CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

Instructions

This 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 2 implementation applicants with the requirement of submitting an implementation plan (per site) as part of their Request For Application (forthcoming). Request for Application (RFA Attachment II), and to support California Community School Partnership Program (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 schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes.

The Implementation Plan should be guided by the California Community Schools Framework and the Community Schools Implementation Growth Chart . As long as reasonably possible, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended, to build on existing objectives for community school sites. We recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

The Lead LEA is responsible for creating, reviewing, and updating a site-based CCSPP Implementation Plan(s) every school year. LEAs are encouraged to 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 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).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools 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.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools 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.

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 CCSPP Framework.

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (visioning, engaging, and transforming) and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning Centering community-based curriculum and pedagogy
8. Progress monitoring and collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Marysville Joint Unified School District 58727360000000
Ella Elementary: 58 72736 6056683
Application amount requested: $1,425,000

Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Introduction and Background

Ella Elementary School has a total enrollment of approximately 561 students in grades TK-6 and is located in the diverse community of Olivehurst in Yuba County, almost 35 miles outside of Sacramento, California. As part of the Marysville Joint Unified School District (MJUSD), Ella Elementary is one of twenty-three schools and one of thirteen elementary schools in the district. The district is divided into three sections- schools located in the north and south of Yuba Feather River and the foothills. Ella Elementary is located in the southern section of the Yuba Feather River and is associated with high poverty and challenges. The school demographics show that 14.3 % are identified as Students with Disabilities, 38.7% as English Learners and 82.5% as low SES. This number has decreased significantly as with the universal meals program, families are no longer required to complete the documentation associated with the FRL program as a large part of this county also houses undocumented immigrants. The school was identified with over 90% as SES before the universal meals program and is actually higher after the pandemic, though the numbers do not reflect that.

MJUSD was established 160 years ago and the Ella Elementary School building was dedicated in April of 1939 in the city of Olivehurst, one of the three original large cities in California and recognized as the 'gateway to the gold mines.' MJUSD serves the cities of Marysville, Olivehurst and Linda in Yuba County. Once a sleepy bedroom community outside of Sacramento, Yuba County flooded from a levee break on the Feather River in 1997 that destroyed roughly 1,000 homes and resulted in millions of dollars in economic losses. The ongoing economic impact is particularly devastating for the region because many communities and businesses still have not recovered from similar flooding in 1986. The 1997 flood was considered a 100-year flood event. The largest industry is farming. The district has established strong partnerships with several public and private organizations who have banded together to support the Community schools project at the eleven sites identified by the district.

To understand the Ella Elementary school community, it is important to understand the County as it currently stands. Within the last five years, Olivehurst and Linda experienced growth as families from the greater Sacramento region found the housing development to be affordable, with a small town atmosphere good for raising families and within commuting distance for jobs in Sacramento. A variety of cultures, Europeans, Ukrainian, Hispanic, Hmong, and others comprise a significant portion of the student population. Yuba County has a population of just over 83,000 people and although it is over the CDE threshold for rural identity, the main industry here is farming. 77% of the population is white and Yuba County has a median income of just over $62,000 which is $21,000 below the state median and $6,400 below the federal median level. To add to that, 15.6% of the total population lives at or below the poverty line and based on our Homeless Consortium data, the PIT (Point in Time) counts from 2007 to 2022 have gone from 362 individuals experiencing homelessness to 1,094. A staggering increase of over 200%. These numbers are concentrated higher in the neighborhoods feeding into Ella Elementary School. Looking back historically this low level of income and high level of homelessness has been pervasive. The areas of Olivehurst and Linda were heavily settled in the 1930's during the great dust bowl migration. These men and women hoping to raise their situation out of poverty and despair came to this area of Yuba County and didn't find the prosperity they were looking for. Currently,

Yuba County still suffers from a disproportionately higher amount of unemployment with its rate being 6.3% compared to the state at 4.1%. As with poverty, harder health conditions follow. The overall life expectancy of residence in Yuba County is 78.7 years, a full three years less than the state average of 81.7 years. The teen birth rate at 20.6% is nearly double that of the state's 10.8% and the crime rate per 100,000 people is also higher than the state at 2,748 per 100K as opposed to the state's 2,497 per 100K.

The surrounding community has a large need for a Community Schools model program to address the ongoing social, economic and safety issues plaguing our students and families. It is no secret that our families have experienced significant disruption and stress as a result of the pandemic, and the expansion of family engagement strategies and supports will positively impact the education gaps evident due to two years of disruption. We have also experienced a significant increase in student behaviors which challenge engagement and learning, also a nationwide phenomenon after the pandemic. Families have limited knowledge of community resources available to address their own needs when dealing with the growing teenage behaviors which are also influenced by increased access to social media. They look to the school to support them with parenting classes, along with sessions on topics such as coping skills and anger management, substance abuse, and responsible decision-making. The community and school understand that each student is unique. We are committed to encouraging, empowering, and teaching our students to reach their full academic and social emotional potential through a partnership with our families. While our overall school vision and mission are clear, we are far from making this vision a reality for all of our students and families.

Needs Assessment

In order to design the Communities School program, the Elementary School team conducted several community meetings to assess the need for Policy Change, Systems Change, and Environmental Change and completed the following steps as part of the Needs Assessment process: (1) developed questions; (2) selected data collection method; (3) analyzed and prioritized data; (4) identified the ongoing systematic gaps; and (5) identified current practices and actions.

Ella Elementary school data indicates that students are struggling with behavior, social emotional wellness, academics and attendance. We have seen that the concerns have exacerbated after COVID closures which caused further shocks to the systems already struggling with the ongoing impacts of the social-economic community factors at play. These family stresses have had a direct impact on the parent and community expectations, wellness, and hope, consequently our students' academic, attendance and discipline performance has suffered. Chronic Absenteeism has been a challenge at Ella Elementary, with White (58.7%), Hispanic (52.2%), socioeconomically disadvantaged (56%), English Language Learners (47.9%) and students with disabilities (59%) subgroups showing the highest absenteeism rates in the 21-22 school year. Ella School is in need of a strong support system to positively impact students who are habitually absent without reason. Student suspension rates remain low at Ella due to continued efforts and systems to provide behavior intervention and alternatives to suspension. Our suspension rate in 21-22 was 0.2% suspended for at least 1 day. However, providing behavior interventions and alternatives to suspension is challenging with the increased number of students needing support being disproportionate to the number of qualified support staff on campus and safe areas for students to reset. 21-22 CAASPP data indicates that only 23.36% of students at Ella Elementary are reading at grade level, while 20.25% are at grade level in math. The district conducted internal common assessments (CFA), 28% of students scored proficient

in ELA and 33% in math. Ella's STAR Reading results show 29% are proficient in ELA and 33% in STAR Math. Parents' self reporting of educational levels indicates that 14% of the parents do not have a high school diploma and 33% of the parents either declined to state or did not know their education levels.
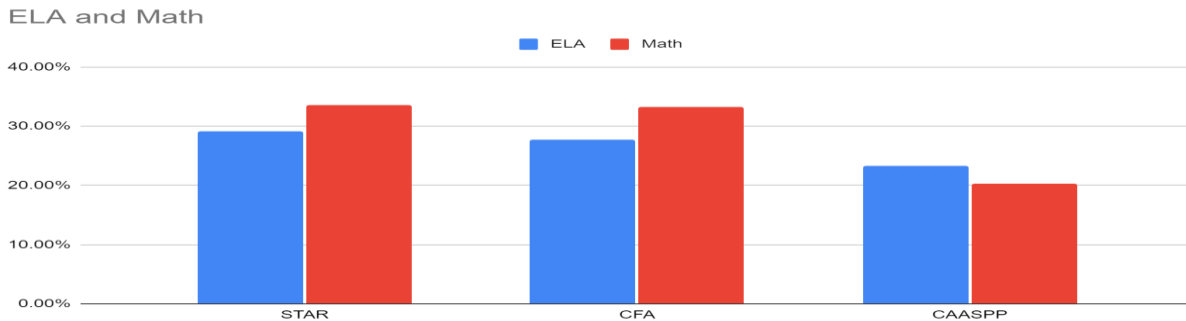
Based on the feedback from the community meetings and the data from the school's annual needs assessment, the school identified four main areas of need:

(1) Lack of systemic practices to address the needs of student success as indicated through improved attendance, decreased discipline and more academic preparation. The school must also implement restorative practices and positive behavioral interventions for early detection and support actions.

(2) Lack of community partnerships that support the school in a consistent manner to bridge the gaps including family needs such as wellness, parent education, community resource deployment and ongoing community support to improve the schools community perception. There is an increased need to identify an asset-based community schools program to include community partners to collaboratively design actions to help the school become a cornerstone of the community and improve its impact. Conversely, institute a community collective expectation and identify and/or develop available resources to help the school mitigate impact of discipline, safety and increased social-emotional needs, including mental and physical wellness.

(3) Design a school culture to include academic and co-curricular support to prepare students for a successful transition to middle school, high school and college & career readiness.

(4) Provide and expand parent education to support the capacity of families to participate as active partners in the school and to improve their own agency. This includes education related to cyber safety and social media awareness, substance and violence prevention, TK-6th grade trimester benchmarks and grade level standards, school to home connections, social emotional learning, parenting classes, as well as, college and career readiness.

From both the qualitative and quantitative data, the team first identified the current practices at Ella Elementary in each of the four gap areas and identified the assets currently in place at the school. These practices are sustained outside the CCSPP grant program.

1. **To improve attendance, decreased discipline and more academic preparation**

- A full time classified Outreach Consultant (ORC) and a .5 Homeless/Foster Outreach Consultant at the site works with families and focuses on support related to school policies, practices, and academic issues related to the success of each student. This staff member also conducts home visits as needed.

- The site- based English Learner Facilitator (ELF) supports non-English speaking families.

- Attendance programs are utilized and funded to support outreach actions with data to improve attendance for students. SARB meetings are scheduled weekly and chronically absent students and families are provided resources as needed to address the roadblocks for improved attendance.

2. **Address the lack of community partnerships that support the school in a consistent manner to bridge the gaps in home-school partnerships**

- The site implements PBIS practices and documents, monitors, and evaluates data related to suspensions, referrals, and interventions.

- Tier II and III meetings scheduled regularly to provide intensive support which include Connections to outside agencies, parent education, staff training and outreach activities. SEL classroom lessons, student support groups, behavior intervention, support from the school counselor, Outreach Consultants, and administration is used to help remediate negative student behaviors by providing time for reflection and follow up with an adult.

- The school works closely with Yuba County Sheriff's department and the School Resource Officer (SRO) to work with families and address their concerns or provide guidance on behaviors.

- The school has one counselor who interacts and collaborates with agencies to introduce new resources for teachers in the classroom and for families to get access to in order to support their students.

3. **Design academic and co-curricular support for a successful transition to high school and college & career readiness**

- Daily intervention is provided based upon formative assessment data in math and ELA. Students are regrouped about every 4 to 6 weeks based upon performance needs and groups are fluid.

- Academic tutoring being offered after school daily.

- Tiered reading intervention is being provided to students reading below grade level with attention to phonemic awareness, phonics, fluency, comprehension and vocabulary.

- The school site has continued to work with Solution Tree and annually trains teachers and administrators on the Professional Learning Communities (PLC) practices which have been implemented and monitored for fidelity.

- Twenty days are scheduled annually for 90 minutes to allow teachers to meet as a group

to address their classroom and curriculum needs while reviewing data around student assessment and discussing best practices. Ella teachers also meet one additional day for 1 hour each week to collaborate and articulate around data related to ELD instruction and tiered intervention.

- Professional development is ongoing including training on essential standards, pacing of those identified standards, creation of formative assessment, interpretation of assessment data and intervention strategies. The District Science coach provides support with NGSS standards implementation.

- A strong district team provides multilayered support with all aspects of school management.

- Feeder middle schools schedule elementary site visits to support 6th grade students transitioning to 7th grade at the end of each school year.

- District provides 24/7 free online tutoring access to all students.

- After school programs are already in place for all students under the ASES/ELOP program.

4. **Provide and expand parent education to support the capacity of families**

- Parents are invited to be part of School Site Council Meetings, Title One Parent Meetings, PTA and English Learners Advisory Committee (ELAC) to provide input on student interventions and the academic program at the school site. Administration collaborates with parents during these meetings.

- District hosts multiple districtwide meetings such as District English Learners Advisory Committee (DELAC), District Advisory Committee (DAC), Special Education Collaborative, Superintendent parent monthly meetings, etc., and Ella Elementary parent and community representatives have a voice and a space to share their ideas and concerns.

- Home visits are done to support parents with document signatures, conferences regarding attendance or transportation issues etc.

- Aeries Communication is used for regular weekly home communication to ensure parents are aware of engagement opportunities. Teachers also use Parent Square and Class Dojo to communicate with parents.

- Parent Portal trainings were offered in the evening for parents to learn how to track student academic progress.

- Newsletters are sent home to parents monthly to keep parents updated and to invite them to actively participate in their child's education.

- Parents are also invited to complete Ella School or district surveys to provide feedback related to school climate.

● Families have access to free 24/7 mental health services.

These four broad areas of need capture the overall spirit and intent of Project LEAP, which is designed around actions that address these needs and prioritize exemplary **L**eadership, **E**ducation, **A**ccountability, and **P**rograms for students (and families) for sustained individual and community wellness and college and career success.

Priority 2: Shared Understanding

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?"

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

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. Indicate how your site's understanding of community schools reflects its· commitment to the **Cornerstone Commitments:**

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

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

Commitment to Core Principles

Ella Elementary community school planning and implementation activities for Project LEAP are aligned to the Framework and include the following commitments to implement the core principles, including the cornerstone commitments. Each section below has been identified as either Emerging or Evolving.

A commitment to asset-driven and strength-based practice

Emerging:Ella Elementary designs its community school to support students, their families, and their community by designing structures of support to make sure that families can access resources that ensure healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent. The diversity of the Ella Elementary community requires that the access to programs and resources are readily available and are offered in the multiple languages spoken by students and family members. Designing supports that build families by strengthening and embracing culture of individual and communal wellness are the focus of this community school.

A commitment to racially just and restorative school climate

Evolving: Ella Elementary designs its community school within a nurturing and sustaining school climate that embraces and supports all students in the totality of school interactions. The school is expected to be a safe haven for all students and the environment on the playground, in classrooms and cafeteria with a focus on equity and access for all students. Staff is cognisant of the needs of the students and the families as they deal with the daily attendance and discipline issues, understanding that the commitment is to explicitly implement restorative practices rather than punitive, exclusionary discipline that detaches students from school and from needed support. Understanding that the shifts in parent education and training requires a developmental mindset that looks upon every opportunity to empower and educate adults to serve as true partners with the school is central in Ella Elementary. The shift from punitive disciplinary practices to restorative practices support the spirit and intent of the CCSPP Framework.

A commitment to powerful, culturally proficient and relevant instruction

Evolving: Ella Elementary designs its community school to commit teaching and learning activities that highlight the history, culture, and experience of students, families, and the Yuba County community with its rich history. Understanding that the community serves students from diverse cultures, the school designs its instructional practices and conversations around learning support, inquiry-oriented, project-based, multimodal, collaborative, interactive, and student-centered learning environments that prioritize experiential learning to deepen connection to and engagement with the community.

A commitment to shared decision making and participatory practices

Evolving: Ella Elementary designs its community school to develop a shared commitment to authentic and dynamic shared leadership in all aspects of school governance and operations. All school interest holders including students, families, staff, and community members are invited to participate and share their thoughts and ideas to make the school a responsive institution. Improved community engagement in decision making addresses current and ongoing actions to improve school climate, curriculum, and services. Shared decision-making practices are transparent and result in measurable outcomes based

on shared responsibility for improved results. The Community School's goals and annual progress is shared with all stakeholders to create improved community support.

The team detailed the implementation plan under each goal by identifying the tasks for the next five years. These actions are also identified clearly on the budget section of the plan to highlight actions that require funding. The actions listed below are in addition to what the school and the district has already implemented and funded, indicating that the commitment of the community partners is sustainable even after the grant is completed in June 2028.

Goal 1: Design Community Collaborative Leadership

Both qualitative and quantitative data collected through the annual parent/community survey and the feedback provided at the stakeholder meetings, have identified the need to improve the school's community confidence. At the start of the 2022-23 school year, a MJUSD Community Safety Task Force was created with district and school representatives, elected Supervisors for the County, Olivehurst Public Works department, Department of Public Health and Social Services, Yuba County Sheriff's office, Community partners and the County Office of Education. This team meets monthly with Ella Elementary and the feeder elementary and high schools to identify opportunities for collaboration between the district, sites and the County and share resources. This new and improved community-based organization expands to include parents, pupils, families, educators, and institutes a shared decision-making model to address community perceptions and improve community ownership of the school. With the establishment of a community schools model, this group is invaluable in setting the pace of the actions that support coordination between the school and community agencies to continue impact on families and students.

Measurable Actions to implement Goal 1:

1. Formalize the Yuba Community CCSPP Task Force as the Collaborative Leadership group

    ● Identify resources within the community to assist families

    ● Schedule a consistent communication protocol to reach families

2. Formalize training and workshops for families to address student and family needs, access to resources and identify programs of support

    ● Identify the social, economic and wellness needs and provide the requisite training for access to resources

3. Formalize the five -year CCSPP implementation plan.

    ● Develop the plan for implementation with accountability measures for annual progress

4. Identify Community and Yuba County partnerships and resources to support wellness and safety

Goal 2: Improve and Expand Community Education

Much of the concern of shifting this school to become a community education hub is tied to the most prominent and direct explanation of the link between parents education and their children's academic

achievement that relies on the assumption that parents are actively engaged and learning something during schooling that influences the ways in which they interact with their children around learning activities in the home (see Eccles, 1993; Brodyet al ., 1995; Corwyn & Bradley, 2002; Hoff et al ., 2002; Davis-Kean et al 2003; Davis-Kean, 2005). Ella Elementary does not see a large number of parents engaged in their children's education for many reasons, one being that due to economic stresses, many families are working during the school hours or in the evenings. We do see a large turn-out at school events, but participation in the academic conversations are stressful for most families. Advocates of this perspective argue that parents' education should influence parents' skills, values and knowledge of the educational system; which, in turn, should influence their educational practices at home and the skills children have to model, as well as the parents' ability to intervene in the educational system on their children's behalf.

In fall 2022, the District created the position of *Director of Adult Education and Community Partnerships* and the *Director of Wellness* to identify and expand ongoing partnerships to sustain the efforts already underway and to reopen the Adult school program and introduce wellness related actions. The District has been addressing needs and opportunities for more services for families, both within the school and outside in the community. The school currently serves the community through the Adult school program evening classes that are held at that site. There is a need to further expand these options to meet the needs identified in the assessment which includes more literacy for adults along with job training, parenting, and school information for students that families struggle with. Elementary and high school parents from the feeder schools have easy access to these classes and childcare is provided during this time to ensure that there are no disruptions to adult learning. The Director of Wellness has already developed a plan to pull together wellness resources both within the district and available in the community. But we need more support to ensure that these services are reaching the families who truly need them.

Working with the Directors, Ella Elementary establishes two positions: 1) Community Schools Coordinator and 2) Data Management and Community Support classified staff. Ella Elementary shares this with all the other ten sites to implement the community schools program fairly and equitably across their communities through a formal channel of support for new and improved services. The school community is rich in our diversity of existing and expanding community assets and committed to increasing access to and deployment of integrated comprehensive services that are tailored to individual and family needs. Our success in doing so produces the best chance of improving the academic and health of those we serve. Asset mapping the local and broader community of Ella Elementary intended to gather the totality of strengths and resources of our community that could then be inventoried and depicted in such a way as to be usable in real-time as needs arise. The process facilitated community involvement, engagement, ownership, and empowerment. Collectively, we leaned on a broader definition of asset. A community asset or resource is anything that improves the quality of community life, including abilities and capacities of community members, physical structures or places where people gather, business or organizations which provide jobs or services to the community, and local/private institutions and organizations.

Measurable Actions to implement Goal 2:

1. Expand resources for community and family education

    - Support additional skills needed in areas such as cyber safety and social media awareness, parenting classes, substance abuse education, gang violence awareness as

well as including college and career readiness.

- Training from community partners on resources and services available across the County.

2. Appoint staff for implementation of actions

- A Coordinator of CCSPP program to support the collaborative focus on expanded services

- Data Management and Communications Support classified staff member

- Additional instructors

- Additional contracts with community service providers

3. Develop a Data Management System for accountability

- Establish a well-coordinated and multi-sourced data collection process to measure impact

4. Expand adult education activities

- Identify Improved Parent Engagement practices

- Educate community on resources

- Provide courses for pregnant teens and teen parents

- Expand job training and career access supports

Goal 3. Develop Accountability for School and Community Wellness

Ella Elementary has been identified by the Yuba County public health as a future location for a community Wellness Center. The school is poised to become a hub where families receive trauma-informed health, mental health, and social services for families after school hours, while during the day pupils have access to a multi-tiered system of support and partner with other schools, county agencies, and nongovernmental organizations. Because of this resource that is being developed in partnership with the County Public Health Services and a network of service providers, this site-based community school have the capacity to ensure that services, professional development, and engagement can occur on school site with the support of community-based organizations and other relevant providers, for all relevant stakeholders both during and after the school day. Ella Elementary community is considered to be quite dangerous and families are identified to have low paying, stressful jobs, both of which undermine parents' mental health, again making it difficult for poor parents to provide cognitively stimulating experiences for their children (McLoyd, 1998; Elder, 1999, original work published 1974). These kinds of stresses can also undermine parents' ability to even provide a warm, supportive and consistent home environment for their children, making it difficult for the children to engage fully in the learning opportunities provided by their schools. In the Wellness Center at this site, staff and parents are trained on trauma-informed practices, understanding the importance of physical and mental wellness and other related workshops.

Measurable Actions to implement Goal 3:

1. Establish a community Wellness Center

   ● staff it appropriately to assist students during the day and families after school.

   ● Implement Parent Education activities related to policies and procedures to improve parent engagement around wellness activities and mental and social health support.

2. Identify Community and Yuba County partnerships and resources to support wellness and safety.

   ● Training on mental and physical health issues

   ● Health screenings

   ● Social-emotional community/family supports

   ● Support for teen pregnancy and teen parenting

Goal 4. Improve School-based Support Programs for Student Success

Ella Elementary is implementing a program called *Bridge to Success* which is aimed to address:

1. Chronic absenteeism

2. Improved discipline

3. Increase in pass rates and GPAs

4. Higher rates of preparation for transition to high school

5. Professional development for staff and families

Parents with more education both talk to, and use more complex and varied language with their children, which, in turn, predict better language and reading skills throughout childhood (Hoff, 2003). Parents with more education also have higher expectations for their children's education, which, in turn, predict greater educational attainment for their children (Alexander et al ., 1994). Finally, parents with higher education make sure their children are exposed to lots of educational opportunities in their communities (see Furstenberg et al., 1999) and are also more likely to get tutoring help if their children start to have difficulty in school. Another prominent set of explanations for the relation of parents' education to their children's academic achievement links parents' education to children's achievement indirectly through the impact of both parent education and family income on where the family can live and the types of jobs the parents are likely to have. In turn, these school and neighborhood characteristics directly influence the children's educational achievement through the kinds of learning opportunities they afford to the children and the kinds of risks that the children must cope with as they grow up. The Marysville Adult School is developing ongoing parent education courses to support parents and families to understand middle school education and the pathway to high school graduation.

Measurable Actions to implement Goal 4:

1. Design a *Bridge to Success program* to increase attendance, academic success, reduce discipline and improve school culture.

   - Consistent implementation of site identified Tier I and Tier II supports and training parents, staff and administrators on Tier I and Tier II (Response to Intervention and Instruction) supports and implementation

   - Need to design an Opportunity Classroom for students for more targeted and personalized support in English and Math

   - Provide sitewide training on Restorative Practices to support social-emotional behaviors.

   - Sitewide focus is needed on improved and consistent data collection and analysis for PBIS strategies and target problem areas related to student behavior and/or school attendance and academic gap issues.

   - Additional focus on extra curricular enrichment such as Music, Career Week, sports, student rallies and motivational speakers help to create positive school connections for students, as well as a reason to attend school.

   - Continue to guide changes within the school day format and supervision. CICO, Suite 360 and tiered interventions.

   - Additional support needed with Literacy and math. More classroom embedded support during the instructional day to support and train teachers with implementation of standards, reading and writing strategies and math instruction.

   - More training needed with implementation of the NGSS Science standards and our new textbook adoption of professional development needs.

   - Increased alignment between feeder elementary, middle and high schools for success in the transition across grades/ beyond high school.

2. Identify Community and Yuba County partnerships and resources to support student and staff education, wellness and safety.

   - Build training/workshops for academics, behaviors, wellness and safety.

3. Implement Parent Education activities related to policies and procedures to improve parent engagement.

   - Identify Improved Parent Engagement practices to support increased parent-school partnerships and successful transitions to high school and postsecondary options

Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee 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. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators

| Ella Elementary | Develop and implement collaborative leadership and decision making for Project LEAP | • Create a site level *LeapTask Force* to work collaboratively with MJUSD Community Safety Task Force.
• Clarify district and school (LEAP) staff roles and responsibilities
• Appoint/authorize key staff to implement LEAP Implementation plan activities
• 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 education activities | • Task Force participants include site administrators, teachers, parents, agency partners, and new LEAP Coordinators
• Quarterly Task force meeting calendared
• Dedicated actions, data analysis, and decision making evidenced in Task Force meetings.
• Measurable outcomes and timelines established by LEAP Task Force
• School community quarterly LEAP report card published & disseminated
• Data system established and data shared with Task Force
• Quality multiple-data points are collected and reported to LEAP leaders, Task Force, and school community
• Evidence of Data analysis and reports (i.e., strengths, needs) become systematic
• Targeted actions, goals, and success indicators identified for target focus areas
• Impact reports show measurable progress in 4 key impact areas: (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) ● Identify Improved Parent Engagement; courses for pregnant teens and teen parents; job training and careers ● Identify the training and workshop needs and schedule these through the Adult Community Education program
Ella Elementary	Improve school- based support programs for student success	Design a *Bridge to Success* program for attendance and discipline issues	● Quarterly meeting to include updates related to student progress in academics, attendance and discipline

	Develop **A**ccountability for Community Wellness	Establish a community Wellness Center ● Identify Community and Yuba County partnerships/ resources to support wellness and safety. ● Identify Community and Yuba County partnerships & resources ● Implement parent education program(s)	● Blueprint for Community Wellness ● Wellness Center operational at school site ● Staff/supports provided in Wellness Center ● Training on mental and physical health issues provided ● Health screenings conducted ● Social-emotional supports for families, staff and students implemented ● Quarterly meeting actions for the quarter ● Share out measurable outcomes ● Build parent capacity improve home-school partnerships

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):

In order to address the gaps identified through the needs assessment, and to build a community school program aligned to the framework, the Ella Elementary team has engaged with a wide array of key partners in the development and planning of Project LEAP (**L**eadership, **E**ducation, **A**ccountability and **P**rograms) 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 Ella Elementary School and its surrounding schools. At that meeting it was discussed that the needs in the community and the gaps in the schools services require more coordination and that 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.

The process of developing Project LEAP also included a series of additional meetings involving staff, students, parents, and administrative staff, all committed to the Community Schools concept and would like to address the improvements within Ella Elementary and the larger community. The collaborative process brought together diverse ideas from our community to improve educational goals and design a better future for our students. The development of Project LEAP goals included a comprehensive needs assessment, data and SWOT analysis (strengths, weaknesses, opportunities, threats), identification of priority focus areas, goal-setting, and action planning. The members of the School Site

Council (SSC), ELAC, and Guiding Coalition, three standing advisory and decision-making groups, were equally involved in the discussions related to the development of Project LEAP. development process. The English Learner Advisory Committee (ELAC) is composed of parents of English Learner students, staff, and community members. Sixth grade students were also invited to contribute to this effort to ensure that they are able to identify the targeted goals across their community. Student and family Empathy Interviews were also conducted to gain insight and understanding around the *real* challenges impacting our school community. Finally, Ella Elementary conducted two dedicated Project LEAP community meetings to identify community assets, collect input and priorities around community needs, and to discuss and prioritize actions and strategies best suited to support identified needs of our community.

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 the Ella Elementary 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. Project LEAP aligns to Goal 1: Academic Programs (implementation for academic, social-emotional, and skills preparation across grades TK-12); Goal 3 Community Engagement (support community and family engagement to raise student success); Goal 4: District Culture (cultivate a culture where staff and community can share and celebrate its successes and best practices), and Goal 5: Personnel Supports (support students and programs and develop a plan where MJUSD is fully staffed with quality employees).

The discussions and learnings which followed from the meetings and the needs assessment data review and the community conversations were extraordinary. Project LEAP has been developed, based on the tenets of the CCSPP framework for establishing Ella Elementary School as a community school. In order to coordinate community efforts to improve the school's performance and impact at large, Ella Elementary has worked with the surrounding schools to design a community school by answering these five driving questions:

1) What are the highest priority needs of the children and families we serve?

2) Has an effort been made to evaluate existing community partnerships and resources through the eyes of children and families, and if so–what was learned?

3) What child and family needs are currently not being met?

4) What services and/or processes are currently available and/or being provided to children and families, and what evidence exists as to their impact?

5) How is the school redesign its actions to serve the community and meet the needs?

Project LEAP has identified four measurable goals as follows to meet the criteria and actions to establish a community school. These goals are:

Goal 1: Design Community Collaborative Leadership

Goal 2: Improve and Expand Community Education

Goal 3. Develop Accountability for Community Wellness

Goal 4. Improve School-based Support Programs for Student Success

The team analyzed the needs assessment services available in the community, and limited access to resources available, as issues needing prioritization in order to implement Project LEAP with fidelity. The team also identified the need for improved communication to be an area of weakness and immediate focus. Within the Project LEAP discussions, the team also identified a schoolwide initiative called *Bridge to Success* which is a comprehensive plan to address the academic, discipline and wellness needs along with professional development needs of staff. The philosophical and methodological differences, and thus potentially different delivering solutions, caused us to step back and to first establish common language, common strategies (i.e., appreciative inquiry, SWOT analysis) and a commitment to developing our collective efficacy. We had to remind ourselves that how we think matters and drives what we do.

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. 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.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Ella Elementary	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 system of services, - Bi-anually review LEAP budget and actions for improvement or modification - Elicit ongoing feedback of LEAP services, timeliness, and overall*l impact	- Project LEAP and the School SPSA become a single document - District school leaders coordinate regular review/success of LEAP/LCAP/SPSA activities and impact. - Focus groups and survey responses

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve 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

School Name	Goals	Action Steps	Outcome/Indicators
Ella Elementary	Recruit and hire high quality LEAP Program Staff	• Collaboratively develop LEAP Coordinator job description • Collaboratively develop LEAP Data Manager job description • Fly & recruit for new positions • Interview/select new staff • Identify/train new staff • LEAP Implementation Plans initiated/directed by LEAP Program staff and Community Partners	• Collaboratively developed job descriptions • New positions filled with high quality staff • LEAP implementation begins
Ella Elementary	Develop and implement LEAP Sustainability PLAN	• 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	• New or expanded community partnerships • Role-specific professional training and job or role-embedded coaching (including students and family) • Yearly budget costs decrease • New funding sources identified • LEAP sustainability plan development

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	(Existing Position). The Director of Student Programs serves as the District's lead in developing and coordinating the District's MTSS services.
SCHOOL-BASED STAFF	
Site Principal.	The site principal serves as Ella Elementary chief administrator overseeing Project Leap at the school site.
Coordinator of Project Leap	(Certificated *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 Ella Elementary School.
Data Management and Communications	(Classified *New* Position - CCSPP LEAP Grant Funded). The Data Management and Communications staff serve as the Ella 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. This new position also serves as the primary communications lead for Project LEAP.
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've taken to build sustainability beyond the life of your implementation grant:

Project LEAP sustainability first begins with a vision or belief that sustainability matters–it's worth the investment of planning, cost-cutting, and capacity building. Achieving sustainability means that we must also understand sustainability best practices.

Project LEAP key staff play a central role in helping us build sustainability over time, but it begins on day one, with the recruitment and selection of key staff. In addition to being guided by the Community Schools Framework, including the pillars, conditions for learning, strategic actions, and core commitments, key staff embody their work around essential sustainability tenants:

Leadership - The families and communities we serve, as well as our internal staff and resource providers (i.e., assets) must have confidence in the leaders who guide Project Leap. System leaders at the TOP (e.g., Cabinet) are equally vested as are School leaders and LEAP leaders to empower others.

Enablement - Enabled staff directly involved with Project LEAP must see and believe that they have the right resources for the right needs at the right time they are required. We want Project LEAP staff to feel confident and prepared for the work and services they deliver or facilitate. In turn, staff l empower and enable others, including students, families, and community.

Partnership - A key goal of PROJECT LEAP is to maintain and expand community assets and partnerships. A key outcome is to create new and expanded partnerships with nonprofit organizations in the space that interests them: equity, economic development, family services, health care, early childhood education, community safety, housing –these ideas and others have been the rallying cries we've heard in community meetings and echoed by students and parents alike.

Education and Training - One of the most impactful strategies we can employ is to build capacity, knowledge, and know-how with our existing staff/employees, partners, and students/families. Increased capacity increases efficacy and impact. Increased efficacy and impact increases motivation. A motivated and empowered school community positively impacts children everyday in every setting they exist.

Infrastructure - Infrastructure includes, but is not limited to, the development of shared governance, responsive policies, collaborative decision-making, identification and expansion of sustainable resources, and efficient/nimble problem-solving at every level (e.g., system, school, classroom, family, individual). A continuous improvement cycle embedded in daily practice, including resource allocation and progress monitoring, are key process and product features or "assets" we develop.

Sustainability requires that we avoid or navigate three sustainability challenges: <u>Weak Commitment</u>. Proudly, our community, school, and district leadership have demonstrated universal strong commitment to our community schools grant initiative. This is evidenced by wide-scale engagement and support, project commitment including matching funds and pre-existing funding, staffing, and action; <u>No Accountability</u>. The LE**A**P name says it all– *accountability* is a must, and measurable progress indicators, data reporting, and staffing have been strategically incorporated into this project.

Omission of Sustainability Design. Sustainability has been incorporated into our LEAP project design from day 1. This evidenced by the identification and development of project goals, actions, training, progress indicators and staffing.

A "whole-child" educational approach is within our reach. Project LEAP accelerates system and individual capacity building and collective efficacy to sustain **L**eadership, **E**ducation, **A**ccountability, and integrated **P**rograms for our school and community for years to come.

# Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding 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 that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Ella Elementary	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 • Create referral system for student/family identification and service delivery • Formalize and administer impact surveys (e.g., school climate)	• MOUs detailing new or ongoing service providers • 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) • Increased number/percent of students/families reporting improved wellness and sense of belonging • Increased positive school climate

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:

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. We used this map to further evaluate external and internal assets and then developed one for the Ella Elementary community.
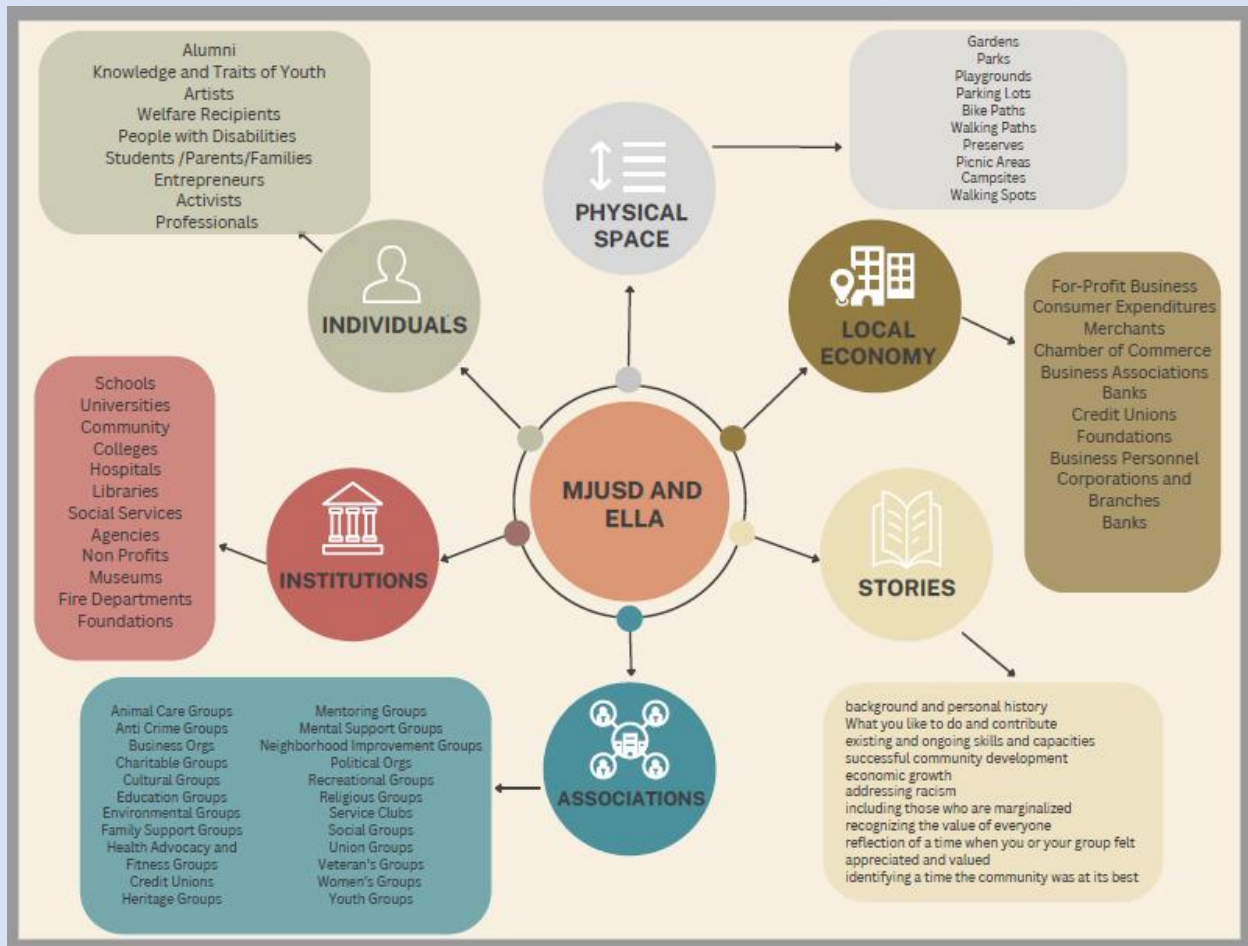
As part of the needs/gap analysis, Ella Elementary conducted an asset mapping process to identify both internal and external factors- employees, partners and resources - that are currently available to the school to support the achievement of the five areas of needs identified above. When conducting the community asset map we completed these four steps:

Defining Ella Elementary Boundaries - we found that the comprehensive needs of our students and families were not easily met within the local immediate 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 Ella 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.

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. However, thanks to local service clubs such as Rotary, Kiwanis, Lions and Soroptimist, Ella Elementary is proud and fortunate to partner with local groups such as SoYouCan Foundation and SaYLove Foundation, both community service organizations serving those in need. In addition, Ella also works with the Yuba Sutter Food Bank and UC Calfresh to support our students and families. 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 Ella Elementary and other surrounding 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.
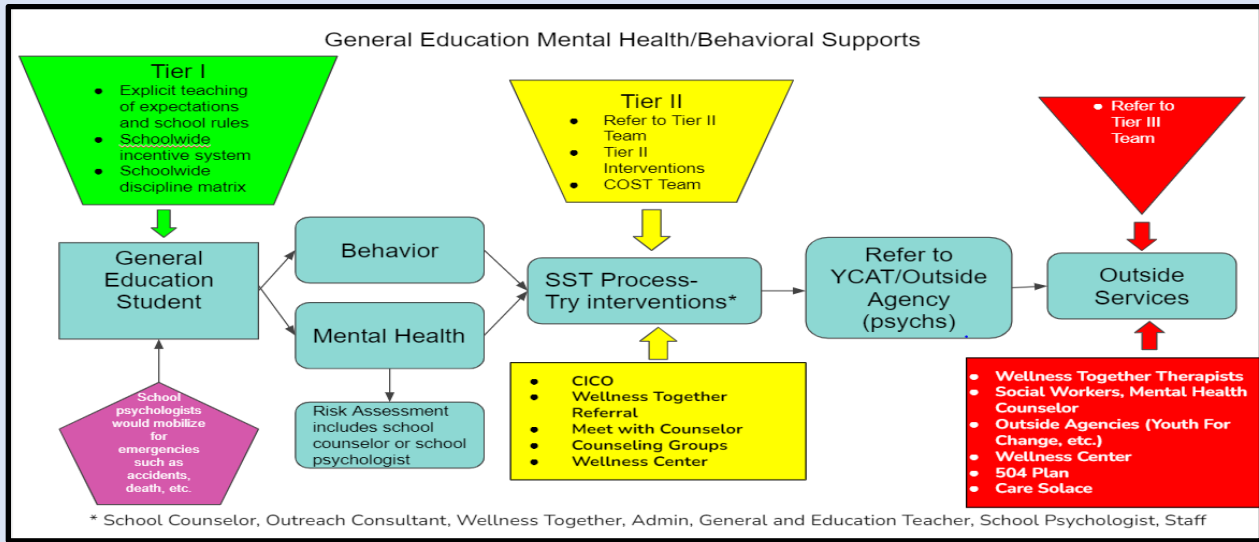
The Ella Elementary asset map was drafted internally and went through several iterations. Understanding that Asset Mapping is a dynamic/systematic process of cataloging key services,

benefits, and resources 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. Ella Elementary completed this process by analyzing both the internal and external assets available to Ella School. Each of the eleven (11) schools within MJUSD applying for the Community Schools grant worked collaboratively to produce a comprehensive community asset map. 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.


School Culture and community Engagement

When completing the internal asset mapping, we developed this internal organizational process map or flowchart to show the various agencies that we work with to implement Tier I-III supports for mental health and wellness purposes. We have multiple counselors, health and wellness providers, teachers, and support staff. Our goal was to better understand and plan processes. Organizational process assets are designed to bring clarity and understanding to the deployment of services. In the process of creating this process/asset map, we can better identify choke points, redundancy, or misunderstandings in the rendering of services or actions to address student needs. The product below was not the first draft of the practices and assets in play at Ella Elementary. It took time, discussion, and ultimately agreement to this structure and tiered supports. The final outcome was better understanding of what assets we have and a systematic approach to how best to use them for increased impact. In short, we now know and recognize that our assets include the effective plans, processes, policies, procedures and knowledge base specific to and used by the partners in our school community.

General Education Mental Health/Behavioral Supports

* School Counselor, Outreach Consultant, Wellness Together, Admin, General and Education Teacher, School Psychologist, Staff

The image below is intended to highlight the integrated relationship between our current Tier I, II, and III academic and behavioral supports and their impact on the "whole child." One cannot separate, isolate, or ignore the interconnectedness of these elements. College and career readiness, and more importantly, success, requires a systems approach that involves academic, behavioral, and social/emotional competence.
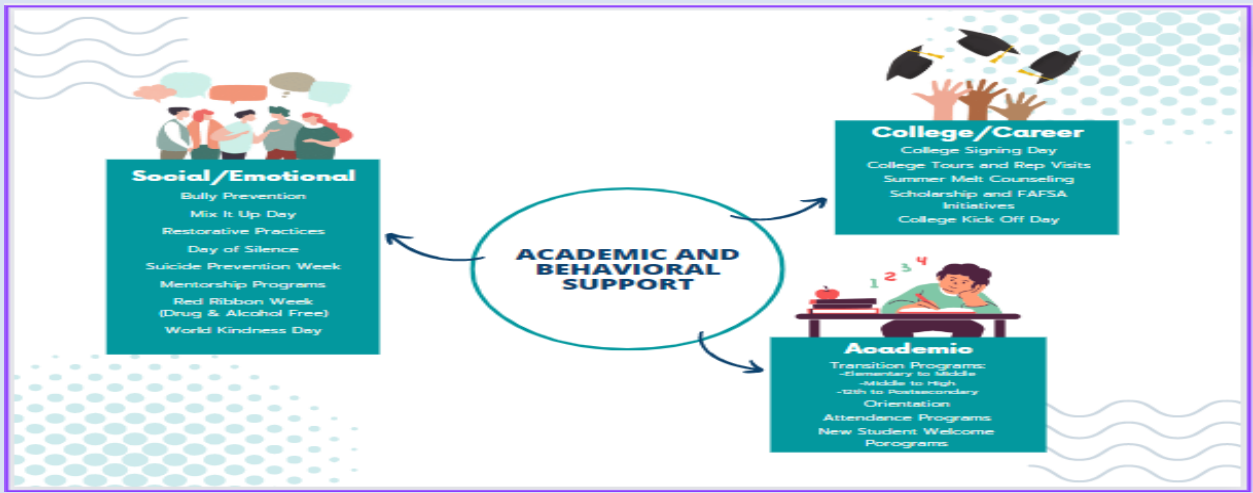
Ella Elementary is part of the community task force meetings being held with community partners to address how to improve the community perception of the school and its impact. Marysville Joint Unified School District's Strategic Plan (2022-2025) clearly aligns with key elements found in the Community 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 plan was designed to be transparent in the review and analysis of needs to address to increase the success of our students. Project LEAP aligns to Goal 1: Academic Programs (implementation for academic, social-emotional, and skills preparation across grades TK-12); Goal 3 Community Engagement (support community and family engagement to raise student success); Goal 4: District Culture (cultivate a culture where staff and community can share and celebrate its successes and best practices), and Goal 5: Personnel Supports (support students and programs and develop a

plan where MJUSD is fully staffed with quality employees).Ella Elementary School has used qualitative and quantitative data to complete the community asset mapping and complete its needs/gap analysis.

Gap Analysis

Our needs 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 is 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. Before and after-school programs are also provided in grades TK-6 addressing academic support, SEL development, enrichment and physical activities. 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.

While the asset mapping identified current internal and external resources to support the school in its areas of need, it also identified significant gaps from both the quantitative and qualitative data that must be addressed in order to implement measurable actions for student success. The four main areas identified through the needs assessment (i.e., (1) Lack of systemic practices to address the needs of student success; (2) Lack of community partnerships that support the school in a consistent manner to bridge the gaps; (3) Design a school culture to include academic and co-curricular support; (4) Provide and expand parent education to support the capacity of families to participate as active partners in the school and to improve their own agency) have the following specific actions that need to be addressed.

1. Improve student achievement in literacy

2. Improve actions to increase daily attendance

3. Need for activities and support to address students experiencing trauma in a safe and nurturing environment with early detection and intervention

4. Lack of socio-emotional learning supports the curriculum across all classrooms. Provide time for daily SEL units through counseling and support staff without disrupting instructional time.

5. Access to timely data analysis reports to support administrators to address students with attendance and discipline issues to proactively reduce the number of incidents. This is a high priority to address school culture

6. Develop a comprehensive assessment system to monitor student progress towards academic achievement

7. Design an opportunity room program to support students who are struggling with academic and social needs

8. Design wellness center and have it fully staffed to support community and parents after school

9. Integrate community and school auctions for transparent accountability and support

10. Identifying a shared understanding and expectation of appropriate adult responses to adolescent behaviors, implementing alternatives to suspension and restorative justice practices and Positive Behavior Intervention Strategies

11. Allocating additional personnel for social-emotional-mental health needs including a Wellness Coordinator to monitor Foster Youth, McKinney-Vento, and students returning from Juvenile Hall

12. Additional staff needed for expanded parent and community education support for evening classes and for providing workshops for parents to support their student's educational needs

13. Need to expand translation services to providing information in multiple languages to support meaningful participation in their student's education

The impact of poverty, unemployment and parent education rates have also had a significant impact on the school which has struggled in establishing itself as a cornerstone of the community. The Ella School families are also challenged by frequent mobility, high stress family dynamics, and a lack of school connection. Ella School finds it difficult to communicate the importance of the foundational elementary education for our students. Due to the Covid Pandemic, school closures, and distance learning, Ella students struggled to engage in learning which greatly impacted academic success and furthered the learning gap. Discussions with the community identified the need for expanded access to integrated services, especially for families disproportionately impacted by the COVID-19 pandemic. We are seeing a significant impact on students and families with how they are responding to the importance of regular school attendance, acceptable behaviors and access to wellness services. To identify the establishment of a community schools concept, the Ella Elementary team completed three steps:

1. Completed and used the data from the needs assessment

2. Designed Project LEAP as the foundation of the Community Schools Project

3. Developed a five-year implementation plan and budget projection for Project LEAP

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. 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

School Name	Goals	Action Steps	Outcome/Indicators
Ella Elementary	Impactful role-specific professional learning is provided to 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. • Professional learning calendar is developed and implemented. • Job-embedded support (e.g., coaching) is provided to professional learning participants, including students and families	• 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 • Collective and individual efficacy develop • 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)

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Ella Elementary	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?* - Determine the relationship between teachers' knowledge of their students' lived experiences and instructional planning - 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	- Teachers become aware of students' lived experiences (e.g., student and family interviews and focus groups - 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) - Professional development conducted - Documents (e.g., ancillary lessons, learning activities, curriculum) - Increased student & family engagement (e.g., academic achievement, attendance, parental involvement, school climate, positive discipline)

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores 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.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system.School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Ella Elementary	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

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