discipline).
Culturally relevant learning	● Engage community partners from various historical and cultural backgrounds in the classroom. ● Work with local historians to develop learning series' focused on local history and culture. ● Culturally relevant speakers, activities, and events.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the

celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
School develops high-level capacity to problem-solve and effect positive change.	• Formalize Task Force, including participation from agency partners, students, and families. • Task Force regularly collaboratively assesses school/community needs. • Task Force develops LEAP goals and actions. • Task Force monitors progress and reports to the school community.	• Formalization/Task Force Roster. • Calendared Task Force meetings. • Data/Impact Reports. • Meeting minutes/actions. • Quarterly Community LEAP Progress Report published.
Develop metrics to gauge program success and guide our work.	• Consult Needs/Gap Analysis and Student Performance and Climate Data for baseline and progress updates. • Committee identifies measurable outcomes for each action.	• Data collected by CCSPP Site Coordinator. • Quarterly Community LEAP Progress Report Published. • Ability to make program decisions based on data collected.

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.

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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

Browns Valley Elementary School- Principal, Melissa White mwhite@mjusd.k12.ca.us 530-741-6107

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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment 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

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

Background

The data from Browns Valley Elementary School indicates significant challenges among students in behavior, academics, and attendance, particularly exacerbated by the aftermath of COVID closures, compounding the ongoing impact of socio-economic factors. These stressors have directly influenced parental and community expectations, wellness, and student performance across academics, attendance, and discipline.

Chronic absenteeism jumped from 10% in 2021-2022 to 22% in 2022-2023 and is currently 5% in 2023-2024 school year. Concurrently, there's been a decline in suspensions, with 1 student being suspended in 2021-2022, 0 suspensions in 2022-2023, and 0 suspensions in our current academic year. Although we are pleased with this decline, we have still noticed the need for enhanced mental health and behavioral support for these students and their families.

Academic data shows 70% of students are reading at grade-level and 61% are performing at grade-level in math. In internal assessments, proficiency stood at 70% in ELA and 75% in math. From the 2021-22 school year to the 2022-23 school year our ELA increased by 3%, and mathematics increased by 6%. Parental educational reports revealed that 4% lacked a high school diploma, and 24% either declined to disclose or were unsure about their education levels.

Understanding and Commitment

Browns Valley Elementary School is determined to develop its community school model, centering on teaching and learning activities that embrace the history, culture, and experiences of students, families, and the vibrant Yuba County community. Recognizing the diverse cultural backgrounds of its students, the school aims to craft instructional methods focused on supportive, inquiry-based, project-driven, collaborative, interactive, and student-centric learning environments that prioritize experiential learning to forge deeper connections and engagement with the community.

Racially Just, Relationship-Centered Spaces

The vision is to foster a nurturing school climate that supports all students comprehensively, ensuring a safe haven across campus environments, classrooms, and facilities, with a strong emphasis on equity and access for every student. The school staff will be attentive to student and family needs regarding daily attendance and discipline challenges, intending to implement restorative practices rather than punitive disciplinary actions that isolate students from necessary support.

Recognizing the essential shifts in parent education and training, Browns Valley Elementary School aims to cultivate a developmental mindset, empowering and educating adults to become genuine partners in supporting the school's mission. Transitioning from punitive disciplinary measures to restorative practices aligns with the ethos and goals of the CCSPP Framework, emphasizing a shift toward a more inclusive and supportive educational environment.

Establishing a school that prioritizes racial justice and centers around students requires intentional efforts to foster an environment promoting equity, inclusion, and support for every student, regardless of their racial or ethnic background. Browns Valley Elementary School aims to structure its community school with a collective commitment to authentic and dynamic shared leadership in various aspects of school governance and operations.

Classroom-Community Connections

Examples of current classroom community connections are our partnerships with Yuba Sutter Arts & Culture who provides *Poetry Out Loud*, a *Visiting Artist Program*, *Scholastic Writing and Art Contests*, and a *Mariachi* program. We have a dual enrollment agreement with Yuba Community College, and are working with UC Davis who provides *Coding and Robotics* activities which lead to CTE pathways in high school. The Yuba Water Agency worked with MJUSD teachers to create the *Yuba River Watershed Curriculum* for K-12 students, which is currently being piloted. They also host MJUSD 4th graders for *Salmon Expeditions* on the Yuba River where students learn about the Nisenan tribe, the Gold Rush and hydraulic mining, the life cycle of a salmon, and other Yuba River wildlife. *Fish in the Classroom* is another Yuba Water Agency/MJUSD partnership which places young salmon in the

classroom until they are ready to be released to local waterways. *Learning Science through Art* and *Water Wizards* are two more Yuba Water Agency educational programs MJUSD students benefit from.

Focus on Continuous Improvement

All stakeholders, including students, families, staff, and community members, will be encouraged to actively participate and contribute their thoughts and ideas to shape the school into a responsive institution. Enhanced community engagement in decision-making processes will address current and ongoing initiatives to enhance school climate, curriculum, and services. Transparent shared decision-making practices will yield measurable outcomes, reflecting a shared responsibility for improved results.

MJUSD schools and their staff receive various forms of support and nurturing. Our current areas of emphasis for enhancement are shaped by the MJUSD Strategic Plan, Literacy Plan, Strategic Arts Plan, and English Learner Master Plan. We have implemented specific academic focus areas and methodologies, including TK-12 literacy, collaboration amongst subject area/grade level, English Language Learner-focused walkthroughs, Professional Learning Communities, data sessions, universal screeners, and common formative assessments.

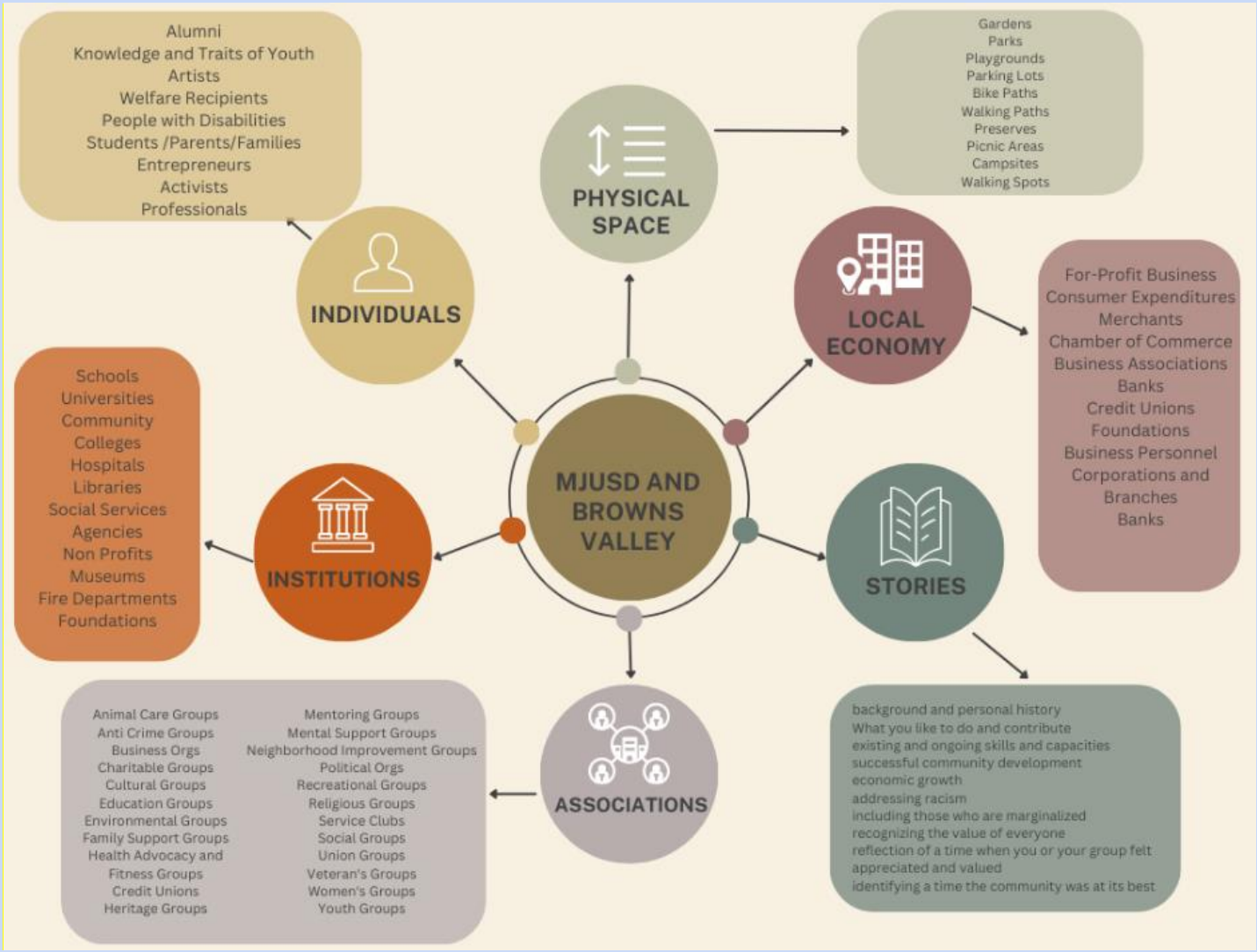
The Community School's goals and annual progress will be openly communicated to all stakeholders to garner enhanced community support. Collaborating with stakeholders, the school will engage in a continuous cycle of reflection, analysis, and shared learning. The commitment is to ensure that students, families, community members, and school staff feel valued, engaged, and empowered throughout this cycle of continuous improvement, sustained by asset-based, community-driven, and actionable data.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

The team acknowledged that each of the needs identified in the gap analysis are already being addressed at some level through various actions implemented at the school site. However, working with the community schools model helps to systematize the practices that are still not universally implemented or address community issues that serve as external factors that negatively influence school performance or the perception of the school in the larger community. Our schools and community have many existing partnerships and resources, and we developed graphics to represent some of the external and internal assets in our community.



As part of the needs/gap analysis, we conducted an asset mapping process to identify both internal and external factors- employees, partners and resources - that are currently available to the school to support the achievement of the five areas of needs identified above. When conducting the community asset map we completed these four steps:

Defining Boundaries - the comprehensive needs of our students and families were not easily met within the local immediate community as resources from the outlying communities will be needed for support as well.

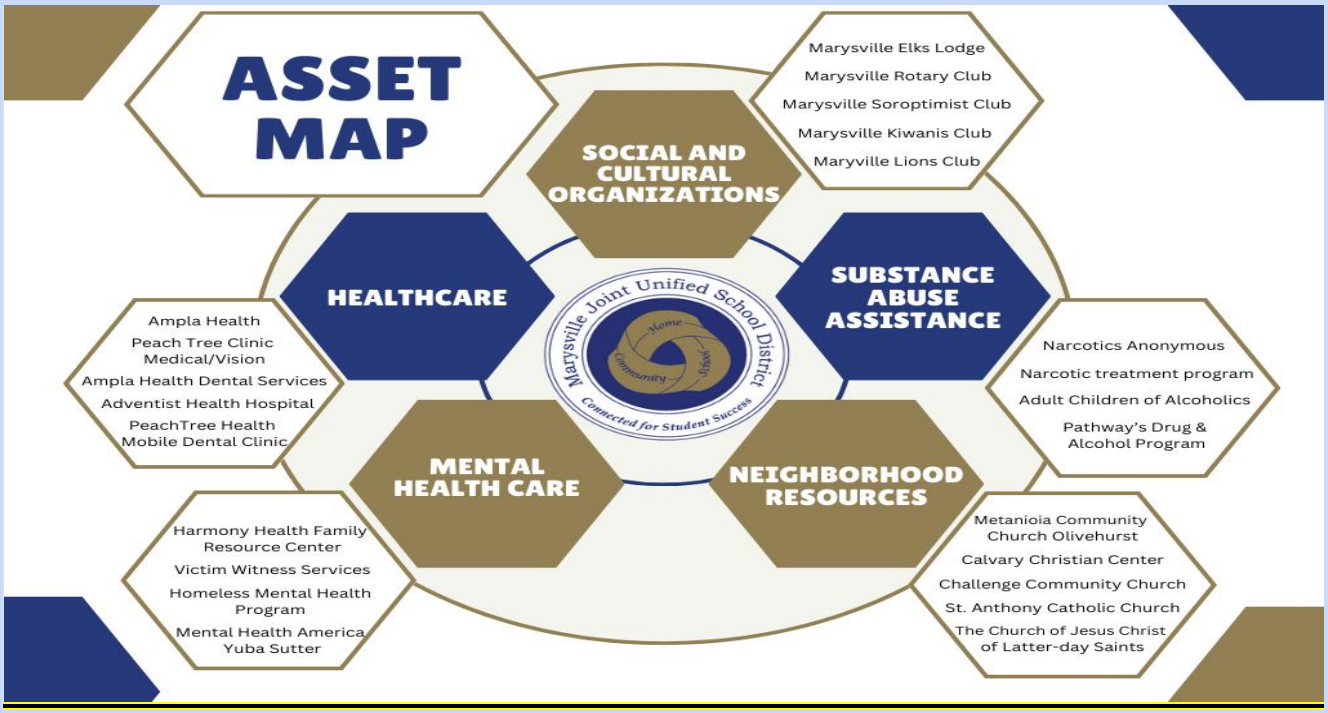
Identifying Key Partners - Student and community health and wellness and economic support was a unifying goal to identify key partners. Key planning partners included individuals from the service industry, local government, the arts, school groups and governing bodies, District leaders, service clubs, and churches.

Determining Assets to Include - There are lots of different types of assets. Obvious ones are those which offer economic resources, health and wellness support, and community-based resources. We wanted to think outside of the box and engage a broader swath of assets. We considered physical assets (buildings), knowledge and skills, political connections, legitimacy in the community, and those which offer access to the public (such as the media and clergy). Additionally, there are also internal assets already put in place for support of the school and the families we serve.

Collecting Assets - Making an inventory of all the groups (associations, organizations, and institutions) in and around the Browns Valley Elementary School community was exhausting and invigorating all at once. We began by:

- Creating a list of those groups that are known;
- Using other sources of information. These included: internet website searches; Local neighborhood/city directories published for our community residents; lists of neighborhood businesses; published lists of organizations or social service organizations; community resource guides; the local newspaper; bulletin boards/sign; community calendars; recreation facilities; churches or other faith-based organizations; local parks, recreation facilities, and community centers; volunteer, social, or special interest groups; informal local groups; friends and colleagues;
- Continuously updating our list. This is an ongoing, never ending process as we continue to refine the ease of use by including the addition of the location, type of services offered, public-private membership, and so on.

Both qualitative and quantitative data collected through the annual parent/community survey and the feedback provided at the stakeholder meetings and the town hall sessions have identified the need to improve the school's lack of student support, resources, and academic achievement.



In order to address the gaps identified through the needs assessment and to build a community school program aligned to the framework, the MJUSD team has engaged with a wide array of key partners in the development and planning of Project LEAP (Leadership, Education, Accountability and Programs) as the foundation for establishing a community schools partnership in the community. The need for establishing a community schools model was first introduced in the community task force meeting held in the Fall of 2022 when a multiple layered series of meetings were held to address the issue of the community perception of our schools in MJUSD. At that meeting it was discussed that the needs in the community and the gaps in the school services require more collaboration and the community partners and their resources would be used to support this improvement work. The collaborative team included key partners from the community and local businesses who met together to establish a vision for the enhancement of the community at large. This conversation has smoothly progressed and evolved into the development and implementation of Project LEAP.

This task force was the impetus for the community schools movement that is happening in our school district, and we are submitting this application to join the ranks of our neighboring schools in the community schools coalition. This new and improved community-based organization has expanded to include parents, students, families and educators. Our efforts will allow our school to shift from a hierarchical decision making structure to a more democratic decision making structure to improve community perceptions and expand community ownership of the school. In the continuous cycle of improvement at Browns Valley Elementary School, it is essential to actively ensure the representation of all groups and the inclusion of students and families from diverse backgrounds. This inclusivity should extend to the input and guidance of school administration, teachers, and support staff at all

levels, encompassing not just on-site personnel but also District support staff like technology specialists, bus drivers, and cafeteria staff.

With the establishment of the community schools model, this group will be invaluable in setting the pace of the actions that support coordination between the school and community agencies to continue to have a positive impact on families and students.

Part B: 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
Integrated Student Support and Services - Academic Support	● Provide Tier 3 support during the school day for students to improve academic achievement in all grade levels. ● Provide academic services during the school day for students identified in the GATE program.
Integrated Student Support and Services - SEL/Counseling Services	● Provide SEL/counseling services for students (individual and group) to improve social-emotional well-being of students.
Expanded Learning Time and Opportunities - Before / After-School Learning Opportunities	● Provide before/after-school tutoring to improve academic achievement in all grade levels. ● Provide after-school enrichment opportunities that include hands-on activities, STEAM, and project-based learning to increase student engagement.
Collaborative Leadership and Practices - Staff and Student	● Provide teacher training opportunities (observations, workshops, etc.) to increase student engagement and academic success as well as increase teacher competency. ● Develop a leadership program for students to increase student participation and student voice.

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
Develop and implement collaborative leadership and decision making for Project LEAP.	**Project LEAP Site Responsibilities:** • Create a site level *LeapTask Force* to work collaboratively with MJUSD Community Safety Task Force. ○ Task force personnel will/may include the Principal, CCSPP Site Coordinator, Counselor(s), Teacher(s), Classified Staff, Community Partners, Students and Parent/Guardians. ○ Leadership will work to build relationships on and off campus to identify potential members of the Task Force being mindful of historically underrepresented and excluded students and family groups in our school community. ● Clarify school (LEAP) staff roles and responsibilities. ● Appoint/authorize key staff to implement LEAP Implementation plan activities. ● Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. ● Expand adult/parent education activities. ● Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power. **Project LEAP District Team Responsibilities** • Clarify district (LEAP) staff roles and responsibilities. • Appoint/authorize key staff to implement LEAP Implementation plan activities. • Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. • Formalize training and workshops for families to address student and family needs, access to resources and identify programs of support. • Develop a Data Management System to support data-driven decision making and accountability. • Implement collaborative continuous improvement model (e.g., Plan, Do, Study, Act) to target student/family needs • Expand adult/parent education activities. • Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power.
Develop and update leadership structures.	● Identify existing shared governance structures in the school and create a plan to flatten structure. ● Identify appropriate governance structures that could be moved to a more collaborative and shared model.

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

The overarching plan for Project LEAP is to institute a collaborative leadership and decision-making process. This comprehensive strategy involves several pivotal steps. First, it includes forming a site-level Leap Task Force, which will collaborate closely with the MJUSD Community Safety Task Force. Another essential aspect is the clarification of roles and responsibilities for district and school (LEAP) staff members. Additionally, key staff will be appointed or authorized to carry out the activities outlined in the LEAP Implementation plan. The initiative also emphasizes the need to organize formal training sessions and workshops tailored for families, aiming to address student and family needs, enhance resource accessibility, and pinpoint support programs.

To create a more democratic process in site-level decision making we plan to include representation from school staff, students, family and community members who will meet together regularly to discuss identified needs and supports and together develop ways to address these. Recruiting for this group will focus on including historically excluded student, family and community groups to ensure diverse representation reflective of the school community. Our goal is to value all voices in our school community and ensure that communication gaps are bridged by utilizing the District's interpreter services.

To ensure effective collaboration and progress tracking, quarterly Task Force meetings are scheduled. During these meetings, emphasis is placed on dedicated actions, data analysis, and informed decision-making. The LEAP Task Force is responsible for establishing measurable outcomes and timelines, publishing quarterly LEAP report cards within the school community, and setting up a robust data system while sharing information with the Task Force.

Furthermore, the plan emphasizes the collection and reporting of high-quality, multi-faceted data points to LEAP leaders, the Task Force, and the broader school community. It systematically presents evidence of data analysis and reports to highlight strengths and address identified needs. Moreover, specific actions, goals, and success indicators are identified to focus on particular areas of importance.

Through these strategies, the Project LEAP aims to achieve measurable progress in four key impact areas: transformed schools, engaged and empowered students and families, confident and well-prepared students, and an enhanced community capacity for collaborative problem-solving. Additionally, it identifies strategies for improving parent engagement, offering courses for pregnant teens and teen parents, and providing job training and career opportunities. These training and workshop needs will be identified and scheduled through the Adult/Parent Education program as part of this comprehensive plan.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources,

avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure coherence and alignment between Project LEAP, SPSA, District LCAP and Strategic Plan.	• Formalize processes and timelines to consistently review, align, and maximize coordinated and efficient systems of services. ○ Project LEAP and the School SPSA become a single document. ● Bi-anually review LEAP budget and actions for improvement or modification. ○ District school leaders coordinate regular review/success of LEAP/LCAP/SPSA activities and impact. ● Elicit ongoing feedback of LEAP services, timeliness, and overall impact. ○ Focus groups and survey responses ● Align documents and activities to the MJUSD Strategic Plan which is aligned to the pillars in the community schools framework.
Communication and coherence for school/advisory committees.	● Add CCSPP information item to Site Council, English Language Advisory Group, and other advisory group/council meeting agendas. ● Facilitate collaborative opportunities among the mentioned groups for projects and objectives that align with the shared goal of supporting students and families within our school community.

Strategy 5: Staffing and Sustainability

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
Recruit and hire high quality LEAP Program Staff.	• Collaboratively develop LEAP Coordinator job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Collaboratively develop LEAP Data Manager job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Fly & recruit for new positions. • Interview/select new staff.. ○ New positions filled with high quality staff. • Identify/train new staff.
Develop and implement LEAP Sustainability Plan.	● LEAP Implementation Plans initiated/directed by LEAP Program staff and Community Partners. ○ LEAP implementation begins. • Identify and develop new community partnerships (assets). • Design role-specific professional learning/training for staff, students, and community. • Develop system/school infrastructure to support long-term sustainability. • Implement accountability structures to facilitate capacity building for impact. • Identify and implement cost-cutting strategy. • Develop formal sustainability plan.
Develop support structures that will ensure program sustainability beyond grant term.	• Implement support structures, services and shared governance model that can be in place whether there is grant staff and funding or not. • Formal partnerships and MOUs. • County office partnerships and services available to schools to support students.

Key Staff/Personnel

DISTRICT STAFF	
Director of Wellness	Existing Position added 2022-23. The Director of Wellness serves as the District lead in coordinating and managing Project LEAP across our 11 CCSPP Grant Sites.
Director of Community Partnerships	Existing Position added 2022-23. The Director of Community Partnerships serves as the District's lead in

	identifying new community assets or partnerships to support Project LEAP.
Director of Student Services	Existing Position. The Director of Student Services serves as the District's lead to ensure coordination and implementation of LEAP services for students under the umbrella of Special Education.
Director of Student Programs/Welfare and Attendance	Existing Position. The Director of Student Programs serves as the District's lead in developing and coordinating the District's MTSS services.
School-Site Staff	
Site Principal	The site principal serves as Browns Valley Elementary School's chief administrator overseeing Project LEAP at the school site.
Site Coordinator	Classified *New* Position - CCSPP LEAP Grant Funded. The Coordinator of Project LEAP's sole responsibility is to coordinate, manage, support, monitor, and evaluate Project LEAP services and impact at Browns Valley Elementary School.
Data Management and Communications Position(s) shared among CCSPP school sites.	Classified *New* Positions - CCSPP LEAP Grant Funded). The Data Management and Communications staff serve as the Browns Valley Elementary School lead in collecting, analyzing, and sharing impact data (both cause and effect) with LEAP program leaders. This data includes the number of students/families who were identified and received services, service impact (qualitative and quantitative measures), time accounting, perception data, academic and engagement data. A communications position may potentially be developed as MJUSD is planning to implement the community schools model across most schools in the district.

School Counselors	Existing Positions. School counselors serve as indirect and direct Project LEAP support providers, student, family and teacher liaisons, and student advocates.
Outreach Consultants	Existing Positions. ORCs serve as the often-time first/single point of contact with families through home visits and direct communications.

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

Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with the guidelines of the Community School Framework. The core tenets of the Strategic Plan includes values in Student Centered, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The district's LCAP and our School Plan are aligned to the Strategic Plan goals and actions to be transparent in the review and analysis of needs of students and to address the ongoing gaps in services.

We are designing our community school to develop a shared commitment to authentic and dynamic shared leadership in aspects of school governance and operations. All school interest holders including students, families, staff, and community members will be invited to participate and share their thoughts and ideas to make the school a responsive institution. Improved community engagement in decision making will address current and ongoing actions to improve school climate, curriculum, and services. Shared decision-making practices will be transparent and result in measurable outcomes based on shared responsibility for improved results.

Our Community School's goals and annual progress will be shared with all stakeholders to create improved community support. Our existing implementation plan has identified the tasks for the next five years which we believe will be able to be braided into existing roles, funding sources and community supports. Our community schools team at the district level will continue to develop new community partnerships, grant applications, and sustainability plans so that the work the CCSPP funds started can continue. The actions in the plan are in addition to what the school and the district has already implemented and funded, and the supports, and shared governance structure is sustainable indicating that the commitment of the community partners is sustainable even after the grant is completed in June 2029.

Strategy 6: 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 school-community partnerships to support students' academic, behavioral and social/emotional & wellness needs.	• Identify new and ongoing partners to support the needs identified at the Task Force meetings. • Clarify partner/agency deliverables, including integrated services, capacity, calendar of services. ○ MOUs detailing new or ongoing service providers. • Create a referral system for student/family identification and service delivery. ○ Referral system developed and shared with school personnel. ○ Increased number of students/families identified for agency services. ○ Quarterly reports detailing increased # of students/families served, nature of service, and evaluation or assessment of outcome(s). • Formalize and administer impact surveys (e.g., school climate). ○ Increased number/percent of students/families reporting improved wellness and sense of belonging. ○ Increased positive school climate.
Maintain connectedness with community partners.	● Hold quarterly meetings for school-site Project LEAP team. ● Community partners attend meetings for District advisory team. ● Publication of CCSPP updates from Data Management & Communications office.

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:

Over the course of the asset planning process, more than 30 individuals were involved in the asset mapping process along with members of the community who have been deeply engaged in programs that have coordinated impact on school and families. Local service clubs such as Rotary, Kiwanis, Lions and Soroptomist, are partners in addition to SoYouCan Foundation and SAYLove Foundation, both community service organizations serving those in need. Additionally, a MJUSD Community Safety Task Force was formed back in September 2022 to address the community needs and to bring together key players in the community of Browns Valley Elementary School to identify and provide resources available. MJUSD is an active member in this task force and includes members from Yuba Water Agency, Yuba County Development office, Yuba County Supervisors, Sheriff's Office, Olivehurst Public Works Department, Beale AFB, Rideout Adventist Health, Peach Tree Medical Group, Yuba County Office of Education, and Yuba Health and Public Services and Juvenile Court Services. This group continues to meet quarterly to address community needs and is instrumental in forming the collaborative leadership team to implement the core tenets of the Community Schools framework.

The asset map was drafted internally and went through several iterations. Understanding that asset mapping is a dynamic/systematic process of cataloging key services, benefits, and resource within the community, such as individuals' skill sets, organizational resources, physical space, institutions, associations, stories, and elements of the local economy, and that it provides information about the strengths and resources of a community was essential for our collective success. This process was completed by analyzing both the internal and external assets available to each of the twenty-four (24) schools within MJUSD. Our reasons for this were three-fold: the student/family mobility movement between and among our schools, maximizing assets for a broader collection of needs currently unmet in our school communities, and the request of many community assets to serve the broader community.

Our school is part of the community task force meetings being held with community partners to address how to improve the community perception of the school and its impact. Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with key elements found in the Community School Framework. The core values of the Strategic Plan include focus on Student Centered Teaching, Learning, and Supports, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The community task force, our district LEAP advisory committee and our school coalition will continue to build partnerships to meet needs based on the data collected throughout our continuous cycle of improvement.

To guide our work, continuous feedback is essential and we as an organization need to continue to implement vehicles for feedback that are representative of all subgroups, cultures and socioeconomic statuses of our school community. As a part of MJUSD, we will continue to participate in engaging and soliciting feedback from underrepresented groups and historically marginalized students and families through forums and events that are geared toward groups such as our Hmong, Native American, and Hispanic families and through more traditional groups such as our English Language Advisory Committee and Attendance Task Force. Our Attendance Task Force in particular consists of school staff and community partners, family members and students that have had issues with attendance in

the past. We will continue to collect data in the form of surveys, forums, and input sessions to engage our educational partners.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps

Impactful role-specific professional learning is provided to the community and staff.	• Role-specific employee groups are identified.
	• Needs assessments around key learning strategies, targeted actions, and leadership are administered and analyzed for next steps.
	• Professional learning goals/plans for role-specific groups are identified.
	  ○ Individuals receive role specific PD tailored to individual needs (e.g., SEL, restorative practices, student centered instruction).
	  ○ Individuals develop capacity to implement system-wide or individual strategies.
	• Professional learning calendar is developed and implemented.
	  ○ Collective and individual efficacy develop.
	• Job-embedded support (e.g., coaching) is provided to professional learning participants, including students and families.
	  ○ System and individual student or family indicators demonstrate progress – (1) transformed schools (e.g., whole child practices and supports); (2) engaged, healthy and empowered students and families (e.g., avenues for shared decision making; needs met); (3) confident and well prepared students (e.g., mastery of 21st/Graduate Profile sills, self-advocacy, high graduation rates and college and career readiness; higher attendance and positive discipline; decrease in chronic absenteeism); (4) local capacity for improved collaborative problem-solving (e.g., community capacity to organize and take action; increased collective efficacy).

Our Needs Assessment and Gap Analysis which informed our implementation plan also considered our current professional learning plans for teachers, administrators, and support staff, as we see professional learning as key to the success of our CCSPP program. Marysville Joint Unified School District provides professional development to staff in five focus areas: Academics/Student Achievement, Behavioral Supports; Special Education, English Learners, and School Climate/Health & Safety. Additionally, Marysville Joint Unified School District purchased a District wide Social Emotional Learning Curriculum for full implementation

in 2023-24, an extensive implementation plan led by the Director of Wellness. Professional Development is currently offered before the start of school, during school, as well as at the end of the school year. In addition, Marysville Joint Unified School District is in contract with several agencies to provide wellness support. Most recently, the district is working closely with the Yuba Health and Public Service department to open Wellness centers at various campuses, which are fund dependent and therefore not easy to set up quickly.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Educators implement community-based learning to successfully engage students and families.	• Investigate and answer: How can we promote knowledge of/in the local school community as a rich resource for student learning? ○ As a result teachers become aware of students' lived experiences (e.g., student and family interviews and focus groups). • Determine the relationship between teachers' knowledge of their students' lived experiences and instructional planning. ○ As a result teachers utilize knowledge of students' lived experiences in the design and implementation of community project curricular units (e.g., planning meetings, rosters, developed units, classroom observations). • Identify and evaluate how teachers' use of community knowledge/resources affects their instruction. • Based on key findings, design responsive professional development (e.g., asset based instruction vs. deficit based). • Plan/design community project curricular units with/for teachers. ○ Resulting in documents (e.g., ancillary lessons, learning activities, curriculum). ○ Evidenced by increased student and family engagement (e.g., academic achievement, attendance, parental involvement, school climate, positive discipline).
Culturally relevant learning	● Engage community partners from various historical and cultural backgrounds in the classroom. ● Work with local historians to develop learning series' focused on local history and culture. ● Culturally relevant speakers, activities, and events.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the

celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
School develops high-level capacity to problem-solve and effect positive change.	• Formalize Task Force, including participation from agency partners, students, and families. • Task Force regularly collaboratively assesses school/community needs. • Task Force develops LEAP goals and actions. • Task Force monitors progress and reports to the school community.	• Formalization/Task Force Roster. • Calendared Task Force meetings. • Data/Impact Reports. • Meeting minutes/actions. • Quarterly Community LEAP Progress Report published.
Develop metrics to gauge program success and guide our work.	• Consult Needs/Gap Analysis and Student Performance and Climate Data for baseline and progress updates. • Committee identifies measurable outcomes for each action.	• Data collected by CCSPP Site Coordinator. • Quarterly Community LEAP Progress Report Published. • Ability to make program decisions based on data collected.

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.

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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

Cordua Elementary School- Principal, Melissa White mwhite@mjusd.k12.ca.us 530-741-6115

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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment 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

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

Background

The data from Cordua Elementary School indicates significant challenges among students in behavior, academics, and attendance, particularly exacerbated by the aftermath of COVID closures, compounding the ongoing impact of socio-economic factors. These stressors have directly influenced parental and community expectations, wellness, and student performance across academics, attendance, and discipline.

Chronic absenteeism has decreased from 35% in 2021-2022 to 31% in 2022-2023 and 19% in the current 2023-2024 school year. Concurrently, there's been an uptick in suspensions, with 0 occurrences of students being suspended in 2021-2022, 1 suspension in 2022-2023, and 5 suspensions in our current academic year. This rise prompts the need for enhanced mental health and behavioral support for these students and their families.

Academic data reflects concerning statistics, with only 28% of students reading at grade-level and 25% performing at grade-level in math. In internal assessments, proficiency stood at 40% in ELA and 45% in math. From the 2021-22 school year to the 2022-23 school year our ELA declined by 44%, and mathematics declined 23%. Parental educational reports revealed that 8% lacked a high school diploma, and 23% either declined to disclose or were unsure about their education levels.

Understanding and Commitment

Cordua Elementary School is determined to develop its community school model, centering on teaching and learning activities that embrace the history, culture, and experiences of students, families, and the vibrant Yuba County community. Recognizing the diverse cultural backgrounds of its students, the school aims to craft instructional methods focused on supportive, inquiry-based, project-driven, collaborative, interactive, and student-centric learning environments that prioritize experiential learning to forge deeper connections and engagement with the community.

Racially Just, Relationship-Centered Spaces

The vision is to foster a nurturing school climate that supports all students comprehensively, ensuring a safe haven across campus environments, classrooms, and facilities, with a strong emphasis on equity and access for every student. The school staff will be attentive to student and family needs regarding daily attendance and discipline challenges, intending to implement restorative practices rather than punitive disciplinary actions that isolate students from necessary support.

Recognizing the essential shifts in parent education and training, Cordua Elementary School aims to cultivate a developmental mindset, empowering and educating adults to become genuine partners in supporting the school's mission. Transitioning from punitive disciplinary measures to restorative practices aligns with the ethos and goals of the CCSPP Framework, emphasizing a shift toward a more inclusive and supportive educational environment.

Establishing a school that prioritizes racial justice and centers around students requires intentional efforts to foster an environment promoting equity, inclusion, and support for every student, regardless of their racial or ethnic background. Cordua Elementary School aims to structure its community school with a collective commitment to authentic and dynamic shared leadership in various aspects of school governance and operations.

Classroom-Community Connections

Examples of current classroom community connections are our partnerships with Yuba Sutter Arts & Culture who provides *Poetry Out Loud*, a *Visiting Artist Program*, *Scholastic Writing and Art Contests*, and a *Mariachi* program. We have a dual enrollment agreement with Yuba Community College, and are working with UC Davis who provides *Coding and Robotics* activities which lead to CTE pathways in high school. The Yuba Water Agency worked with MJUSD teachers to create the *Yuba River Watershed Curriculum* for K-12 students, which is currently being piloted. They also host MJUSD 4th graders for *Salmon Expeditions* on the Yuba River where students learn about the Nisenan tribe, the Gold Rush and hydraulic mining, the life cycle of a salmon, and other Yuba River wildlife. *Fish in the Classroom* is another Yuba Water Agency/MJUSD partnership which places young salmon in the

classroom until they are ready to be released to local waterways. *Learning Science through Art* and *Water Wizards* are two more Yuba Water Agency educational programs MJUSD students benefit from.

Focus on Continuous Improvement

All stakeholders, including students, families, staff, and community members, will be encouraged to actively participate and contribute their thoughts and ideas to shape the school into a responsive institution. Enhanced community engagement in decision-making processes will address current and ongoing initiatives to enhance school climate, curriculum, and services. Transparent shared decision-making practices will yield measurable outcomes, reflecting a shared responsibility for improved results.

MJUSD schools and their staff receive various forms of support and nurturing. Our current areas of emphasis for enhancement are shaped by the MJUSD Strategic Plan, Literacy Plan, Strategic Arts Plan, and English Learner Master Plan. We have implemented specific academic focus areas and methodologies, including TK-12 literacy, collaboration amongst subject area/grade level, English Language Learner-focused walkthroughs, Professional Learning Communities, data sessions, universal screeners, and common formative assessments.

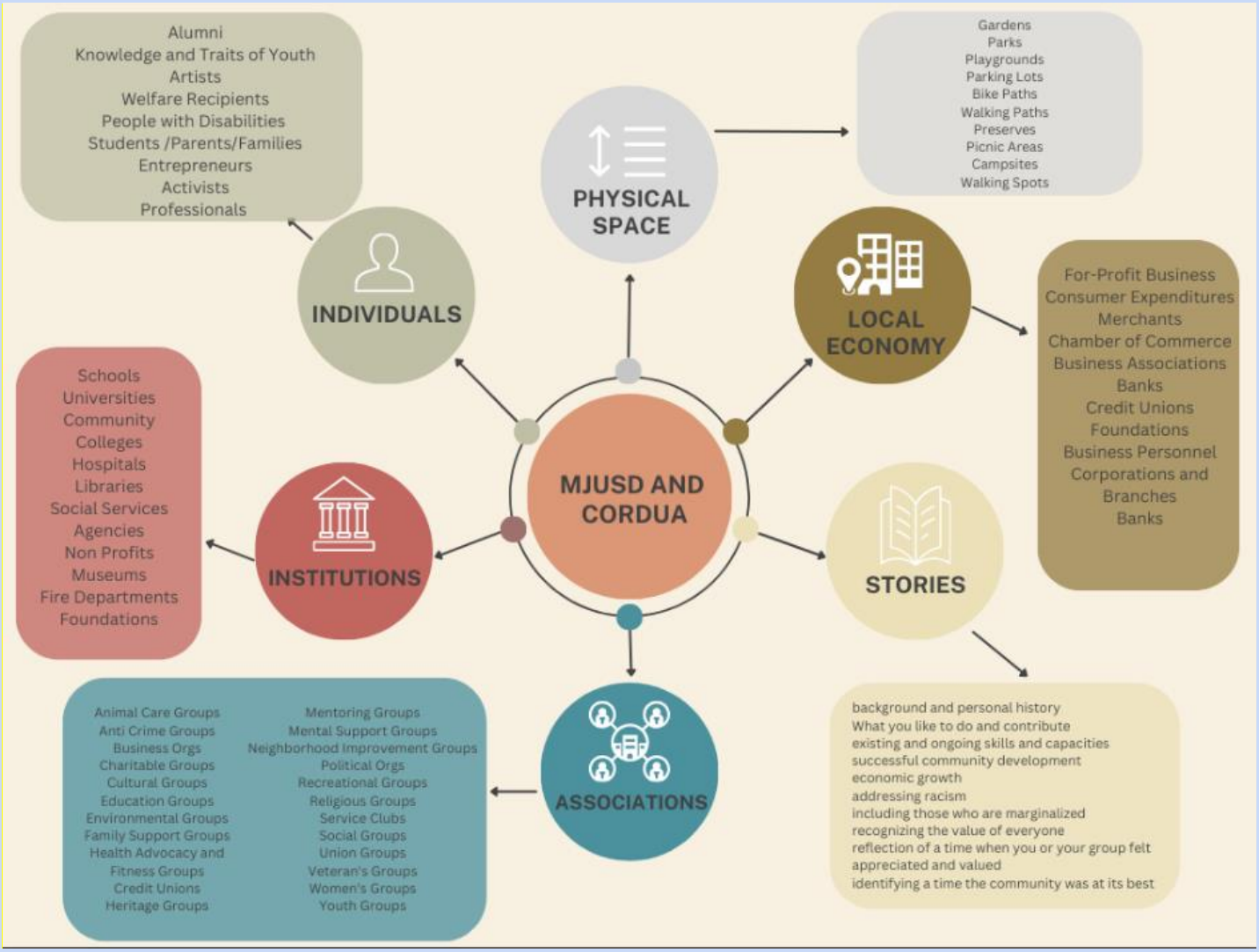
The Community School's goals and annual progress will be openly communicated to all stakeholders to garner enhanced community support. Collaborating with stakeholders, the school will engage in a continuous cycle of reflection, analysis, and shared learning. The commitment is to ensure that students, families, community members, and school staff feel valued, engaged, and empowered throughout this cycle of continuous improvement, sustained by asset-based, community-driven, and actionable data.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

The team acknowledged that each of the needs identified in the gap analysis are already being addressed at some level through various actions implemented at the school site. However, working with the community schools model helps to systematize the practices that are still not universally implemented or address community issues that serve as external factors that negatively influence school performance or the perception of the school in the larger community. Our schools and community have many existing partnerships and resources, and we developed graphics to represent some of the external and internal assets in our community.



As part of the needs/gap analysis, we conducted an asset mapping process to identify both internal and external factors- employees, partners and resources - that are currently available to the school to support the achievement of the five areas of needs identified above. When conducting the community asset map we completed these four steps:

Defining Boundaries - the comprehensive needs of our students and families were not easily met within the local immediate community as resources from the outlying communities will be needed for support as well.

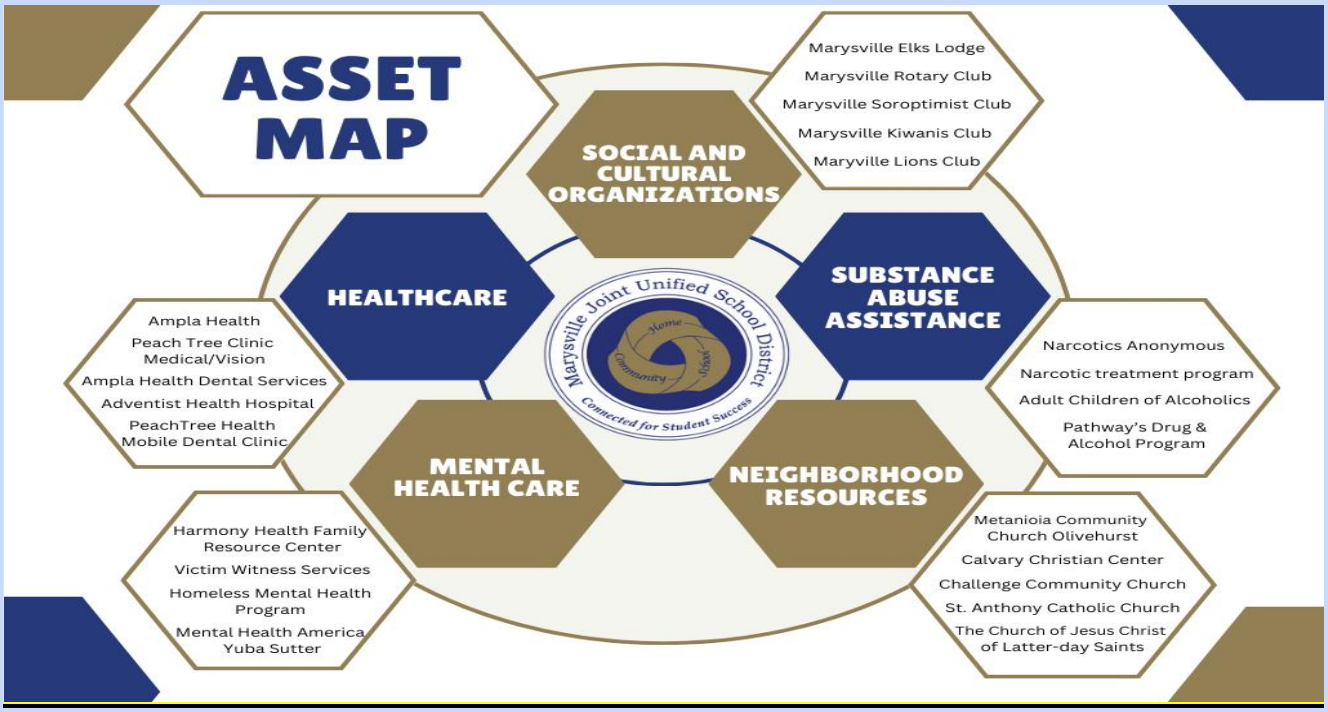
Identifying Key Partners - Student and community health and wellness and economic support was a unifying goal to identify key partners. Key planning partners included individuals from the service industry, local government, the arts, school groups and governing bodies, District leaders, service clubs, and churches.

Determining Assets to Include - There are lots of different types of assets. Obvious ones are those which offer economic resources, health and wellness support, and community-based resources. We wanted to think outside of the box and engage a broader swath of assets. We considered physical assets (buildings), knowledge and skills, political connections, legitimacy in the community, and those which offer access to the public (such as the media and clergy). Additionally, there are also internal assets already put in place for support of the school and the families we serve.

Collecting Assets - Making an inventory of all the groups (associations, organizations, and institutions) in and around the Cordua Elementary School community was exhausting and invigorating all at once. We began by:

- Creating a list of those groups that are known;
- Using other sources of information. These included: internet website searches; Local neighborhood/city directories published for our community residents; lists of neighborhood businesses; published lists of organizations or social service organizations; community resource guides; the local newspaper; bulletin boards/sign; community calendars; recreation facilities; churches or other faith-based organizations; local parks, recreation facilities, and community centers; volunteer, social, or special interest groups; informal local groups; friends and colleagues;
- Continuously updating our list. This is an ongoing, never ending process as we continue to refine the ease of use by including the addition of the location, type of services offered, public-private membership, and so on.

Both qualitative and quantitative data collected through the annual parent/community survey and the feedback provided at the stakeholder meetings and the town hall sessions have identified the need to improve the school's lack of student support, resources, and academic achievement.



In order to address the gaps identified through the needs assessment and to build a community school program aligned to the framework, the MJUSD team has engaged with a wide array of key partners in the development and planning of Project LEAP (Leadership, Education, Accountability and Programs) as the foundation for establishing a community schools partnership in the community. The need for establishing a community schools model was first introduced in the community task force meeting held in the Fall of 2022 when a multiple layered series of meetings were held to address the issue of the community perception of our schools in MJUSD. At that meeting it was discussed that the needs in the community and the gaps in the school services require more collaboration and the community partners and their resources would be used to support this improvement work. The collaborative team included key partners from the community and local businesses who met together to establish a vision for the enhancement of the community at large. This conversation has smoothly progressed and evolved into the development and implementation of Project LEAP.

This task force was the impetus for the community schools movement that is happening in our school district, and we are submitting this application to join the ranks of our neighboring schools in the community schools coalition. This new and improved community-based organization has expanded to include parents, students, families and educators. Our efforts will allow our school to shift from a hierarchical decision making structure to a more democratic decision making structure to improve community perceptions and expand community ownership of the school. In the continuous cycle of improvement at Cordua Elementary School, it is essential to actively ensure the representation of all groups and the inclusion of students and families from diverse backgrounds. This inclusivity should

extend to the input and guidance of school administration, teachers, and support staff at all levels, encompassing not just on-site personnel but also District support staff like technology specialists, bus drivers, and cafeteria staff.

With the establishment of the community schools model, this group will be invaluable in setting the pace of the actions that support coordination between the school and community agencies to continue to have a positive impact on families and students.

Part B: 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
Integrated Student Support and Services - Academic Support	● Provide Tier 3 support during the school day for students to improve academic achievement in all grade levels. ● Provide academic services during the school day for students identified in the GATE program.
Integrated Student Support and Services - SEL/Counseling Services	● Provide SEL/counseling services for students (individual and group) to improve social-emotional well-being of students.
Expanded Learning Time and Opportunities - Before / After-School Learning Opportunities	● Provide before/after-school tutoring to improve academic achievement in all grade levels. ● Provide after-school enrichment opportunities that include hands-on activities, STEAM, and project-based learning to increase student engagement.
Collaborative Leadership and Practices - Staff and Student	● Provide teacher training opportunities (observations, workshops, etc.) to increase student engagement and academic success as well as increase teacher competency. ● Develop a leadership program for students to increase student participation and student voice.

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
Develop and implement collaborative leadership and decision making for Project LEAP.	**Project LEAP Site Responsibilities:** • Create a site level *LeapTask Force* to work collaboratively with MJUSD Community Safety Task Force. ○ Task force personnel will/may include the Principal, CCSPP Site Coordinator, Counselor(s), Teacher(s), Classified Staff, Community Partners, Students and Parent/Guardians. ○ Leadership will work to build relationships on and off campus to identify potential members of the Task Force being mindful of historically underrepresented and excluded students and family groups in our school community. ● Clarify school (LEAP) staff roles and responsibilities. ● Appoint/authorize key staff to implement LEAP Implementation plan activities. ● Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. ● Expand adult/parent education activities. ● Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power. **Project LEAP District Team Responsibilities** • Clarify district (LEAP) staff roles and responsibilities. • Appoint/authorize key staff to implement LEAP Implementation plan activities. • Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. • Formalize training and workshops for families to address student and family needs, access to resources and identify programs of support. • Develop a Data Management System to support data-driven decision making and accountability. • Implement collaborative continuous improvement model (e.g., Plan, Do, Study, Act) to target student/family needs • Expand adult/parent education activities. • Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power.
Develop and update leadership structures.	● Identify existing shared governance structures in the school and create a plan to flatten structure. ● Identify appropriate governance structures that could be moved to a more collaborative and shared model.

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

The overarching plan for Project LEAP is to institute a collaborative leadership and decision-making process. This comprehensive strategy involves several pivotal steps. First, it includes forming a site-level Leap Task Force, which will collaborate closely with the MJUSD Community Safety Task Force. Another essential aspect is the clarification of roles and responsibilities for district and school (LEAP) staff members. Additionally, key staff will be appointed or authorized to carry out the activities outlined

in the LEAP Implementation plan. The initiative also emphasizes the need to organize formal training sessions and workshops tailored for families, aiming to address student and family needs, enhance resource accessibility, and pinpoint support programs.

To create a more democratic process in site-level decision making we plan to include representation from school staff, students, family and community members who will meet together regularly to discuss identified needs and supports and together develop ways to address these. Recruiting for this group will focus on including historically excluded student, family and community groups to ensure diverse representation reflective of the school community. Our goal is to value all voices in our school community and ensure that communication gaps are bridged by utilizing the District's interpreter services.

To ensure effective collaboration and progress tracking, quarterly Task Force meetings are scheduled. During these meetings, emphasis is placed on dedicated actions, data analysis, and informed decision-making. The LEAP Task Force is responsible for establishing measurable outcomes and timelines, publishing quarterly LEAP report cards within the school community, and setting up a robust data system while sharing information with the Task Force.

Furthermore, the plan emphasizes the collection and reporting of high-quality, multi-faceted data points to LEAP leaders, the Task Force, and the broader school community. It systematically presents evidence of data analysis and reports to highlight strengths and address identified needs. Moreover, specific actions, goals, and success indicators are identified to focus on particular areas of importance.

Through these strategies, the Project LEAP aims to achieve measurable progress in four key impact areas: transformed schools, engaged and empowered students and families, confident and well-prepared students, and an enhanced community capacity for collaborative problem-solving. Additionally, it identifies strategies for improving parent engagement, offering courses for pregnant teens and teen parents, and providing job training and career opportunities. These training and workshop needs will be identified and scheduled through the Adult/Parent Education program as part of this comprehensive plan.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools "de-silos" all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure coherence and alignment between Project LEAP, SPSA, District LCAP and Strategic Plan.	• Formalize processes and timelines to consistently review, align, and maximize coordinated and efficient systems of services. ○ Project LEAP and the School SPSA become a single document. ● Bi-anually review LEAP budget and actions for improvement or modification. ○ District school leaders coordinate regular review/success of LEAP/LCAP/SPSA activities and impact. ● Elicit ongoing feedback of LEAP services, timeliness, and overall impact. ○ Focus groups and survey responses ● Align documents and activities to the MJUSD Strategic Plan which is aligned to the pillars in the community schools framework.
Communication and coherence for school/advisory committees.	● Add CCSPP information item to Site Council, English Language Advisory Group, and other advisory group/council meeting agendas. ● Facilitate collaborative opportunities among the mentioned groups for projects and objectives that align with the shared goal of supporting students and families within our school community.

Strategy 5: Staffing and Sustainability

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
Recruit and hire high quality LEAP Program Staff.	• Collaboratively develop LEAP Coordinator job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Collaboratively develop LEAP Data Manager job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Fly & recruit for new positions. • Interview/select new staff.. ○ New positions filled with high quality staff. • Identify/train new staff.
Develop and implement LEAP Sustainability Plan.	● LEAP Implementation Plans initiated/directed by LEAP Program staff and Community Partners. ○ LEAP implementation begins. • Identify and develop new community partnerships (assets). • Design role-specific professional learning/training for staff, students, and community. • Develop system/school infrastructure to support long-term sustainability. • Implement accountability structures to facilitate capacity building for impact. • Identify and implement cost-cutting strategy. • Develop formal sustainability plan.
Develop support structures that will ensure program sustainability beyond grant term.	• Implement support structures, services and shared governance model that can be in place whether there is grant staff and funding or not. • Formal partnerships and MOUs. • County office partnerships and services available to schools to support students.

Key Staff/Personnel

DISTRICT STAFF	
Director of Wellness	Existing Position added 2022-23. The Director of Wellness serves as the District lead in coordinating and managing Project LEAP across our 11 CCSPP Grant Sites.
Director of Community Partnerships	Existing Position added 2022-23. The Director of Community Partnerships serves as the District's lead in

	identifying new community assets or partnerships to support Project LEAP.
Director of Student Services	Existing Position. The Director of Student Services serves as the District's lead to ensure coordination and implementation of LEAP services for students under the umbrella of Special Education.
Director of Student Programs/Welfare and Attendance	Existing Position. The Director of Student Programs serves as the District's lead in developing and coordinating the District's MTSS services.
School-Site Staff	
Site Principal	The site principal serves as Cordua Elementary School's chief administrator overseeing Project LEAP at the school site.
Site Coordinator	Classified *New* Position - CCSPP LEAP Grant Funded. The Coordinator of Project LEAP's sole responsibility is to coordinate, manage, support, monitor, and evaluate Project LEAP services and impact at Cordua Elementary School.
Data Management and Communications Position(s) shared among CCSPP school sites.	Classified *New* Positions - CCSPP LEAP Grant Funded). The Data Management and Communications staff serve as the Cordua Elementary School lead in collecting, analyzing, and sharing impact data (both cause and effect) with LEAP program leaders. This data includes the number of students/families who were identified and received services, service impact (qualitative and quantitative measures), time accounting, perception data, academic and engagement data. A communications position may potentially be developed as MJUSD is planning to implement the community schools model across most schools in the district.

School Counselors	Existing Positions. School counselors serve as indirect and direct Project LEAP support providers, student, family and teacher liaisons, and student advocates.
Outreach Consultants	Existing Positions. ORCs serve as the often-time first/single point of contact with families through home visits and direct communications.

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

Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with the guidelines of the Community School Framework. The core tenets of the Strategic Plan includes values in Student Centered, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The district's LCAP and our School Plan are aligned to the Strategic Plan goals and actions to be transparent in the review and analysis of needs of students and to address the ongoing gaps in services.

We are designing our community school to develop a shared commitment to authentic and dynamic shared leadership in aspects of school governance and operations. All school interest holders including students, families, staff, and community members will be invited to participate and share their thoughts and ideas to make the school a responsive institution. Improved community engagement in decision making will address current and ongoing actions to improve school climate, curriculum, and services. Shared decision-making practices will be transparent and result in measurable outcomes based on shared responsibility for improved results.

Our Community School's goals and annual progress will be shared with all stakeholders to create improved community support. Our existing implementation plan has identified the tasks for the next five years which we believe will be able to be braided into existing roles, funding sources and community supports. Our community schools team at the district level will continue to develop new community partnerships, grant applications, and sustainability plans so that the work the CCSPP funds started can continue. The actions in the plan are in addition to what the school and the district has already implemented and funded, and the supports, and shared governance structure is sustainable indicating that the commitment of the community partners is sustainable even after the grant is completed in June 2029.

Strategy 6: 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 school-community partnerships to support students' academic, behavioral and social/emotional & wellness needs.	• Identify new and ongoing partners to support the needs identified at the Task Force meetings.
	• Clarify partner/agency deliverables, including integrated services, capacity, calendar of services.
	  ○ MOUs detailing new or ongoing service providers.
	• Create a referral system for student/family identification and service delivery.
	  ○ Referral system developed and shared with school personnel.
	  ○ Increased number of students/families identified for agency services.
	  ○ Quarterly reports detailing increased # of students/families served, nature of service, and evaluation or assessment of outcome(s).
	• Formalize and administer impact surveys (e.g., school climate).
	  ○ Increased number/percent of students/families reporting improved wellness and sense of belonging.
	  ○ Increased positive school climate.

Maintain connectedness with community partners.	● Hold quarterly meetings for school-site Project LEAP team. ● Community partners attend meetings for District advisory team. ● Publication of CCSPP updates from Data Management & Communications office.

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:

Over the course of the asset planning process, more than 30 individuals were involved in the asset mapping process along with members of the community who have been deeply engaged in programs that have coordinated impact on school and families. Local service clubs such as Rotary, Kiwanis, Lions and Soroptomist, are partners in addition to SoYouCan Foundation and SAYLove Foundation, both community service organizations serving those in need. Additionally, a MJUSD Community Safety Task Force was formed back in September 2022 to address the community needs and to bring together key players in the community of Cordua Elementary School to identify and provide resources available. MJUSD is an active member in this task force and includes members from Yuba Water Agency, Yuba County Development office, Yuba County Supervisors, Sheriff's Office, Olivehurst Public Works Department, Beale AFB, Rideout Adventist Health, Peach Tree Medical Group, Yuba County Office of Education, and Yuba Health and Public Services and Juvenile Court Services. This group continues to meet quarterly to address community needs and is instrumental in forming the collaborative leadership team to implement the core tenets of the Community Schools framework.

The asset map was drafted internally and went through several iterations. Understanding that asset mapping is a dynamic/systematic process of cataloging key services, benefits, and resource within the community, such as individuals' skill sets, organizational resources, physical space, institutions, associations, stories, and elements of the local economy, and that it provides information about the strengths and resources of a community was essential for our collective success. This process was completed by analyzing both the internal and external assets available to each of the twenty-four (24) schools within MJUSD. Our reasons for this were three-fold: the student/family mobility movement between and among our schools, maximizing assets for a broader collection of needs currently unmet in our school communities, and the request of many community assets to serve the broader community.

Our school is part of the community task force meetings being held with community partners to address how to improve the community perception of the school and its impact. Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with key elements found in the Community School Framework. The core values of the Strategic Plan include focus on Student Centered Teaching, Learning, and Supports, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The community task force, our district LEAP advisory committee and our school coalition will continue to build partnerships to meet needs based on the data collected throughout our continuous cycle of improvement.

To guide our work, continuous feedback is essential and we as an organization need to continue to implement vehicles for feedback that are representative of all subgroups, cultures and socioeconomic statuses of our school community. As a part of MJUSD, we will continue to participate in engaging and soliciting feedback from underrepresented groups and historically marginalized students and families through forums and events that are geared toward groups such as our Hmong, Native American, and Hispanic families and through more traditional groups such as our English Language Advisory Committee and Attendance Task Force. Our Attendance Task Force in particular consists of school staff and community partners, family members and students that have had issues with attendance in

the past. We will continue to collect data in the form of surveys, forums, and input sessions to engage our educational partners.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps

Impactful role-specific professional learning is provided to the community and staff.	• Role-specific employee groups are identified.
	• Needs assessments around key learning strategies, targeted actions, and leadership are administered and analyzed for next steps.
	• Professional learning goals/plans for role-specific groups are identified.
	  ○ Individuals receive role specific PD tailored to individual needs (e.g., SEL, restorative practices, student centered instruction).
	  ○ Individuals develop capacity to implement system-wide or individual strategies.
	• Professional learning calendar is developed and implemented.
	  ○ Collective and individual efficacy develop.
	• Job-embedded support (e.g., coaching) is provided to professional learning participants, including students and families.
	  ○ System and individual student or family indicators demonstrate progress – (1) transformed schools (e.g., whole child practices and supports); (2) engaged, healthy and empowered students and families (e.g., avenues for shared decision making; needs met); (3) confident and well prepared students (e.g., mastery of 21st/Graduate Profile sills, self-advocacy, high graduation rates and college and career readiness; higher attendance and positive discipline; decrease in chronic absenteeism); (4) local capacity for improved collaborative problem-solving (e.g., community capacity to organize and take action; increased collective efficacy).

Our Needs Assessment and Gap Analysis which informed our implementation plan also considered our current professional learning plans for teachers, administrators, and support staff, as we see professional learning as key to the success of our CCSPP program. Marysville Joint Unified School District provides professional development to staff in five focus areas: Academics/Student Achievement, Behavioral Supports; Special Education, English Learners, and School Climate/Health

& Safety. Additionally, Marysville Joint Unified School District purchased a District wide Social Emotional Learning Curriculum for full implementation in 2023-24, an extensive implementation plan led by the Director of Wellness. Professional Development is currently offered before the start of school, during school, as well as at the end of the school year. In addition, Marysville Joint Unified School District is in contract with several agencies to provide wellness support. Most recently, the district is working closely with the Yuba Health and Public Service department to open Wellness centers at various campuses, which are fund dependent and therefore not easy to set up quickly.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Educators implement community-based learning to successfully engage students and families.	• Investigate and answer: How can we promote knowledge of/in the local school community as a rich resource for student learning? ○ As a result teachers become aware of students' lived experiences (e.g., student and family interviews and focus groups). • Determine the relationship between teachers' knowledge of their students' lived experiences and instructional planning. ○ As a result teachers utilize knowledge of students' lived experiences in the design and implementation of community project curricular units (e.g., planning meetings, rosters, developed units, classroom observations). • Identify and evaluate how teachers' use of community knowledge/resources affects their instruction. • Based on key findings, design responsive professional development (e.g., asset based instruction vs. deficit based). • Plan/design community project curricular units with/for teachers. ○ Resulting in documents (e.g., ancillary lessons, learning activities, curriculum). ○ Evidenced by increased student and family engagement (e.g., academic achievement, attendance, parental involvement, school climate, positive discipline).
Culturally relevant learning	● Engage community partners from various historical and cultural backgrounds in the classroom. ● Work with local historians to develop learning series' focused on local history and culture. ● Culturally relevant speakers, activities, and events.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the

celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
School develops high-level capacity to problem-solve and effect positive change.	• Formalize Task Force, including participation from agency partners, students, and families. • Task Force regularly collaboratively assesses school/community needs. • Task Force develops LEAP goals and actions. • Task Force monitors progress and reports to the school community.	• Formalization/Task Force Roster. • Calendared Task Force meetings. • Data/Impact Reports. • Meeting minutes/actions. • Quarterly Community LEAP Progress Report published.
Develop metrics to gauge program success and guide our work.	● Consult Needs/Gap Analysis and Student Performance and Climate Data for baseline and progress updates. ● Committee identifies measurable outcomes for each action.	● Data collected by CCSPP Site Coordinator. ● Quarterly Community LEAP Progress Report Published. ● Ability to make program decisions based on data collected.

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.

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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

Mary Covillaud Elementary School- Principal, Karen Dow kdow@mjusd.k12.ca.us, 530 - 741-6121

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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment 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

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

Background

The data from Mary Covillaud Elementary School indicates significant challenges among students in behavior, academics, and attendance, particularly exacerbated by the aftermath of COVID closures, compounding the ongoing impact of socio-economic factors. These stressors have directly influenced parental and community expectations, wellness, and student performance across academics, attendance, and discipline.

For the 2022-2023 school year, 20% of Mary Covillaud students were chronically absent. This is a huge increase since the 2018-19 school year, which only had 9.8% of students identified as chronically absent. Concurrently, there's been an increase in suspensions since the 2018-19 school year. In 2019, only 0.5% of students were suspended for at least one day. The 2022-2023 school year recorded 2% of students being suspended for more than one day; being removed from class due to various issues like vaping, fighting, and disruptive behavior in the last academic year. This rise prompts the urgent need for increased student support and teacher training. Additionally, the increase in disciplinary

issues signals a critical necessity for enhanced mental health and behavioral support for these students and their families.

Academic data reflects concerning statistics, showing a 10% drop in CAASPP ELA scores from the previous school year. Only 44.8% of Covillaud Students met or exceeded the standard in the ELA portion of the test. Math CAASPP data shows that 40.6% of Mary Covillaud students met or exceeded standard. From the 2021-22 school year to the 2022-23 school year our ELA scores declined by 14.4 points.

Understanding and Commitment

Mary Covillaud Elementary School is determined to develop its community school model, centering on teaching and learning activities that embrace the history, culture, and experiences of students, families, and the vibrant Yuba County community. Recognizing the diverse cultural backgrounds of its students, the school aims to craft instructional methods focused on supportive, inquiry-based, project-driven, collaborative, interactive, and student-centric learning environments that prioritize experiential learning to forge deeper connections and engagement with the community.

Racially Just, Relationship-Centered Spaces

The vision is to foster a nurturing school climate that supports all students comprehensively, ensuring a safe haven across campus environments, classrooms, and facilities, with a strong emphasis on equity and access for every student. The school staff will be attentive to student and family needs regarding daily attendance and discipline challenges, intending to implement restorative practices rather than punitive disciplinary actions that isolate students from necessary support.

Recognizing the essential shifts in parent education and training, Mary Covillaud Elementary School aims to cultivate a developmental mindset, empowering and educating adults to become genuine partners in supporting the school's mission. Transitioning from punitive disciplinary measures to restorative practices aligns with the ethos and goals of the CCSPP Framework, emphasizing a shift toward a more inclusive and supportive educational environment.

Establishing a school that prioritizes racial justice and centers around students requires intentional efforts to foster an environment promoting equity, inclusion, and support for every student, regardless of their racial or ethnic background. Mary Covillaud Elementary School aims to structure its community school with a collective commitment to authentic and dynamic shared leadership in various aspects of school governance and operations.

Classroom-Community Connections

Examples of current classroom community connections are our partnerships with Yuba Rotary, who visits monthly to read and supply books to our second grade students and the Marysville Kiwanis, who sponsor breakfast for students and families at our annual Breakfast with Santa event, as well as supplies clothing for our Clothes Closet located on our campus for students and families in need. The Yuba Water Agency worked with MJUSD teachers to create the *Yuba River Watershed Curriculum* for K-12 students, which is currently being piloted. This year, two of our classrooms participated in this

program, specifically taking part in the *Salmon Expeditions* on the Yuba River where students learn about the Nisenan tribe, the Gold Rush and hydraulic mining, the life cycle of a salmon, and other Yuba River wildlife. *Fish in the Classroom* is another Yuba Water Agency/MJUSD partnership which places young salmon in the classroom until they are ready to be released to local waterways. Our SDC classroom on campus has participated in this program over the last two years.

Focus on Continuous Improvement

All stakeholders, including students, families, staff, and community members, will be encouraged to actively participate and contribute their thoughts and ideas to shape the school into a responsive institution. Enhanced community engagement in decision-making processes will address current and ongoing initiatives to enhance school climate, curriculum, and services. Transparent shared decision-making practices will yield measurable outcomes, reflecting a shared responsibility for improved results.

MJUSD schools and their staff receive various forms of support and nurturing. Our current areas of emphasis for enhancement are shaped by the MJUSD Strategic Plan, Literacy Plan, Strategic Arts Plan, and English Learner Master Plan. We have implemented specific academic focus areas and methodologies, including TK-12 literacy, collaboration amongst subject area/grade level, English Language Learner-focused walkthroughs, Professional Learning Communities, data sessions, universal screeners, and common formative assessments.

The Community School's goals and annual progress will be openly communicated to all stakeholders to garner enhanced community support. Collaborating with stakeholders, the school will engage in a continuous cycle of reflection, analysis, and shared learning. The commitment is to ensure that students, families, community members, and school staff feel valued, engaged, and empowered throughout this cycle of continuous improvement, sustained by asset-based, community-driven, and actionable data.

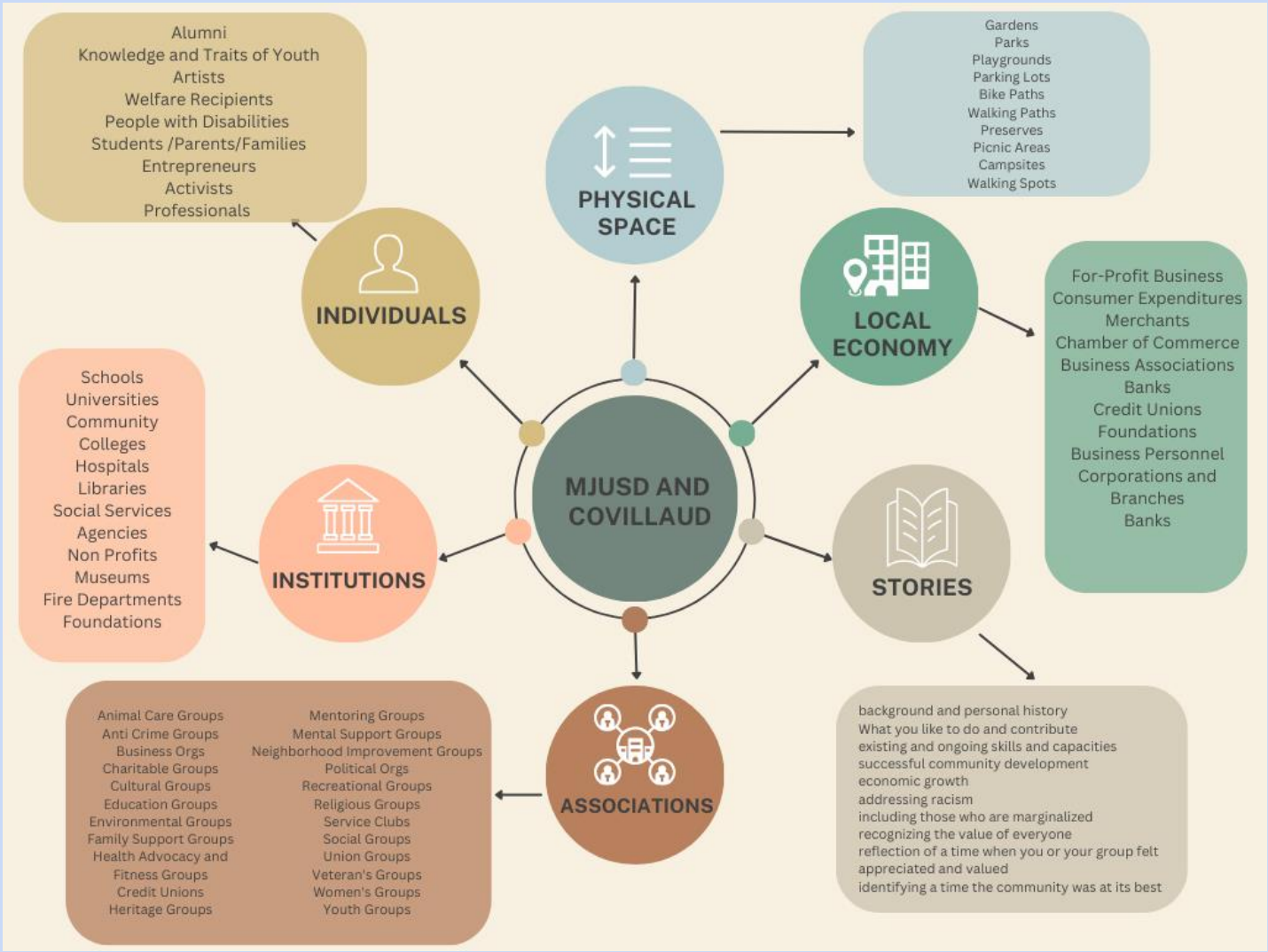
Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

The team acknowledged that each of the needs identified in the gap analysis are already being addressed at some level through various actions implemented at the school site. However, working with the community schools model helps to systematize the practices that are still not universally implemented or address community issues that serve as external factors that negatively influence school performance or the perception of the school in the larger community. Our schools and community have many existing partnerships and resources, and we developed graphics to represent some of the external and internal assets in our community.



As part of the needs/gap analysis, we conducted an asset mapping process to identify both internal and external factors- employees, partners and resources - that are currently available to the school to

support the achievement of the five areas of needs identified above. When conducting the community asset map we completed these four steps:

Defining Boundaries - the comprehensive needs of our students and families were not easily met within the local immediate community as resources from the outlying communities will be needed for support as well.

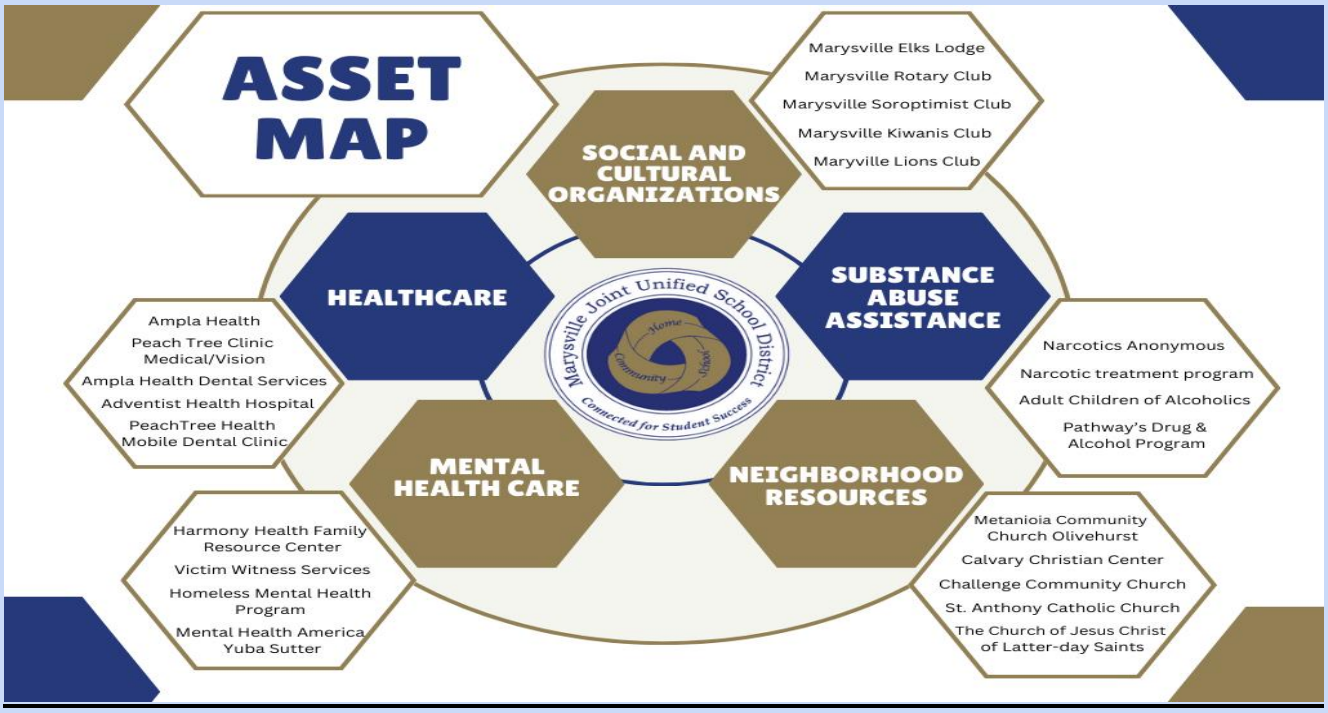
Identifying Key Partners - Student and community health and wellness and economic support was a unifying goal to identify key partners. Key planning partners included individuals from the service industry, local government, the arts, school groups and governing bodies, District leaders, service clubs, and churches.

Determining Assets to Include - There are many different types of assets. Obvious ones are those which offer economic resources, health and wellness support, and community-based resources. We wanted to think outside of the box and engage a broader swath of assets. We considered physical assets (buildings), knowledge and skills, political connections, legitimacy in the community, and those which offer access to the public (such as the media and clergy). Additionally, there are also internal assets already put in place for support of the school and the families we serve.

Collecting Assets - Making an inventory of all the groups (associations, organizations, and institutions) in and around the Mary Covillaud Elementary School community was exhausting and invigorating all at once. We began by:

- Creating a list of those groups that are known;
- Using other sources of information. These included: internet website searches; Local neighborhood/city directories published for our community residents; lists of neighborhood businesses; published lists of organizations or social service organizations; community resource guides; the local newspaper; bulletin boards/sign; community calendars; recreation facilities; churches or other faith-based organizations; local parks, recreation facilities, and community centers; volunteer, social, or special interest groups; informal local groups; friends and colleagues.
- Continuously updating our list. This is an ongoing, never ending process as we continue to refine the ease of use by including the addition of the location, type of services offered, public-private membership, and so on.

Both qualitative and quantitative data collected through the annual parent/community survey and the feedback provided at the stakeholder meetings and the town hall sessions have identified the need to improve the school's lack of student support, resources, and academic achievement.



In order to address the gaps identified through the needs assessment and to build a community school program aligned to the framework, the MJUSD team has engaged with a wide array of key partners in the development and planning of Project LEAP (Leadership, Education, Accountability and Programs) as the foundation for establishing a community schools partnership in the community. The need for establishing a community schools model was first introduced in the community task force meeting held in the Fall of 2022 when a multiple layered series of meetings were held to address the issue of the community perception of our schools in MJUSD. At that meeting it was discussed that the needs in the community and the gaps in the school services require more collaboration and the community partners and their resources would be used to support this improvement work. The collaborative team included key partners from the community and local businesses who met together to establish a vision for the enhancement of the community at large. This conversation has smoothly progressed and evolved into the development and implementation of Project LEAP.

This task force was the impetus for the community schools movement that is happening in our school district, and we are submitting this application to join the ranks of our neighboring schools in the community schools coalition. This new and improved community-based organization has expanded to include parents, students, families and educators. Our efforts will allow our school to shift from a hierarchical decision making structure to a more democratic decision making structure to improve community perceptions and expand community ownership of the school. In the continuous cycle of improvement at Covillaud, it is essential to actively ensure the representation of all groups and the inclusion of students and families from diverse backgrounds. This inclusivity should extend to the input and guidance of school administration, teachers, and support staff at all levels, encompassing not just

on-site personnel but also District support staff like technology specialists, bus drivers, and cafeteria staff.

With the establishment of the community schools model, this group will be invaluable in setting the pace of the actions that support coordination between the school and community agencies to continue to have a positive impact on families and students.

Part B: 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
Improve and Expand Community Education	Provide parenting classes - i.e. Parent Project, Loving Solutions, Homework help, etc. These courses should increase student academics and support behavioral interventions allowing for parents to be active partners.
Developing Accountability for Community Wellness	Decrease suspensions / discipline interactions, and increase academics / test scores
Improve School Based Support Program for student success. Incorporate practices that help prevent and reduce exclusionary discipline (i.e. restorative practices, peer mediation)	Restorative Training for staff to reduce suspensions/discipline data.
Design Community Collaborative Leadership	Add to current community partnerships that support the school in a consistent manner

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
Develop and implement collaborative leadership and decision making for Project LEAP.	**Project LEAP Site Responsibilities:** • Create a site level *LeapTask Force* to work collaboratively with MJUSD Community Safety Task Force. ○ Task force personnel will/may include the Principal, CCSPP Site Coordinator, Counselor(s), Teacher(s), Classified Staff, Community Partners, Students and Parent/Guardians. ○ Leadership will work to build relationships on and off campus to identify potential members of the Task Force being mindful of historically underrepresented and excluded students and family groups in our school community. ● Clarify school (LEAP) staff roles and responsibilities. ● Appoint/authorize key staff to implement LEAP Implementation plan activities. ● Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. ● Expand adult/parent education activities. ● Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power. **Project LEAP District Team Responsibilities** • Clarify district (LEAP) staff roles and responsibilities. • Appoint/authorize key staff to implement LEAP Implementation plan activities. • Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. • Formalize training and workshops for families to address student and family needs, access to resources and identify programs of support. • Develop a Data Management System to support data-driven decision making and accountability. • Implement collaborative continuous improvement model (e.g., Plan, Do, Study, Act) to target student/family needs • Expand adult/parent education activities. • Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power.
Develop and update leadership structures.	● Identify existing shared governance structures in the school ● Identify appropriate governance structures that could be moved to a more collaborative and shared model.

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

The overarching plan for Project LEAP is to institute a collaborative leadership and decision-making process. This comprehensive strategy involves several pivotal steps. First, it includes forming a site-level Leap Task Force, which will collaborate closely with the MJUSD Community Safety Task Force. Another essential aspect is the clarification of roles and responsibilities for district and school (LEAP) staff members. Additionally, key staff will be appointed or authorized to carry out the activities outlined in the LEAP Implementation plan. The initiative also emphasizes the need to organize formal training sessions and workshops tailored for families, aiming to address student and family needs, enhance resource accessibility, and pinpoint support programs.

To create a more democratic process in site-level decision making we plan to include representation from school staff, students, family and community members who will meet together regularly to discuss identified needs and supports and together develop ways to address these. Recruiting for this group will focus on including historically excluded student, family and community groups to ensure diverse representation reflective of the school community. Our goal is to value all voices in our school community and ensure that communication gaps are bridged by utilizing the District's interpreter services.

To ensure effective collaboration and progress tracking, quarterly Task Force meetings are scheduled. During these meetings, emphasis is placed on dedicated actions, data analysis, and informed decision-making. The LEAP Task Force is responsible for establishing measurable outcomes and timelines, publishing quarterly LEAP report cards within the school community, and setting up a robust data system while sharing information with the Task Force.

Furthermore, the plan emphasizes the collection and reporting of high-quality, multi-faceted data points to LEAP leaders, the Task Force, and the broader school community. It systematically presents evidence of data analysis and reports to highlight strengths and address identified needs. Moreover, specific actions, goals, and success indicators are identified to focus on particular areas of importance.

Through these strategies, the Project LEAP aims to achieve measurable progress in four key impact areas: transformed schools, engaged and empowered students and families, confident and well-prepared students, and an enhanced community capacity for collaborative problem-solving. Additionally, it identifies strategies for improving parent engagement, offering courses for parents, and providing job training and career opportunities. These training and workshop needs will be identified and scheduled through the Adult/Parent Education program as part of this comprehensive plan.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure coherence and alignment between Project LEAP, SPSA, District LCAP and Strategic Plan.	• Formalize processes and timelines to consistently review, align, and maximize coordinated and efficient systems of services. ○ Project LEAP and the School SPSA become a single document. ● Bi-anually review LEAP budget and actions for improvement or modification. ○ District school leaders coordinate regular review/success of LEAP/LCAP/SPSA activities and impact. ● Elicit ongoing feedback of LEAP services, timeliness, and overall impact. ○ Focus groups and survey responses ● Align documents and activities to the MJUSD Strategic Plan which is aligned to the pillars in the community schools framework.
Communication and coherence for school/advisory committees.	● Add CCSPP information item to Site Council, English Language Advisory Group, and other advisory group/council meeting agendas. ● Facilitate collaborative opportunities among the mentioned groups for projects and objectives that align with the shared goal of supporting students and families within our school community.

Strategy 5: Staffing and Sustainability

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
Recruit and hire high quality LEAP Program Staff.	• Collaboratively develop LEAP Coordinator job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Collaboratively develop LEAP Data Manager job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Fly & recruit for new positions. • Interview/select new staff.. ○ New positions filled with high quality staff. • Identify/train new staff.
Develop and implement LEAP Sustainability Plan.	● LEAP Implementation Plans initiated/directed by LEAP Program staff and Community Partners. ○ LEAP implementation begins. • Identify and develop new community partnerships (assets). • Design role-specific professional learning/training for staff, students, and community. • Develop system/school infrastructure to support long-term sustainability. • Implement accountability structures to facilitate capacity building for impact. • Identify and implement cost-cutting strategy. • Develop formal sustainability plan.
Develop support structures that will ensure program sustainability beyond grant term.	• Implement support structures, services and shared governance model that can be in place whether there is grant staff and funding or not. • Formal partnerships and MOUs. • County office partnerships and services available to schools to support students.

Key Staff/Personnel

DISTRICT STAFF	
Director of Wellness	Existing Position added 2022-23. The Director of Wellness serves as the District lead in coordinating and managing Project LEAP across our 11 CCSPP Grant Sites.
Director of Community Partnerships	Existing Position added 2022-23. The Director of Community Partnerships serves as the District's lead in

	identifying new community assets or partnerships to support Project LEAP.
Director of Student Services	Existing Position. The Director of Student Services serves as the District's lead to ensure coordination and implementation of LEAP services for students under the umbrella of Special Education.
Director of Student Programs/Welfare and Attendance	Existing Position. The Director of Student Programs serves as the District's lead in developing and coordinating the District's MTSS services.
School-Site Staff	
Site Principal	The site principal serves as Covillaud's chief administrator overseeing Project LEAP at the school site.
Site Coordinator	Classified *New* Position - CCSPP LEAP Grant Funded. The Coordinator of Project LEAP's sole responsibility is to coordinate, manage, support, monitor, and evaluate Project LEAP services and impact at Covillaud.
Data Management and Communications Position(s) shared among CCSPP school sites.	Classified *New* Positions - CCSPP LEAP Grant Funded). The Data Management and Communications staff serve as the Covillaud lead in collecting, analyzing, and sharing impact data (both cause and effect) with LEAP program leaders. This data includes the number of students/families who were identified and received services, service impact (qualitative and quantitative measures), time accounting, perception data, academic and engagement data. A communications position may potentially be developed as MJUSD is planning to implement the community schools model across most schools in the district.
School Counselors	Existing Positions. School counselors serve as indirect and direct Project LEAP support providers, student, family and teacher liaisons, and student advocates.

Outreach Consultants	Existing Positions. ORCs serve as the often-time first/single point of contact with families through home visits and direct communications.

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

Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with the guidelines of the Community School Framework. The core tenets of the Strategic Plan includes values in Student Centered, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The district's LCAP and our School Plan are aligned to the Strategic Plan goals and actions to be transparent in the review and analysis of needs of students and to address the ongoing gaps in services.

We are designing our community school to develop a shared commitment to authentic and dynamic shared leadership in aspects of school governance and operations. All school interest holders including students, families, staff, and community members will be invited to participate and share their thoughts and ideas to make the school a responsive institution. Improved community engagement in decision making will address current and ongoing actions to improve school climate, curriculum, and services. Shared decision-making practices will be transparent and result in measurable outcomes based on shared responsibility for improved results.

Our Community School's goals and annual progress will be shared with all stakeholders to create improved community support. Our existing implementation plan has identified the tasks for the next five years which we believe will be able to be braided into existing roles, funding sources and community supports. Our community schools team at the district level will continue to develop new community partnerships, grant applications, and sustainability plans so that the work the CCSPP funds started can continue. The actions in the plan are in addition to what the school and the district has already implemented and funded, and the supports, and shared governance structure is sustainable indicating that the commitment of the community partners is sustainable even after the grant is completed in June 2029.

Strategy 6: 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 school-community partnerships to support students' academic, behavioral and social/emotional & wellness needs.	• Identify new and ongoing partners to support the needs identified at the Task Force meetings.
	• Clarify partner/agency deliverables, including integrated services, capacity, calendar of services.
	  ○ MOUs detailing new or ongoing service providers.
	• Create a referral system for student/family identification and service delivery.
	  ○ Referral system developed and shared with school personnel.
	  ○ Increased number of students/families identified for agency services.
	  ○ Quarterly reports detailing increased # of students/families served, nature of service, and evaluation or assessment of outcome(s).
	• Formalize and administer impact surveys (e.g., school climate).
	  ○ Increased number/percent of students/families reporting improved wellness and sense of belonging.
	  ○ Increased positive school climate.

Maintain connectedness with community partners.	● Hold quarterly meetings for school-site Project LEAP team. ● Community partners attend meetings for District advisory team. ● Publication of CCSPP updates from Data Management & Communications office.

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:

Over the course of the asset planning process, more than 30 individuals were involved in the asset mapping process along with members of the community who have been deeply engaged in programs that have coordinated impact on school and families. Local service clubs such as Rotary, Kiwanis, Lions and Soroptomist, are partners in addition to SoYouCan Foundation and SAYLove Foundation, both community service organizations serving those in need. Additionally, a MJUSD Community Safety

Task Force was formed back in September 2022 to address the community needs and to bring together key players in the community of Covillaud to identify and provide resources available. MJUSD is an active member in this task force and includes members from Yuba Water Agency, Yuba County Development office, Yuba County Supervisors, Sheriff's Office, Olivehurst Public Works Department, Beale AFB, Rideout Adventist Health, Peach Tree Medical Group, Yuba County Office of Education, and Yuba Health and Public Services and Juvenile Court Services. This group continues to meet quarterly to address community needs and is instrumental in forming the collaborative leadership team to implement the core tenets of the Community Schools framework.

The asset map was drafted internally and went through several iterations. Understanding that asset mapping is a dynamic/systematic process of cataloging key services, benefits, and resource within the community, such as individuals' skill sets, organizational resources, physical space, institutions, associations, stories, and elements of the local economy, and that it provides information about the strengths and resources of a community was essential for our collective success. This process was completed by analyzing both the internal and external assets available to each of the twenty-four (24) schools within MJUSD. Our reasons for this were three-fold: the student/family mobility movement between and among our schools, maximizing assets for a broader collection of needs currently unmet in our school communities, and the request of many community assets to serve the broader community.

Our school is part of the community task force meetings being held with community partners to address how to improve the community perception of the school and its impact. Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with key elements found in the Community School Framework. The core values of the Strategic Plan include focus on Student Centered Teaching, Learning, and Supports, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The community task force, our district LEAP advisory committee and our school coalition will continue to build partnerships to meet needs based on the data collected throughout our continuous cycle of improvement.

To guide our work, continuous feedback is essential and we as an organization need to continue to implement vehicles for feedback that are representative of all subgroups, cultures and socioeconomic statuses of our school community. As a part of MJUSD, we will continue to participate in engaging and soliciting feedback from underrepresented groups and historically marginalized students and families through forums and events that are geared toward groups such as our Hmong, Native American, and Hispanic families and through more traditional groups such as our English Language Advisory Committee and Attendance Task Force. Our Attendance Task Force in particular consists of school staff and community partners, family members and students that have had issues with attendance in the past. We will continue to collect data in the form of surveys, forums, and input sessions to engage our educational partners.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the

community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps

Impactful role-specific professional learning is provided to the community and staff.	• Role-specific employee groups are identified.
	• Needs assessments around key learning strategies, targeted actions, and leadership are administered and analyzed for next steps.
	• Professional learning goals/plans for role-specific groups are identified.
	  ○ Individuals receive role specific PD tailored to individual needs (e.g., SEL, restorative practices, student centered instruction).
	  ○ Individuals develop the capacity to implement system-wide or individual strategies.
	• Professional learning calendar is developed and implemented.
	  ○ Collective and individual efficacy develop.
	• Job-embedded support (e.g., coaching) is provided to professional learning participants, including students and families.
	  ○ System and individual student or family indicators demonstrate progress – (1) transformed schools (e.g., whole child practices and supports); (2) engaged, healthy and empowered students and families (e.g., avenues for shared decision making; needs met); (3) confident and well prepared students (e.g., mastery of 21st/Graduate Profile sills, self-advocacy, high graduation rates and college and career readiness; higher attendance and positive discipline; decrease in chronic absenteeism); (4) local capacity for improved collaborative problem-solving (e.g., community capacity to organize and take action; increased collective efficacy).

Our Needs Assessment and Gap Analysis which informed our implementation plan also considered our current professional learning plans for teachers, administrators, and support staff, as we see professional learning as key to the success of our CCSPP program. Marysville Joint Unified School District provides professional development to staff in five focus areas: Academics/Student Achievement, Behavioral Supports; Special Education, English Learners, and School Climate/Health & Safety. Additionally, Marysville Joint Unified School District purchased a District wide Social Emotional Learning Curriculum for full implementation in 2023-24, an extensive implementation plan led by the Director of Wellness. Professional Development is currently offered before the start of school, during school, as well as at the end of the school year. In addition, Marysville Joint Unified School District is in contract with several agencies to provide wellness support. Most recently, the district is working closely with the Yuba Health and Public Service department to open Wellness centers at various campuses, which are fund dependent and therefore not easy to set up quickly.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Educators implement community-based learning to successfully engage students and families.	• Investigate and answer: How can we promote knowledge of/in local school community as a rich resource for student learning? ○ As a result teachers become aware of students' lived experiences (e.g., student and family interviews and focus groups). • Determine the relationship between teachers' knowledge of their students' lived experiences and instructional planning. ○ As a result teachers utilize knowledge of students' lived experiences in the design and implementation of community project curricular units (e.g., planning meetings, rosters, developed units, classroom observations). • Identify and evaluate how teachers' use of community knowledge/resources affects their instruction. • Based on key findings, design responsive professional development (e.g., asset based instruction vs. deficit based). • Plan/design community project curricular units with/for teachers. ○ Resulting in documents (e.g., ancillary lessons, learning activities, curriculum). ○ Evidenced by increased student and family engagement (e.g., academic achievement, attendance, parental involvement, school climate, positive discipline).
Culturally relevant learning	● Engage community partners from various historical and cultural backgrounds in the classroom. ● Work with local historians to develop learning series' focused on local history and culture. ● Culturally relevant speakers, activities, and events.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the

celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
School develops high-level capacity to problem-solve and effect positive change.	• Formalize Task Force, including participation from agency partners, students, and families. • Task Force regularly collaboratively assesses school/community needs. • Task Force develops LEAP goals and actions. • Task Force monitors progress and reports to the school community.	• Formalization/Task Force Roster. • Calendared Task Force meetings. • Data/Impact Reports. • Meeting minutes/actions. • Quarterly Community LEAP Progress Report published.
Develop metrics to gauge program success and guide our work.	● Consult Needs/Gap Analysis and Student Performance and Climate Data for baseline and progress updates. ● Committee identifies measurable outcomes for each action.	● Data collected by CCSPP Site Coordinator. ● Quarterly Community LEAP Progress Report Published. ● Ability to make program decisions based on data collected.

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.

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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

Dobbins Elementary School Principal, Michelle Higgins mhiggins@mjusd.k12.ca.us 530-692-1665

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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment 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

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

Background

The data from Dobbins indicates significant challenges among students in their experience with trauma, poverty, absenteeism, and academics. The proximity of the school to resources creates unique challenges in providing some of the basic needs and services that our population needs. These challenges directly affect our parent and community involvement. In the last year, we have seen a significant increase in enrollment of students, increasing our student population by 75%. This has changed the dynamics of our school and created a wonderful opportunity for our school to incorporate more of our community.

Chronic absenteeism is still a significant hindrance to our student achievement with 38.2 % of students chronically absent in 2022-23. The rise in enrollment brought an increase in our homeless, SPED, and EL populations as well. While we do not have a significant number of suspensions, we do see a significant need for SEL and restorative practices for students.

Academic data reflects concerning statistics, with the average student scoring 46.2 points below standard on state tests in ELA. Specifically, our low socioeconomic students performed significantly lower at 59.9 points below standard from the 2022-23 California State Dashboard. Student data within mathematics, shows that overall students performed 92.5 points below standard, with a significant portion of our socioeconomically disadvantaged students performing at 105.7 points below. This information has prompted our focus in understanding the trauma and SEL of our students, so that they can be as successful as possible.

Understanding and Commitment

Dobbins Elementary is determined to develop its community school model, centering on teaching and learning activities that embrace the history, culture, and experiences of students, families, and the vibrant Yuba County community. Recognizing the diverse cultural backgrounds of its students, the school aims to craft instructional methods focused on supportive, inquiry-based, project-driven, collaborative, interactive, and student-centric learning environments that prioritize experiential learning to forge deeper connections and engagement with the community.

Racially Just, Relationship-Centered Spaces

The vision is to foster a nurturing school climate that supports all students comprehensively, ensuring a safe haven across campus environments, classrooms, and facilities, with a strong emphasis on equity and access for every student. The school staff will be attentive to student and family needs regarding daily attendance, basic needs, and restorative practices to help teach both students and families ways to interact positively.

Recognizing the essential shifts in parent education and training, Dobbins Elementary School aims to cultivate a developmental mindset, empowering and educating adults to become genuine partners in supporting the school's mission. Transitioning from punitive disciplinary measures to restorative practices aligns with the ethos and goals of the CCSPP Framework, emphasizing a shift toward a more inclusive and supportive educational environment.

Establishing a school that prioritizes racial justice and centers around students requires intentional efforts to foster an environment promoting equity, inclusion, and support for every student, regardless of their racial or ethnic background. Dobbins Elementary School aims to structure its community school with a collective commitment to authentic and dynamic shared leadership in various aspects of school governance and operations.

Classroom-Community Connections

Examples of current classroom community connections are our partnerships with Yuba Sutter Arts & Culture who provides *Poetry Out Loud*, a *Visiting Artist Program*, *Scholastic Writing and Art Contests*, and a *Mariachi* program. We have a dual enrollment agreement with Yuba Community College, and are working with UC Davis who provides *Coding and Robotics* activities which lead to CTE pathways in high school. The Yuba Water Agency worked with MJUSD teachers to create the *Yuba River Watershed Curriculum* for K-12 students, which is currently being piloted. They also host MJUSD 4th graders for *Salmon Expeditions* on the Yuba River where students learn about the Nisenan tribe, the

Gold Rush and hydraulic mining, the life cycle of a salmon, and other Yuba River wildlife. *Fish in the Classroom* is another Yuba Water Agency/MJUSD partnership which places young salmon in the classroom until they are ready to be released to local waterways. *Learning Science through Art* and *Water Wizards* are two more Yuba Water Agency educational programs MJUSD students benefit from.

Focus on Continuous Improvement

All stakeholders, including students, families, staff, and community members, will be encouraged to actively participate and contribute their thoughts and ideas to shape the school into a responsive institution. Enhanced community engagement in decision-making processes will address current and ongoing initiatives to enhance school climate, curriculum, and services. Transparent shared decision-making practices will yield measurable outcomes, reflecting a shared responsibility for improved results.

MJUSD schools and their staff receive various forms of support and nurturing. Our current areas of emphasis for enhancement are shaped by the MJUSD Strategic Plan, Literacy Plan, Strategic Arts Plan, and English Learner Master Plan. We have implemented specific academic focus areas and methodologies, including TK-12 literacy, collaboration amongst subject area/grade level, English Language Learner-focused walkthroughs, Professional Learning Communities, data sessions, universal screeners, and common formative assessments.

The Community School's goals and annual progress will be openly communicated to all stakeholders to garner enhanced community support. Collaborating with stakeholders, the school will engage in a continuous cycle of reflection, analysis, and shared learning. The commitment is to ensure that students, families, community members, and school staff feel valued, engaged, and empowered throughout this cycle of continuous improvement, sustained by asset-based, community-driven, and actionable data.

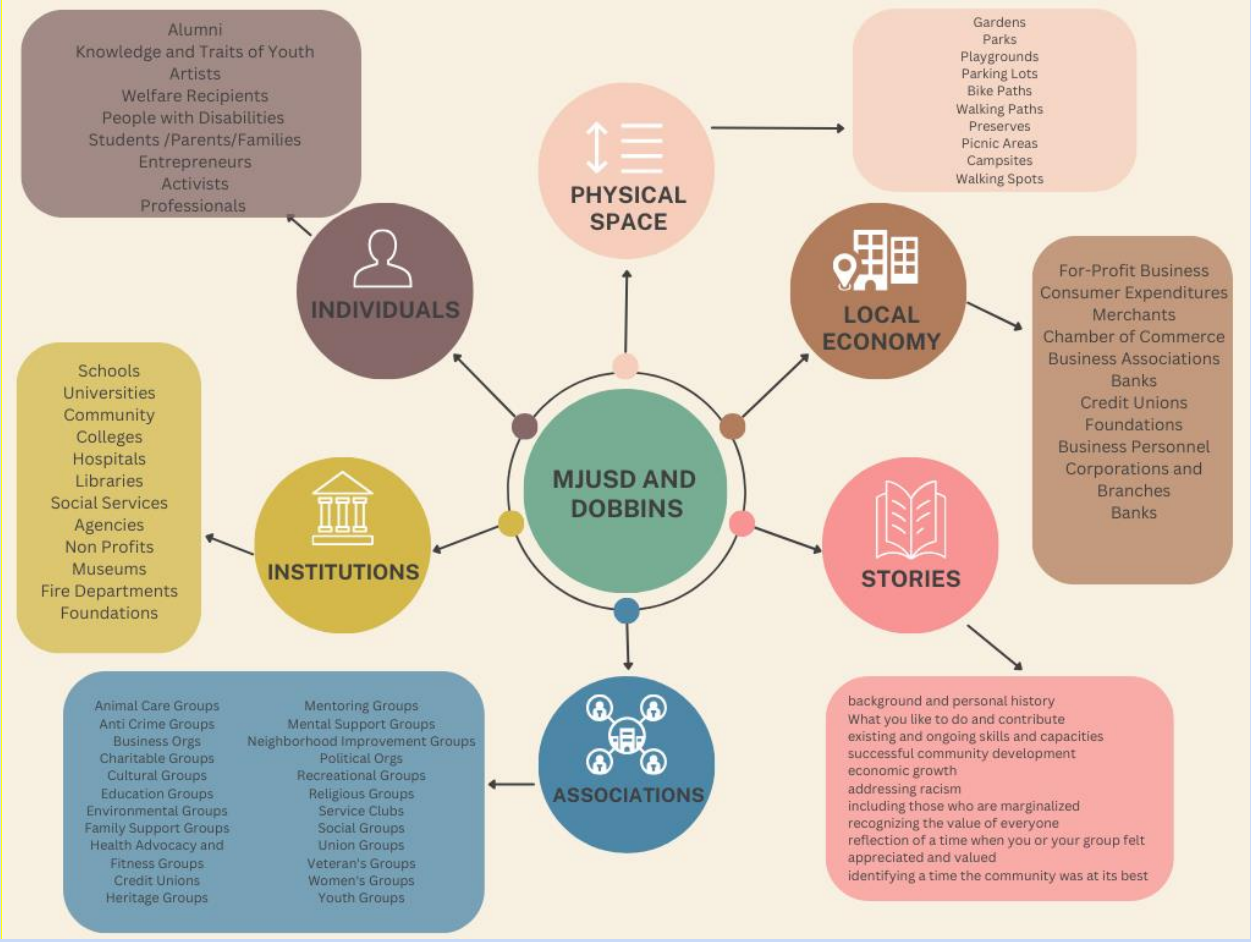
Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

The team acknowledged that each of the needs identified in the gap analysis are already being addressed at some level through various actions implemented at the school site. However, working with the community schools model helps to systematize the practices that are still not universally implemented or address community issues that serve as external factors that negatively influence school performance or the perception of the school in the larger community. Our schools and community have many existing partnerships and resources, and we developed graphics to represent some of the external and internal assets in our community.



As part of the needs/gap analysis, we conducted an asset mapping process to identify both internal and external factors- employees, partners and resources - that are currently available to the school to support the achievement of the five areas of needs identified above. When conducting the community asset map we completed these four steps:

Defining Boundaries - the comprehensive needs of our students and families were not easily met within the local immediate community as resources from the outlying communities will be needed for support as well.

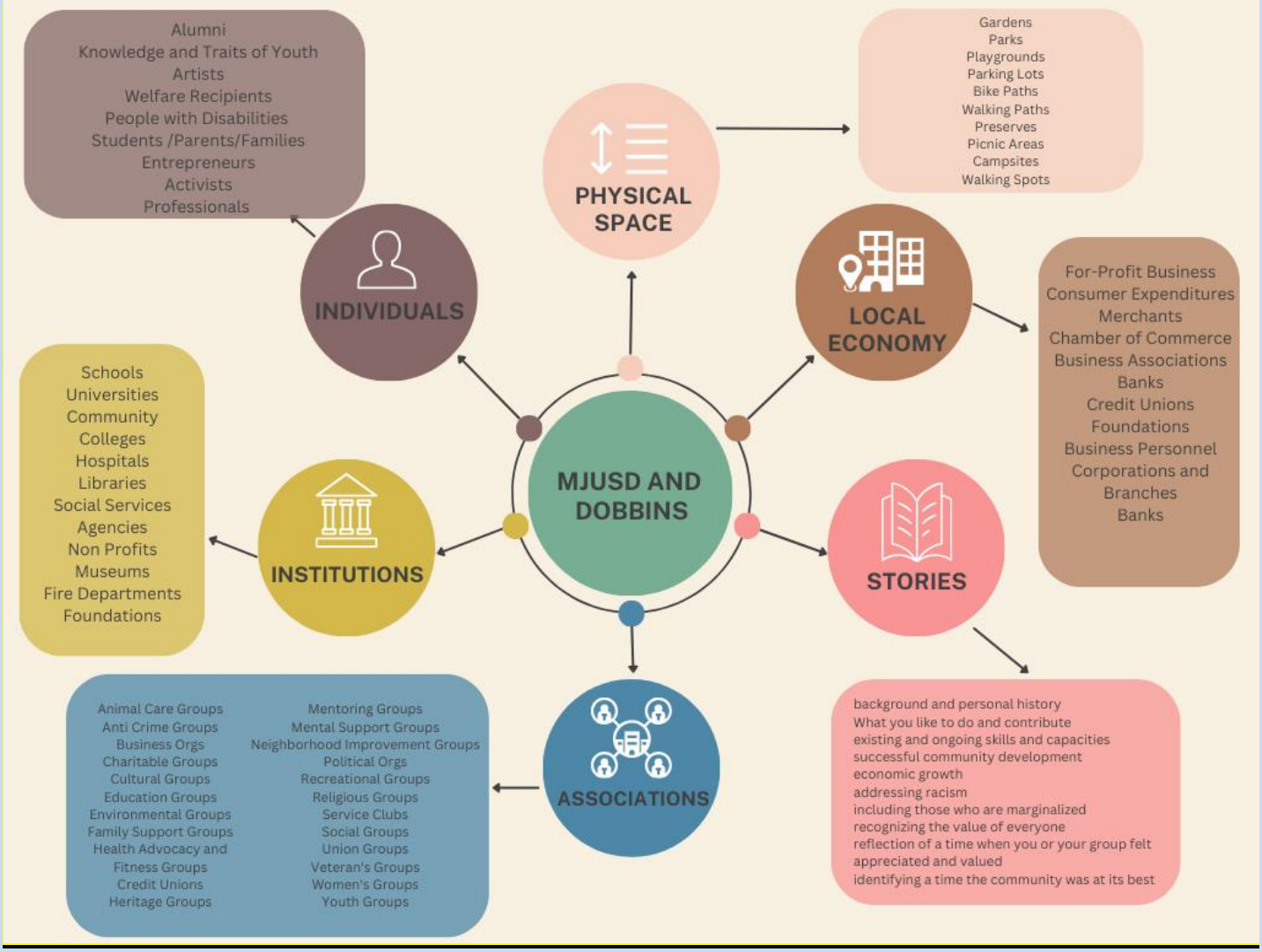
Identifying Key Partners - Student and community health and wellness and economic support was a unifying goal to identify key partners. Key planning partners included individuals from the service industry, local government, the arts, school groups and governing bodies, District leaders, service clubs, and churches.

Determining Assets to Include - There are lots of different types of assets. Obvious ones are those which offer economic resources, health and wellness support, and community-based resources. We wanted to think outside of the box and engage a broader swath of assets. We considered physical assets (buildings), knowledge and skills, political connections, legitimacy in the community, and those which offer access to the public (such as the media and clergy). Additionally, there are also internal assets already put in place for support of the school and the families we serve.

Collecting Assets - Making an inventory of all the groups (associations, organizations, and institutions) in and around the Dobbins community was exhausting and invigorating all at once. We began by:

- Creating a list of those groups that are known;
- Using other sources of information. These included: internet website searches; Local neighborhood/city directories published for our community residents; lists of neighborhood businesses; published lists of organizations or social service organizations; community resource guides; the local newspaper; bulletin boards/sign; community calendars; recreation facilities; churches or other faith-based organizations; local parks, recreation facilities, and community centers; volunteer, social, or special interest groups; informal local groups; friends and colleagues;
- Continuously updating our list. This is an ongoing, never ending process as we continue to refine the ease of use by including the addition of the location, type of services offered, public-private membership, and so on.

Both qualitative and quantitative data collected through the annual parent/community survey and the feedback provided at the stakeholder meetings and the town hall sessions have identified the need to improve the school's lack of student support, resources, and academic achievement.



In order to address the gaps identified through the needs assessment and to build a community school program aligned to the framework, the MJUSD team has engaged with a wide array of key partners in the development and planning of Project LEAP (Leadership, Education, Accountability and Programs) as the foundation for establishing a community schools partnership in the community. The need for establishing a community schools model was first introduced in the community task force meeting held in the Fall of 2022 when a multiple layered series of meetings were held to address the issue of the community perception of our schools in MJUSD. At that meeting it was discussed that the needs in the community and the gaps in the school services require more collaboration and the community partners and their resources would be used to support this improvement work. The collaborative team included key partners from the community and local businesses who met together to establish a vision for the enhancement of the community at large. This conversation has smoothly progressed and evolved into the development and implementation of Project LEAP.

This task force was the impetus for the community schools movement that is happening in our school district, and we are submitting this application to join the ranks of our neighboring schools in the community schools coalition. This new and improved community-based organization has expanded to include parents, students, families and educators. Our efforts will allow our school to shift from a hierarchical decision making structure to a more democratic decision making structure to improve community perceptions and expand community ownership of the school. In the continuous cycle of improvement at Dobbins, it is essential to actively ensure the representation of all groups and the inclusion of students and families from diverse backgrounds. This inclusivity should extend to the input and guidance of school administration, teachers, and support staff at all levels, encompassing not just on-site personnel but also District support staff like technology specialists, bus drivers, and cafeteria staff.

With the establishment of the community schools model, this group will be invaluable in setting the pace of the actions that support coordination between the school and community agencies to continue to have a positive impact on families and students.

Part B: 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
Academic Support	Increase academic achievement - Decrease absenteeism rate determined by Aeries collected data. - Improve Reading levels for all students as is indicated on STAR reading test scores. - Improve math understanding and achievement as is identified on Universal screening programs such as STAR math or Freckle. - After school tutoring, track how many students utilize and how performance of students improves
Project Based Learning	Involve students in projects that engage the community in our student achievements, learning and public speaking outcomes. - Indicated by tracking community member involvement in student projects.
Enrichment Activities	Students that are performing at grade level are engaged in enrichment activities. - Outcome is that students will be able to navigate more hands-on types of learning such as STEAM related activities.

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

Develop and implement collaborative leadership and decision making for Project LEAP.	**Project LEAP Site Responsibilities:**
	• Create a site level *LeapTask Force* to work collaboratively with MJUSD Community Safety Task Force.
	  ○ Task force personnel will/may include the Principal, CCSPP Site Coordinator, Counselor(s), Teacher(s), Classified Staff, Community Partners, Students and Parent/Guardians.
	  ○ Leadership will work to build relationships on and off campus to identify potential members of the Task Force being mindful of historically underrepresented and excluded students and family groups in our school community.
	● Clarify school (LEAP) staff roles and responsibilities.
	● Appoint/authorize key staff to implement LEAP Implementation plan activities.
	● Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions.
	● Expand adult/parent education activities.
	● Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power.
	
	Project LEAP District Team Responsibilities
	• Clarify district (LEAP) staff roles and responsibilities.
	• Appoint/authorize key staff to implement LEAP Implementation plan activities.
	• Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions.
	• Formalize training and workshops for families to address student and family needs, access to resources and identify programs of support.
	• Develop a Data Management System to support data-driven decision making and accountability.
	• Implement collaborative continuous improvement model (e.g., Plan, Do, Study, Act) to target student/family needs
	• Expand adult/parent education activities.
	• Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power.

Develop and update leadership structures.	● Identify existing shared governance structures in the school and create a plan to flatten structure. ● Identify appropriate governance structures that could be moved to a more collaborative and shared model.

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

The overarching plan for Project LEAP is to institute a collaborative leadership and decision-making process. This comprehensive strategy involves several pivotal steps. First, it includes forming a site-level Leap Task Force, which will collaborate closely with the MJUSD Community Safety Task Force. Another essential aspect is the clarification of roles and responsibilities for district and school (LEAP) staff members. Additionally, key staff will be appointed or authorized to carry out the activities outlined in the LEAP Implementation plan. The initiative also emphasizes the need to organize formal training sessions and workshops tailored for families, aiming to address student and family needs, enhance resource accessibility, and pinpoint support programs.

To create a more democratic process in site-level decision making we plan to include representation from school staff, students, family and community members who will meet together regularly to discuss identified needs and supports and together develop ways to address these. Recruiting for this group will focus on including historically excluded student, family and community groups to ensure diverse representation reflective of the school community. Our goal is to value all voices in our school community and ensure that communication gaps are bridged by utilizing the District's interpreter services.

To ensure effective collaboration and progress tracking, quarterly Task Force meetings are scheduled. During these meetings, emphasis is placed on dedicated actions, data analysis, and informed decision-making. The LEAP Task Force is responsible for establishing measurable outcomes and timelines, publishing quarterly LEAP report cards within the school community, and setting up a robust data system while sharing information with the Task Force.

Furthermore, the plan emphasizes the collection and reporting of high-quality, multi-faceted data points to LEAP leaders, the Task Force, and the broader school community. It systematically presents evidence of data analysis and reports to highlight strengths and address identified needs. Moreover, specific actions, goals, and success indicators are identified to focus on particular areas of importance.

Through these strategies, the Project LEAP aims to achieve measurable progress in four key impact areas: transformed schools, engaged and empowered students and families, confident and well-prepared students, and an enhanced community capacity for collaborative problem-solving. Additionally, it identifies strategies for improving parent engagement, offering courses for pregnant teens and teen parents, and providing job training and career opportunities. These training and workshop needs will be identified and scheduled through the Adult/Parent Education program as part of this comprehensive plan.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure coherence and alignment between Project LEAP, SPSA, District LCAP and Strategic Plan.	• Formalize processes and timelines to consistently review, align, and maximize coordinated and efficient systems of services. ○ Project LEAP and the School SPSA become a single document. ● Bi-anually review LEAP budget and actions for improvement or modification. ○ District school leaders coordinate regular review/success of LEAP/LCAP/SPSA activities and impact. ● Elicit ongoing feedback of LEAP services, timeliness, and overall impact. ○ Focus groups and survey responses ● Align documents and activities to the MJUSD Strategic Plan which is aligned to the pillars in the community schools framework.
Communication and coherence for school/advisory committees.	● Add CCSPP information item to Site Council, English Language Advisory Group, and other advisory group/council meeting agendas. ● Facilitate collaborative opportunities among the mentioned groups for projects and objectives that align with the shared goal of supporting students and families within our school community.

Strategy 5: Staffing and Sustainability

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
Recruit and hire high quality LEAP Program Staff.	• Collaboratively develop LEAP Coordinator job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Collaboratively develop LEAP Data Manager job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Fly & recruit for new positions. • Interview/select new staff.. ○ New positions filled with high quality staff. • Identify/train new staff.
Develop and implement LEAP Sustainability Plan.	● LEAP Implementation Plans initiated/directed by LEAP Program staff and Community Partners. ○ LEAP implementation begins. • Identify and develop new community partnerships (assets). • Design role-specific professional learning/training for staff, students, and community. • Develop system/school infrastructure to support long-term sustainability. • Implement accountability structures to facilitate capacity building for impact. • Identify and implement cost-cutting strategy. • Develop formal sustainability plan.
Develop support structures that will ensure program sustainability beyond grant term.	• Implement support structures, services and shared governance model that can be in place whether there is grant staff and funding or not. • Formal partnerships and MOUs. • County office partnerships and services available to schools to support students.

Key Staff/Personnel

DISTRICT STAFF	
Director of Wellness	Existing Position added 2022-23. The Director of Wellness serves as the District lead in coordinating and managing Project LEAP across our 11 CCSPP Grant Sites.

Director of Community Partnerships	Existing Position added 2022-23. The Director of Community Partnerships serves as the District's lead in identifying new community assets or partnerships to support Project LEAP.
Director of Student Services	Existing Position. The Director of Student Services serves as the District's lead to ensure coordination and implementation of LEAP services for students under the umbrella of Special Education.
Director of Student Programs/Welfare and Attendance	Existing Position. The Director of Student Programs serves as the District's lead in developing and coordinating the District's MTSS services.
School-Site Staff	
Site Principal	The site principal serves as Dobbins Elementary's chief administrator overseeing Project LEAP at the school site.
Site Coordinator	Classified *New* Position - CCSPP LEAP Grant Funded. The Coordinator of Project LEAP's sole responsibility is to coordinate, manage, support, monitor, and evaluate Project LEAP services and impact at Dobbins.
Data Management and Communications Position(s) shared among CCSPP school sites.	Classified *New* Positions - CCSPP LEAP Grant Funded). The Data Management and Communications staff serve as the Dobbins Elementary lead in collecting, analyzing, and sharing impact data (both cause and effect) with LEAP program leaders. This data includes the number of students/families who were identified and received services, service impact (qualitative and quantitative measures), time accounting, perception data, academic and engagement data. A communications position may potentially be developed as MJUSD is planning to implement the community schools model across most schools in the district.

School Counselors	Existing Positions. School counselors serve as indirect and direct Project LEAP support providers, student, family and teacher liaisons, and student advocates.
Outreach Consultants	Existing Positions. ORCs serve as the often-time first/single point of contact with families through home visits and direct communications.

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

Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with the guidelines of the Community School Framework. The core tenets of the Strategic Plan includes values in Student Centered, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The district's LCAP and our School Plan are aligned to the Strategic Plan goals and actions to be transparent in the review and analysis of needs of students and to address the ongoing gaps in services.

We are designing our community school to develop a shared commitment to authentic and dynamic shared leadership in aspects of school governance and operations. All school interest holders including students, families, staff, and community members will be invited to participate and share their thoughts and ideas to make the school a responsive institution. Improved community engagement in decision making will address current and ongoing actions to improve school climate, curriculum, and services. Shared decision-making practices will be transparent and result in measurable outcomes based on shared responsibility for improved results.

Our Community School's goals and annual progress will be shared with all stakeholders to create improved community support. Our existing implementation plan has identified the tasks for the next five years which we believe will be able to be braided into existing roles, funding sources and community supports. Our community schools team at the district level will continue to develop new community partnerships, grant applications, and sustainability plans so that the work the CCSPP funds started can continue. The actions in the plan are in addition to what the school and the district has already implemented and funded, and the supports, and shared governance structure is sustainable indicating that the commitment of the community partners is sustainable even after the grant is completed in June 2029.

Strategy 6: 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 school-community partnerships to support students' academic, behavioral and social/emotional & wellness needs.	• Identify new and ongoing partners to support the needs identified at the Task Force meetings.
	• Clarify partner/agency deliverables, including integrated services, capacity, calendar of services.
	  ○ MOUs detailing new or ongoing service providers.
	• Create a referral system for student/family identification and service delivery.
	  ○ Referral system developed and shared with school personnel.
	  ○ Increased number of students/families identified for agency services.
	  ○ Quarterly reports detailing increased # of students/families served, nature of service, and evaluation or assessment of outcome(s).
	• Formalize and administer impact surveys (e.g., school climate).
	  ○ Increased number/percent of students/families reporting improved wellness and sense of belonging.
	  ○ Increased positive school climate.

Maintain connectedness with community partners.	● Hold quarterly meetings for school-site Project LEAP team. ● Community partners attend meetings for District advisory team. ● Publication of CCSPP updates from Data Management & Communications office.

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:

Over the course of the asset planning process, more than 30 individuals were involved in the asset mapping process along with members of the community who have been deeply engaged in programs that have coordinated impact on school and families. Local service clubs such as Rotary, Kiwanis, Lions and Soroptomist, are partners in addition to SoYouCan Foundation and SAYLove Foundation, both community service organizations serving those in need. Additionally, a MJUSD Community Safety Task Force was formed back in September 2022 to address the community needs and to bring together key players in the community of Dobbins to identify and provide resources available. MJUSD is an active member in this task force and includes members from Yuba Water Agency, Yuba County Development office, Yuba County Supervisors, Sheriff's Office, Olivehurst Public Works Department, Beale AFB, Rideout Adventist Health, Peach Tree Medical Group, Yuba County Office of Education, and Yuba Health and Public Services and Juvenile Court Services. This group continues to meet quarterly to address community needs and is instrumental in forming the collaborative leadership team to implement the core tenets of the Community Schools framework.

The asset map was drafted internally and went through several iterations. Understanding that asset mapping is a dynamic/systematic process of cataloging key services, benefits, and resource within the community, such as individuals' skill sets, organizational resources, physical space, institutions, associations, stories, and elements of the local economy, and that it provides information about the strengths and resources of a community was essential for our collective success. This process was completed by analyzing both the internal and external assets available to each of the twenty-four (24) schools within MJUSD. Our reasons for this were three-fold: the student/family mobility movement between and among our schools, maximizing assets for a broader collection of needs currently unmet in our school communities, and the request of many community assets to serve the broader community.

Our school is part of the community task force meetings being held with community partners to address how to improve the community perception of the school and its impact. Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with key elements found in the Community School Framework. The core values of the Strategic Plan include focus on Student Centered Teaching, Learning, and Supports, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The community task force, our district LEAP advisory committee and our school coalition will continue to build partnerships to meet needs based on the data collected throughout our continuous cycle of improvement.

To guide our work, continuous feedback is essential and we as an organization need to continue to implement vehicles for feedback that are representative of all subgroups, cultures and socioeconomic statuses of our school community. As a part of MJUSD, we will continue to participate in engaging and soliciting feedback from underrepresented groups and historically marginalized students and families through forums and events that are geared toward groups such as our Hmong, Native American, and Hispanic families and through more traditional groups such as our English Language Advisory Committee and Attendance Task Force. Our Attendance Task Force in particular consists of school staff and community partners, family members and students that have had issues with attendance in

the past. We will continue to collect data in the form of surveys, forums, and input sessions to engage our educational partners.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps

Impactful role-specific professional learning is provided to the community and staff.	• Role-specific employee groups are identified.
	• Needs assessments around key learning strategies, targeted actions, and leadership are administered and analyzed for next steps.
	• Professional learning goals/plans for role-specific groups are identified.
	  ○ Individuals receive role specific PD tailored to individual needs (e.g., SEL, restorative practices, student centered instruction).
	  ○ Individuals develop capacity to implement system-wide or individual strategies.
	• Professional learning calendar is developed and implemented.
	  ○ Collective and individual efficacy develop.
	• Job-embedded support (e.g., coaching) is provided to professional learning participants, including students and families.
	  ○ System and individual student or family indicators demonstrate progress – (1) transformed schools (e.g., whole child practices and supports); (2) engaged, healthy and empowered students and families (e.g., avenues for shared decision making; needs met); (3) confident and well prepared students (e.g., mastery of 21st/Graduate Profile sills, self-advocacy, high graduation rates and college and career readiness; higher attendance and positive discipline; decrease in chronic absenteeism); (4) local capacity for improved collaborative problem-solving (e.g., community capacity to organize and take action; increased collective efficacy).

Our Needs Assessment and Gap Analysis which informed our implementation plan also considered our current professional learning plans for teachers, administrators, and support staff, as we see professional learning as key to the success of our CCSPP program. Marysville Joint Unified School District provides professional development to staff in five focus areas: Academics/Student Achievement, Behavioral Supports; Special Education, English Learners, and School Climate/Health

& Safety. Additionally, Marysville Joint Unified School District purchased a District wide Social Emotional Learning Curriculum for full implementation in 2023-24, an extensive implementation plan led by the Director of Wellness. Professional Development is currently offered before the start of school, during school, as well as at the end of the school year. In addition, Marysville Joint Unified School District is in contract with several agencies to provide wellness support. Most recently, the district is working closely with the Yuba Health and Public Service department to open Wellness centers at various campuses, which are fund dependent and therefore not easy to set up quickly.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Educators implement community-based learning to successfully engage students and families.	• Investigate and answer: How can we promote knowledge of/in the local school community as a rich resource for student learning? ○ As a result teachers become aware of students' lived experiences (e.g., student and family interviews and focus groups). • Determine the relationship between teachers' knowledge of their students' lived experiences and instructional planning. ○ As a result teachers utilize knowledge of students' lived experiences in the design and implementation of community project curricular units (e.g., planning meetings, rosters, developed units, classroom observations). • Identify and evaluate how teachers' use of community knowledge/resources affects their instruction. • Based on key findings, design responsive professional development (e.g., asset based instruction vs. deficit based). • Plan/design community project curricular units with/for teachers. ○ Resulting in documents (e.g., ancillary lessons, learning activities, curriculum). ○ Evidenced by increased student and family engagement (e.g., academic achievement, attendance, parental involvement, school climate, positive discipline).
Culturally relevant learning	● Engage community partners from various historical and cultural backgrounds in the classroom. ● Work with local historians to develop learning series' focused on local history and culture. ● Culturally relevant speakers, activities, and events.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the

celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
School develops high-level capacity to problem-solve and effect positive change.	• Formalize Task Force, including participation from agency partners, students, and families. • Task Force regularly collaboratively assesses school/community needs. • Task Force develops LEAP goals and actions. • Task Force monitors progress and reports to the school community.	• Formalization/Task Force Roster. • Calendared Task Force meetings. • Data/Impact Reports. • Meeting minutes/actions. • Quarterly Community LEAP Progress Report published.
Develop metrics to gauge program success and guide our work.	• Consult Needs/Gap Analysis and Student Performance and Climate Data for baseline and progress updates. • Committee identifies measurable outcomes for each action.	• Data collected by CCSPP Site Coordinator. • Quarterly Community LEAP Progress Report Published. • Ability to make program decisions based on data collected.

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.

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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

Edgewater Elementary School - Principal, Renee Henderson rhenderson@mjusdlk12.ca.us 530-741-0866

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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment 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

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

Background

Performance and climate data from Edgewater Elementary School indicates significant challenges among students in behavior, academics, and attendance, particularly exacerbated by the aftermath of COVID closures, compounding the ongoing impact of socio-economic factors. These stressors have directly influenced parental and community expectations, wellness, and student performance across academics, attendance, and discipline.

Chronic absenteeism has increased 1.3% in 2022-23, notably among students with disabilities at 22.5%. Concurrently, there's been a rise in the number of administrative referrals, which increased by 160 year-to-date with occurrences of students being removed from class due to various issues, such as disruptive behavior, defiance, physical aggression in the last academic year. This rise prompted the urgent need for increased student support and teacher and staff training in restorative practices and PBIS. Additionally, while there's been zero suspensions, the significant number of administrator

referrals signals a critical necessity for enhanced and behavioral support for these primarily during unstructured time and classrooms after lunch.

Academic data reflects concerning statistics, with only 35.85% of students reading at grade level and 26.50% performing at grade-level math on CAASPP. The ELL population scored 11.22% at a level 4 on ELPAC and dropped 33% when compared pre-COVID scores. Students with disabilities were at 7.14% proficiency in ELA and 2.22% in mathematics. In internal assessments, proficiency stood at 39% in ELA and 44.5% in math at the end of 2022-23 school year overall.

Understanding and Commitment

Edgewater Elementary School is determined to develop its community school model, centering on teaching and learning activities that embrace the history, culture, and experiences of students, families, and the vibrant Yuba County community. Recognizing the diverse cultural backgrounds of its students, the school aims to craft instructional methods focused on supportive, inquiry-based, project-driven, collaborative, interactive, and student-centric learning environments that prioritize experiential learning to forge deeper connections and engagement with the community.

Racially Just, Relationship-Centered Spaces

The vision is to foster a nurturing school climate that supports all students comprehensively, ensuring a safe haven across campus environments, classrooms, and facilities, with a strong emphasis on equity and access for every student. The school staff has been attentive to student and family needs regarding daily attendance and discipline challenges, intending to implement restorative practices rather than punitive disciplinary actions that isolate students from necessary support.

Recognizing the essential shifts in parent education and training to support teaching and learning, Edgewater aims to cultivate a developmental mindset, empowering and educating adults to become genuine partners in supporting the school's mission of Focusing on the Whole Child. Transitioning to PBIS strategies and restorative practices aligns with the ethos and goals of the CCSPP Framework, emphasizing a shift toward a more inclusive and supportive educational environment.

Establishing a school that prioritizes racial justice and centers around students requires intentional efforts to foster an environment promoting equity, inclusion, and support for every student, regardless of their racial or ethnic background. Edgewater Elementary School aims to structure the site with a collective commitment to authentic and dynamic shared leadership in various aspects of school governance and operations as part of the overall goal to engage our community.

Classroom-Community Connections

Examples of current classroom community connections are our partnerships with parents through monthly Family Community Nights. Edgewater has a strong Watch D.O.G.S program to promote male role models on campus during unstructured time and has partnered with Community Matters to support unstructured time with trained student Safe School Ambassadors. The Yuba Water Agency also works with MJUSD teachers to create the 4th graders for *Salmon Expeditions* on the Yuba River where students learn about the Nisenan tribe, the Gold Rush and hydraulic mining, the life cycle of a salmon,

and other Yuba River wildlife. *Fish in the Classroom* is another Yuba Water Agency/MJUSD partnership which places young salmon in the classroom until they are ready to be released to local waterways. We also have started the Costco Reading Program where Costco employees are trained to read with students as an intervention. They come into the school and read with students one-on-one for 45 minutes daily to support our urgent intervention students. YCOE has also partnered with us through LCSSPP to employ a pre-intervention specialist to work with students who are at risk in attendance, behavior, and academics. Strengthening Families will join SSTs and interventions meetings to support student success.

Focus on Continuous Improvement

All stakeholders, including students, families, staff, and community members, will be encouraged to actively participate and contribute their thoughts and ideas to shape the school into a responsive institution. Enhanced community engagement in decision-making processes will address current and ongoing initiatives to enhance school climate, curriculum, and services. Transparent shared decision-making practices will yield measurable outcomes, reflecting a shared responsibility for improved results.

MJUSD schools and their staff receive various forms of support and nurturing. Our current areas of emphasis for enhancement are shaped by the MJUSD Strategic Plan, Literacy Plan, Strategic Arts Plan, and English Learner Master Plan. We have implemented specific academic focus areas and methodologies, including TK-12 literacy, collaboration amongst subject area/grade level, English Language Learner-focused walkthroughs, Professional Learning Communities, data sessions, universal screeners, and common formative assessments.

The Community School's goals and annual progress will be openly communicated to all stakeholders to garner enhanced community support. Collaborating with stakeholders, the school will engage in a continuous cycle of reflection, analysis, and shared learning. The commitment is to ensure that students, families, community members, and school staff feel valued, engaged, and empowered throughout this cycle of continuous improvement, sustained by asset-based, community-driven, and actionable data.

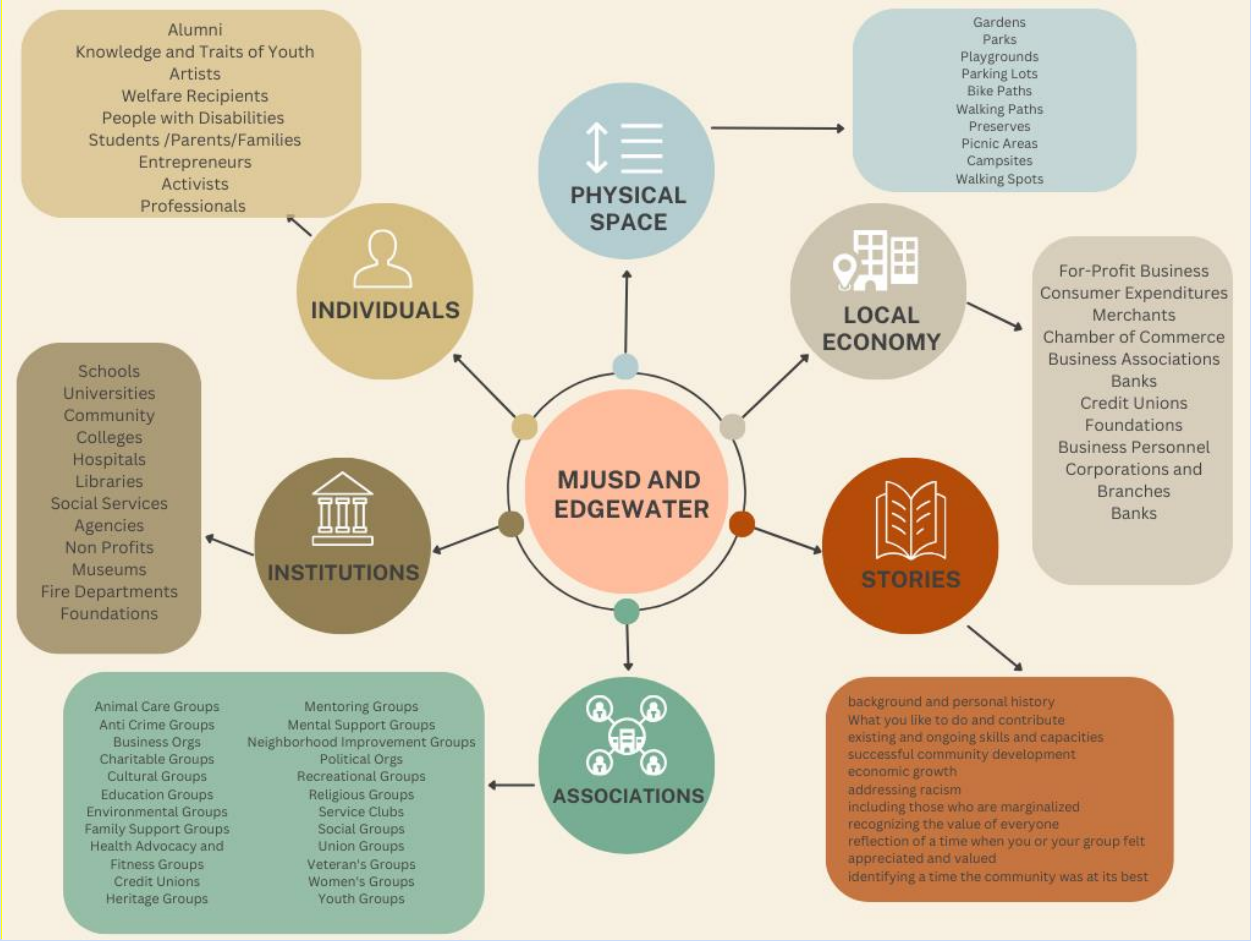
Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

The team acknowledged that each of the needs identified in the gap analysis are already being addressed at some level through various actions implemented at the school site. However, working with the community schools model helps to systematize the practices that are still not universally implemented or address community issues that serve as external factors that negatively influence school performance or the perception of the school in the larger community. Our schools and community have many existing partnerships and resources, and we developed graphics to represent some of the external and internal assets in our community.



As part of the needs/gap analysis, we conducted an asset mapping process to identify both internal and external factors- employees, partners and resources - that are currently available to the school to support the achievement of the five areas of needs identified above. When conducting the community asset map we completed these four steps:

Defining Boundaries - the comprehensive needs of our students and families were not easily met within the local immediate community as resources from the outlying communities will be needed for support as well.

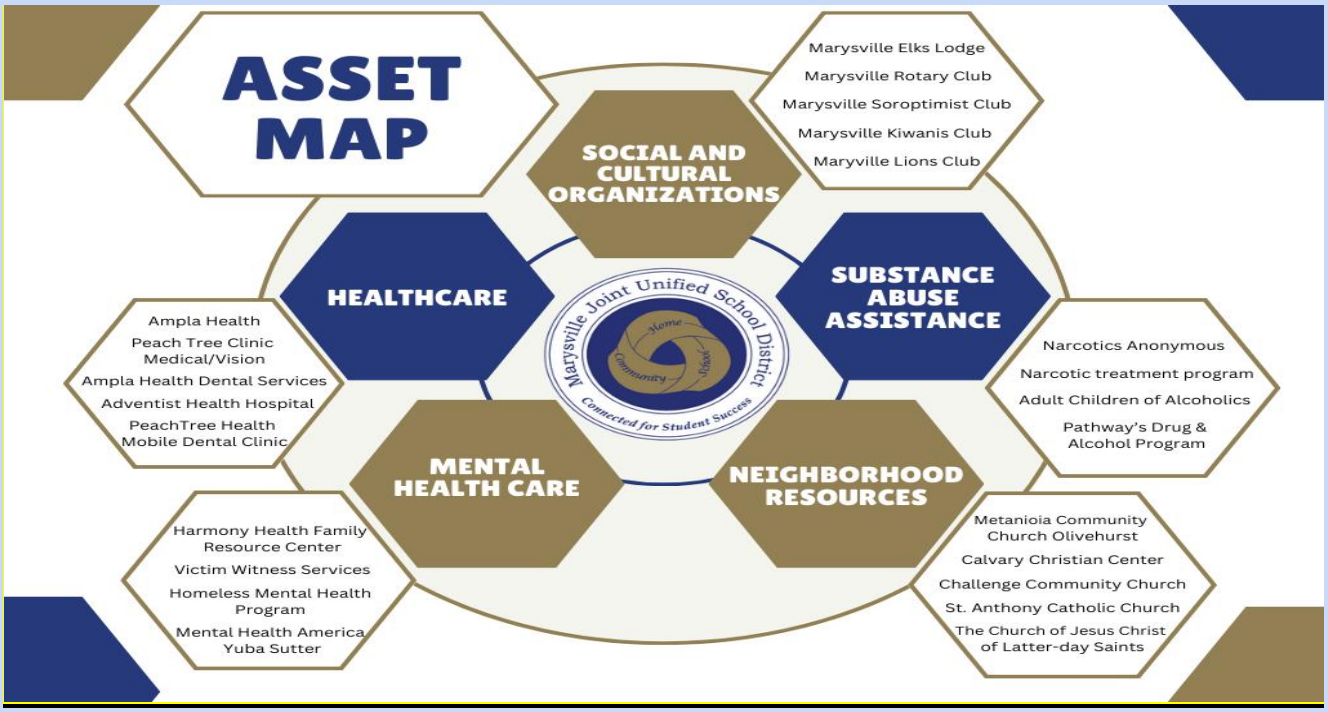
Identifying Key Partners - Student and community health and wellness and economic support was a unifying goal to identify key partners. Key planning partners included individuals from the service industry, local government, the arts, school groups and governing bodies, District leaders, service clubs, and churches.

Determining Assets to Include - There are lots of different types of assets. Obvious ones are those which offer economic resources, health and wellness support, and community-based resources. We wanted to think outside of the box and engage a broader swath of assets. We considered physical assets (buildings), knowledge and skills, political connections, legitimacy in the community, and those which offer access to the public (such as the media and clergy). Additionally, there are also internal assets already put in place for support of the school and the families we serve.

Collecting Assets - Making an inventory of all the groups (associations, organizations, and institutions) in and around the Edgewater Elementary community was exhausting and invigorating all at once. We began by:

- Creating a list of those groups that are known;
- Using other sources of information. These included: internet website searches; Local neighborhood/city directories published for our community residents; lists of neighborhood businesses; published lists of organizations or social service organizations; community resource guides; the local newspaper; bulletin boards/sign; community calendars; recreation facilities; churches or other faith-based organizations; local parks, recreation facilities, and community centers; volunteer, social, or special interest groups; informal local groups; friends and colleagues;
- Continuously updating our list. This is an ongoing, never ending process as we continue to refine the ease of use by including the addition of the location, type of services offered, public-private membership, and so on.

Both qualitative and quantitative data collected through the annual parent/community survey and the feedback provided at the stakeholder meetings and the town hall sessions have identified the need to improve the school's lack of student support, resources, and academic achievement.



In order to address the gaps identified through the needs assessment and to build a community school program aligned to the framework, the MJUSD team has engaged with a wide array of key partners in the development and planning of Project LEAP (Leadership, Education, Accountability and Programs) as the foundation for establishing a community schools partnership in the community. The need for establishing a community schools model was first introduced in the community task force meeting held in the Fall of 2022 when a multiple layered series of meetings were held to address the issue of the community perception of our schools in MJUSD. At that meeting it was discussed that the needs in the community and the gaps in the school services require more collaboration and the community partners and their resources would be used to support this improvement work. The collaborative team included key partners from the community and local businesses who met together to establish a vision for the enhancement of the community at large. This conversation has smoothly progressed and evolved into the development and implementation of Project LEAP.

This task force was the impetus for the community schools movement that is happening in our school district, and we are submitting this application to join the ranks of our neighboring schools in the community schools coalition. This new and improved community-based organization has expanded to include parents, students, families and educators. Our efforts will allow our school to shift from a hierarchical decision making structure to a more democratic decision making structure to improve community perceptions and expand community ownership of the school. In the continuous cycle of improvement at Edgewater, it is essential to actively ensure the representation of all groups and the inclusion of students and families from diverse backgrounds. This inclusivity should extend to the input

and guidance of school administration, teachers, and support staff at all levels, encompassing not just on-site personnel but also District support staff like technology specialists, bus drivers, and cafeteria staff.

With the establishment of the community schools model, this group will be invaluable in setting the pace of the actions that support coordination between the school and community agencies to continue to have a positive impact on families and students.

Part B: 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**
Provide EL supports within the day	Increase students scoring at a level 4 on ELPAC 5% points comparing year to year
Support systems for unstructured time focusing on male population	Decrease behavior referrals by 20% comparing year to year
Parent Leadership Development and Opportunities	Increase the number of trained parents volunteering in the classrooms by 10% as leaders in small group interventions year to year
Improve reading and comprehension skills.	Decrease the number of points below standard by 10 points in ELA and by 20 points 90% of students will reach a bronze metal or greater (on AR grade level goals) year to year.

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
Develop and implement collaborative leadership and decision making for Project LEAP.	**Project LEAP Site Responsibilities:** • Create a site level *LeapTask Force* to work collaboratively with MJUSD Community Safety Task Force. ○ Task force personnel will/may include the Principal, CCSPP Site Coordinator, Counselor(s), Teacher(s), Classified Staff, Community Partners, Students and Parent/Guardians. ○ Leadership will work to build relationships on and off campus to identify potential members of the Task Force being mindful of historically underrepresented and excluded students and family groups in our school community. ● Clarify school (LEAP) staff roles and responsibilities. ● Appoint/authorize key staff to implement LEAP Implementation plan activities. ● Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. ● Expand adult/parent education activities. ● Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power. **Project LEAP District Team Responsibilities** • Clarify district (LEAP) staff roles and responsibilities. • Appoint/authorize key staff to implement LEAP Implementation plan activities. • Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. • Formalize training and workshops for families to address student and family needs, access to resources and identify programs of support. • Develop a Data Management System to support data-driven decision making and accountability. • Implement collaborative continuous improvement model (e.g., Plan, Do, Study, Act) to target student/family needs • Expand adult/parent education activities. • Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power.
Develop and update leadership structures.	● Identify existing shared governance structures in the school and create a plan to flatten structure. ● Identify appropriate governance structures that could be moved to a more collaborative and shared model.

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

The overarching plan for Project LEAP is to institute a collaborative leadership and decision-making process. This comprehensive strategy involves several pivotal steps. First, it includes forming a site-level Leap Task Force, which will collaborate closely with the MJUSD Community Safety Task Force. Another essential aspect is the clarification of roles and responsibilities for district and school (LEAP) staff members. Additionally, key staff will be appointed or authorized to carry out the activities outlined in the LEAP Implementation plan. The initiative also emphasizes the need to organize formal training sessions and workshops tailored for families, aiming to address student and family needs, enhance resource accessibility, and pinpoint support programs.

To create a more democratic process in site-level decision making we plan to include representation from school staff, students, family and community members who will meet together regularly to discuss identified needs and supports and together develop ways to address these. Recruiting for this group will focus on including historically excluded student, family and community groups to ensure diverse representation reflective of the school community. Our goal is to value all voices in our school community and ensure that communication gaps are bridged by utilizing the District's interpreter services.

To ensure effective collaboration and progress tracking, quarterly Task Force meetings are scheduled. During these meetings, emphasis is placed on dedicated actions, data analysis, and informed decision-making. The LEAP Task Force is responsible for establishing measurable outcomes and timelines, publishing quarterly LEAP report cards within the school community, and setting up a robust data system while sharing information with the Task Force.

Furthermore, the plan emphasizes the collection and reporting of high-quality, multi-faceted data points to LEAP leaders, the Task Force, and the broader school community. It systematically presents evidence of data analysis and reports to highlight strengths and address identified needs. Moreover, specific actions, goals, and success indicators are identified to focus on particular areas of importance.

Through these strategies, the Project LEAP aims to achieve measurable progress in four key impact areas: transformed schools, engaged and empowered students and families, confident and well-prepared students, and an enhanced community capacity for collaborative problem-solving. Additionally, it identifies strategies for improving parent engagement, offering courses for pregnant teens and teen parents, and providing job training and career opportunities. These training and workshop needs will be identified and scheduled through the Adult/Parent Education program as part of this comprehensive plan.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure coherence and alignment between Project LEAP, SPSA, District LCAP and Strategic Plan.	• Formalize processes and timelines to consistently review, align, and maximize coordinated and efficient systems of services. ○ Project LEAP and the School SPSA become a single document. ● Bi-anually review LEAP budget and actions for improvement or modification. ○ District school leaders coordinate regular review/success of LEAP/LCAP/SPSA activities and impact. ● Elicit ongoing feedback of LEAP services, timeliness, and overall impact. ○ Focus groups and survey responses ● Align documents and activities to the MJUSD Strategic Plan which is aligned to the pillars in the community schools framework.
Communication and coherence for school/advisory committees.	● Add CCSPP information item to Site Council, English Language Advisory Group, and other advisory group/council meeting agendas. ● Facilitate collaborative opportunities among the mentioned groups for projects and objectives that align with the shared goal of supporting students and families within our school community.

Strategy 5: Staffing and Sustainability

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

Recruit and hire high quality LEAP Program Staff.	• Collaboratively develop LEAP Coordinator job description for CCSPP Cohort 3.
	  ○ Collaboratively developed job descriptions.
	• Collaboratively develop LEAP Data Manager job description for CCSPP Cohort 3.
	  ○ Collaboratively developed job descriptions.
	• Fly & recruit for new positions.
	• Interview/select new staff..
	  ○ New positions filled with high quality staff.
	• Identify/train new staff.

Develop and implement LEAP Sustainability Plan.	● LEAP Implementation Plans initiated/directed by LEAP Program staff and Community Partners. ○ LEAP implementation begins. • Identify and develop new community partnerships (assets). • Design role-specific professional learning/training for staff, students, and community. • Develop system/school infrastructure to support long-term sustainability. • Implement accountability structures to facilitate capacity building for impact. • Identify and implement cost-cutting strategy. • Develop formal sustainability plan.
Develop support structures that will ensure program sustainability beyond grant term.	• Implement support structures, services and shared governance model that can be in place whether there is grant staff and funding or not. • Formal partnerships and MOUs. • County office partnerships and services available to schools to support students.

Key Staff/Personnel

DISTRICT STAFF	
Director of Wellness	Existing Position added 2022-23. The Director of Wellness serves as the District lead in coordinating and managing Project LEAP across our 11 CCSPP Grant Sites.
Director of Community Partnerships	Existing Position added 2022-23. The Director of Community Partnerships serves as the District's lead in identifying new community assets or partnerships to support Project LEAP.
Director of Student Services	Existing Position. The Director of Student Services serves as the District's lead to ensure coordination and implementation of LEAP services for students under the umbrella of Special Education.
Director of Student Programs/Welfare and Attendance	Existing Position. The Director of Student Programs serves as the District's lead in developing and coordinating the District's MTSS services.
School-Site Staff	
Site Principal	The site principal serves as Edgewater's chief administrator overseeing Project LEAP at the school site.
Site Coordinator	Classified *New* Position - CCSPP LEAP Grant Funded. The Coordinator of Project LEAP's sole responsibility is to coordinate, manage, support, monitor, and evaluate Project LEAP services and impact at Edgewater.
Data Management and Communications Position(s) shared among CCSPP school sites.	Classified *New* Positions - CCSPP LEAP Grant Funded). The Data Management and Communications staff serve as the Edgewater Elementary lead in collecting, analyzing, and sharing impact data (both cause and effect) with LEAP program leaders. This data includes the number of students/families who were identified and received services, service impact (qualitative and quantitative measures), time accounting, perception data, academic

	and engagement data. A communications position may potentially be developed as MJUSD is planning to implement the community schools model across most schools in the district.
School Counselors	Existing Positions. School counselors serve as indirect and direct Project LEAP support providers, student, family and teacher liaisons, and student advocates.
Outreach Consultants	Existing Positions. ORCs serve as the often-time first/single point of contact with families through home visits and direct communications.

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

Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with the guidelines of the Community School Framework. The core tenets of the Strategic Plan includes values in Student Centered, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The district's LCAP and our School Plan are aligned to the Strategic Plan goals and actions to be transparent in the review and analysis of needs of students and to address the ongoing gaps in services.

We are designing our community school to develop a shared commitment to authentic and dynamic shared leadership in aspects of school governance and operations. All school interest holders including students, families, staff, and community members will be invited to participate and share their thoughts and ideas to make the school a responsive institution. Improved community engagement in decision making will address current and ongoing actions to improve school climate, curriculum, and services. Shared decision-making practices will be transparent and result in measurable outcomes based on shared responsibility for improved results.

Our Community School's goals and annual progress will be shared with all stakeholders to create improved community support. Our existing implementation plan has identified the tasks for the next five years which we believe will be able to be braided into existing roles, funding sources and community supports. Our community schools team at the district level will continue to develop new community partnerships, grant applications, and sustainability plans so that the work the CCSPP funds started can continue. The actions in the plan are in addition to what the school and the district has already implemented and funded, and the supports, and shared governance structure is sustainable indicating that the commitment of the community partners is sustainable even after the grant is completed in June 2029.

Strategy 6: 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 school-community partnerships to support students' academic, behavioral and social/emotional & wellness needs.	• Identify new and ongoing partners to support the needs identified at the Task Force meetings.
	• Clarify partner/agency deliverables, including integrated services, capacity, calendar of services.
	  ○ MOUs detailing new or ongoing service providers.
	• Create a referral system for student/family identification and service delivery.
	  ○ Referral system developed and shared with school personnel.
	  ○ Increased number of students/families identified for agency services.
	  ○ Quarterly reports detailing increased # of students/families served, nature of service, and evaluation or assessment of outcome(s).
	• Formalize and administer impact surveys (e.g., school climate).
	  ○ Increased number/percent of students/families reporting improved wellness and sense of belonging.
	  ○ Increased positive school climate.

Maintain connectedness with community partners.	● Hold quarterly meetings for school-site Project LEAP team. ● Community partners attend meetings for District advisory team. ● Publication of CCSPP updates from Data Management & Communications office.

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:

Over the course of the asset planning process, more than 30 individuals were involved in the asset mapping process along with members of the community who have been deeply engaged in programs that have coordinated impact on school and families. Local service clubs such as Rotary, Kiwanis, Lions and Soroptomist, are partners in addition to SoYouCan Foundation and SAYLove Foundation, both community service organizations serving those in need. Additionally, a MJUSD Community Safety Task Force was formed back in September 2022 to address the community needs and to bring together key players in the community of Edgewater Elementary to identify and provide resources available. MJUSD is an active member in this task force and includes members from Yuba Water Agency, Yuba County Development office, Yuba County Supervisors, Sheriff's Office, Olivehurst Public Works Department, Beale AFB, Rideout Adventist Health, Peach Tree Medical Group, Yuba County Office of Education, and Yuba Health and Public Services and Juvenile Court Services. This group continues to meet quarterly to address community needs and is instrumental in forming the collaborative leadership team to implement the core tenets of the Community Schools framework.

The asset map was drafted internally and went through several iterations. Understanding that asset mapping is a dynamic/systematic process of cataloging key services, benefits, and resource within the community, such as individuals' skill sets, organizational resources, physical space, institutions, associations, stories, and elements of the local economy, and that it provides information about the strengths and resources of a community was essential for our collective success. This process was completed by analyzing both the internal and external assets available to each of the twenty-four (24) schools within MJUSD. Our reasons for this were three-fold: the student/family mobility movement between and among our schools, maximizing assets for a broader collection of needs currently unmet in our school communities, and the request of many community assets to serve the broader community.

Our school is part of the community task force meetings being held with community partners to address how to improve the community perception of the school and its impact. Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with key elements found in the Community School Framework. The core values of the Strategic Plan include focus on Student Centered Teaching, Learning, and Supports, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The community task force, our district LEAP advisory committee and our school coalition will continue to build partnerships to meet needs based on the data collected throughout our continuous cycle of improvement.

To guide our work, continuous feedback is essential and we as an organization need to continue to implement vehicles for feedback that are representative of all subgroups, cultures and socioeconomic statuses of our school community. As a part of MJUSD, we will continue to participate in engaging and soliciting feedback from underrepresented groups and historically marginalized students and families through forums and events that are geared toward groups such as our Hmong, Native American, and Hispanic families and through more traditional groups such as our English Language Advisory Committee and Attendance Task Force. Our Attendance Task Force in particular consists of school staff and community partners, family members and students that have had issues with attendance in

the past. We will continue to collect data in the form of surveys, forums, and input sessions to engage our educational partners.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps

Impactful role-specific professional learning is provided to the community and staff.	• Role-specific employee groups are identified.
	• Needs assessments around key learning strategies, targeted actions, and leadership are administered and analyzed for next steps.
	• Professional learning goals/plans for role-specific groups are identified.
	  ○ Individuals receive role specific PD tailored to individual needs (e.g., SEL, restorative practices, student centered instruction).
	  ○ Individuals develop capacity to implement system-wide or individual strategies.
	• Professional learning calendar is developed and implemented.
	  ○ Collective and individual efficacy develop.
	• Job-embedded support (e.g., coaching) is provided to professional learning participants, including students and families.
	  ○ System and individual student or family indicators demonstrate progress – (1) transformed schools (e.g., whole child practices and supports); (2) engaged, healthy and empowered students and families (e.g., avenues for shared decision making; needs met); (3) confident and well prepared students (e.g., mastery of 21st/Graduate Profile sills, self-advocacy, high graduation rates and college and career readiness; higher attendance and positive discipline; decrease in chronic absenteeism); (4) local capacity for improved collaborative problem-solving (e.g., community capacity to organize and take action; increased collective efficacy).

Our Needs Assessment and Gap Analysis which informed our implementation plan also considered our current professional learning plans for teachers, administrators, and support staff, as we see professional learning as key to the success of our CCSPP program. Marysville Joint Unified School District provides professional development to staff in five focus areas: Academics/Student Achievement, Behavioral Supports; Special Education, English Learners, and School Climate/Health

& Safety. Additionally, Marysville Joint Unified School District purchased a District wide Social Emotional Learning Curriculum for full implementation in 2023-24, an extensive implementation plan led by the Director of Wellness. Professional Development is currently offered before the start of school, during school, as well as at the end of the school year. In addition, Marysville Joint Unified School District is in contract with several agencies to provide wellness support. Most recently, the district is working closely with the Yuba Health and Public Service department to open Wellness centers at various campuses, which are fund dependent and therefore not easy to set up quickly.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Educators implement community-based learning to successfully engage students and families.	• Investigate and answer: How can we promote knowledge of/in the local school community as a rich resource for student learning? ○ As a result teachers become aware of students' lived experiences (e.g., student and family interviews and focus groups). • Determine the relationship between teachers' knowledge of their students' lived experiences and instructional planning. ○ As a result teachers utilize knowledge of students' lived experiences in the design and implementation of community project curricular units (e.g., planning meetings, rosters, developed units, classroom observations). • Identify and evaluate how teachers' use of community knowledge/resources affects their instruction. • Based on key findings, design responsive professional development (e.g., asset based instruction vs. deficit based). • Plan/design community project curricular units with/for teachers. ○ Resulting in documents (e.g., ancillary lessons, learning activities, curriculum). ○ Evidenced by increased student and family engagement (e.g., academic achievement, attendance, parental involvement, school climate, positive discipline).
Culturally relevant learning	● Engage community partners from various historical and cultural backgrounds in the classroom. ● Work with local historians to develop learning series' focused on local history and culture. ● Culturally relevant speakers, activities, and events.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the

celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
School develops high-level capacity to problem-solve and effect positive change.	• Formalize Task Force, including participation from agency partners, students, and families. • Task Force regularly collaboratively assesses school/community needs. • Task Force develops LEAP goals and actions. • Task Force monitors progress and reports to the school community.	• Formalization/Task Force Roster. • Calendared Task Force meetings. • Data/Impact Reports. • Meeting minutes/actions. • Quarterly Community LEAP Progress Report published.
Develop metrics to gauge program success and guide our work.	● Consult Needs/Gap Analysis and Student Performance and Climate Data for baseline and progress updates. ● Committee identifies measurable outcomes for each action.	● Data collected by CCSPP Site Coordinator. ● Quarterly Community LEAP Progress Report Published. ● Ability to make program decisions based on data collected.

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.

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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

Foothill Intermediate School - Principal, Ashley Vette avette@mjusd.com 530-741-6130

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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment 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

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

Background

The data from Foothill Intermediate School indicates significant challenges among students in behavior, academics, and attendance, particularly exacerbated by the aftermath of COVID closures, compounding the ongoing impact of socio-economic factors. These stressors have directly influenced parental and community expectations, wellness, and student performance across academics, attendance, and discipline.

Foothill struggles with Chronic absenteeism and it has surged to 28.3% since 2018-19, notably among Hispanic students, socio-economically disadvantaged, and those with disabilities.

Most recent Dashboard data reveals the continued increase in suspension rates, highest among white, students with disabilities, and socio-economically disadvantaged students. Concurrently, there's been an uptick in reported incidents, referrals, and pull-outs for behavior. This rise prompts the urgent need for increased student support and teacher training. Foothill has experienced a significant rise in

students in crisis who need emergency medical attention. Law enforcement and hospital referrals doubled and continues to increase since students returned to campus in 2021. We have a critical necessity for enhanced mental health and behavioral support for these students and their families.

Academic data reflects concerning statistics, Foothill students are 43.3 points below standard in ELA, while the state averages 13.6 points below standard. Foothill students are a staggering 99 points below standard in mathematics, while the state average is 49.1 below standard. 35% of Foothill student met or exceeded standards in ELA. 14% met or exceeded standards in math. Internal assessments reflect similar data and show students are achieving below standard in all areas.

Understanding and Commitment

Foothill Intermediate School is determined to develop its community school model, centering on teaching and learning activities that embrace the history, culture, and experiences of students, families, and the vibrant Yuba County community. Recognizing the diverse cultural backgrounds of its students, the school aims to craft instructional methods focused on supportive, inquiry-based, project-driven, collaborative, interactive, and student-centric learning environments that prioritize experiential learning to forge deeper connections and engagement with the community.

Racially Just, Relationship-Centered Spaces

The vision is to foster a nurturing school climate that supports all students comprehensively, ensuring a safe haven across campus environments, classrooms, and facilities, with a strong emphasis on equity and access for every student. The school staff will be attentive to student and family needs regarding daily attendance and discipline challenges, intending to implement restorative practices rather than punitive disciplinary actions that isolate students from necessary support.

Recognizing the essential shifts in parent education and training, Foothill Intermediate School aims to cultivate a developmental mindset, empowering and educating adults to become genuine partners in supporting the school's mission. Transitioning from punitive disciplinary measures to restorative practices aligns with the ethos and goals of the CCSPP Framework, emphasizing a shift toward a more inclusive and supportive educational environment.

Establishing a school that prioritizes racial justice and centers around students requires intentional efforts to foster an environment promoting equity, inclusion, and support for every student, regardless of their racial or ethnic background. Foothill Intermediate School aims to structure its community school with a collective commitment to authentic and dynamic shared leadership in various aspects of school governance and operations.

Classroom-Community Connections

Examples of current classroom community connections are our partnerships within the community that foster college and career goals. During our College & Career week and for our 8th Grade Speaker Series we host professionals from Adventist Health, CalTrans, Yuba County Office of Education, PG&E, Recology, Yuba County Search and Rescue, Cal Fire, Local Fire Departments, and Yuba County Sheriff's Department. We have also partnered with Yuba College for the Women in STEM

conference and our sports teams have visited campus to watch games/matches. We are also taking honors and CJSF students on tours of the Yuba College Campus. The Yuba Water Agency worked with MJUSD teachers to create the *Yuba River Watershed Curriculum* for K-12 students, which is currently being piloted. They also host MJUSD students for *Salmon Expeditions* on the Yuba River where students learn about the Nisenan tribe, the Gold Rush and hydraulic mining, the life cycle of a salmon, and other Yuba River wildlife. *Fish in the Classroom* is another Yuba Water Agency/MJUSD partnership which places young salmon in the classroom until they are ready to be released to local waterways. *Learning Science through Art* and *Water Wizards* are two more Yuba Water Agency educational programs MJUSD students benefit from.

Focus on Continuous Improvement

All stakeholders, including students, families, staff, and community members, will be encouraged to actively participate and contribute their thoughts and ideas to shape the school into a responsive institution. Enhanced community engagement in decision-making processes will address current and ongoing initiatives to enhance school climate, curriculum, and services. Transparent shared decision-making practices will yield measurable outcomes, reflecting a shared responsibility for improved results.

MJUSD schools and their staff receive various forms of support and nurturing. Our current areas of emphasis for enhancement are shaped by the MJUSD Strategic Plan, Literacy Plan, Strategic Arts Plan, and English Learner Master Plan. We have implemented specific academic focus areas and methodologies, including TK-12 literacy, collaboration amongst subject area/grade level, English Language Learner-focused walkthroughs, Professional Learning Communities, data sessions, universal screeners, and common formative assessments.

The Community School's goals and annual progress will be openly communicated to all stakeholders to garner enhanced community support. Collaborating with stakeholders, the school will engage in a continuous cycle of reflection, analysis, and shared learning. The commitment is to ensure that students, families, community members, and school staff feel valued, engaged, and empowered throughout this cycle of continuous improvement, sustained by asset-based, community-driven, and actionable data.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

The team acknowledged that each of the needs identified in the gap analysis are already being addressed at some level through various actions implemented at the school site. However, working with the community schools model helps to systematize the practices that are still not universally implemented or address community issues that serve as external factors that negatively influence school performance or the perception of the school in the larger community. Our schools and community have many existing partnerships and resources, and we developed graphics to represent some of the external and internal assets in our community.

As part of the needs/gap analysis, we conducted an asset mapping process to identify both internal and external factors- employees, partners and resources - that are currently available to the school to

support the achievement of the five areas of needs identified above. When conducting the community asset map we completed these four steps:

Defining Boundaries - the comprehensive needs of our students and families were not easily met within the local immediate community as resources from the outlying communities will be needed for support as well.

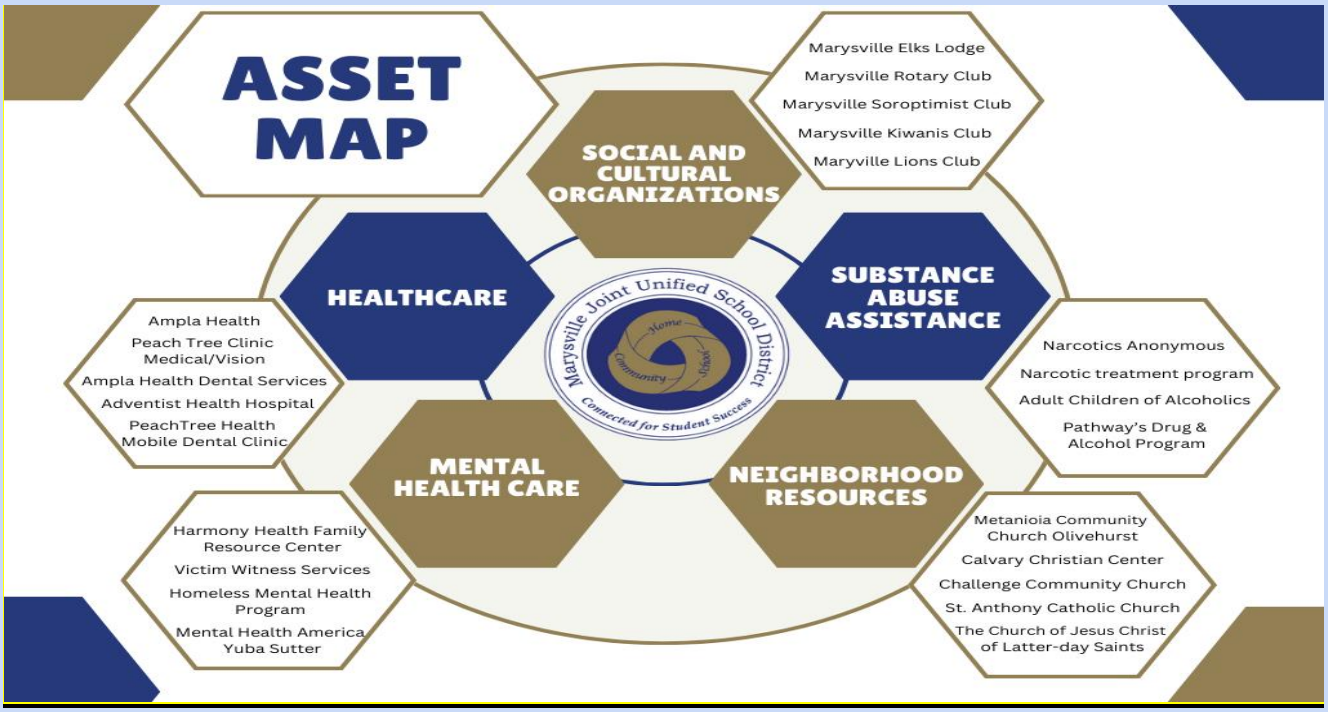
Identifying Key Partners - Student and community health and wellness and economic support was a unifying goal to identify key partners. Key planning partners included individuals from the service industry, local government, the arts, school groups and governing bodies, District leaders, service clubs, and churches.

Determining Assets to Include - There are lots of different types of assets. Obvious ones are those which offer economic resources, health and wellness support, and community-based resources. We wanted to think outside of the box and engage a broader swath of assets. We considered physical assets (buildings), knowledge and skills, political connections, legitimacy in the community, and those which offer access to the public (such as the media and clergy). Additionally, there are also internal assets already put in place for support of the school and the families we serve.

Collecting Assets - Making an inventory of all the groups (associations, organizations, and institutions) in and around the Foothill Intermediate School community was exhausting and invigorating all at once. We began by:

- Creating a list of those groups that are known;
- Using other sources of information. These included: internet website searches; Local neighborhood/city directories published for our community residents; lists of neighborhood businesses; published lists of organizations or social service organizations; community resource guides; the local newspaper; bulletin boards/sign; community calendars; recreation facilities; churches or other faith-based organizations; local parks, recreation facilities, and community centers; volunteer, social, or special interest groups; informal local groups; friends and colleagues;
- Continuously updating our list. This is an ongoing, never ending process as we continue to refine the ease of use by including the addition of the location, type of services offered, public-private membership, and so on.

Both qualitative and quantitative data collected through the annual parent/community survey and the feedback provided at the stakeholder meetings and the town hall sessions have identified the need to improve the school's lack of student support, resources, and academic achievement.



In order to address the gaps identified through the needs assessment and to build a community school program aligned to the framework, the MJUSD team has engaged with a wide array of key partners in the development and planning of Project LEAP (Leadership, Education, Accountability and Programs) as the foundation for establishing a community schools partnership in the community. The need for establishing a community schools model was first introduced in the community task force meeting held in the Fall of 2022 when a multiple layered series of meetings were held to address the issue of the community perception of our schools in MJUSD. At that meeting it was discussed that the needs in the community and the gaps in the school services require more collaboration and the community partners and their resources would be used to support this improvement work. The collaborative team included key partners from the community and local businesses who met together to establish a vision for the enhancement of the community at large. This conversation has smoothly progressed and evolved into the development and implementation of Project LEAP.

This task force was the impetus for the community schools movement that is happening in our school district, and we are submitting this application to join the ranks of our neighboring schools in the community schools coalition. This new and improved community-based organization has expanded to include parents, students, families and educators. Our efforts will allow our school to shift from a hierarchical decision making structure to a more democratic decision making structure to improve community perceptions and expand community ownership of the school. In the continuous cycle of

improvement at Foothill Intermediate School, it is essential to actively ensure the representation of all groups and the inclusion of students and families from diverse backgrounds. This inclusivity should extend to the input and guidance of school administration, teachers, and support staff at all levels, encompassing not just on-site personnel but also District support staff like technology specialists, bus drivers, and cafeteria staff.

With the establishment of the community schools model, this group will be invaluable in setting the pace of the actions that support coordination between the school and community agencies to continue to have a positive impact on families and students.

Part B: 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
Positive School Climate	Decrease in suspensions and referrals by >10%.
Academic Achievement & Support	Increased access to Tier 3 RTI in the form of instruction with certificated teachers during FLEX time. Increase ELA and Math CAASPP scores.
Staff Development	Ensure all teachers are trained in Restorative Practices and have attended necessary PBIS trainings.

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
Develop and implement collaborative leadership and decision making for Project LEAP.	**Project LEAP Site Responsibilities:** • Create a site level *LeapTask Force* to work collaboratively with MJUSD Community Safety Task Force. ○ Task force personnel will/may include the Principal, CCSPP Site Coordinator, Counselor(s), Teacher(s), Classified Staff, Community Partners, Students and Parent/Guardians. ○ Leadership will work to build relationships on and off campus to identify potential members of the Task Force being mindful of historically underrepresented and excluded students and family groups in our school community. ● Clarify school (LEAP) staff roles and responsibilities. ● Appoint/authorize key staff to implement LEAP Implementation plan activities. ● Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. ● Expand adult/parent education activities. ● Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power. **Project LEAP District Team Responsibilities** • Clarify district (LEAP) staff roles and responsibilities. • Appoint/authorize key staff to implement LEAP Implementation plan activities. • Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. • Formalize training and workshops for families to address student and family needs, access to resources and identify programs of support. • Develop a Data Management System to support data-driven decision making and accountability. • Implement collaborative continuous improvement model (e.g., Plan, Do, Study, Act) to target student/family needs • Expand adult/parent education activities. • Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power.
Develop and update leadership structures.	● Identify existing shared governance structures in the school and create a plan to flatten structure. ● Identify appropriate governance structures that could be moved to a more collaborative and shared model.

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

The overarching plan for Project LEAP is to institute a collaborative leadership and decision-making process. This comprehensive strategy involves several pivotal steps. First, it includes forming a site-level Leap Task Force, which will collaborate closely with the MJUSD Community Safety Task Force. Another essential aspect is the clarification of roles and responsibilities for district and school (LEAP) staff members. Additionally, key staff will be appointed or authorized to carry out the activities outlined in the LEAP Implementation plan. The initiative also emphasizes the need to organize formal training sessions and workshops tailored for families, aiming to address student and family needs, enhance resource accessibility, and pinpoint support programs.

To create a more democratic process in site-level decision making we plan to include representation from school staff, students, family and community members who will meet together regularly to discuss identified needs and supports and together develop ways to address these. Recruiting for this group will focus on including historically excluded student, family and community groups to ensure diverse representation reflective of the school community. Our goal is to value all voices in our school community and ensure that communication gaps are bridged by utilizing the District's interpreter services.

To ensure effective collaboration and progress tracking, quarterly Task Force meetings are scheduled. During these meetings, emphasis is placed on dedicated actions, data analysis, and informed decision-making. The LEAP Task Force is responsible for establishing measurable outcomes and timelines, publishing quarterly LEAP report cards within the school community, and setting up a robust data system while sharing information with the Task Force.

Furthermore, the plan emphasizes the collection and reporting of high-quality, multi-faceted data points to LEAP leaders, the Task Force, and the broader school community. It systematically presents evidence of data analysis and reports to highlight strengths and address identified needs. Moreover, specific actions, goals, and success indicators are identified to focus on particular areas of importance.

Through these strategies, the Project LEAP aims to achieve measurable progress in four key impact areas: transformed schools, engaged and empowered students and families, confident and well-prepared students, and an enhanced community capacity for collaborative problem-solving. Additionally, it identifies strategies for improving parent engagement, offering courses for pregnant teens and teen parents, and providing job training and career opportunities. These training and workshop needs will be identified and scheduled through the Adult/Parent Education program as part of this comprehensive plan.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources,

avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure coherence and alignment between Project LEAP, SPSA, District LCAP and Strategic Plan.	• Formalize processes and timelines to consistently review, align, and maximize coordinated and efficient systems of services. ○ Project LEAP and the School SPSA become a single document. ● Bi-anually review LEAP budget and actions for improvement or modification. ○ District school leaders coordinate regular review/success of LEAP/LCAP/SPSA activities and impact. ● Elicit ongoing feedback of LEAP services, timeliness, and overall impact. ○ Focus groups and survey responses ● Align documents and activities to the MJUSD Strategic Plan which is aligned to the pillars in the community schools framework.
Communication and coherence for school/advisory committees.	● Add CCSPP information item to Site Council, English Language Advisory Group, and other advisory group/council meeting agendas. ● Facilitate collaborative opportunities among the mentioned groups for projects and objectives that align with the shared goal of supporting students and families within our school community.

Strategy 5: Staffing and Sustainability

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
Recruit and hire high quality LEAP Program Staff.	• Collaboratively develop LEAP Coordinator job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Collaboratively develop LEAP Data Manager job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Fly & recruit for new positions. • Interview/select new staff.. ○ New positions filled with high quality staff. • Identify/train new staff.
Develop and implement LEAP Sustainability Plan.	● LEAP Implementation Plans initiated/directed by LEAP Program staff and Community Partners. ○ LEAP implementation begins. • Identify and develop new community partnerships (assets). • Design role-specific professional learning/training for staff, students, and community. • Develop system/school infrastructure to support long-term sustainability. • Implement accountability structures to facilitate capacity building for impact. • Identify and implement cost-cutting strategy. • Develop formal sustainability plan.
Develop support structures that will ensure program sustainability beyond grant term.	• Implement support structures, services and shared governance model that can be in place whether there is grant staff and funding or not. • Formal partnerships and MOUs. • County office partnerships and services available to schools to support students.

Key Staff/Personnel

DISTRICT STAFF	
Director of Wellness	Existing Position added 2022-23. The Director of Wellness serves as the District lead in coordinating and managing Project LEAP across our 11 CCSPP Grant Sites.
Director of Community Partnerships	Existing Position added 2022-23. The Director of Community Partnerships serves as the District's lead in

	identifying new community assets or partnerships to support Project LEAP.
Director of Student Services	Existing Position. The Director of Student Services serves as the District's lead to ensure coordination and implementation of LEAP services for students under the umbrella of Special Education.
Director of Student Programs/Welfare and Attendance	Existing Position. The Director of Student Programs serves as the District's lead in developing and coordinating the District's MTSS services.
School-Site Staff	
Site Principal	The site principal serves as Foothill Intermediate School's chief administrator overseeing Project LEAP at the school site.
Site Coordinator	Classified *New* Position - CCSPP LEAP Grant Funded. The Coordinator of Project LEAP's sole responsibility is to coordinate, manage, support, monitor, and evaluate Project LEAP services and impact at Foothill Intermediate School.
Data Management and Communications Position(s) shared among CCSPP school sites.	Classified *New* Positions - CCSPP LEAP Grant Funded). The Data Management and Communications staff serve as the Foothill Intermediate School lead in collecting, analyzing, and sharing impact data (both cause and effect) with LEAP program leaders. This data includes the number of students/families who were identified and received services, service impact (qualitative and quantitative measures), time accounting, perception data, academic and engagement data. A communications position may potentially be developed as MJUSD is planning to implement the community schools model across most schools in the district.

School Counselors	Existing Positions. School counselors serve as indirect and direct Project LEAP support providers, student, family and teacher liaisons, and student advocates.
Outreach Consultants	Existing Positions. ORCs serve as the often-time first/single point of contact with families through home visits and direct communications.

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

Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with the guidelines of the Community School Framework. The core tenets of the Strategic Plan includes values in Student Centered, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The district's LCAP and our School Plan are aligned to the Strategic Plan goals and actions to be transparent in the review and analysis of needs of students and to address the ongoing gaps in services.

We are designing our community school to develop a shared commitment to authentic and dynamic shared leadership in aspects of school governance and operations. All school interest holders including students, families, staff, and community members will be invited to participate and share their thoughts and ideas to make the school a responsive institution. Improved community engagement in decision making will address current and ongoing actions to improve school climate, curriculum, and services. Shared decision-making practices will be transparent and result in measurable outcomes based on shared responsibility for improved results.

Our Community School's goals and annual progress will be shared with all stakeholders to create improved community support. Our existing implementation plan has identified the tasks for the next five years which we believe will be able to be braided into existing roles, funding sources and community supports. Our community schools team at the district level will continue to develop new community partnerships, grant applications, and sustainability plans so that the work the CCSPP funds started can continue. The actions in the plan are in addition to what the school and the district has already implemented and funded, and the supports, and shared governance structure is sustainable indicating that the commitment of the community partners is sustainable even after the grant is completed in June 2029.

Strategy 6: 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 school-community partnerships to support students' academic, behavioral and social/emotional & wellness needs.	• Identify new and ongoing partners to support the needs identified at the Task Force meetings.
	• Clarify partner/agency deliverables, including integrated services, capacity, calendar of services.
	  ○ MOUs detailing new or ongoing service providers.
	• Create a referral system for student/family identification and service delivery.
	  ○ Referral system developed and shared with school personnel.
	  ○ Increased number of students/families identified for agency services.
	  ○ Quarterly reports detailing increased # of students/families served, nature of service, and evaluation or assessment of outcome(s).
	• Formalize and administer impact surveys (e.g., school climate).
	  ○ Increased number/percent of students/families reporting improved wellness and sense of belonging.
	  ○ Increased positive school climate.

Maintain connectedness with community partners.	● Hold quarterly meetings for school-site Project LEAP team. ● Community partners attend meetings for District advisory team. ● Publication of CCSPP updates from Data Management & Communications office.

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:

Over the course of the asset planning process, more than 30 individuals were involved in the asset mapping process along with members of the community who have been deeply engaged in programs that have coordinated impact on school and families. Local service clubs such as Rotary, Kiwanis, Lions and Soroptomist, are partners in addition to SoYouCan Foundation and SAYLove Foundation, both community service organizations serving those in need. Additionally, a MJUSD Community Safety Task Force was formed back in September 2022 to address the community needs and to bring together key players in the community of Foothill Intermediate School and its feeder schools to identify and provide resources available. MJUSD is an active member in this task force and includes members from Yuba Water Agency, Yuba County Development office, Yuba County Supervisors, Sheriff's Office, Olivehurst Public Works Department, Beale AFB, Rideout Adventist Health, Peach Tree Medical Group, Yuba County Office of Education, and Yuba Health and Public Services and Juvenile Court Services. This group continues to meet quarterly to address community needs and is instrumental in forming the collaborative leadership team to implement the core tenets of the Community Schools framework.

The asset map was drafted internally and went through several iterations. Understanding that asset mapping is a dynamic/systematic process of cataloging key services, benefits, and resource within the community, such as individuals' skill sets, organizational resources, physical space, institutions, associations, stories, and elements of the local economy, and that it provides information about the strengths and resources of a community was essential for our collective success. This process was completed by analyzing both the internal and external assets available to each of the twenty-four (24) schools within MJUSD. Our reasons for this were three-fold: the student/family mobility movement between and among our schools, maximizing assets for a broader collection of needs currently unmet in our school communities, and the request of many community assets to serve the broader community.

Our school is part of the community task force meetings being held with community partners to address how to improve the community perception of the school and its impact. Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with key elements found in the Community School Framework. The core values of the Strategic Plan include focus on Student Centered Teaching, Learning, and Supports, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The community task force, our district LEAP advisory committee and our school coalition will continue to build partnerships to meet needs based on the data collected throughout our continuous cycle of improvement.

To guide our work, continuous feedback is essential and we as an organization need to continue to implement vehicles for feedback that are representative of all subgroups, cultures and socioeconomic statuses of our school community. As a part of MJUSD, we will continue to participate in engaging and soliciting feedback from underrepresented groups and historically marginalized students and families through forums and events that are geared toward groups such as our Hmong, Native American, and Hispanic families and through more traditional groups such as our English Language Advisory Committee and Attendance Task Force. Our Attendance Task Force in particular consists of school

staff and community partners, family members and students that have had issues with attendance in the past. We will continue to collect data in the form of surveys, forums, and input sessions to engage our educational partners.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps

Impactful role-specific professional learning is provided to the community and staff.	• Role-specific employee groups are identified.
	• Needs assessments around key learning strategies, targeted actions, and leadership are administered and analyzed for next steps.
	• Professional learning goals/plans for role-specific groups are identified.
	  ○ Individual receive role specific PD tailored to individual needs (e.g., SEL, restorative practices, student centered instruction).
	  ○ Individuals develop capacity to implement system-wide or individual strategies.
	• Professional learning calendar is developed and implemented.
	  ○ Collective and individual efficacy develop.
	• Job-embedded support (e.g., coaching) is provided to professional learning participants, including students and families.
	  ○ System and individual student or family indicators demonstrate progress – (1) transformed schools (e.g., whole child practices and supports); (2) engaged, healthy and empowered students and families (e.g., avenues for shared decision making; needs met); (3) confident and well prepared students (e.g., mastery of 21st/Graduate Profile sills, self-advocacy, high graduation rates and college and career readiness; higher attendance and positive discipline; decrease in chronic absenteeism); (4) local capacity for improved collaborative problem-solving (e.g., community capacity to organize and take action; increased collective efficacy).

Our Needs Assessment and Gap Analysis which informed our implementation plan also considered our current professional learning plans for teachers, administrators, and support staff, as we see professional learning as key to the success of our CCSPP program. Marysville Joint Unified School District provides professional development to staff in five focus areas: Academics/Student Achievement, Behavioral Supports; Special Education, English Learners, and School Climate/Health & Safety. Additionally, Marysville Joint Unified School District purchased a District wide Social Emotional Learning Curriculum for full implementation in 2023-24, an extensive implementation plan led by the Director of Wellness. Professional Development is

currently offered before the start of school, during school, as well as at the end of the school year. In addition, Marysville Joint Unified School District is in contract with several agencies to provide wellness support. Most recently, the district is working closely with the Yuba Health and Public Service department to open Wellness centers at various campuses, which are fund dependent and therefore not easy to set up quickly.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps

Educators implement community-based learning to successfully engage students and families.	• Investigate and answer: How can we promote knowledge of/in local school community as a rich resource for student learning?
	  ○ As a result teachers become aware of students' lived experiences (e.g., student and family interviews and focus groups).
	• Determine the relationship between teachers' knowledge of their students' lived experiences and instructional planning.
	  ○ As a result teachers utilize knowledge of students' lived experiences in the design and implementation of community project curricular units (e.g., planning meetings, rosters, developed units, classroom observations).
	• Identify and evaluate how teachers' use of community knowledge/resources affects their instruction.
	• Based on key findings, design responsive professional development (e.g., asset based instruction vs. deficit based).
	• Plan/design community project curricular units with/for teachers.
	  ○ Resulting in documents (e.g., ancillary lessons, learning activities, curriculum).
	  ○ Evidenced by increased student and family engagement (e.g., academic achievement, attendance, parental involvement, school climate, positive discipline).

Culturally relevant learning	● Engage community partners from various historical and cultural backgrounds in the classroom. ● Work with local historians to develop learning series' focused on local history and culture. ● Culturally relevant speakers, activities, and events.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the

celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
School develops high-level capacity to problem-solve and effect positive change.	• Formalize Task Force, including participation from agency partners, students, and families. • Task Force regularly collaboratively assesses school/community needs. • Task Force develops LEAP goals and actions. • Task Force monitors progress and reports to the school community.	• Formalization/Task Force Roster. • Calendared Task Force meetings. • Data/Impact Reports. • Meeting minutes/actions. • Quarterly Community LEAP Progress Report published.
Develop metrics to gauge program success and guide our work.	● Consult Needs/Gap Analysis and Student Performance and Climate Data for baseline and progress updates. ● Committee identifies measurable outcomes for each action.	● Data collected by CCSPP Site Coordinator. ● Quarterly Community LEAP Progress Report Published. ● Ability to make program decisions based on data collected.

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.

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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

Loma Rica Elemntary - Principal, Ashley Vette avette@mjusd.com 530-741-6144

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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment 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

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

Background

The data from Loma Rica Elementary School indicates continued challenges among students in academics, and attendance, particularly exacerbated by the aftermath of COVID closures, compounding the ongoing impact of socio-economic factors. These stressors have directly influenced parental and community expectations, wellness, and student performance across academics, attendance, and discipline.

Loma Rica struggles with Chronic absenteeism and it has surged to 24.1% since 2018-19. In the last school year chronically absent students increased again by 2.4%. Families and schools are working hard to communicate clear attendance expectations and rebuild strong attendance patterns. Some of our most at risk students are chronically absent.

Most recent Dashboard data reveals our low suspension rates, but our referral and wellness check-in rates are on the rise. This rise prompts the urgent need for increased student support and teacher

training. Loma Rica has experienced a significant rise in students who need counseling services and attention for mental health concerns.

Academic data reflects concerning statistics, Loma Rica students are 38.6 points below standard in ELA, while the state averages 13.6 points below standard. Loma Rica students are 45 points below standard in mathematics, while the state average is 49.1 below standard. 34% of students met or exceeded the standards in ELA, and 23% of students met or exceeded in math. Internal assessments reflect similar data and show students are achieving below standard in all areas.

Understanding and Commitment

Loma Rica Elementary is determined to develop its community school model, centering on teaching and learning activities that embrace the history, culture, and experiences of students, families, and the vibrant Yuba County community. Recognizing the diverse cultural backgrounds of its students, the school aims to craft instructional methods focused on supportive, inquiry-based, project-driven, collaborative, interactive, and student-centric learning environments that prioritize experiential learning to forge deeper connections and engagement with the community.

Racially Just, Relationship-Centered Spaces

The vision is to foster a nurturing school climate that supports all students comprehensively, ensuring a safe haven across campus environments, classrooms, and facilities, with a strong emphasis on equity and access for every student. The school staff will be attentive to student and family needs regarding daily attendance and discipline challenges, intending to implement restorative practices rather than punitive disciplinary actions that isolate students from necessary support.

Recognizing the essential shifts in parent education and training, Loma Rica Elementary aims to cultivate a developmental mindset, empowering and educating adults to become genuine partners in supporting the school's mission. Transitioning from punitive disciplinary measures to restorative practices aligns with the ethos and goals of the CCSPP Framework, emphasizing a shift toward a more inclusive and supportive educational environment.

Establishing a school that prioritizes racial justice and centers around students requires intentional efforts to foster an environment promoting equity, inclusion, and support for every student, regardless of their racial or ethnic background. Loma Rica Elementary Aims to structure its community school with a collective commitment to authentic and dynamic shared leadership in various aspects of school governance and operations.

Classroom-Community Connections

Some examples of current classroom community connections are the partnerships we share with local first responders at Bi-county ambulance, Cal-Fire Station 61, and Yuba County Sheriff's Department. First responders visit and present at Loma Rica School multiple times a year. During our fall Truck or Treat event, we host Cal-trans, PG&E, Western Pools, Yuba Water Agency, BRowns Valley Irrigation District, California Highway Patrol, Yuba County Search and Rescue, and Teichert Construction. We are also supported by the Browns Valley 76 Station, Loma Rica Gold Eagle Market, the Loma Rica

Store, and Ranch Market. All Loma Rica students visited Yuba College for a music event on the campus. The Yuba Water Agency worked with MJUSD teachers to create the *Yuba River Watershed Curriculum* for K-12 students, which is currently being piloted. They also host MJUSD 4th graders for *Salmon Expeditions* on the Yuba River where students learn about the Nisenan tribe, the Gold Rush and hydraulic mining, the life cycle of a salmon, and other Yuba River wildlife. *Fish in the Classroom* is another Yuba Water Agency/MJUSD partnership which places young salmon in the classroom until they are ready to be released to local waterways. *Learning Science through Art* and *Water Wizards* are two more Yuba Water Agency educational programs MJUSD students benefit from.

Focus on Continuous Improvement

All stakeholders, including students, families, staff, and community members, will be encouraged to actively participate and contribute their thoughts and ideas to shape the school into a responsive institution. Enhanced community engagement in decision-making processes will address current and ongoing initiatives to enhance school climate, curriculum, and services. Transparent shared decision-making practices will yield measurable outcomes, reflecting a shared responsibility for improved results.

MJUSD schools and their staff receive various forms of support and nurturing. Our current areas of emphasis for enhancement are shaped by the MJUSD Strategic Plan, Literacy Plan, Strategic Arts Plan, and English Learner Master Plan. We have implemented specific academic focus areas and methodologies, including TK-12 literacy, collaboration amongst subject area/grade level, English Language Learner-focused walkthroughs, Professional Learning Communities, data sessions, universal screeners, and common formative assessments.

The Community School's goals and annual progress will be openly communicated to all stakeholders to garner enhanced community support. Collaborating with stakeholders, the school will engage in a continuous cycle of reflection, analysis, and shared learning. The commitment is to ensure that students, families, community members, and school staff feel valued, engaged, and empowered throughout this cycle of continuous improvement, sustained by asset-based, community-driven, and actionable data.

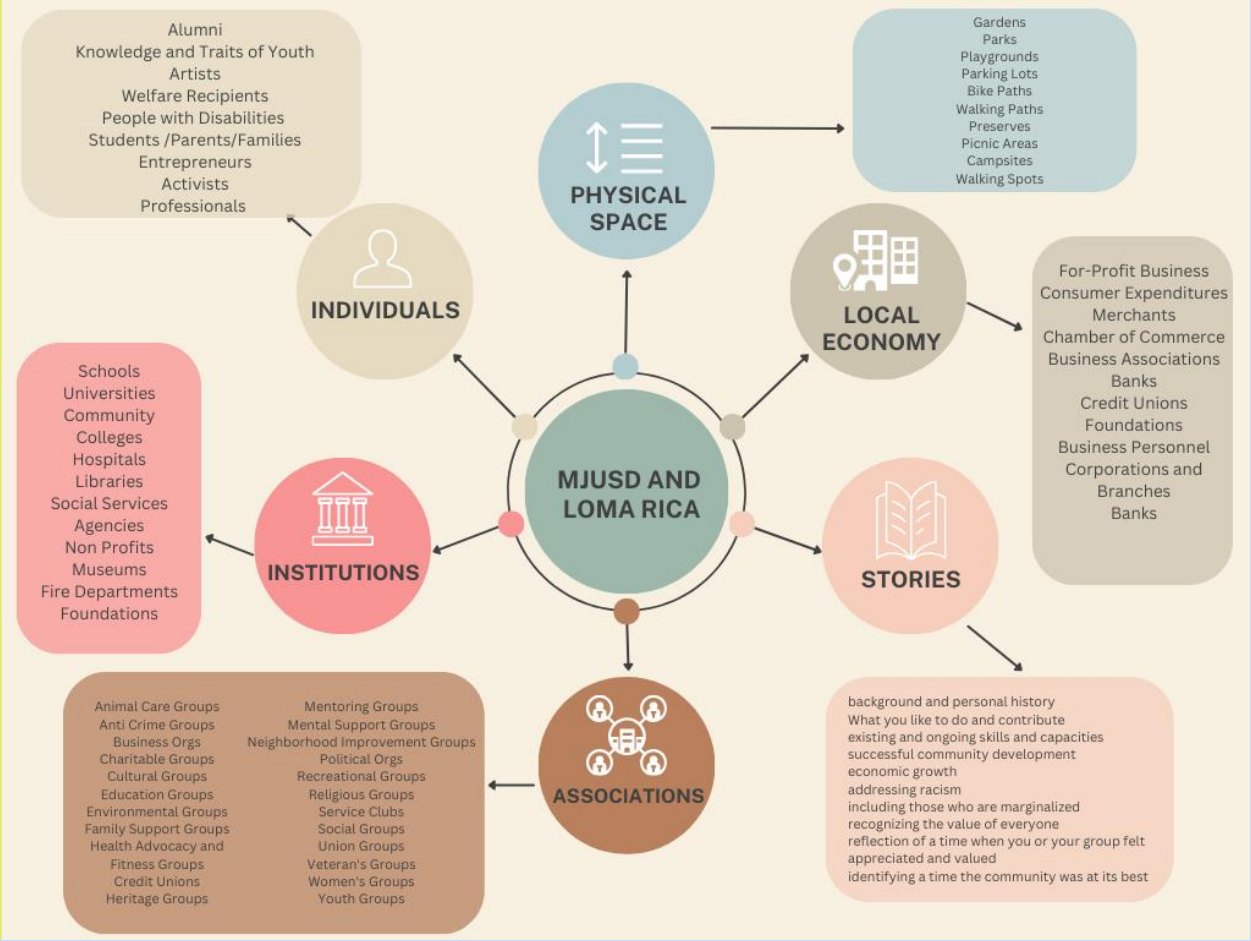
Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

The team acknowledged that each of the needs identified in the gap analysis are already being addressed at some level through various actions implemented at the school site. However, working with the community schools model helps to systematize the practices that are still not universally implemented or address community issues that serve as external factors that negatively influence school performance or the perception of the school in the larger community. Our schools and community have many existing partnerships and resources, and we developed graphics to represent some of the external and internal assets in our community.



As part of the needs/gap analysis, we conducted an asset mapping process to identify both internal and external factors- employees, partners and resources - that are currently available to the school to support the achievement of the five areas of needs identified above. When conducting the community asset map we completed these four steps:

Defining Boundaries - the comprehensive needs of our students and families were not easily met within the local immediate community as resources from the outlying communities will be needed for support as well.

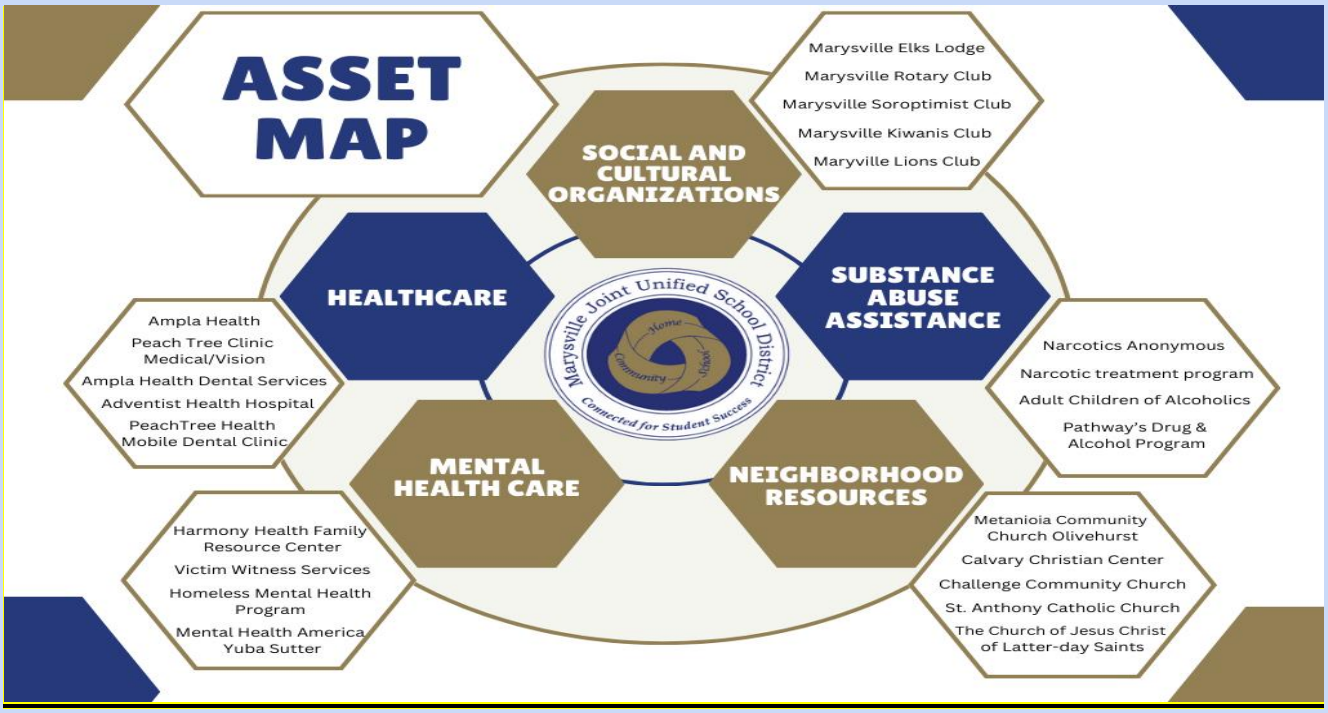
Identifying Key Partners - Student and community health and wellness and economic support was a unifying goal to identify key partners. Key planning partners included individuals from the service industry, local government, the arts, school groups and governing bodies, District leaders, service clubs, and churches.

Determining Assets to Include - There are lots of different types of assets. Obvious ones are those which offer economic resources, health and wellness support, and community-based resources. We wanted to think outside of the box and engage a broader swath of assets. We considered physical assets (buildings), knowledge and skills, political connections, legitimacy in the community, and those which offer access to the public (such as the media and clergy). Additionally, there are also internal assets already put in place for support of the school and the families we serve.

Collecting Assets - Making an inventory of all the groups (associations, organizations, and institutions) in and around the Loma Rica Elementary community was exhausting and invigorating all at once. We began by:

- Creating a list of those groups that are known;
- Using other sources of information. These included: internet website searches; Local neighborhood/city directories published for our community residents; lists of neighborhood businesses; published lists of organizations or social service organizations; community resource guides; the local newspaper; bulletin boards/sign; community calendars; recreation facilities; churches or other faith-based organizations; local parks, recreation facilities, and community centers; volunteer, social, or special interest groups; informal local groups; friends and colleagues;
- Continuously updating our list. This is an ongoing, never ending process as we continue to refine the ease of use by including the addition of the location, type of services offered, public-private membership, and so on.

Both qualitative and quantitative data collected through the annual parent/community survey and the feedback provided at the stakeholder meetings and the town hall sessions have identified the need to improve the school's lack of student support, resources, and academic achievement.



In order to address the gaps identified through the needs assessment and to build a community school program aligned to the framework, the MJUSD team has engaged with a wide array of key partners in the development and planning of Project LEAP (Leadership, Education, Accountability and Programs) as the foundation for establishing a community schools partnership in the community. The need for establishing a community schools model was first introduced in the community task force meeting held in the Fall of 2022 when a multiple layered series of meetings were held to address the issue of the community perception of our schools in MJUSD. At that meeting it was discussed that the needs in the community and the gaps in the school services require more collaboration and the community partners and their resources would be used to support this improvement work. The collaborative team included key partners from the community and local businesses who met together to establish a vision for the enhancement of the community at large. This conversation has smoothly progressed and evolved into the development and implementation of Project LEAP.

This task force was the impetus for the community schools movement that is happening in our school district, and we are submitting this application to join the ranks of our neighboring schools in the community schools coalition. This new and improved community-based organization has expanded to include parents, students, families and educators. Our efforts will allow our school to shift from a hierarchical decision making structure to a more democratic decision making structure to improve community perceptions and expand community ownership of the school. In the continuous cycle of improvement at Marysville High School, it is essential to actively ensure the representation of all groups and the inclusion of students and families from diverse backgrounds. This inclusivity should extend to the input and guidance of school administration, teachers, and support staff at all levels,

encompassing not just on-site personnel but also District support staff like technology specialists, bus drivers, and cafeteria staff.

With the establishment of the community schools model, this group will be invaluable in setting the pace of the actions that support coordination between the school and community agencies to continue to have a positive impact on families and students.

Part B: 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**
Positive School Climate	Decrease in suspensions and referrals by >10%. Ensure all teachers are trained in Restorative Practices and have attended necessary PBIS trainings.
Academic Achievement & Support	Increased access to Tier 3 RTI in the form of instruction with certificated teachers during FLEX time. Increase ELA and Math CAASPP scores.
Parent Leadership Development and Opportunities	Increase the number of trained parents volunteering in the classrooms by 10% as leaders in small group interventions year to year

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
Develop and implement collaborative leadership and decision making for Project LEAP.	**Project LEAP Site Responsibilities:** • Create a site level *LeapTask Force* to work collaboratively with MJUSD Community Safety Task Force. ○ Task force personnel will/may include the Principal, CCSPP Site Coordinator, Counselor(s), Teacher(s), Classified Staff, Community Partners, Students and Parent/Guardians. ○ Leadership will work to build relationships on and off campus to identify potential members of the Task Force being mindful of historically underrepresented and excluded students and family groups in our school community. ● Clarify school (LEAP) staff roles and responsibilities. ● Appoint/authorize key staff to implement LEAP Implementation plan activities. ● Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. ● Expand adult/parent education activities. ● Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power. **Project LEAP District Team Responsibilities** • Clarify district (LEAP) staff roles and responsibilities. • Appoint/authorize key staff to implement LEAP Implementation plan activities. • Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. • Formalize training and workshops for families to address student and family needs, access to resources and identify programs of support. • Develop a Data Management System to support data-driven decision making and accountability. • Implement collaborative continuous improvement model (e.g., Plan, Do, Study, Act) to target student/family needs • Expand adult/parent education activities. • Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power.
Develop and update leadership structures.	● Identify existing shared governance structures in the school and create a plan to flatten structure. ● Identify appropriate governance structures that could be moved to a more collaborative and shared model.

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

The overarching plan for Project LEAP is to institute a collaborative leadership and decision-making process. This comprehensive strategy involves several pivotal steps. First, it includes forming a site-level Leap Task Force, which will collaborate closely with the MJUSD Community Safety Task Force. Another essential aspect is the clarification of roles and responsibilities for district and school (LEAP) staff members. Additionally, key staff will be appointed or authorized to carry out the activities outlined in the LEAP Implementation plan. The initiative also emphasizes the need to organize formal training sessions and workshops tailored for families, aiming to address student and family needs, enhance resource accessibility, and pinpoint support programs.

To create a more democratic process in site-level decision making we plan to include representation from school staff, students, family and community members who will meet together regularly to discuss identified needs and supports and together develop ways to address these. Recruiting for this group will focus on including historically excluded student, family and community groups to ensure diverse representation reflective of the school community. Our goal is to value all voices in our school community and ensure that communication gaps are bridged by utilizing the District's interpreter services.

To ensure effective collaboration and progress tracking, quarterly Task Force meetings are scheduled. During these meetings, emphasis is placed on dedicated actions, data analysis, and informed decision-making. The LEAP Task Force is responsible for establishing measurable outcomes and timelines, publishing quarterly LEAP report cards within the school community, and setting up a robust data system while sharing information with the Task Force.

Furthermore, the plan emphasizes the collection and reporting of high-quality, multi-faceted data points to LEAP leaders, the Task Force, and the broader school community. It systematically presents evidence of data analysis and reports to highlight strengths and address identified needs. Moreover, specific actions, goals, and success indicators are identified to focus on particular areas of importance.

Through these strategies, the Project LEAP aims to achieve measurable progress in four key impact areas: transformed schools, engaged and empowered students and families, confident and well-prepared students, and an enhanced community capacity for collaborative problem-solving. Additionally, it identifies strategies for improving parent engagement, offering courses for pregnant teens and teen parents, and providing job training and career opportunities. These training and workshop needs will be identified and scheduled through the Adult/Parent Education program as part of this comprehensive plan.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources,

avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure coherence and alignment between Project LEAP, SPSA, District LCAP and Strategic Plan.	• Formalize processes and timelines to consistently review, align, and maximize coordinated and efficient systems of services. ○ Project LEAP and the School SPSA become a single document. ● Bi-anually review LEAP budget and actions for improvement or modification. ○ District school leaders coordinate regular review/success of LEAP/LCAP/SPSA activities and impact. ● Elicit ongoing feedback of LEAP services, timeliness, and overall impact. ○ Focus groups and survey responses ● Align documents and activities to the MJUSD Strategic Plan which is aligned to the pillars in the community schools framework.
Communication and coherence for school/advisory committees.	● Add CCSPP information item to Site Council, English Language Advisory Group, and other advisory group/council meeting agendas. ● Facilitate collaborative opportunities among the mentioned groups for projects and objectives that align with the shared goal of supporting students and families within our school community.

Strategy 5: Staffing and Sustainability

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
Recruit and hire high quality LEAP Program Staff.	• Collaboratively develop LEAP Coordinator job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Collaboratively develop LEAP Data Manager job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Fly & recruit for new positions. • Interview/select new staff.. ○ New positions filled with high quality staff. • Identify/train new staff.
Develop and implement LEAP Sustainability Plan.	● LEAP Implementation Plans initiated/directed by LEAP Program staff and Community Partners. ○ LEAP implementation begins. • Identify and develop new community partnerships (assets). • Design role-specific professional learning/training for staff, students, and community. • Develop system/school infrastructure to support long-term sustainability. • Implement accountability structures to facilitate capacity building for impact. • Identify and implement cost-cutting strategy. • Develop formal sustainability plan.
Develop support structures that will ensure program sustainability beyond grant term.	• Implement support structures, services and shared governance model that can be in place whether there is grant staff and funding or not. • Formal partnerships and MOUs. • County office partnerships and services available to schools to support students.

Key Staff/Personnel

DISTRICT STAFF	
Director of Wellness	Existing Position added 2022-23. The Director of Wellness serves as the District lead in coordinating and managing Project LEAP across our 11 CCSPP Grant Sites.
Director of Community Partnerships	Existing Position added 2022-23. The Director of Community Partnerships serves as the District's lead in

	identifying new community assets or partnerships to support Project LEAP.
Director of Student Services	Existing Position. The Director of Student Services serves as the District's lead to ensure coordination and implementation of LEAP services for students under the umbrella of Special Education.
Director of Student Programs/Welfare and Attendance	Existing Position. The Director of Student Programs serves as the District's lead in developing and coordinating the District's MTSS services.
School-Site Staff	
Site Principal	The site principal serves as Marysville High School's chief administrator overseeing Project LEAP at the school site.
Site Coordinator	Classified *New* Position - CCSPP LEAP Grant Funded. The Coordinator of Project LEAP's sole responsibility is to coordinate, manage, support, monitor, and evaluate Project LEAP services and impact at Marysville High School.
Data Management and Communications Position(s) shared among CCSPP school sites.	Classified *New* Positions - CCSPP LEAP Grant Funded). The Data Management and Communications staff serve as the Loma Rica Elementary lead in collecting, analyzing, and sharing impact data (both cause and effect) with LEAP program leaders. This data includes the number of students/families who were identified and received services, service impact (qualitative and quantitative measures), time accounting, perception data, academic and engagement data. A communications position may potentially be developed as MJUSD is planning to implement the community schools model across most schools in the district.
School Counselors	Existing Positions. School counselors serve as indirect and direct Project LEAP support providers, student, family and teacher liaisons, and student advocates.

Outreach Consultants	Existing Positions. ORCs serve as the often-time first/single point of contact with families through home visits and direct communications.

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

Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with the guidelines of the Community School Framework. The core tenets of the Strategic Plan includes values in Student Centered, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The district's LCAP and our School Plan are aligned to the Strategic Plan goals and actions to be transparent in the review and analysis of needs of students and to address the ongoing gaps in services.

We are designing our community school to develop a shared commitment to authentic and dynamic shared leadership in aspects of school governance and operations. All school interest holders including students, families, staff, and community members will be invited to participate and share their thoughts and ideas to make the school a responsive institution. Improved community engagement in decision making will address current and ongoing actions to improve school climate, curriculum, and services. Shared decision-making practices will be transparent and result in measurable outcomes based on shared responsibility for improved results.

Our Community School's goals and annual progress will be shared with all stakeholders to create improved community support. Our existing implementation plan has identified the tasks for the next five years which we believe will be able to be braided into existing roles, funding sources and community supports. Our community schools team at the district level will continue to develop new community partnerships, grant applications, and sustainability plans so that the work the CCSPP funds started can continue. The actions in the plan are in addition to what the school and the district has already implemented and funded, and the supports, and shared governance structure is sustainable indicating that the commitment of the community partners is sustainable even after the grant is completed in June 2029.

Strategy 6: 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 school-community partnerships to support students' academic, behavioral and social/emotional & wellness needs.	• Identify new and ongoing partners to support the needs identified at the Task Force meetings.
	• Clarify partner/agency deliverables, including integrated services, capacity, calendar of services.
	  ○ MOUs detailing new or ongoing service providers.
	• Create a referral system for student/family identification and service delivery.
	  ○ Referral system developed and shared with school personnel.
	  ○ Increased number of students/families identified for agency services.
	  ○ Quarterly reports detailing increased # of students/families served, nature of service, and evaluation or assessment of outcome(s).
	• Formalize and administer impact surveys (e.g., school climate).
	  ○ Increased number/percent of students/families reporting improved wellness and sense of belonging.
	  ○ Increased positive school climate.

Maintain connectedness with community partners.	● Hold quarterly meetings for school-site Project LEAP team. ● Community partners attend meetings for District advisory team. ● Publication of CCSPP updates from Data Management & Communications office.

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:

Over the course of the asset planning process, more than 30 individuals were involved in the asset mapping process along with members of the community who have been deeply engaged in programs that have coordinated impact on school and families. Local service clubs such as Rotary, Kiwanis, Lions and Soroptomist, are partners in addition to SoYouCan Foundation and SAYLove Foundation, both community service organizations serving those in need. Additionally, a MJUSD Community Safety

Task Force was formed back in September 2022 to address the community needs and to bring together key players in the community of Loma Rica Elementary to identify and provide resources available. MJUSD is an active member in this task force and includes members from Yuba Water Agency, Yuba County Development office, Yuba County Supervisors, Sheriff's Office, Olivehurst Public Works Department, Beale AFB, Rideout Adventist Health, Peach Tree Medical Group, Yuba County Office of Education, and Yuba Health and Public Services and Juvenile Court Services. This group continues to meet quarterly to address community needs and is instrumental in forming the collaborative leadership team to implement the core tenets of the Community Schools framework.

The asset map was drafted internally and went through several iterations. Understanding that asset mapping is a dynamic/systematic process of cataloging key services, benefits, and resource within the community, such as individuals' skill sets, organizational resources, physical space, institutions, associations, stories, and elements of the local economy, and that it provides information about the strengths and resources of a community was essential for our collective success. This process was completed by analyzing both the internal and external assets available to each of the twenty-four (24) schools within MJUSD. Our reasons for this were three-fold: the student/family mobility movement between and among our schools, maximizing assets for a broader collection of needs currently unmet in our school communities, and the request of many community assets to serve the broader community.

Our school is part of the community task force meetings being held with community partners to address how to improve the community perception of the school and its impact. Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with key elements found in the Community School Framework. The core values of the Strategic Plan include focus on Student Centered Teaching, Learning, and Supports, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The community task force, our district LEAP advisory committee and our school coalition will continue to build partnerships to meet needs based on the data collected throughout our continuous cycle of improvement.

To guide our work, continuous feedback is essential and we as an organization need to continue to implement vehicles for feedback that are representative of all subgroups, cultures and socioeconomic statuses of our school community. As a part of MJUSD, we will continue to participate in engaging and soliciting feedback from underrepresented groups and historically marginalized students and families through forums and events that are geared toward groups such as our Hmong, Native American, and Hispanic families and through more traditional groups such as our English Language Advisory Committee and Attendance Task Force. Our Attendance Task Force in particular consists of school staff and community partners, family members and students that have had issues with attendance in the past. We will continue to collect data in the form of surveys, forums, and input sessions to engage our educational partners.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the

community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps

Impactful role-specific professional learning is provided to the community and staff.	• Role-specific employee groups are identified.
	• Needs assessments around key learning strategies, targeted actions, and leadership are administered and analyzed for next steps.
	• Professional learning goals/plans for role-specific groups are identified.
	  ○ Individual receive role specific PD tailored to individual needs (e.g., SEL, restorative practices, student centered instruction).
	  ○ Individuals develop capacity to implement system-wide or individual strategies.
	• Professional learning calendar is developed and implemented.
	  ○ Collective and individual efficacy develop.
	• Job-embedded support (e.g., coaching) is provided to professional learning participants, including students and families.
	  ○ System and individual student or family indicators demonstrate progress – (1) transformed schools (e.g., whole child practices and supports); (2) engaged, healthy and empowered students and families (e.g., avenues for shared decision making; needs met); (3) confident and well prepared students (e.g., mastery of 21st/Graduate Profile sills, self-advocacy, high graduation rates and college and career readiness; higher attendance and positive discipline; decrease in chronic absenteeism); (4) local capacity for improved collaborative problem-solving (e.g., community capacity to organize and take action; increased collective efficacy).

Our Needs Assessment and Gap Analysis which informed our implementation plan also considered our current professional learning plans for teachers, administrators, and support staff, as we see professional learning as key to the success of our CCSPP program. Marysville Joint Unified School District provides professional development to staff in five focus areas: Academics/Student Achievement, Behavioral Supports;

Special Education, English Learners, and School Climate/Health & Safety. Additionally, Marysville Joint Unified School District purchased a District wide Social Emotional Learning Curriculum for full implementation in 2023-24, an extensive implementation plan led by the Director of Wellness. Professional Development is currently offered before the start of school, during school, as well as at the end of the school year. In addition, Marysville Joint Unified School District is in contract with several agencies to provide wellness support. Most recently, the district is working closely with the Yuba Health and Public Service department to open Wellness centers at various campuses, which are fund dependent and therefore not easy to set up quickly.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Educators implement community-based learning to successfully engage students and families.	• Investigate and answer: How can we promote knowledge of/in local school community as a rich resource for student learning? ○ As a result teachers become aware of students' lived experiences (e.g., student and family interviews and focus groups). • Determine the relationship between teachers' knowledge of their students' lived experiences and instructional planning. ○ As a result teachers utilize knowledge of students' lived experiences in the design and implementation of community project curricular units (e.g., planning meetings, rosters, developed units, classroom observations). • Identify and evaluate how teachers' use of community knowledge/resources affects their instruction. • Based on key findings, design responsive professional development (e.g., asset based instruction vs. deficit based). • Plan/design community project curricular units with/for teachers. ○ Resulting in documents (e.g., ancillary lessons, learning activities, curriculum). ○ Evidenced by increased student and family engagement (e.g., academic achievement, attendance, parental involvement, school climate, positive discipline).
Culturally relevant learning	● Engage community partners from various historical and cultural backgrounds in the classroom. ● Work with local historians to develop learning series' focused on local history and culture. ● Culturally relevant speakers, activities, and events.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse

community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
School develops high-level capacity to problem-solve and effect positive change.	• Formalize Task Force, including participation from agency partners, students, and families. • Task Force regularly collaboratively assesses school/community needs. • Task Force develops LEAP goals and actions. • Task Force monitors progress and reports to the school community.	• Formalization/Task Force Roster. • Calendared Task Force meetings. • Data/Impact Reports. • Meeting minutes/actions. • Quarterly Community LEAP Progress Report published.
Develop metrics to gauge program success and guide our work.	• Consult Needs/Gap Analysis and Student Performance and Climate Data for baseline and progress updates. • Committee identifies measurable outcomes for each action.	• Data collected by CCSPP Site Coordinator. • Quarterly Community LEAP Progress Report Published. • Ability to make program decisions based on data collected.

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.

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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

Marysville Charter Academy for the Arts–Eric Preston, Principal, epreston@mjusd.k12.ca.us
(530) 749-6156

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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment 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

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

Background

The state performance data from Marysville Charter Academy for the Arts indicates significant growth in all academic areas and reinforces the fact that we do not face the same challenges as some of our partner schools in regards to behavior. Post-COVID, parent involvement and community expectations have changed, as has the ability for students from the southern area of our district to make it to school because there are struggles with transportation.

Chronic absenteeism is definitely on the rise. The state dashboard data reveals that in 2018-2019, our school was at 0.7%, but in 2022-2023 we were at 9.8%. Discipline leading to suspension remained rather consistent though, as 2018-2019, we were at 1.5% and in 2022-2023, we were at 1.1%. Anecdotally however, our students are in greater need of counseling services, ranging from simply needing to be heard to academic concerns, assistance with college applications and decisions to social situations both with peers and adults to seeking connections. Our school is different than the other comprehensive high schools in our district in that we are the only locally funded charter in our district, we are a 7-12, we are a college preparatory and arts school, we accept students from contiguous

counties, we do not offer sports, and students choose to come to us, so there is almost a college feel about the school. Most of our students have high expectations for the school and for themselves, and our staff has been able to help them and push them, but we are at a crossroads where we need assistance in helping our students meet their expectations while also learning that their voice matters and that they are an important part of the community. We have added two Outreach Consultants, one for grades 7-9 and the other for 10-12, since 2019 and they are constantly working with students to help them realize their potential.

As mentioned above, academic data reflects positively. Our students overall grew 13.6 points in math and 20 points in ELA. The percentage of students who met or exceeded standard in Science increased by 7.46%. Admittedly, those scores look good when presented as such; however, in math, our students are still 32.1 points below standard. In ELA, our students are 36.6 points above standard and in Science, 44.35% of our students have met or exceeded standard.

Additional information about our students is that our student body of approximately 370 has the largest percentage of LGBTQ+ identifying students in our entire district and we have a highly active Gay Student Alliance (GSA). Many of our students often choose to work through some of their internal struggles through art, dance or drama pieces and are encouraged to do so by a supportive staff.

Understanding and Commitment

Marysville Charter Academy for the Arts is determined to develop its community school model, focusing on providing our students with more opportunities for learning and enrichment after school, creating a Counseling/Career Center, building relationships with local businesses that may result in internships for our students, and in providing student leadership development and opportunities. These four areas are selected from combining the results of a survey that parents, students and teachers were offered in mid-January and through discussion from a pre-planning CCSPP Community Meeting also held in mid-January.

Racially Just, Relationship-Centered Spaces

The vision is to continue to foster a nurturing school climate that supports all students comprehensively, ensuring a safe haven across campus environments, classrooms, and facilities, with a strong emphasis on equity and access for every student. The school staff will be attentive to student and family needs regarding daily attendance and discipline challenges, intending to implement restorative practices rather than punitive disciplinary actions that isolate students from necessary support.

Recognizing the essential shifts in parent education and training, Marysville Charter Academy for the Arts aims to empower, educate and include adults to become genuine partners in supporting the school's mission and vision. Practicing more restorative practices and including students in them aligns with the ethos and goals of the CCSPP Framework, emphasizing a shift toward a more inclusive and supportive educational environment.

Establishing a school that prioritizes racial justice and centers around students requires intentional efforts to foster an environment promoting equity, inclusion, and support for every student, regardless of their racial or ethnic background. Marysville Charter Academy for the Arts aims to structure its community school with a collective commitment to authentic and dynamic shared leadership in various

aspects of school governance and operations.

Classroom-Community Connections

Examples of current classroom community connections are our partnerships with Yuba Sutter Arts & Culture who provides *Poetry Out Loud*, a *Visiting Artist Program*, *Scholastic Writing and Art Contests*, and also allows us to use their facilities for performances and art shows. Their Executive Director, David Read, also works with our Interact Club on campus and was a part of our site's Community Meeting for this grant planning. We have a dual enrollment agreement with Yuba Community College, with over 30 of our students in their Early College Program and other students taking classes through them each semester. Our district is working with UC Davis who provides *Coding and Robotics* activities that lead to CTE pathways in high school. The Yuba Water Agency worked with MJUSD teachers to create the *Yuba River Watershed Curriculum* for K-12 students, which is currently being piloted. They also host MJUSD 4th graders for *Salmon Expeditions* on the Yuba River where students learn about the Nisenan tribe, the Gold Rush and hydraulic mining, the life cycle of a salmon, and other Yuba River wildlife. *Fish in the Classroom* is another Yuba Water Agency/MJUSD partnership which places young salmon in the classroom until they are ready to be released to local waterways. *Learning Science through Art* and *Water Wizards* are two more Yuba Water Agency educational programs MJUSD students benefit from. We are also partners with Yuba County Office of Education through the LCSSP grant in working with our students who are chronically absent or are approaching that status. In addition to all of this MCAA is developing partnerships with individuals from our community with skills beneficial to our students, such as dance instructors from local studios, vocal coaches who offer private lessons, sound engineers who work with our students on events, etc. We also have a healthy working relationship with the Tri-Counties Community Center, as we lease their facilities for our PE classes and work with them on various events throughout the year, such as their recent Winter Wonderland and upcoming Gala.

Focus on Continuous Improvement

All stakeholders, including students, families, staff, and community members, will be encouraged to actively participate and contribute their thoughts and ideas to shape the school into a responsive institution. Enhanced community engagement in decision-making processes will address current and ongoing initiatives to enhance school climate, curriculum, and services. Transparent shared decision-making practices will yield measurable outcomes, reflecting a shared responsibility for improved results.

MJUSD schools and their staff receive various forms of support and nurturing. Our current areas of emphasis for enhancement are shaped by the MJUSD Strategic Plan, Literacy Plan, Strategic Arts Plan, and English Learner Master Plan. We have implemented specific academic focus areas and methodologies, including TK-12 literacy, collaboration amongst subject area/grade levels, Professional Learning Communities, data sessions, and common formative assessments.

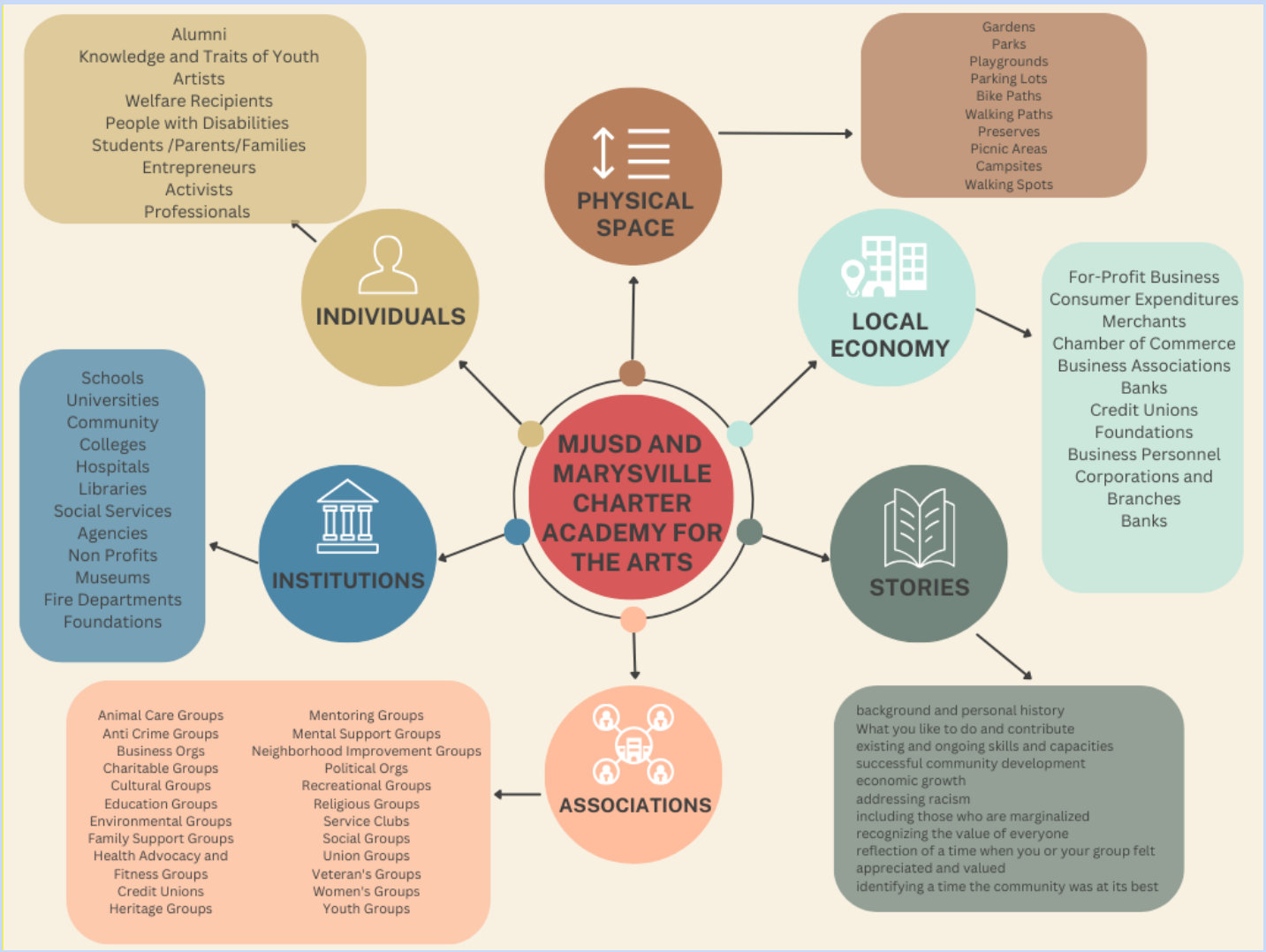
The Community School's goals and annual progress will be openly communicated to all stakeholders to garner enhanced community support. Collaborating with stakeholders, the school will engage in a continuous cycle of reflection, analysis, and shared learning. The commitment is to ensure that students, families, community members, and school staff feel valued, engaged, and empowered throughout this cycle of continuous improvement, sustained by asset-based, community-driven, and actionable data.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

The team acknowledged that each of the needs identified in the gap analysis are already being addressed at some level through various actions implemented at the school site. However, working with the community schools model helps to systematize the practices that are still not universally implemented or address community issues that serve as external factors that negatively influence school performance or the perception of the school in the larger community. Our schools and community have many existing partnerships and resources, and we developed graphics to represent some of the external and internal assets in our community.



As part of the needs/gap analysis, we conducted an asset mapping process to identify both internal and external factors- employees, partners and resources - that are currently available to the school to support the achievement of the five areas of needs identified above. When conducting the community asset map we completed these four steps:

Defining Boundaries - we held that the comprehensive needs of our students and families were not easily met within the local immediate community as families at Marysville Charter Academy for the Arts are also served in its feeder elementary schools in the greater Yuba Sutter region.

Identifying Key Partners - Student and community health and wellness and economic support was a unifying goal to identify key partners. Key planning partners included individuals from the service industry, local government, the arts, school groups and governing bodies, District leaders, service clubs, and churches.

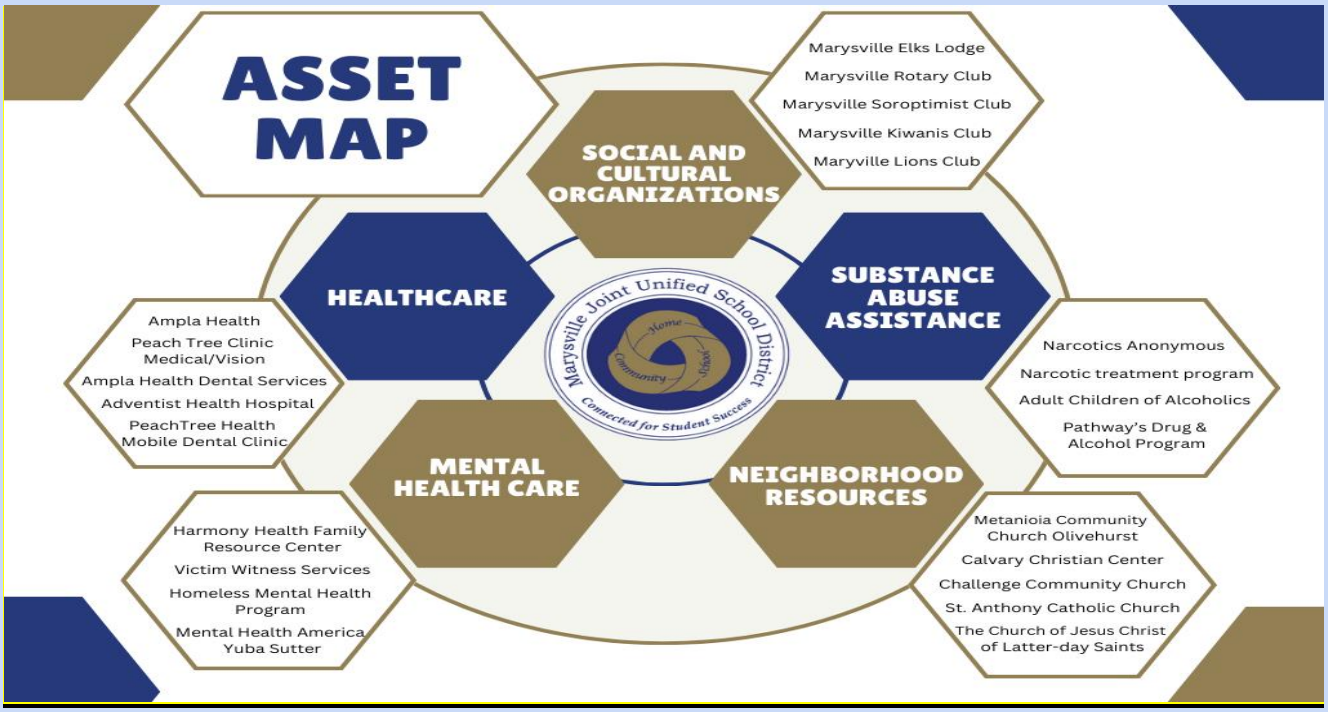
Determining Assets to Include - There are lots of different types of assets. Obvious ones are those which offer economic resources, health and wellness support, and community-based resources. We wanted to think outside of the box and engage a broader swath of assets. We considered physical assets (buildings), knowledge and skills, political connections, legitimacy in the community, and those

which offer access to the public (such as the media and clergy). Additionally, there are also internal assets already put in place for support of the school and the families we serve.

Collecting Assets - Making an inventory of all the groups (associations, organizations, and institutions) in and around the Marysville Charter Academy for the Arts community was exhausting and invigorating all at once. We began by:

- Creating a list of those groups that are known;
- Using other sources of information. These included: internet website searches; Local neighborhood/city directories published for our community residents; lists of neighborhood businesses; published lists of organizations or social service organizations; community resource guides; the local newspaper; bulletin boards/sign; community calendars; recreation facilities; churches or other faith-based organizations; local parks, recreation facilities, and community centers; volunteer, social, or special interest groups; informal local groups; friends and colleagues;
- Continuously updating our list. This is an ongoing, never-ending process as we continue to refine the ease of use by including the addition of the location, type of services offered, public-private membership, and so on.

Both qualitative and quantitative data collected through the annual parent/community survey and the feedback provided at the stakeholder meetings and the town hall sessions have identified the need to improve the school's lack of student support, resources, and academic achievement.



In order to address the gaps identified through the needs assessment and to build a community school program aligned to the framework, the MJUSD team has engaged with a wide array of key partners in the development and planning of Project LEAP (Leadership, Education, Accountability and Programs) as the foundation for establishing a community schools partnership in the community. The need for establishing a community schools model was first introduced in the community task force meeting held in the Fall of 2022 when a multiple layered series of meetings were held to address the issue of the community perception of our schools in MJUSD. At that meeting it was discussed that the needs in the community and the gaps in the school services require more collaboration and the community partners and their resources would be used to support this improvement work. The collaborative team included key partners from the community and local businesses who met together to establish a vision for the enhancement of the community at large. This conversation has smoothly progressed and evolved into the development and implementation of Project LEAP.

This task force was the impetus for the community schools movement that is happening in our school district, and we are submitting this application to join the ranks of our neighboring schools in the community schools coalition. This new and improved community-based organization has expanded to include parents, students, families and educators. Our efforts will allow our school to shift from a hierarchical decision-making structure to a more democratic decision-making structure to improve community perceptions and expand community ownership of the school. In the continuous cycle of improvement at Marysville Charter Academy for the Arts, it is essential to actively ensure the representation of all groups and the inclusion of students and families from diverse backgrounds. This inclusivity should extend to the input and guidance of school administration, teachers, and support staff at all levels, encompassing not just on-site personnel but also District support staff like technology specialists, bus drivers, and cafeteria staff.

With the establishment of the community schools model, this group will be invaluable in setting the pace of the actions that support coordination between the school and community agencies to continue to have a positive impact on families and students.

Part B: 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
After school expanded and enriched learning opportunities	Offering our students learning opportunities that we cannot during the school day, that will not result in credits earned, but in skills/knowledge gained and will also provide community members opportunities to showcase their talents/knowledge
Counseling/Career Center	Providing our students with more counseling assistance on site for SEL, academic and career
Student Leadership Development and Opportunities	Helping students to find their voice and to realize that their voice matters more than they think it does
Emerging partnerships with local businesses that may result in internship possibilities for our students	Building relationships with local businesses that will both help our students and help our community

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
Develop and implement collaborative leadership and decision-making for Project LEAP.	**Project LEAP Site Responsibilities:** • Create a site level *LeapTask Force* to work collaboratively with MJUSD Community Safety Task Force. ○ Task force personnel will/may include the Principal, CCSPP Site Coordinator, Counselor(s), Teacher(s), Classified Staff, Community Partners, Students and Parent/Guardians. ○ Leadership will work to build relationships on and off campus to identify potential members of the Task Force being mindful of historically underrepresented and excluded students and family groups in our school community. ● Clarify school (LEAP) staff roles and responsibilities. ● Appoint/authorize key staff to implement LEAP Implementation plan activities. ● Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. ● Expand adult/parent education activities. ● Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power. **Project LEAP District Team Responsibilities** • Clarify district (LEAP) staff roles and responsibilities. • Appoint/authorize key staff to implement LEAP Implementation plan activities. • Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. • Formalize training and workshops for families to address student and family needs, access to resources and identify programs of support. • Develop a Data Management System to support data-driven decision-making and accountability. • Implement collaborative continuous improvement model (e.g., Plan, Do, Study, Act) to target student/family needs • Expand adult/parent education activities. • Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power.
Develop and update leadership structures.	● Identify existing shared governance structures in the school and create a plan to flatten structure. ● Identify appropriate governance structures that could be moved to a more collaborative and shared model.

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

The overarching plan for Project LEAP is to institute a collaborative leadership and decision-making process. This comprehensive strategy involves several pivotal steps. First, it includes forming a site-level Leap Task Force, which will collaborate closely with the MJUSD Community Safety Task Force. Another essential aspect is the clarification of roles and responsibilities for district and school (LEAP) staff members. Additionally, key staff will be appointed or authorized to carry out the activities outlined in the LEAP Implementation plan. The initiative also emphasizes the need to organize formal training sessions and workshops tailored for families, aiming to address student and family needs, enhance resource accessibility, and pinpoint support programs.

To create a more democratic process in site-level decision making we plan to include representation from school staff, students, family and community members who will meet together regularly to discuss identified needs and supports and together develop ways to address these. Recruiting for this group will focus on including historically excluded student, family and community groups to ensure diverse representation reflective of the school community. Our goal is to value all voices in our school community and ensure that communication gaps are bridged by utilizing the District's interpreter services.

To ensure effective collaboration and progress tracking, quarterly Task Force meetings are scheduled. During these meetings, emphasis is placed on dedicated actions, data analysis, and informed decision-making. The LEAP Task Force is responsible for establishing measurable outcomes and timelines, publishing quarterly LEAP report cards within the school community, and setting up a robust data system while sharing information with the Task Force.

Furthermore, the plan emphasizes the collection and reporting of high-quality, multi-faceted data points to LEAP leaders, the Task Force, and the broader school community. It systematically presents evidence of data analysis and reports to highlight strengths and address identified needs. Moreover, specific actions, goals, and success indicators are identified to focus on particular areas of importance.

Through these strategies, the Project LEAP aims to achieve measurable progress in four key impact areas: transformed schools, engaged and empowered students and families, confident and well-prepared students, and an enhanced community capacity for collaborative problem-solving. Additionally, it identifies strategies for improving parent engagement, offering courses for pregnant teens and teen parents, and providing job training and career opportunities. These training and workshop needs will be identified and scheduled through the Adult/Parent Education program as part of this comprehensive plan.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools "de-silos" all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school

implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure coherence and alignment between Project LEAP, SPSA, District LCAP and Strategic Plan.	• Formalize processes and timelines to consistently review, align, and maximize coordinated and efficient systems of services. ○ Project LEAP and the School SPSA become a single document. ● Bi-anually review LEAP budget and actions for improvement or modification. ○ District school leaders coordinate regular review/success of LEAP/LCAP/SPSA activities and impact. ● Elicit ongoing feedback of LEAP services, timeliness, and overall impact. ○ Focus groups and survey responses ● Align documents and activities to the MJUSD Strategic Plan which is aligned to the pillars in the community schools framework.
Communication and coherence for school/advisory committees.	● Add CCSPP information item to Site Council, English Language Advisory Group, and other advisory group/council meeting agendas. ● Facilitate collaborative opportunities among the mentioned groups for projects and objectives that align with the shared goal of supporting students and families within our school community.

Strategy 5: Staffing and Sustainability

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

Recruit and hire high-quality LEAP Program Staff.	• Collaboratively develop LEAP Coordinator job description for CCSPP Cohort 3.
	  ○ Collaboratively developed job descriptions.
	• Collaboratively develop LEAP Data Manager job description for CCSPP Cohort 3.
	  ○ Collaboratively developed job descriptions.
	• Fly & recruit for new positions.
	• Interview/select new staff..
	  ○ New positions filled with high-quality staff.
	• Identify/train new staff.

Develop and implement LEAP Sustainability Plan.	● LEAP Implementation Plans initiated/directed by LEAP Program staff and Community Partners. ○ LEAP implementation begins. • Identify and develop new community partnerships (assets). • Design role-specific professional learning/training for staff, students, and community. • Develop system/school infrastructure to support long-term sustainability. • Implement accountability structures to facilitate capacity building for impact. • Identify and implement cost-cutting strategy. • Develop formal sustainability plan.
Develop support structures that will ensure program sustainability beyond grant term.	• Implement support structures, services and shared governance model that can be in place whether there is grant staff and funding or not. • Formal partnerships and MOUs. • County office partnerships and services available to schools to support students.

Key Staff/Personnel

DISTRICT STAFF	
Director of Wellness	Existing Position added 2022-23. The Director of Wellness serves as the District lead in coordinating and managing Project LEAP across our 11 CCSPP Grant Sites.
Director of Community Partnerships	Existing Position added 2022-23. The Director of Community Partnerships serves as the District's lead in identifying new community assets or partnerships to support Project LEAP.
Director of Student Services	Existing Position. The Director of Student Services serves

	as the District's lead to ensure coordination and implementation of LEAP services for students under the umbrella of Special Education.
Director of Student Programs/Welfare and Attendance	Existing Position. The Director of Student Programs serves as the District's lead in developing and coordinating the District's MTSS services.
School-Site Staff	
Site Principal	The site principal serves as MCAA's chief administrator overseeing Project LEAP at the school site.
Site Coordinator	Classified *New* Position - CCSPP LEAP Grant Funded. The Coordinator of Project LEAP's sole responsibility is to coordinate, manage, support, monitor, and evaluate Project LEAP services and impact at MCAA.
Data Management and Communications Position(s) shared among CCSPP school sites.	Classified *New* Positions - CCSPP LEAP Grant Funded). The Data Management and Communications staff serve as the Marysville Charter Academy for the Arts lead in collecting, analyzing, and sharing impact data (both cause and effect) with LEAP program leaders. This data includes the number of students/families who were identified and received services, service impact (qualitative and quantitative measures), time accounting, perception data, academic and engagement data. A communications position may potentially be developed as MJUSD is planning to implement the community schools model across most schools in the district.
School Counselors	Existing Positions. School counselors serve as indirect and direct Project LEAP support providers, student, family and teacher liaisons, and student advocates.
Outreach Consultants	Existing Positions. ORCs serve as the often-time first/single point of contact with families through home visits and direct communications.

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

Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with the guidelines of the Community School Framework. The core tenets of the Strategic Plan includes values in Student Centered, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The district's LCAP and our School Plan are aligned to the Strategic Plan goals and actions to be transparent in the review and analysis of needs of students and to address the ongoing gaps in services.

We are designing our community school to develop a shared commitment to authentic and dynamic shared leadership in aspects of school governance and operations. All school interest holders including students, families, staff, and community members will be invited to participate and share their thoughts and ideas to make the school a responsive institution. Improved community engagement in decision-making will address current and ongoing actions to improve school climate, curriculum, and services. Shared decision-making practices will be transparent and result in measurable outcomes based on shared responsibility for improved results.

Our Community School's goals and annual progress will be shared with all stakeholders to create improved community support. Our existing implementation plan has identified the tasks for the next five years which we believe will be able to be braided into existing roles, funding sources and community supports. Our community schools team at the district level will continue to develop new community partnerships, grant applications, and sustainability plans so that the work the CCSPP funds started can continue. The actions in the plan are in addition to what the school and the district has already implemented and funded, and the supports, and shared governance structure is sustainable indicating that the commitment of the community partners is sustainable even after the grant is completed in June 2029.

Strategy 6: 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 school-community partnerships to support students' academic, behavioral and social/emotional & wellness needs.	• Identify new and ongoing partners to support the needs identified at the Task Force meetings.
	• Clarify partner/agency deliverables, including integrated services, capacity, calendar of services.
	  ○ MOUs detailing new or ongoing service providers.
	• Create a referral system for student/family identification and service delivery.
	  ○ Referral system developed and shared with school personnel.
	  ○ Increased number of students/families identified for agency services.
	  ○ Quarterly reports detailing increased # of students/families served, nature of service, and evaluation or assessment of outcome(s).
	• Formalize and administer impact surveys (e.g., school climate).
	  ○ Increased number/percent of students/families reporting improved wellness and sense of belonging.
	  ○ Increased positive school climate.

Maintain connectedness with community partners.	● Hold quarterly meetings for school-site Project LEAP team. ● Community partners attend meetings for District advisory team. ● Publication of CCSPP updates from Data Management & Communications office.

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:

Over the course of the asset planning process, more than 30 individuals were involved in the asset mapping process along with members of the community who have been deeply engaged in programs that have coordinated impact on school and families. Local service clubs such as Rotary, Kiwanis, Lions and Soroptomist, are partners in addition to SoYouCan Foundation and SAYLove Foundation, both community service organizations serving those in need. Additionally, a MJUSD Community Safety Task Force was formed back in September 2022 to address the community needs and to bring together key players in the community of Marysville Charter Academy for the Arts and its feeder schools to identify and provide resources available. MJUSD is an active member in this task force and includes members from Yuba Water Agency, Yuba County Development Office, Yuba County Supervisors, Sheriff's Office, Olivehurst Public Works Department, Beale AFB, Rideout Adventist Health, Peach

Tree Medical Group, Yuba County Office of Education, and Yuba Health and Public Services and Juvenile Court Services. This group continues to meet quarterly to address community needs and is instrumental in forming the collaborative leadership team to implement the core tenets of the Community Schools framework.

The asset map was drafted internally and went through several iterations. Understanding that asset mapping is a dynamic/systematic process of cataloging key services, benefits, and resource within the community, such as individuals' skill sets, organizational resources, physical space, institutions, associations, stories, and elements of the local economy, and that it provides information about the strengths and resources of a community was essential for our collective success. This process was completed by analyzing both the internal and external assets available to each of the twenty-four (24) schools within MJUSD. Our reasons for this were three-fold: the student/family mobility movement between and among our schools, maximizing assets for a broader collection of needs currently unmet in our school communities, and the request of many community assets to serve the broader community.

Our school is part of the community task force meetings being held with community partners to address how to improve the community perception of the school and its impact. Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with key elements found in the Community School Framework. The core values of the Strategic Plan include focus on Student Centered Teaching, Learning, and Supports, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The community task force, our district LEAP advisory committee and our school coalition will continue to build partnerships to meet needs based on the data collected throughout our continuous cycle of improvement.

To guide our work, continuous feedback is essential and we as an organization need to continue to implement vehicles for feedback that are representative of all subgroups, cultures and socioeconomic statuses of our school community. As a part of MJUSD, we will continue to participate in engaging and soliciting feedback from underrepresented groups and historically marginalized students and families through forums and events that are geared toward groups such as our Hmong, Native American, and Hispanic families and through more traditional groups such as our English Language Advisory Committee and Attendance Task Force. Our Attendance Task Force in particular consists of school staff and community partners, family members and students that have had issues with attendance in the past. We will continue to collect data in the form of surveys, forums, and input sessions to engage our educational partners.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps

Impactful role-specific professional learning is provided to the community and staff.	• Role-specific employee groups are identified.
	• Needs assessments around key learning strategies, targeted actions, and leadership are administered and analyzed for next steps.
	• Professional learning goals/plans for role-specific groups are identified.
	  ○ Individuals receive role specific PD tailored to individual needs (e.g., SEL, restorative practices, student centered instruction).
	  ○ Individuals develop capacity to implement system-wide or individual strategies.
	• Professional learning calendar is developed and implemented.
	  ○ Collective and individual efficacy develop.
	• Job-embedded support (e.g., coaching) is provided to professional learning participants, including students and families.
	  ○ System and individual student or family indicators demonstrate progress – (1) transformed schools (e.g., whole child practices and supports); (2) engaged, healthy and empowered students and families (e.g., avenues for shared decision making; needs met); (3) confident and well-prepared students (e.g., mastery of 21st/Graduate Profile sills, self-advocacy, high graduation rates and college and career readiness; higher attendance and positive discipline; decrease in chronic absenteeism); (4) local capacity for improved collaborative problem-solving (e.g., community capacity to organize and take action; increased collective efficacy).

Our Needs Assessment and Gap Analysis which informed our implementation plan also considered our current professional learning plans for teachers, administrators, and support staff, as we see professional learning as key to the success of our CCSPP program. Marysville Joint Unified School District provides professional development to staff in five focus areas: Academics/Student Achievement, Behavioral Supports; Special Education, English Learners, and School Climate/Health & Safety. Additionally, Marysville Joint Unified School District purchased a District-wide Social Emotional Learning Curriculum for full implementation in 2023-24, an extensive implementation plan led by the Director of Wellness. Professional Development is currently offered before the start of

school, during school, as well as at the end of the school year. In addition, Marysville Joint Unified School District is in contract with several agencies to provide wellness support. Most recently, the district is working closely with the Yuba Health and Public Service department to open Wellness centers at various campuses, which are fund-dependent and therefore not easy to set up quickly.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Educators implement community-based learning to successfully engage students and families.	• Investigate and answer: How can we promote knowledge of/in the local school community as a rich resource for student learning? ○ As a result teachers become aware of students' lived experiences (e.g., student and family interviews and focus groups). • Determine the relationship between teachers' knowledge of their students' lived experiences and instructional planning. ○ As a result teachers utilize knowledge of students' lived experiences in the design and implementation of community project curricular units (e.g., planning meetings, rosters, developed units, classroom observations). • Identify and evaluate how teachers' use of community knowledge/resources affects their instruction. • Based on key findings, design responsive professional development (e.g., asset-based instruction vs. deficit-based). • Plan/design community project curricular units with/for teachers. ○ Resulting in documents (e.g., ancillary lessons, learning activities, curriculum). ○ Evidenced by increased student and family engagement (e.g., academic achievement, attendance, parental involvement, school climate, positive discipline).
Culturally relevant learning	● Engage community partners from various historical and cultural backgrounds in the classroom. ● Work with local historians to develop learning series' focused on local history and culture. ● Culturally relevant speakers, activities, and events.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
School develops high-level capacity to problem-solve and effect positive change.	• Formalize Task Force, including participation from agency partners, students, and families. • Task Force regularly collaboratively assesses school/community needs. • Task Force develops LEAP goals and actions. • Task Force monitors progress and reports to the school community.	• Formalization/Task Force Roster. • Calendared Task Force meetings. • Data/Impact Reports. • Meeting minutes/actions. • Quarterly Community LEAP Progress Report published.
Develop metrics to gauge program success and guide our work.	• Consult Needs/Gap Analysis and Student Performance and Climate Data for baseline and progress updates. • Committee identifies measurable outcomes for each action.	• Data collected by CCSPP Site Coordinator. • Quarterly Community LEAP Progress Report Published. • Ability to make program decisions based on data collected.

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.

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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

Marysville High School- Principal, David Vujovich Ed.D. dvujovich@mjusd.k12.ca.us 530-741-6180

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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment 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

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

Background

Performance and climate data from Marysville High School indicates significant challenges among students in behavior, academics, and attendance, particularly exacerbated by the aftermath of COVID closures, compounding the ongoing impact of socio-economic factors. These stressors have directly influenced parental and community expectations, wellness, and student performance across academics, attendance, and discipline.

Chronic absenteeism has surged to 37% since 2018-19, notably among White students and those with disabilities. Concurrently, there's been an uptick in reported incidents, with 538 occurrences of students being removed from class due to various issues like vaping, drugs, fighting, and disruptive behavior in the last academic year. This rise prompts the urgent need for increased student support and teacher training. Additionally, while there's been a decrease in the suspension rate (11.2% in 2021-22), a considerable 41.1% of suspended students faced repeated suspensions. In 2022-23 suspensions

increased slightly to 11.5% signaling a critical necessity for enhanced mental health and behavioral support for these students and their families.

Academic data reflects concerning statistics, with only 19% of students reading at grade level and 20.9% performing at grade-level math. In internal assessments, proficiency stood at 19% in ELA and 8% in math. From the 2021-22 school year to the 2022-23 school year our ELA declined by 60 points, and mathematics declined almost 25 points. Parental educational reports revealed that 12% lacked a high school diploma, and 22% either declined to disclose or were unsure about their education levels.

Understanding and Commitment

Marysville High School is determined to develop its community school model, centering on teaching and learning activities that embrace the history, culture, and experiences of students, families, and the vibrant Yuba County community. Recognizing the diverse cultural backgrounds of its students, the school aims to craft instructional methods focused on supportive, inquiry-based, project-driven, collaborative, interactive, and student-centric learning environments that prioritize experiential learning to forge deeper connections and engagement with the community.

Racially Just, Relationship-Centered Spaces

The vision is to foster a nurturing school climate that supports all students comprehensively, ensuring a safe haven across campus environments, classrooms, and facilities, with a strong emphasis on equity and access for every student. The school staff will be attentive to student and family needs regarding daily attendance and discipline challenges, intending to implement restorative practices rather than punitive disciplinary actions that isolate students from necessary support.

Recognizing the essential shifts in parent education and training, Marysville High School aims to cultivate a developmental mindset, empowering and educating adults to become genuine partners in supporting the school's mission. Transitioning from punitive disciplinary measures to restorative practices aligns with the ethos and goals of the CCSPP Framework, emphasizing a shift toward a more inclusive and supportive educational environment.

Establishing a school that prioritizes racial justice and centers around students requires intentional efforts to foster an environment promoting equity, inclusion, and support for every student, regardless of their racial or ethnic background. Marysville High School aims to structure its community school with a collective commitment to authentic and dynamic shared leadership in various aspects of school governance and operations.

Classroom-Community Connections

Examples of current classroom community connections are our partnerships with Yuba Sutter Arts & Culture who provides *Poetry Out Loud*, a *Visiting Artist Program*, *Scholastic Writing and Art Contests*, and a *Mariachi* program. We have a dual enrollment agreement with Yuba Community College, and are working with UC Davis who provides *Coding and Robotics* activities which lead to CTE pathways in high school. The Yuba Water Agency worked with MJUSD teachers to create the *Yuba River Watershed Curriculum* for K-12 students, which is currently being piloted. They also host MJUSD 4th

graders for *Salmon Expeditions* on the Yuba River where students learn about the Nisenan tribe, the Gold Rush and hydraulic mining, the life cycle of a salmon, and other Yuba River wildlife. *Fish in the Classroom* is another Yuba Water Agency/MJUSD partnership which places young salmon in the classroom until they are ready to be released to local waterways. *Learning Science through Art* and *Water Wizards* are two more Yuba Water Agency educational programs MJUSD students benefit from.

Focus on Continuous Improvement

All stakeholders, including students, families, staff, and community members, will be encouraged to actively participate and contribute their thoughts and ideas to shape the school into a responsive institution. Enhanced community engagement in decision-making processes will address current and ongoing initiatives to enhance school climate, curriculum, and services. Transparent shared decision-making practices will yield measurable outcomes, reflecting a shared responsibility for improved results.

MJUSD schools and their staff receive various forms of support and nurturing. Our current areas of emphasis for enhancement are shaped by the MJUSD Strategic Plan, Literacy Plan, Strategic Arts Plan, and English Learner Master Plan. We have implemented specific academic focus areas and methodologies, including TK-12 literacy, collaboration amongst subject area/grade level, English Language Learner-focused walkthroughs, Professional Learning Communities, data sessions, universal screeners, and common formative assessments.

The Community School's goals and annual progress will be openly communicated to all stakeholders to garner enhanced community support. Collaborating with stakeholders, the school will engage in a continuous cycle of reflection, analysis, and shared learning. The commitment is to ensure that students, families, community members, and school staff feel valued, engaged, and empowered throughout this cycle of continuous improvement, sustained by asset-based, community-driven, and actionable data.

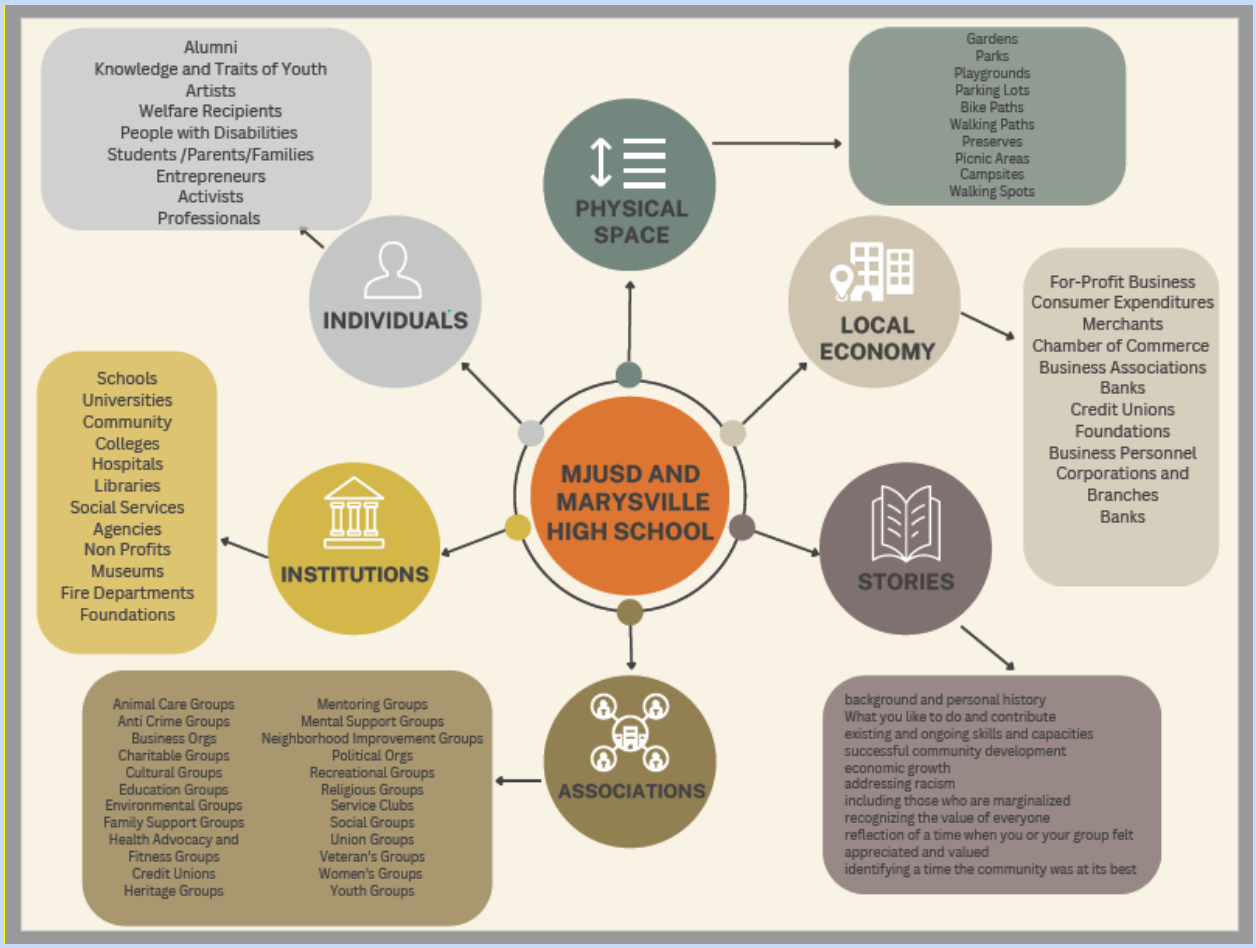
Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

The team acknowledged that each of the needs identified in the gap analysis are already being addressed at some level through various actions implemented at the school site. However, working with the community schools model helps to systematize the practices that are still not universally implemented or address community issues that serve as external factors that negatively influence school performance or the perception of the school in the larger community. Our schools and community have many existing partnerships and resources, and we developed graphics to represent some of the external and internal assets in our community.



As part of the needs/gap analysis, we conducted an asset mapping process to identify both internal and external factors- employees, partners and resources - that are currently available to the school to support the achievement of the five areas of needs identified above. When conducting the community asset map we completed these four steps:

Defining Boundaries - we held that the comprehensive needs of our students and families were not easily met within the local immediate community as families at Marysville High School are also served in its feeder elementary schools.

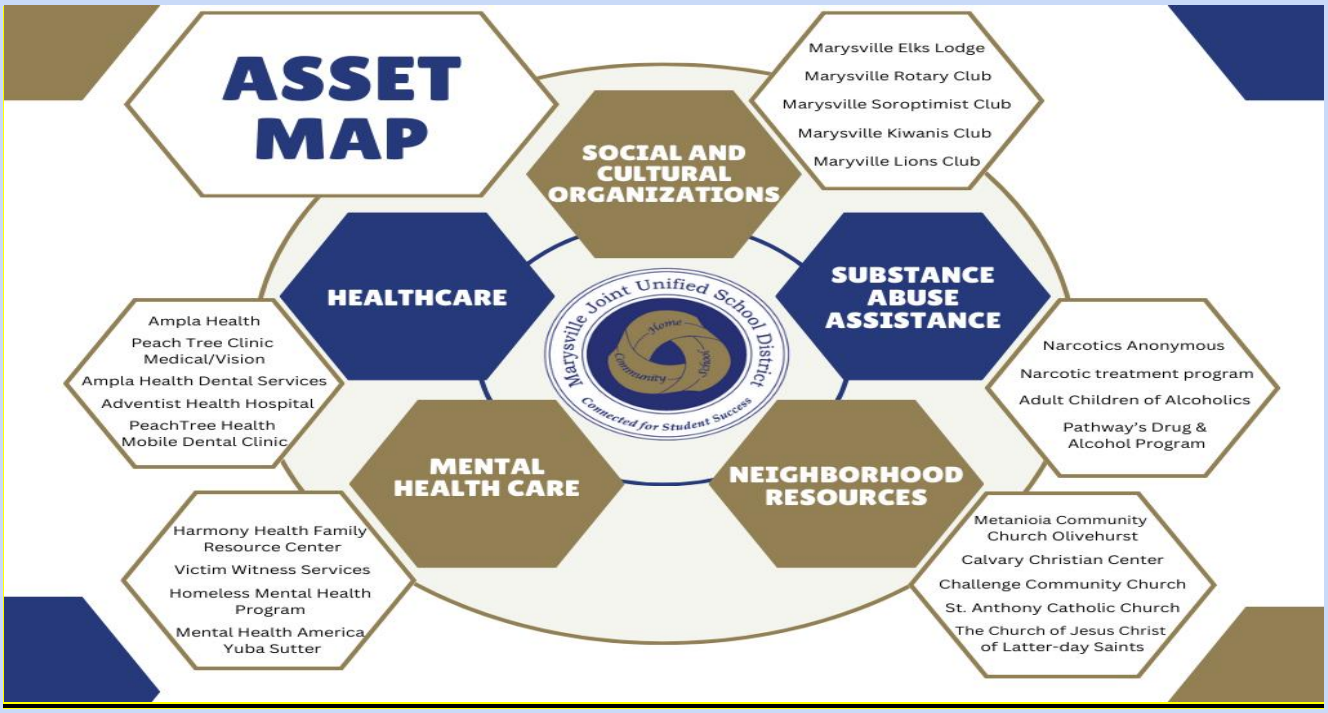
Identifying Key Partners - Student and community health and wellness and economic support was a unifying goal to identify key partners. Key planning partners included individuals from the service industry, local government, the arts, school groups and governing bodies, District leaders, service clubs, and churches.

Determining Assets to Include - There are lots of different types of assets. Obvious ones are those which offer economic resources, health and wellness support, and community-based resources. We wanted to think outside of the box and engage a broader swath of assets. We considered physical assets (buildings), knowledge and skills, political connections, legitimacy in the community, and those which offer access to the public (such as the media and clergy). Additionally, there are also internal assets already put in place for support of the school and the families we serve.

Collecting Assets - Making an inventory of all the groups (associations, organizations, and institutions) in and around the Marysville High School community was exhausting and invigorating all at once. We began by:

- Creating a list of those groups that are known;
- Using other sources of information. These included: internet website searches; Local neighborhood/city directories published for our community residents; lists of neighborhood businesses; published lists of organizations or social service organizations; community resource guides; the local newspaper; bulletin boards/sign; community calendars; recreation facilities; churches or other faith-based organizations; local parks, recreation facilities, and community centers; volunteer, social, or special interest groups; informal local groups; friends and colleagues;
- Continuously updating our list. This is an ongoing process as we continue to refine the ease of use by including the addition of the location, type of services offered, public-private membership, and so on.

Both qualitative and quantitative data collected through the annual parent/community survey and the feedback provided at the stakeholder meetings and the town hall sessions have identified the need to improve the school's lack of student support, resources, and academic achievement.



In order to address the gaps identified through the needs assessment and to build a community school program aligned to the framework, the MJUSD team has engaged with a wide array of key partners in the development and planning of Project LEAP (Leadership, Education, Accountability and Programs) as the foundation for establishing a community schools partnership in the community. The need for establishing a community schools model was first introduced in the community task force meeting held in the Fall of 2022 when a multiple layered series of meetings were held to address the issue of the community perception of our schools in MJUSD. At that meeting it was discussed that the needs in the community and the gaps in the school services require more collaboration and the community partners and their resources would be used to support this improvement work. The collaborative team included key partners from the community and local businesses who met together to establish a vision for the enhancement of the community at large. This conversation has smoothly progressed and evolved into the development and implementation of Project LEAP.

This task force was the impetus for the community schools movement that is happening in our school district, and we are submitting this application to join the ranks of our neighboring schools in the community schools coalition. This new and improved community-based organization has expanded to include parents, students, families and educators. Our efforts will allow our school to shift from a hierarchical decision making structure to a more democratic decision making structure to improve community perceptions and expand community ownership of the school. In the continuous cycle of improvement at Marysville High School, it is essential to actively ensure the representation of all groups and the inclusion of students and families from diverse backgrounds. This inclusivity should extend to the input and guidance of school administration, teachers, and support staff at all levels,

encompassing not just on-site personnel but also District support staff like technology specialists, bus drivers, and cafeteria staff.

With the establishment of the community schools model, this group will be invaluable in setting the pace of the actions that support coordination between the school and community agencies to continue to have a positive impact on families and students.

Part B: 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
Mental Health and Wellness Services	Students have access to wellness services at MHS
Personalized Learning Plans	All students starting in the 9th Grade will create and maintain My10YearPlan
Academic Support	Coordination of a credit recovery program.

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
Develop and implement collaborative leadership and decision making for Project LEAP.	**Project LEAP Site Responsibilities:** • Create a site level *LeapTask Force* to work collaboratively with MJUSD Community Safety Task Force. ○ Task force personnel will/may include the Principal, CCSPP Site Coordinator, Counselor(s), Teacher(s), Classified Staff, Community Partners, Students and Parent/Guardians. ○ Leadership will work to build relationships on and off campus to identify potential members of the Task Force being mindful of historically underrepresented and excluded students and family groups in our school community. ● Clarify school (LEAP) staff roles and responsibilities. ● Appoint/authorize key staff to implement LEAP Implementation plan activities. ● Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. ● Expand adult/parent education activities. ● Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power. **Project LEAP District Team Responsibilities** • Clarify district (LEAP) staff roles and responsibilities. • Appoint/authorize key staff to implement LEAP Implementation plan activities. • Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. • Formalize training and workshops for families to address student and family needs, access to resources and identify programs of support. • Develop a Data Management System to support data-driven decision making and accountability. • Implement collaborative continuous improvement model (e.g., Plan, Do, Study, Act) to target student/family needs • Expand adult/parent education activities. • Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power.
Develop and update leadership structures.	● Identify existing shared governance structures in the school and create a plan to flatten structure. ● Identify appropriate governance structures that could be moved to a more collaborative and shared model.

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

The overarching plan for Project LEAP is to institute a collaborative leadership and decision-making process. This comprehensive strategy involves several pivotal steps. First, it includes forming a site-level Leap Task Force, which will collaborate closely with the MJUSD Community Safety Task Force. Another essential aspect is the clarification of roles and responsibilities for district and school (LEAP) staff members. Additionally, key staff will be appointed or authorized to carry out the activities outlined in the LEAP Implementation plan. The initiative also emphasizes the need to organize formal training sessions and workshops tailored for families, aiming to address student and family needs, enhance resource accessibility, and pinpoint support programs.

To create a more democratic process in site-level decision making we plan to include representation from school staff, students, family and community members who will meet together regularly to discuss identified needs and supports and together develop ways to address these. Recruiting for this group will focus on including historically excluded student, family and community groups to ensure diverse representation reflective of the school community. Our goal is to value all voices in our school community and ensure that communication gaps are bridged by utilizing the District's interpreter services.

To ensure effective collaboration and progress tracking, quarterly Task Force meetings are scheduled. During these meetings, emphasis is placed on dedicated actions, data analysis, and informed decision-making. The LEAP Task Force is responsible for establishing measurable outcomes and timelines, publishing quarterly LEAP report cards within the school community, and setting up a robust data system while sharing information with the Task Force.

Furthermore, the plan emphasizes the collection and reporting of high-quality, multi-faceted data points to LEAP leaders, the Task Force, and the broader school community. It systematically presents evidence of data analysis and reports to highlight strengths and address identified needs. Moreover, specific actions, goals, and success indicators are identified to focus on particular areas of importance.

Through these strategies, the Project LEAP aims to achieve measurable progress in four key impact areas: transformed schools, engaged and empowered students and families, confident and well-prepared students, and an enhanced community capacity for collaborative problem-solving. Additionally, it identifies strategies for improving parent engagement, offering courses for pregnant teens and teen parents, and providing job training and career opportunities. These training and workshop needs will be identified and scheduled through the Adult/Parent Education program as part of this comprehensive plan.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources,

avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure coherence and alignment between Project LEAP, SPSA, District LCAP and Strategic Plan.	• Formalize processes and timelines to consistently review, align, and maximize coordinated and efficient systems of services. ○ Project LEAP and the School SPSA become a single document. ● Bi-anually review LEAP budget and actions for improvement or modification. ○ District school leaders coordinate regular review/success of LEAP/LCAP/SPSA activities and impact. ● Elicit ongoing feedback of LEAP services, timeliness, and overall impact. ○ Focus groups and survey responses ● Align documents and activities to the MJUSD Strategic Plan which is aligned to the pillars in the community schools framework.
Communication and coherence for school/advisory committees.	● Add CCSPP information item to Site Council, English Language Advisory Group, and other advisory group/council meeting agendas. ● Facilitate collaborative opportunities among the mentioned groups for projects and objectives that align with the shared goal of supporting students and families within our school community.

Strategy 5: Staffing and Sustainability

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
Recruit and hire high quality LEAP Program Staff.	• Collaboratively develop LEAP Coordinator job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Collaboratively develop LEAP Data Manager job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Fly & recruit for new positions. • Interview/select new staff.. ○ New positions filled with high quality staff. • Identify/train new staff.
Develop and implement LEAP Sustainability Plan.	● LEAP Implementation Plans initiated/directed by LEAP Program staff and Community Partners. ○ LEAP implementation begins. • Identify and develop new community partnerships (assets). • Design role-specific professional learning/training for staff, students, and community. • Develop system/school infrastructure to support long-term sustainability. • Implement accountability structures to facilitate capacity building for impact. • Identify and implement cost-cutting strategy. • Develop formal sustainability plan.
Develop support structures that will ensure program sustainability beyond grant term.	• Implement support structures, services and shared governance model that can be in place whether there is grant staff and funding or not. • Formal partnerships and MOUs. • County office partnerships and services available to schools to support students.

Key Staff/Personnel

DISTRICT STAFF	
Director of Wellness	Existing Position added 2022-23. The Director of Wellness serves as the District lead in coordinating and managing Project LEAP across our 11 CCSPP Grant Sites.
Director of Community Partnerships	Existing Position added 2022-23. The Director of Community Partnerships serves as the District's lead in

	identifying new community assets or partnerships to support Project LEAP.
Director of Student Services	Existing Position. The Director of Student Services serves as the District's lead to ensure coordination and implementation of LEAP services for students under the umbrella of Special Education.
Director of Student Programs/Welfare and Attendance	Existing Position. The Director of Student Programs serves as the District's lead in developing and coordinating the District's MTSS services.
School-Site Staff	
Site Principal	The site principal serves as Marysville High School's chief administrator overseeing Project LEAP at the school site.
Site Coordinator	Classified *New* Position - CCSPP LEAP Grant Funded. The Coordinator of Project LEAP's sole responsibility is to coordinate, manage, support, monitor, and evaluate Project LEAP services and impact at Marysville High School.
Data Management and Communications Position(s) shared among CCSPP school sites.	Classified *New* Positions - CCSPP LEAP Grant Funded). The Data Management and Communications staff serve as the Marysville High School lead in collecting, analyzing, and sharing impact data (both cause and effect) with LEAP program leaders. This data includes the number of students/families who were identified and received services, service impact (qualitative and quantitative measures), time accounting, perception data, academic and engagement data. A communications position may potentially be developed as MJUSD is planning to implement the community schools model across most schools in the district.
School Counselors	Existing Positions. School counselors serve as indirect and direct Project LEAP support providers, student, family and teacher liaisons, and student advocates.

Outreach Consultants	Existing Positions. ORCs serve as the often-time first/single point of contact with families through home visits and direct communications.

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

Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with the guidelines of the Community School Framework. The core tenets of the Strategic Plan includes values in Student Centered, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The district's LCAP and our School Plan are aligned to the Strategic Plan goals and actions to be transparent in the review and analysis of needs of students and to address the ongoing gaps in services.

We are designing our community school to develop a shared commitment to authentic and dynamic shared leadership in aspects of school governance and operations. All school interest holders including students, families, staff, and community members will be invited to participate and share their thoughts and ideas to make the school a responsive institution. Improved community engagement in decision making will address current and ongoing actions to improve school climate, curriculum, and services. Shared decision-making practices will be transparent and result in measurable outcomes based on shared responsibility for improved results.

Our Community School's goals and annual progress will be shared with all stakeholders to create improved community support. Our existing implementation plan has identified the tasks for the next five years which we believe will be able to be braided into existing roles, funding sources and community supports. Our community schools team at the district level will continue to develop new community partnerships, grant applications, and sustainability plans so that the work the CCSPP funds started can continue. The actions in the plan are in addition to what the school and the district has already implemented and funded, and the supports, and shared governance structure is sustainable indicating that the commitment of the community partners is sustainable even after the grant is completed in June 2029.

Strategy 6: 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 school-community partnerships to support students' academic, behavioral and social/emotional & wellness needs.	• Identify new and ongoing partners to support the needs identified at the Task Force meetings.
	• Clarify partner/agency deliverables, including integrated services, capacity, calendar of services.
	  ○ MOUs detailing new or ongoing service providers.
	• Create a referral system for student/family identification and service delivery.
	  ○ Referral system developed and shared with school personnel.
	  ○ Increased number of students/families identified for agency services.
	  ○ Quarterly reports detailing increased # of students/families served, nature of service, and evaluation or assessment of outcome(s).
	• Formalize and administer impact surveys (e.g., school climate).
	  ○ Increased number/percent of students/families reporting improved wellness and sense of belonging.
	  ○ Increased positive school climate.

Maintain connectedness with community partners.	● Hold quarterly meetings for school-site Project LEAP team. ● Community partners attend meetings for District advisory team. ● Publication of CCSPP updates from Data Management & Communications office.

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:

Over the course of the asset planning process, more than 30 individuals were involved in the asset mapping process along with members of the community who have been deeply engaged in programs that have coordinated impact on school and families. Local service clubs such as Rotary, Kiwanis, Lions and Soroptomist, are partners in addition to SoYouCan Foundation and SAYLove Foundation, both community service organizations serving those in need. Additionally, a MJUSD Community Safety

Task Force was formed back in September 2022 to address the community needs and to bring together key players in the community of Marysville High School and its feeder schools to identify and provide resources available. MJUSD is an active member in this task force and includes members from Yuba Water Agency, Yuba County Development office, Yuba County Supervisors, Sheriff's Office, Olivehurst Public Works Department, Beale AFB, Rideout Adventist Health, Peach Tree Medical Group, Yuba County Office of Education, and Yuba Health and Public Services and Juvenile Court Services. This group continues to meet quarterly to address community needs and is instrumental in forming the collaborative leadership team to implement the core tenets of the Community Schools framework.

The asset map was drafted internally and went through several iterations. Understanding that asset mapping is a dynamic/systematic process of cataloging key services, benefits, and resource within the community, such as individuals' skill sets, organizational resources, physical space, institutions, associations, stories, and elements of the local economy, and that it provides information about the strengths and resources of a community was essential for our collective success. This process was completed by analyzing both the internal and external assets available to each of the twenty-four (24) schools within MJUSD. Our reasons for this were three-fold: the student/family mobility movement between and among our schools, maximizing assets for a broader collection of needs currently unmet in our school communities, and the request of many community assets to serve the broader community.

Our school is part of the community task force meetings being held with community partners to address how to improve the community perception of the school and its impact. Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with key elements found in the Community School Framework. The core values of the Strategic Plan include focus on Student Centered Teaching, Learning, and Supports, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The community task force, our district LEAP advisory committee and our school coalition will continue to build partnerships to meet needs based on the data collected throughout our continuous cycle of improvement.

To guide our work, continuous feedback is essential and we as an organization need to continue to implement vehicles for feedback that are representative of all subgroups, cultures and socioeconomic statuses of our school community. As a part of MJUSD, we will continue to participate in engaging and soliciting feedback from underrepresented groups and historically marginalized students and families through forums and events that are geared toward groups such as our Hmong, Native American, and Hispanic families and through more traditional groups such as our English Language Advisory Committee and Attendance Task Force. Our Attendance Task Force in particular consists of school staff and community partners, family members and students that have had issues with attendance in the past. We will continue to collect data in the form of surveys, forums, and input sessions to engage our educational partners.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the

community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps

Impactful role-specific professional learning is provided to the community and staff.	• Role-specific employee groups are identified.
	• Needs assessments around key learning strategies, targeted actions, and leadership are administered and analyzed for next steps.
	• Professional learning goals/plans for role-specific groups are identified.
	  ○ Individuals receive role specific PD tailored to individual needs (e.g., SEL, restorative practices, student centered instruction).
	  ○ Individuals develop capacity to implement system-wide or individual strategies.
	• Professional learning calendar is developed and implemented.
	  ○ Collective and individual efficacy develop.
	• Job-embedded support (e.g., coaching) is provided to professional learning participants, including students and families.
	  ○ System and individual student or family indicators demonstrate progress – (1) transformed schools (e.g., whole child practices and supports); (2) engaged, healthy and empowered students and families (e.g., avenues for shared decision making; needs met); (3) confident and well prepared students (e.g., mastery of 21st/Graduate Profile sills, self-advocacy, high graduation rates and college and career readiness; higher attendance and positive discipline; decrease in chronic absenteeism); (4) local capacity for improved collaborative problem-solving (e.g., community capacity to organize and take action; increased collective efficacy).

Our Needs Assessment and Gap Analysis which informed our implementation plan also considered our current professional learning plans for teachers, administrators, and support staff, as we see professional learning as key to the success of our CCSPP program. Marysville Joint Unified School District provides professional development to staff in five focus areas: Academics/Student Achievement, Behavioral Supports; Special Education, English Learners, and School Climate/Health & Safety. Additionally, Marysville Joint Unified School District purchased a District wide Social Emotional Learning Curriculum for full implementation in 2023-24, an extensive implementation plan led by the Director of Wellness. Professional Development is currently offered before the start of school, during school, as well as at the end of the school year. In addition, Marysville Joint Unified School District is in contract with several agencies to provide wellness support. Most recently, the district is working closely with the Yuba Health and Public Service department to open Wellness centers at various campuses, which are fund dependent and therefore not easy to set up quickly.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Educators implement community-based learning to successfully engage students and families.	• Investigate and answer: How can we promote knowledge of/in the local school community as a rich resource for student learning? ○ As a result teachers become aware of students' lived experiences (e.g., student and family interviews and focus groups). • Determine the relationship between teachers' knowledge of their students' lived experiences and instructional planning. ○ As a result teachers utilize knowledge of students' lived experiences in the design and implementation of community project curricular units (e.g., planning meetings, rosters, developed units, classroom observations). • Identify and evaluate how teachers' use of community knowledge/resources affects their instruction. • Based on key findings, design responsive professional development (e.g., asset based instruction vs. deficit based). • Plan/design community project curricular units with/for teachers. ○ Resulting in documents (e.g., ancillary lessons, learning activities, curriculum). ○ Evidenced by increased student and family engagement (e.g., academic achievement, attendance, parental involvement, school climate, positive discipline).
Culturally relevant learning	● Engage community partners from various historical and cultural backgrounds in the classroom. ● Work with local historians to develop learning series' focused on local history and culture. ● Culturally relevant speakers, activities, and events.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the

celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
School develops high-level capacity to problem-solve and effect positive change.	• Formalize Task Force, including participation from agency partners, students, and families. • Task Force regularly collaboratively assesses school/community needs. • Task Force develops LEAP goals and actions. • Task Force monitors progress and reports to the school community.	• Formalization/Task Force Roster. • Calendared Task Force meetings. • Data/Impact Reports. • Meeting minutes/actions. • Quarterly Community LEAP Progress Report published.
Develop metrics to gauge program success and guide our work.	• Consult Needs/Gap Analysis and Student Performance and Climate Data for baseline and progress updates. • Committee identifies measurable outcomes for each action.	• Data collected by CCSPP Site Coordinator. • Quarterly Community LEAP Progress Report Published. • Ability to make program decisions based on data collected.

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.

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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

Olivehurst Elementary School- Principal, Heather Marshall. hmarshall@mjusd.com 530-741-6191

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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment 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

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

Background

The data from Olivehurst Elementary School indicates significant challenges among students in behavior, academics, and attendance, particularly exacerbated by the aftermath of COVID closures, compounding the ongoing impact of socio-economic factors. These stressors have directly influenced parental and community expectations, wellness, and student performance across academics, attendance, and discipline.

Chronic absenteeism has surged to 27.4%, notably among White students and students with disabilities. Unfortunately, incidences of untoward behavior have increased, including but not limited to physical injury, assault, This rise prompts the urgent need for increased student support and teacher training. Additionally, while there's been a decrease in the suspension rate (11.2% in 2021-22), a considerable 41.1% of suspended students faced repeated suspensions. In 2022-23 suspensions

increased slightly, by 3.2%, signaling a critical necessity for enhanced mental health and behavioral support for students and their families.

Academic data reflects concerning statistics, with only 19% of students reading at grade level and 20.9% performing at grade-level math. In internal assessments, proficiency stood at 19% in ELA and 8% in math. From the 2021-22 school year to the 2022-23 school year our ELA declined by 60 points, and mathematics declined almost 25 points.

Understanding and Commitment

Olivehurst Elementary School is determined to develop its community school model, centering on teaching and learning activities that embrace the history, culture, and experiences of students, families, and the vibrant Yuba County community. Recognizing the diverse cultural backgrounds of its students, the school aims to craft instructional methods focused on supportive, inquiry-based, project-driven, collaborative, interactive, and student-centric learning environments that prioritize experiential learning to forge deeper connections and engagement with the community.

Racially Just, Relationship-Centered Spaces

The vision is to foster a nurturing school climate that supports all students comprehensively, ensuring a safe haven across campus environments, classrooms, and facilities, with a strong emphasis on equity and access for every student. The school staff will be attentive to student and family needs regarding daily attendance and discipline challenges, intending to implement restorative practices rather than punitive disciplinary actions that isolate students from necessary support.

Recognizing the essential shifts in parent education and training, Olivehurst Elementary aims to cultivate a developmental mindset, empowering and educating adults to become genuine partners in supporting the school's mission. Transitioning from punitive disciplinary measures to restorative practices aligns with the ethos and goals of the CCSPP Framework, emphasizing a shift toward a more inclusive and supportive educational environment.

Establishing a school that prioritizes racial justice and centers around students requires intentional efforts to foster an environment promoting equity, inclusion, and support for every student, regardless of their racial or ethnic background. Olivehurst Elementary School aims to structure its community school with a collective commitment to authentic and dynamic shared leadership in various aspects of school governance and operations.

Classroom-Community Connections

Some classroom community connections are our partnerships with local businesses who donate to the school and also to our newly formed Olivehurst Eagles PTA. We have an amazing school Garden that teachers and students take advantage of, and that we hold events in. Community partnerships with Say Love and Blue Zones Project help us keep the Garden blooming. The Yuba Water Agency worked with MJUSD teachers to create the *Yuba River Watershed Curriculum* for K-12 students, which is currently being piloted. They also host MJUSD 4th graders for *Salmon Expeditions* on the Yuba River

where students learn about the Nisenan tribe, the Gold Rush and hydraulic mining, the life cycle of a salmon, and other Yuba River wildlife.

Focus on Continuous Improvement

All stakeholders, including students, families, staff, and community members, will be encouraged to actively participate and contribute their thoughts and ideas to shape the school into a responsive institution. Enhanced community engagement in decision-making processes will address current and ongoing initiatives to enhance school climate, curriculum, and services. Transparent shared decision-making practices will yield measurable outcomes, reflecting a shared responsibility for improved results.

MJUSD schools and their staff receive various forms of support and nurturing. Our current areas of emphasis for enhancement are shaped by the MJUSD Strategic Plan, Literacy Plan, Strategic Arts Plan, and English Learner Master Plan. We have implemented specific academic focus areas and methodologies, including TK-12 literacy, collaboration amongst subject area/grade level, English Language Learner-focused walkthroughs, Professional Learning Communities, data sessions, universal screeners, and common formative assessments.

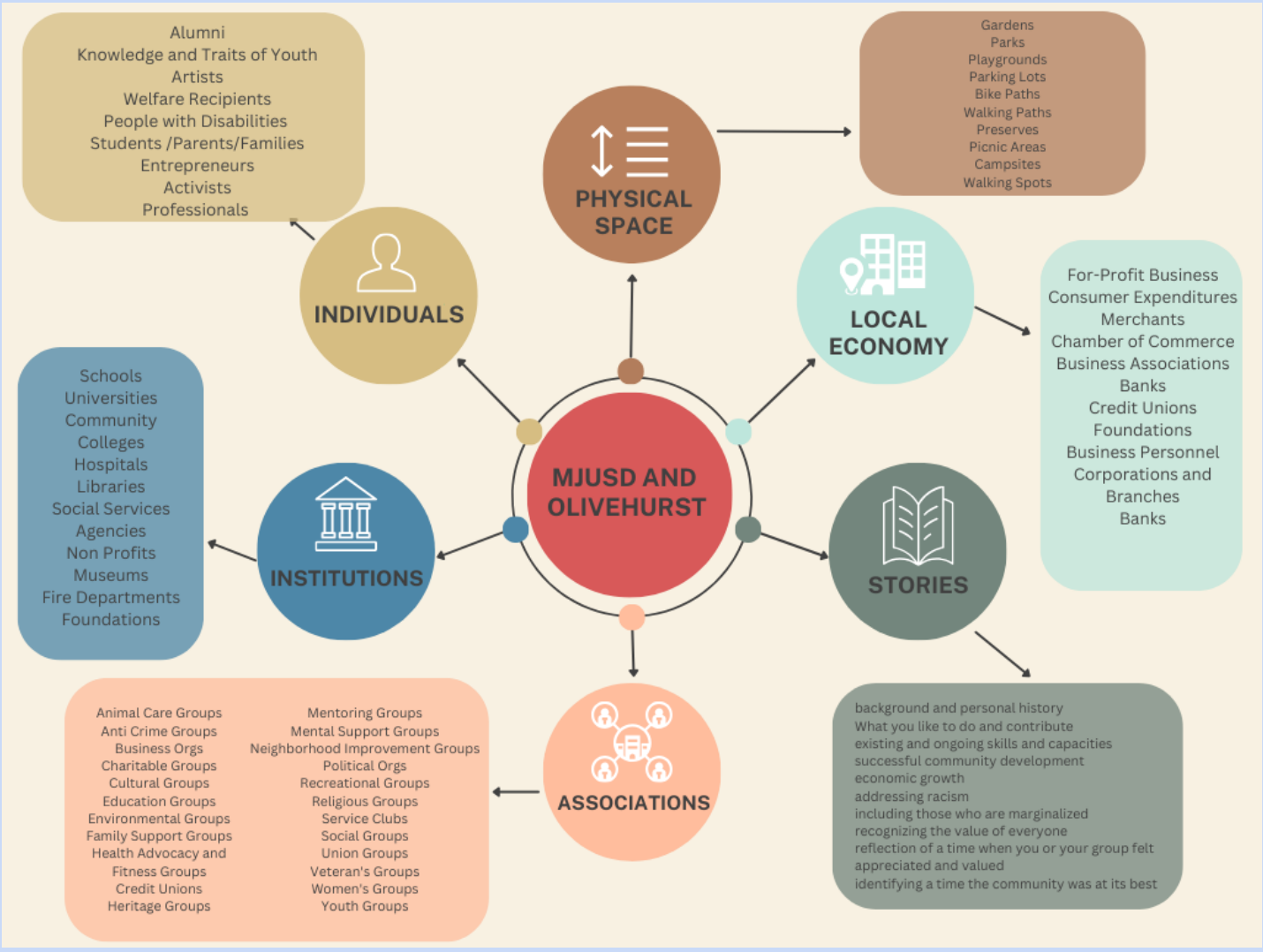
The Community School's goals and annual progress will be openly communicated to all stakeholders to garner enhanced community support. Collaborating with stakeholders, the school will engage in a continuous cycle of reflection, analysis, and shared learning. The commitment is to ensure that students, families, community members, and school staff feel valued, engaged, and empowered throughout this cycle of continuous improvement, sustained by asset-based, community-driven, and actionable data.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

The team acknowledged that each of the needs identified in the gap analysis are already being addressed at some level through various actions implemented at the school site. However, working with the community schools model helps to systematize the practices that are still not universally implemented or address community issues that serve as external factors that negatively influence school performance or the perception of the school in the larger community. Our schools and community have many existing partnerships and resources, and we developed graphics to represent some of the external and internal assets in our community.



As part of the needs/gap analysis, we conducted an asset mapping process to identify both internal and external factors- employees, partners and resources - that are currently available to the school to support the achievement of the five areas of needs identified above. When conducting the community asset map we completed these four steps:

Defining Boundaries - the comprehensive needs of our students and families were not easily met within the local immediate community as resources from the outlying communities will be needed for support as well.

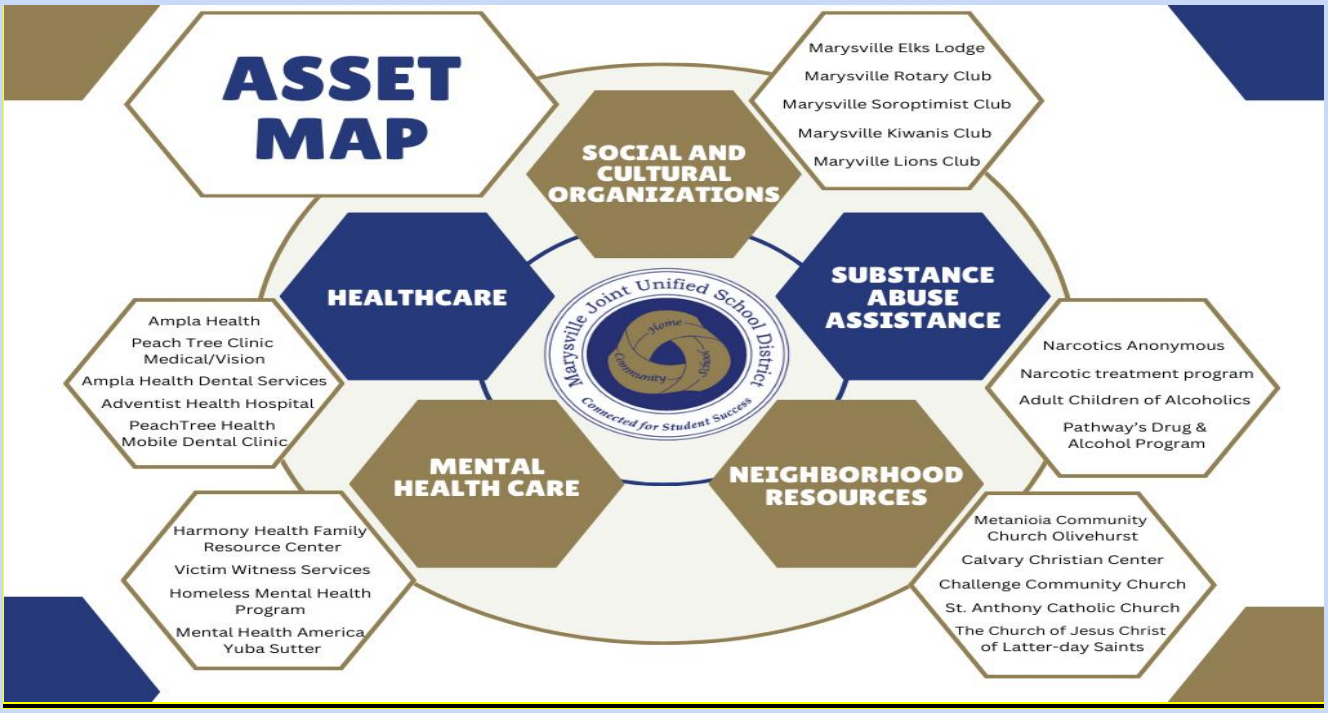
Identifying Key Partners - Student and community health and wellness and economic support was a unifying goal to identify key partners. Key planning partners included individuals from the service industry, local government, the arts, school groups and governing bodies, District leaders, service clubs, and churches.

Determining Assets to Include - There are lots of different types of assets. Obvious ones are those which offer economic resources, health and wellness support, and community-based resources. We wanted to think outside of the box and engage a broader swath of assets. We considered physical assets (buildings), knowledge and skills, political connections, legitimacy in the community, and those which offer access to the public (such as the media and clergy). Additionally, there are also internal assets already put in place for support of the school and the families we serve.

Collecting Assets - Making an inventory of all the groups (associations, organizations, and institutions) in and around the Olivehurst Elementary community was exhausting and invigorating all at once. We began by:

- Creating a list of those groups that are known;
- Using other sources of information. These included: internet website searches; Local neighborhood/city directories published for our community residents; lists of neighborhood businesses; published lists of organizations or social service organizations; community resource guides; the local newspaper; bulletin boards/sign; community calendars; recreation facilities; churches or other faith-based organizations; local parks, recreation facilities, and community centers; volunteer, social, or special interest groups; informal local groups; friends and colleagues;
- Continuously updating our list. This is an ongoing, never ending process as we continue to refine the ease of use by including the addition of the location, type of services offered, public-private membership, and so on.

Both qualitative and quantitative data collected through the annual parent/community survey and the feedback provided at the stakeholder meetings and the town hall sessions have identified the need to improve the school's lack of student support, resources, and academic achievement.



In order to address the gaps identified through the needs assessment and to build a community school program aligned to the framework, the MJUSD team has engaged with a wide array of key partners in the development and planning of Project LEAP (Leadership, Education, Accountability and Programs) as the foundation for establishing a community schools partnership in the community. The need for establishing a community schools model was first introduced in the community task force meeting held in the Fall of 2022 when a multiple layered series of meetings were held to address the issue of the community perception of our schools in MJUSD. At that meeting it was discussed that the needs in the community and the gaps in the school services require more collaboration and the community partners and their resources would be used to support this improvement work. The collaborative team included key partners from the community and local businesses who met together to establish a vision for the enhancement of the community at large. This conversation has smoothly progressed and evolved into the development and implementation of Project LEAP.

This task force was the impetus for the community schools movement that is happening in our school district, and we are submitting this application to join the ranks of our neighboring schools in the community schools coalition. This new and improved community-based organization has expanded to include parents, students, families and educators. Our efforts will allow our school to shift from a hierarchical decision making structure to a more democratic decision making structure to improve community perceptions and expand community ownership of the school. In the continuous cycle of improvement at Olivehurst Elementary, it is essential to actively ensure the representation of all groups and the inclusion of students and families from diverse backgrounds. This inclusivity should extend to the input and guidance of school administration, teachers, and support staff at all levels, encompassing

not just on-site personnel but also District support staff like technology specialists, bus drivers, and cafeteria staff.

With the establishment of the community schools model, this group will be invaluable in setting the pace of the actions that support coordination between the school and community agencies to continue to have a positive impact on families and students.

Part B: 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
PBIS	Decrease in suspensions and referrals
Academic Support	Increased access to Tier 3 RTI
Staff Development	Increased ELA and Math CAASPP scores, Decrease in Absenteeism

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
Develop and implement collaborative leadership and decision making for Project LEAP.	**Project LEAP Site Responsibilities:** • Create a site level *LeapTask Force* to work collaboratively with MJUSD Community Safety Task Force. ○ Task force personnel will/may include the Principal, CCSPP Site Coordinator, Counselor(s), Teacher(s), Classified Staff, Community Partners, Students and Parent/Guardians. ○ Leadership will work to build relationships on and off campus to identify potential members of the Task Force being mindful of historically underrepresented and excluded students and family groups in our school community. ● Clarify school (LEAP) staff roles and responsibilities. ● Appoint/authorize key staff to implement LEAP Implementation plan activities. ● Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. ● Expand adult/parent education activities. ● Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power. **Project LEAP District Team Responsibilities** • Clarify district (LEAP) staff roles and responsibilities. • Appoint/authorize key staff to implement LEAP Implementation plan activities. • Collect the necessary materials for creating a vision that promotes democratic engagement and decision-making within the student body, faculty, families, community members, leaders of community organizations, local government, and post-secondary institutions. • Formalize training and workshops for families to address student and family needs, access to resources and identify programs of support. • Develop a Data Management System to support data-driven decision making and accountability. • Implement collaborative continuous improvement model (e.g., Plan, Do, Study, Act) to target student/family needs • Expand adult/parent education activities. • Transition from a conventional hierarchical leadership and decision-making model to a transformative one. This involves all advisory council members adopting democratic decision-making processes grounded in equity and shared power.
Develop and update leadership structures.	● Identify existing shared governance structures in the school and create a plan to flatten structure. ● Identify appropriate governance structures that could be moved to a more collaborative and shared model.

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

The overarching plan for Project LEAP is to institute a collaborative leadership and decision-making process. This comprehensive strategy involves several pivotal steps. First, it includes forming a site-level Leap Task Force, which will collaborate closely with the MJUSD Community Safety Task Force. Another essential aspect is the clarification of roles and responsibilities for district and school (LEAP) staff members. Additionally, key staff will be appointed or authorized to carry out the activities outlined in the LEAP Implementation plan. The initiative also emphasizes the need to organize formal training sessions and workshops tailored for families, aiming to address student and family needs, enhance resource accessibility, and pinpoint support programs.

To create a more democratic process in site-level decision making we plan to include representation from school staff, students, family and community members who will meet together regularly to discuss identified needs and supports and together develop ways to address these. Recruiting for this group will focus on including historically excluded student, family and community groups to ensure diverse representation reflective of the school community. Our goal is to value all voices in our school community and ensure that communication gaps are bridged by utilizing the District's interpreter services.

To ensure effective collaboration and progress tracking, quarterly Task Force meetings are scheduled. During these meetings, emphasis is placed on dedicated actions, data analysis, and informed decision-making. The LEAP Task Force is responsible for establishing measurable outcomes and timelines, publishing quarterly LEAP report cards within the school community, and setting up a robust data system while sharing information with the Task Force.

Furthermore, the plan emphasizes the collection and reporting of high-quality, multi-faceted data points to LEAP leaders, the Task Force, and the broader school community. It systematically presents evidence of data analysis and reports to highlight strengths and address identified needs. Moreover, specific actions, goals, and success indicators are identified to focus on particular areas of importance.

Through these strategies, the Project LEAP aims to achieve measurable progress in four key impact areas: transformed schools, engaged and empowered students and families, confident and well-prepared students, and an enhanced community capacity for collaborative problem-solving. Additionally, it identifies strategies for improving parent engagement, offering courses for pregnant teens and teen parents, and providing job training and career opportunities. These training and workshop needs will be identified and scheduled through the Adult/Parent Education program as part of this comprehensive plan.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources,

avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure coherence and alignment between Project LEAP, SPSA, District LCAP and Strategic Plan.	• Formalize processes and timelines to consistently review, align, and maximize coordinated and efficient systems of services. ○ Project LEAP and the School SPSA become a single document. ● Bi-anually review LEAP budget and actions for improvement or modification. ○ District school leaders coordinate regular review/success of LEAP/LCAP/SPSA activities and impact. ● Elicit ongoing feedback of LEAP services, timeliness, and overall impact. ○ Focus groups and survey responses ● Align documents and activities to the MJUSD Strategic Plan which is aligned to the pillars in the community schools framework.
Communication and coherence for school/advisory committees.	● Add CCSPP information item to Site Council, English Language Advisory Group, and other advisory group/council meeting agendas. ● Facilitate collaborative opportunities among the mentioned groups for projects and objectives that align with the shared goal of supporting students and families within our school community.

Strategy 5: Staffing and Sustainability

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
Recruit and hire high quality LEAP Program Staff.	• Collaboratively develop LEAP Coordinator job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Collaboratively develop LEAP Data Manager job description for CCSPP Cohort 3. ○ Collaboratively developed job descriptions. • Fly & recruit for new positions. • Interview/select new staff.. ○ New positions filled with high quality staff. • Identify/train new staff.
Develop and implement LEAP Sustainability Plan.	● LEAP Implementation Plans initiated/directed by LEAP Program staff and Community Partners. ○ LEAP implementation begins. • Identify and develop new community partnerships (assets). • Design role-specific professional learning/training for staff, students, and community. • Develop system/school infrastructure to support long-term sustainability. • Implement accountability structures to facilitate capacity building for impact. • Identify and implement cost-cutting strategy. • Develop formal sustainability plan.
Develop support structures that will ensure program sustainability beyond grant term.	• Implement support structures, services and shared governance model that can be in place whether there is grant staff and funding or not. • Formal partnerships and MOUs. • County office partnerships and services available to schools to support students.

Key Staff/Personnel

DISTRICT STAFF	
Director of Wellness	Existing Position added 2022-23. The Director of Wellness serves as the District lead in coordinating and managing Project LEAP across our 11 CCSPP Grant Sites.
Director of Community Partnerships	Existing Position added 2022-23. The Director of Community Partnerships serves as the District's lead in

	identifying new community assets or partnerships to support Project LEAP.
Director of Student Services	Existing Position. The Director of Student Services serves as the District's lead to ensure coordination and implementation of LEAP services for students under the umbrella of Special Education.
Director of Student Programs/Welfare and Attendance	Existing Position. The Director of Student Programs serves as the District's lead in developing and coordinating the District's MTSS services.
School-Site Staff	
Site Principal	The site principal serves as Olivehurst Elementary's chief administrator overseeing Project LEAP at the school site.
Site Coordinator	Classified *New* Position - CCSPP LEAP Grant Funded. The Coordinator of Project LEAP's sole responsibility is to coordinate, manage, support, monitor, and evaluate Project LEAP services and impact at Olivehurst Elementary.
Data Management and Communications Position(s) shared among CCSPP school sites.	Classified *New* Positions - CCSPP LEAP Grant Funded). The Data Management and Communications staff serve as the Olivehurst Elementary lead in collecting, analyzing, and sharing impact data (both cause and effect) with LEAP program leaders. This data includes the number of students/families who were identified and received services, service impact (qualitative and quantitative measures), time accounting, perception data, academic and engagement data. A communications position may potentially be developed as MJUSD is planning to implement the community schools model across most schools in the district.
School Counselors	Existing Positions. School counselors serve as indirect and direct Project LEAP support providers, student, family and teacher liaisons, and student advocates.

Outreach Consultants	Existing Positions. ORCs serve as the often-time first/single point of contact with families through home visits and direct communications.

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

Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with the guidelines of the Community School Framework. The core tenets of the Strategic Plan includes values in Student Centered, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The district's LCAP and our School Plan are aligned to the Strategic Plan goals and actions to be transparent in the review and analysis of needs of students and to address the ongoing gaps in services.

We are designing our community school to develop a shared commitment to authentic and dynamic shared leadership in aspects of school governance and operations. All school interest holders including students, families, staff, and community members will be invited to participate and share their thoughts and ideas to make the school a responsive institution. Improved community engagement in decision making will address current and ongoing actions to improve school climate, curriculum, and services. Shared decision-making practices will be transparent and result in measurable outcomes based on shared responsibility for improved results.

Our Community School's goals and annual progress will be shared with all stakeholders to create improved community support. Our existing implementation plan has identified the tasks for the next five years which we believe will be able to be braided into existing roles, funding sources and community supports. Our community schools team at the district level will continue to develop new community partnerships, grant applications, and sustainability plans so that the work the CCSPP funds started can continue. The actions in the plan are in addition to what the school and the district has already implemented and funded, and the supports, and shared governance structure is sustainable indicating that the commitment of the community partners is sustainable even after the grant is completed in June 2029.

Strategy 6: 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 school-community partnerships to support students' academic, behavioral and social/emotional & wellness needs.	• Identify new and ongoing partners to support the needs identified at the Task Force meetings.
	• Clarify partner/agency deliverables, including integrated services, capacity, calendar of services.
	  ○ MOUs detailing new or ongoing service providers.
	• Create a referral system for student/family identification and service delivery.
	  ○ Referral system developed and shared with school personnel.
	  ○ Increased number of students/families identified for agency services.
	  ○ Quarterly reports detailing increased # of students/families served, nature of service, and evaluation or assessment of outcome(s).
	• Formalize and administer impact surveys (e.g., school climate).
	  ○ Increased number/percent of students/families reporting improved wellness and sense of belonging.
	  ○ Increased positive school climate.

Maintain connectedness with community partners.	● Hold quarterly meetings for school-site Project LEAP team. ● Community partners attend meetings for District advisory team. ● Publication of CCSPP updates from Data Management & Communications office.

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:

Over the course of the asset planning process, more than 30 individuals were involved in the asset mapping process along with members of the community who have been deeply engaged in programs that have coordinated impact on school and families. Local service clubs such as Rotary, Kiwanis, Lions and Soroptomist, are partners in addition to SoYouCan Foundation and SAYLove Foundation, both community service organizations serving those in need. Additionally, a MJUSD Community Safety

Task Force was formed back in September 2022 to address the community needs and to bring together key players in the community of Olivehurst Elementary to identify and provide resources available. MJUSD is an active member in this task force and includes members from Yuba Water Agency, Yuba County Development office, Yuba County Supervisors, Sheriff's Office, Olivehurst Public Works Department, Beale AFB, Rideout Adventist Health, Peach Tree Medical Group, Yuba County Office of Education, and Yuba Health and Public Services and Juvenile Court Services. This group continues to meet quarterly to address community needs and is instrumental in forming the collaborative leadership team to implement the core tenets of the Community Schools framework.

The asset map was drafted internally and went through several iterations. Understanding that asset mapping is a dynamic/systematic process of cataloging key services, benefits, and resource within the community, such as individuals' skill sets, organizational resources, physical space, institutions, associations, stories, and elements of the local economy, and that it provides information about the strengths and resources of a community was essential for our collective success. This process was completed by analyzing both the internal and external assets available to each of the twenty-four (24) schools within MJUSD. Our reasons for this were three-fold: the student/family mobility movement between and among our schools, maximizing assets for a broader collection of needs currently unmet in our school communities, and the request of many community assets to serve the broader community.

Our school is part of the community task force meetings being held with community partners to address how to improve the community perception of the school and its impact. Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with key elements found in the Community School Framework. The core values of the Strategic Plan include focus on Student Centered Teaching, Learning, and Supports, Diversity, Respect, Social Responsibilities, and Shared Commitment to Public Education. The community task force, our district LEAP advisory committee and our school coalition will continue to build partnerships to meet needs based on the data collected throughout our continuous cycle of improvement.

To guide our work, continuous feedback is essential and we as an organization need to continue to implement vehicles for feedback that are representative of all subgroups, cultures and socioeconomic statuses of our school community. As a part of MJUSD, we will continue to participate in engaging and soliciting feedback from underrepresented groups and historically marginalized students and families through forums and events that are geared toward groups such as our Hmong, Native American, and Hispanic families and through more traditional groups such as our English Language Advisory Committee and Attendance Task Force. Our Attendance Task Force in particular consists of school staff and community partners, family members and students that have had issues with attendance in the past. We will continue to collect data in the form of surveys, forums, and input sessions to engage our educational partners.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the

community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps

Impactful role-specific professional learning is provided to the community and staff.	• Role-specific employee groups are identified.
	• Needs assessments around key learning strategies, targeted actions, and leadership are administered and analyzed for next steps.
	• Professional learning goals/plans for role-specific groups are identified.
	  ○ Individual receive role specific PD tailored to individual needs (e.g., SEL, restorative practices, student centered instruction).
	  ○ Individuals develop capacity to implement system-wide or individual strategies.
	• Professional learning calendar is developed and implemented.
	  ○ Collective and individual efficacy develop.
	• Job-embedded support (e.g., coaching) is provided to professional learning participants, including students and families.
	  ○ System and individual student or family indicators demonstrate progress – (1) transformed schools (e.g., whole child practices and supports); (2) engaged, healthy and empowered students and families (e.g., avenues for shared decision making; needs met); (3) confident and well prepared students (e.g., mastery of 21st/Graduate Profile sills, self-advocacy, high graduation rates and college and career readiness; higher attendance and positive discipline; decrease in chronic absenteeism); (4) local capacity for improved collaborative problem-solving (e.g., community capacity to organize and take action; increased collective efficacy).

Our Needs Assessment and Gap Analysis which informed our implementation plan also considered our current professional learning plans for teachers, administrators, and support staff, as we see professional learning as key to the success of our CCSPP program. Marysville Joint Unified School District provides professional development to staff in five focus areas: Academics/Student Achievement, Behavioral Supports; Special Education, English Learners, and School Climate/Health & Safety. Additionally, Marysville Joint Unified School District purchased a District wide Social Emotional Learning Curriculum for full implementation in 2023-24, an extensive implementation plan led by the Director of Wellness. Professional Development is currently offered before the start of school, during school, as well as at the end of the school year. In addition, Marysville Joint Unified School District is in contract with several agencies to provide wellness support. Most recently, the district is working closely with the Yuba Health and Public Service department to open Wellness centers at various campuses, which are fund dependent and therefore not easy to set up quickly.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Educators implement community-based learning to successfully engage students and families.	• Investigate and answer: How can we promote knowledge of/in local school community as a rich resource for student learning? ○ As a result teachers become aware of students' lived experiences (e.g., student and family interviews and focus groups). • Determine the relationship between teachers' knowledge of their students' lived experiences and instructional planning. ○ As a result teachers utilize knowledge of students' lived experiences in the design and implementation of community project curricular units (e.g., planning meetings, rosters, developed units, classroom observations). • Identify and evaluate how teachers' use of community knowledge/resources affects their instruction. • Based on key findings, design responsive professional development (e.g., asset based instruction vs. deficit based). • Plan/design community project curricular units with/for teachers. ○ Resulting in documents (e.g., ancillary lessons, learning activities, curriculum). ○ Evidenced by increased student and family engagement (e.g., academic achievement, attendance, parental involvement, school climate, positive discipline).
Culturally relevant learning	● Engage community partners from various historical and cultural backgrounds in the classroom. ● Work with local historians to develop learning series' focused on local history and culture. ● Culturally relevant speakers, activities, and events.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the

celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
School develops high-level capacity to problem-solve and effect positive change.	• Formalize Task Force, including participation from agency partners, students, and families. • Task Force regularly collaboratively assesses school/community needs. • Task Force develops LEAP goals and actions. • Task Force monitors progress and reports to the school community.	• Formalization/Task Force Roster. • Calendared Task Force meetings. • Data/Impact Reports. • Meeting minutes/actions. • Quarterly Community LEAP Progress Report published.
Develop metrics to gauge program success and guide our work.	• Consult Needs/Gap Analysis and Student Performance and Climate Data for baseline and progress updates. • Committee identifies measurable outcomes for each action.	• Data collected by CCSPP Site Coordinator. • Quarterly Community LEAP Progress Report Published. • Ability to make program decisions based on data collected.

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.