

# 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](mailto: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.

### **Updates to Strategy 1:**

2024/25 - Olivehurst Elementary is strategically making progress in branching out to community partners. Our grant started the second half of the year 24-25 and we feel that we are sustaining progress in our collaborative relationships.

2025/26- Continue to make progress with our community partners. Worked on having a connection with our parents with having Coffee with the Principal & Site Coordinator. Engaged in having Family Literacy Night & Scholastic Book Fair. Looking forward to continuing the connection with the

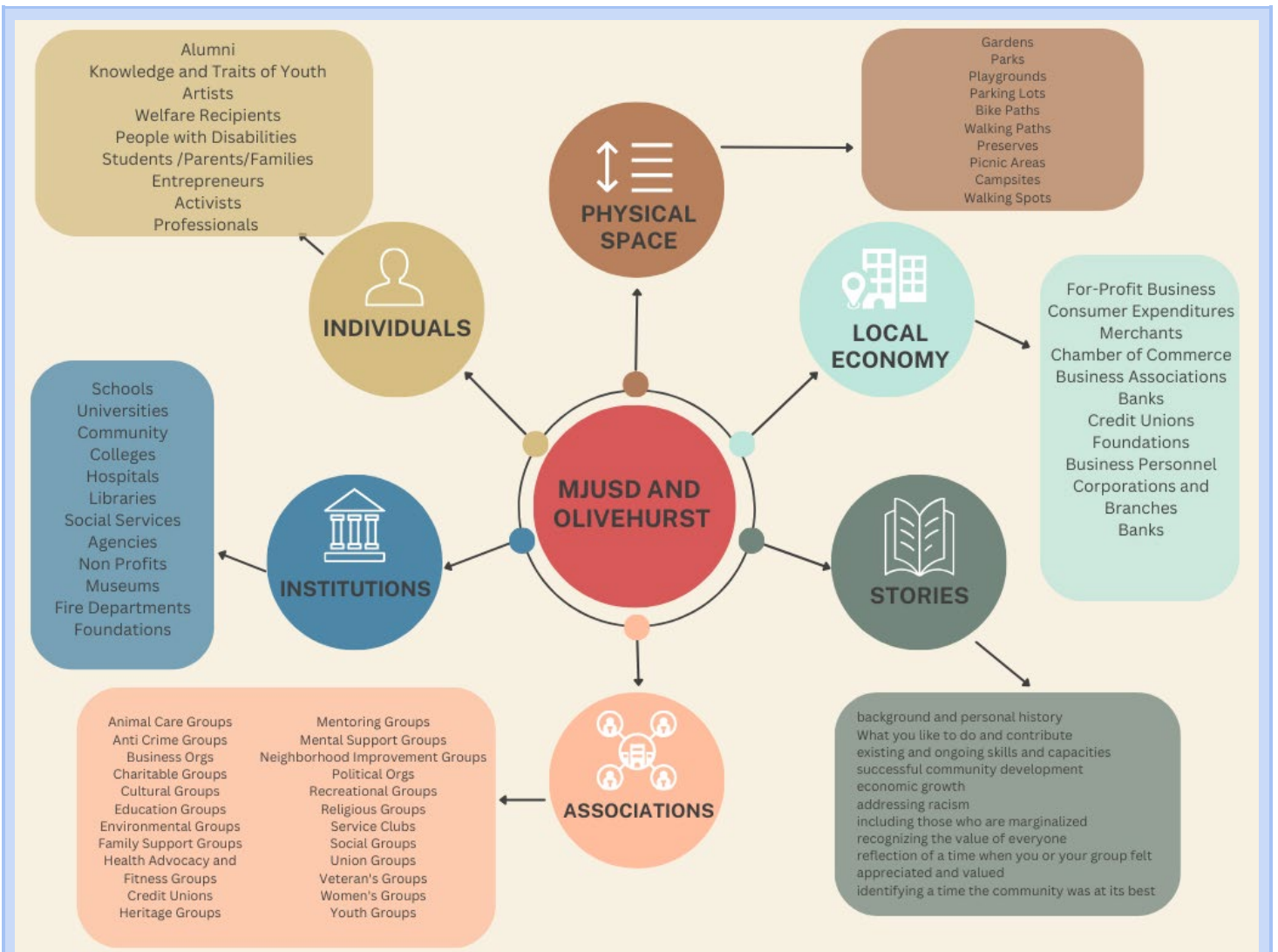
community.

## 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

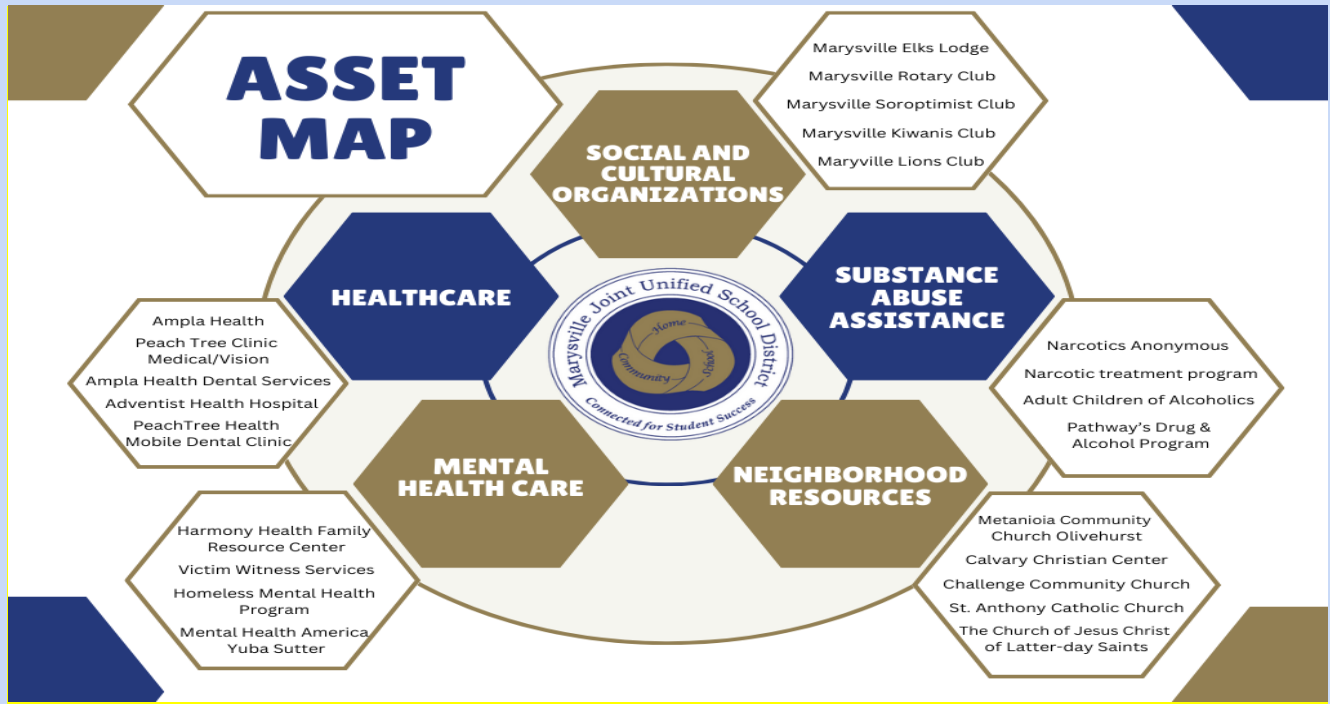
industry, local government, the arts, school groups and governing bodies, District leaders, service clubs, and churches.

*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
Absenteeism	Decrease in Absenteeism
Staff Development	Increased ELA and Math CAASPP scores

**Updates to Strategy 2:**

2024/25 - We have started an intervention called "RISE" for students who were identified in the low score levels in ELA and Math. We will continue to work on accessing resources and support for our students.

2025-26- Continuing progress

**Strategy 3: Collaborative Leadership**

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

## **Site Level Goals and Measures of Progress**

Goals

Action Steps

<p>Develop and implement collaborative leadership and decision making for Project LEAP.</p>	<p><b>Project LEAP Site Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Create a site level <i>LeapTask Force</i> to work collaboratively with MJUSD Community Safety Task Force.             <ul style="list-style-type: none"> <li>○ Task force personnel will/may include the Principal, CCSPP Site Coordinator, Counselor(s), Teacher(s), Classified Staff, Community Partners, Students and Parent/Guardians.</li> <li>○ 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.</li> </ul> </li> <li>• Clarify school (LEAP) staff roles and responsibilities.</li> <li>• Appoint/authorize key staff to implement LEAP Implementation plan activities.</li> <li>• 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.</li> <li>• Expand adult/parent education activities.</li> <li>• 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.</li> </ul> <p><b>Project LEAP District Team Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Clarify district (LEAP) staff roles and responsibilities.</li> <li>• Appoint/authorize key staff to implement LEAP Implementation plan activities.</li> <li>• 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.</li> <li>• Formalize training and workshops for families to address student and family needs, access to resources and identify programs of support.</li> <li>• Develop a Data Management System to support data-driven decision making and accountability.</li> <li>• Implement collaborative continuous improvement model (e.g., Plan, Do, Study, Act) to target student/family needs</li> <li>• Expand adult/parent education activities.</li> <li>• 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.</li> </ul>
<p>Develop and update leadership structures.</p>	<ul style="list-style-type: none"> <li>• Identify existing shared governance structures in the school and create a plan to flatten structure.</li> <li>• Identify appropriate governance structures that could be moved to a more collaborative and shared model.</li> </ul>

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

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.

### **Updates to Strategy 3:**

2024/25 - At our site the Community School team is partnered with School Site Council, PTA, and ELAC

- Guiding Coalition which meets every month (a member of each grade level)
- PTA which had grown meets every month/ELAC slowly growing

2025-26- Integrated to PBIS, 3rd-6th Student data/assessment collaboration team, and Safety Team which also meets every month

## **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
<p>Ensure coherence and alignment between Project LEAP, SPSA, District LCAP and Strategic Plan.</p>	<ul style="list-style-type: none"> <li>• Formalize processes and timelines to consistently review, align, and maximize coordinated and efficient systems of services.                             <ul style="list-style-type: none"> <li>○ Project LEAP and the School SPSA become a single document.</li> </ul> </li> <li>• Bi-annually review LEAP budget and actions for improvement or modification.                             <ul style="list-style-type: none"> <li>○ District school leaders coordinate regular review/success of LEAP/LCAP/SPSA activities and impact.</li> </ul> </li> <li>• Elicit ongoing feedback of LEAP services, timeliness, and overall impact.                             <ul style="list-style-type: none"> <li>○ Focus groups and survey responses</li> </ul> </li> <li>• Align documents and activities to the MJUSD Strategic Plan which is aligned to the pillars in the community schools framework.</li> </ul>
<p>Communication and coherence for school/advisory committees.</p>	<ul style="list-style-type: none"> <li>• Add CCSPP information item to Site Council, English Language Advisory Group, and other advisory group/council meeting agendas.</li> <li>• 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.</li> </ul>

### Updates to Strategy 4:

2024/25 - None

2025-26- Work in progress

- Community Site Coordinator is aligned to ELA and School Site Council

## 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.	<ul style="list-style-type: none"> <li>• Collaboratively develop LEAP Coordinator job description for CCSPP Cohort 3.                             <ul style="list-style-type: none"> <li>○ Collaboratively developed job descriptions.</li> </ul> </li> <li>• Collaboratively develop LEAP Data Manager job description for CCSPP Cohort 3.                             <ul style="list-style-type: none"> <li>○ Collaboratively developed job descriptions.</li> </ul> </li> <li>• Fly &amp; recruit for new positions.</li> <li>• Interview/select new staff..                             <ul style="list-style-type: none"> <li>○ New positions filled with high quality staff.</li> </ul> </li> <li>• Identify/train new staff.</li> </ul>
Develop and implement LEAP Sustainability Plan.	<ul style="list-style-type: none"> <li>• LEAP Implementation Plans initiated/directed by LEAP Program staff and Community Partners.                             <ul style="list-style-type: none"> <li>○ LEAP implementation begins.</li> </ul> </li> <li>• Identify and develop new community partnerships (assets).</li> <li>• Design role-specific professional learning/training for staff, students, and community.</li> <li>• Develop system/school infrastructure to support long-term sustainability.</li> <li>• Implement accountability structures to facilitate capacity building for impact.</li> <li>• Identify and implement cost-cutting strategy.</li> <li>• Develop formal sustainability plan.</li> </ul>
Develop support structures that will ensure program sustainability beyond grant term.	<ul style="list-style-type: none"> <li>• Implement support structures, services and shared governance model that can be in place whether there is grant staff and funding or not.</li> <li>• Formal partnerships and MOUs.</li> <li>• County office partnerships and services available to schools to support students.</li> </ul>

**Key Staff/Personnel**

DISTRICT STAFF	
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<p>Director of Wellness</p>	<p>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.</p>
<p>Director of Community Partnerships</p>	<p>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.</p>
<p>Director of Student Services</p>	<p>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.</p>
<p>Director of Student Programs/Welfare and Attendance</p>	<p>Existing Position. The Director of Student Programs serves as the District's lead in developing and coordinating the District's MTSS services.</p>
<p><b>School-Site Staff</b></p>	
<p>Site Principal</p>	<p>The site principal serves as Olivehurst Elementary's chief administrator overseeing Project LEAP at the school site.</p>
<p>Site Coordinator</p>	<p>Classified <i>New Position</i> - 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.</p>
<p>Data Management and Communications  Position(s) shared among CCSPP school sites.</p>	<p>Classified <i>New Positions</i> - 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</p>

	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.

### **Updates to Strategy 5:**

2024/25 - None for this year but, in the coming year 25/26 we plan to have an onsite Social Worker 50% of the time.

2025-26- Social Worker started at our site 50% of the time since the beginning of the school year.

## **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
<p>Establish school-community partnerships to support students' academic, behavioral and social/emotional &amp; wellness needs.</p>	<ul style="list-style-type: none"> <li>• Identify new and ongoing partners to support the needs identified at the Task Force meetings.</li> <li>• Clarify partner/agency deliverables, including integrated services, capacity, calendar of services.                             <ul style="list-style-type: none"> <li>○ MOUs detailing new or ongoing service providers.</li> </ul> </li> <li>• Create a referral system for student/family identification and service delivery.                             <ul style="list-style-type: none"> <li>○ Referral system developed and shared with school personnel.</li> <li>○ Increased number of students/families identified for agency services.</li> <li>○ Quarterly reports detailing increased # of students/families served, nature of service, and evaluation or assessment of outcome(s).</li> </ul> </li> <li>• Formalize and administer impact surveys (e.g., school climate).                             <ul style="list-style-type: none"> <li>○ Increased number/percent of students/families reporting improved wellness and sense of belonging.</li> <li>○ Increased positive school climate.</li> </ul> </li> </ul>
<p>Maintain connectedness with community partners.</p>	<ul style="list-style-type: none"> <li>• Hold quarterly meetings for school-site Project LEAP team.</li> <li>• Community partners attend meetings for District advisory team.</li> <li>• Publication of CCSPP updates from Data Management &amp; Communications office.</li> </ul>

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

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.

## **Updates to Strategy 6:**

2024/25 - Olivehurst has grown its community partnerships and has made connections with

- City Walk Church
- Alliance for Hispanic Advancement
- Yuba Sutter Food Bank
- BeXtra
- Hands and Feet
- Blue Zone
- Training Zone
- Marysville Kiwanis Club
- Lions Club
- Yuba County CalFresh

2025-26- Couple more partnerships have been added to our list this school year

- United Way
- Pro Youth and Veterans of America
- Metanoia Community Church
- The Brickhouse Cafe

## **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
<p>Impactful role-specific professional learning is provided to the community and staff.</p>	<ul style="list-style-type: none"> <li>• Role-specific employee groups are identified.</li> <li>• Needs assessments around key learning strategies, targeted actions, and leadership are administered and analyzed for next steps.</li> <li>• Professional learning goals/plans for role-specific groups are identified.                             <ul style="list-style-type: none"> <li>○ Individual receive role specific PD tailored to individual needs (e.g., SEL, restorative practices, student centered instruction).</li> <li>○ Individuals develop capacity to implement system-wide or individual strategies.</li> </ul> </li> <li>• Professional learning calendar is developed and implemented.                             <ul style="list-style-type: none"> <li>○ Collective and individual efficacy develop.</li> </ul> </li> <li>• Job-embedded support (e.g., coaching) is provided to professional learning participants, including students and families.                             <ul style="list-style-type: none"> <li>○ 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 skills, 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).</li> </ul> </li> </ul>

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.

### **Updates to Strategy 7:**

2024/25 - CCSPP Study Tour Training

- RTAC Trainings

2025-26- Motivational Interviewing Training

- YCOE Restorative Practices
- Home Visit Training

## **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
<p>Educators implement community-based learning to successfully engage students and families.</p>	<ul style="list-style-type: none"> <li>• Investigate and answer: How can we promote knowledge of/in local school community as a rich resource for student learning?                             <ul style="list-style-type: none"> <li>○ As a result teachers become aware of students’ lived experiences (e.g., student and family interviews and focus groups).</li> </ul> </li> <li>• Determine the relationship between teachers’ knowledge of their students’ lived experiences and instructional planning.                             <ul style="list-style-type: none"> <li>○ 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).</li> </ul> </li> <li>• Identify and evaluate how teachers’ use of community knowledge/resources affects their instruction.</li> <li>• Based on key findings, design responsive professional development (e.g., asset based instruction vs. deficit based).</li> <li>• Plan/design community project curricular units with/for teachers.                             <ul style="list-style-type: none"> <li>○ Resulting in documents (e.g., ancillary lessons, learning activities, curriculum).</li> <li>○ Evidenced by increased student and family engagement (e.g., academic achievement, attendance, parental involvement, school climate, positive discipline).</li> </ul> </li> </ul>
<p>Culturally relevant learning</p>	<ul style="list-style-type: none"> <li>• Engage community partners from various historical and cultural backgrounds in the classroom.</li> <li>• Work with local historians to develop learning series’ focused on local history and culture.</li> <li>• Culturally relevant speakers, activities, and events.</li> </ul>

## **Updates to Strategy 8:**

2024/25 - Work in progress

Through strategic initiatives, the PTA has successfully increased participation among families and students, leading to enriched educational experiences. We are in the beginning stages of our Improved Reading Program that will not only improve literacy outcomes but also foster a learning environment.

2025/26- Work in progress

PTA continues to enrich our community with parent events and student educational experiences. The Improved Reading Program has made an impact on the students where they have challenged themselves.

## **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.	<ul style="list-style-type: none"> <li>• Formalize Task Force, including participation from agency partners, students, and families.</li> <li>• Task Force regularly collaboratively assesses school/community needs.</li> <li>• Task Force develops LEAP goals and actions.</li> <li>• Task Force monitors progress and reports to the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Formalization/Task Force Roster.</li> <li>• Calendared Task Force meetings.</li> <li>• Data/Impact Reports.</li> <li>• Meeting minutes/actions.</li> <li>• Quarterly Community LEAP Progress Report published.</li> </ul>
Develop metrics to gauge program success and guide our work.	<ul style="list-style-type: none"> <li>• Consult Needs/Gap Analysis and Student Performance and Climate Data for baseline and progress updates.</li> <li>• Committee identifies measurable outcomes for each action.</li> </ul>	<ul style="list-style-type: none"> <li>• Data collected by CCSPP Site Coordinator.</li> <li>• Quarterly Community LEAP Progress Report Published.</li> <li>• Ability to make program decisions based on data collected.</li> </ul>

#### Updates to Strategy 9:

2024/25 - Work in progress

The Guiding Coalition and PBIS committees meet once a month to identify collective academic and non-academic data.

2025/26 - Work in progress

- Community Task Force Yuba Sutter

#### Additional Information:

2024/25 - None

2025/26- None

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