

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Loleta Elementary School, Linda Row Superintendent/Principal 707.733.5705

## 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 Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

#### Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

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

As we considered becoming a community school we realized that one of the first and most important tasks was to build trust with not only our local tribal communities but with the broader community who operate under certain assumptions about our school. The first two years of the implementation have been spent in outreach to the community to invite dialogue, conduct listening sessions, facilitate activities where we explore what it means to belong to the school, and to hold celebrations that allow us to experience cultural activities together. Over the two years, school staff have engaged in professional development in the areas of implicit bias, trauma-informed practices, the ABCs of behavior, the escalation cycle, and MTSS certification.

While Loleta has established family and community committees to foster shared decision making, getting participation has been a challenge. Although priority-setting activities consistently show family engagement as a top priority for both staff and families, we continue to struggle to find ways to get parents to engage in the English Learner Advisory Committee, the Loleta Elementary School Advisory Committee or the Native American Parent Advisory Committee. We have had better luck with re-establishing a Student Council and a staff Leadership Team in the 2023-2024 school year. We also regularly consult with community partners such as the Loleta Community Resource Center and Two Feathers Native American Family Services to ensure a range of viewpoints.

Access to a broad course of study has been identified as a priority area by our staff, and with the limited resources of the school it has been necessary (and beneficial) to reach out to community partners to provide enrichment opportunities and real-world connections. For the last two years students have engaged in a multi-disciplinary unit about watershed ecology, led by the director of a local grassroots conservation organization. Our students learn Soulatluk, the Wiyot tribe's heritage language from employees of the Table Bluff Rancheria and experience cultural programs and demonstrations from members of the Bear River Rancheria. Providence Health funds the salary of our school gardener and we use the garden as an outdoor classroom to explore all aspects of food production, from soil chemistry to gathering and eating the harvest. Our students got to create their own theater productions with the support of the Arcata Playhouse and ate locally produced organic ice cream from our local dairy farmers the Foggy Bottoms Boys. Because most of the activities are provided at no cost to the school district, this focus on classroom-communities is sustainable beyond the lift of the grant.

Loleta has a number of well-documented areas for improvement based on publicly available Dashboard data, which drive accountability plans such as the LCAP. The school staff routinely review and discuss data and use it to identify priority areas. In the 2023-2024 school year a team began the Differentiated Assistance process which is rooted in improvement science and supported by the Humboldt County Office of Education. Engaging in MTSS-related self evaluations helps us identify gaps in our continuum of care and develop plans to address those areas. We use formal and informal surveys, listening sessions, and priority-setting activities to gather "street data" to inform our cycle of reflection, analysis, and revision.

**Part B:** As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Now in our second year of our implementation grant, Loleta has established a variety of ways to continually evaluate our needs and assets to inform our short-term and long-range plans. As mentioned above, we continue to struggle getting families and community members to participate in our formal advisory committees, so we are integrating data-gathering processes into activities and events such as family/teacher conferences, Back to School Night, the Harvest Celebration, and Spring Open House. Classified and certificated staff routinely participate in surveys and activities during monthly staff meetings. Students participate during class sessions, as part of student council, as well as informally in conversations with trusted adults on campus. With 84.7% of our student population identified as Native American, Hispanic, or Two or More Races, our outreach and engagement efforts necessarily are principally directed towards these groups.

**Part C:** As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Family Engagement	Increase to 80% number of families reporting that they feel welcome on campus and involved in shared decision making.
Student Engagement	Increase to 80% the number of students reporting that they feel safe and connected on campus and decrease to 10% the number of students who are chronically absent.
Basic Services	Maintain critical basic services such as 100% fully credentialed teachers, on-site student nutrition programs, and reliable transportation.

## Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students’ lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

### Site Level Goals and Measures of Progress

Goals	Action Steps
Increase student engagement with instruction in additional culturally-relevant topic areas	Expand Soulatluk heritage language instruction to more grade levels; Continue to partner with Two Feathers and local tribes for cultural programs
Increase student engagement with enriched and expanded learning opportunities	Invest in arts, music, and performing arts instruction within the school day in the 24-25 school year; Continue to work with community partners to bring in enrichment activities

## Strategy 3: Collaborative Leadership

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

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

Describe your goals for strengthening collaborative leadership.

## Site Level Goals and Measures of Progress

Goals	Action Steps
Increase by 5% family and community participation in formal advisory committees	Change times and locations of meetings to suit family needs. Explore different methods of outreach
Increase student voice in decision making process	Administration to engage at least 3 times per year with the stu Create at least three annual opportunities to gather student input across all grades

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):

Loleta is a small, single school district with a staff of 23 people and a student enrollment of 82 students. There is one administrator, a school leadership team, three advisory committees that include parents and community members, the staff at large, the student council, and the school board. Goals to strengthen collaborative leadership are noted above.

## Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

### Site Level Goals and Measures of Progress

Goals	Action Steps
Maintain progress on community school implementation	Employ 1.0 FTE Community School Coordinator and at least .5 FTE assistant (if feasible)
Continue to employ student support staff	Explore new funding options for student support staff

### Key Staff/Personnel

Brenda Juarez	Community School Coordinator
Charlotte Holgersen	School Counselor
Bertha De La Cruz	Student Support Specialist

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

Loleta will explore the new funding opportunities made possible by the new Children and Youth Behavioral Health Initiative which will give districts the ability to charge MediCal and private insurance companies for certain services such as counseling support and provides a pathway for the certification of site-level wellness coaches. The Expanded Learning Opportunities may provide funding for staff who support students during the after school program, and the Prop 28/ASM grant will fund enrichment opportunities during the school day. Loleta already strategically uses its supplemental and concentration state funds and Title I and Title VI federal funds to provide for support positions in the classroom. Many of the direct services provided to our students by community partners come at no cost to the district so our main need for sustainable funds is for staffing.

## Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps
Collaborate to refine support provided by Two Feathers	Hold an end-of-year team meeting with TF and Loleta staff to review this year’s program and plan for next year
Collaborate to strengthen school connection to the co-located Community Resource Center operated by Providence Health	Hold an end-of-year team meeting with LCRC and Loleta staff to review this year’s program and plan for next year

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:

### **Existing Partnerships with Community-Based Organizations**

**Two Feathers Native American Family Services:** This agency provides direct, culturally-sustaining support to our students in grades 5-8. Two Feathers staff are on campus four days per week working directly with students. In addition, they support our community events such as Back to School Night and the Cinco de Mayo celebration, as well as providing staff development in trauma-informed practices.

**CUMBRE Humboldt:** CUMBRE Humboldt is a 501(c)(3) nonprofit dedicated to seeking and promoting educational and enriching opportunities for Latinx families and individuals throughout Humboldt County. The agency recently received an under-served communities grant that will be used to support a community event in Loleta in Fall 2024. A board member of CUMBRE also serves on our District English Learner Parent Advisory Committee (DELAC).

**Redwood Community Action Agency/Safe Routes to School:** A multi-agency team effort to improve safe walking and biking routes to school as well as to the new Great Redwoods Trail

**Providence Health Care System:** Providence provides a grant to pay for our school gardener's salary as part of their initiative to support healthy communities (Loleta's school garden includes community garden plots). In addition, Providence funds and operates the Loleta Community Resource Center located on campus which provides bilingual (Spanish and English) community outreach to connect families with a wide range of support services.

**Foggy Bottoms Boys:** A local organic and regenerative dairy whose owners recently opened an ice cream store in Loleta. They provide support by tabling at our community events, being part of initiatives such as Safe Routes to School (above), and offering field trips and ice cream factory tours.

**Humboldt County Department of Public Health:** Public Health has held on-campus vaccine clinics, as well as making substance abuse prevention presentations to our 5th - 8th graders.

**True North Organizing Network:** A community action agency that provides support in organizing listening sessions and Belong Circles for students, staff, and community members. Members of True North also sit on the Loleta Elementary School Advisory Committee.

**Humboldt County Office of Education:** HCOE provides professional development, technical assistance, and resources for community school implementation.

**College of the Redwoods:** Our 7th and 8th grade students are involved in a student mentor program offered through CR's Multicultural and Equity Center.

**Rohnerville Band of the Bear River Rancheria:** One of our local Native American tribes whose children attend our school, Bear River provides support in on-campus cultural presentations and celebrations, transportation for events, and donations for our athletic program. Members of Bear River also sit on the Loleta Elementary School Advisory Committee.

**Wiyot Tribe:** The Table Bluff Rancheria provides instructors in Soulatluk, the heritage language of the Wiyot tribe, which is offered during the school day. The tribe's director of natural resources also provided our garden with technical support and plants to install a native plant section of our school garden. Members of the Wiyot tribe also sit on the Loleta Elementary School Advisory Committee.

**Friends of the Van Duzen River:** For the last two years students have engaged in a multi-disciplinary unit about watershed ecology, led by the director of Friends of the Van Duzen River, a local grassroots conservation organization.

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