CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

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 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 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 and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, 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. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites 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, 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).

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
8. Centering community-based curriculum and pedagogy
9. 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

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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.

Goal	Measurement
Establish early learning center [aligned to LCAP Goal 1]	2023-2024 school year preschool grand opening, staffing and enrollment by August 2023. Community surveys will show that families are receiving the support they need for childcare and developmental support (throughout 23-24SY). Increased enrollment and expansion to 2-year-old classrooms (2025-26). Effective preparation for TK demonstrated in students who have attended SVA ELC for 2 years (2025-26). (visioning)
Expand to include 7th&8th grade [aligned to LCAP Goal 1]	Approval/Denial from district authorizer by Spring 2023. Recruit and hire teachers by July 2023. Establish effective social-emotional and academic supports and unique learning opportunities to meet the needs of a new age group on campus (by the end of the 2023-24 school year).(visioning)
Increase mental health supports for students [aligned to LCAP Goal 1]	Recruiting and hiring a full-time counselor by 2023-2024 school year who collaborates with teachers, staff and site leadership to support improved psychological safety on campus and improved behavior outcomes, which will be evident in reduced incidents of interpersonal conflict, and improvements in attendance. (engaging)
Provide expanded opportunities for sports and enrichment [aligned to LCAP Goal 2]	Continuous Quality Improvement (CQI) observations and assessment of expanded learning programs using goals defined in ELO-P and site-based CQI plans will track ongoing progress. (engaging) Track team and basketball teams established by the 2024-

	2025 school year. (visioning)
Establish a high quality, fully funded expanded learning program including before, afterschool and summer programming [aligned to LCAP Goal 1]	Continuous Quality Improvement CQI observations and assessment of expanded learning programs using goals defined in ELO-P and site-based CQI plans will track ongoing progress. CQI plans are assessed and refined at least quarterly with the participation of expanded learning staff, students and families, and will show that students are engaged, supported, and regularly attending program offerings. Community surveys will show that families are receiving the support they need for childcare and enrichment. (engaging)

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.

Shanèl Valley Academy's plan for conducting a deep Needs and Assets Assessment includes interviews, focus groups, surveys, town halls, and family nights. We also plan to incorporate home visits during the implementation phase of the CCSPP project.

Our first level of needs assessment takes place in a community survey each fall, distributed at our back to school night in October, and Spring Wellness event in April. The distribution schedule of the survey ensures we get feedback that is timely and relevant. The survey results are analyzed, assessed and used in consensus, continuous improvement, and leadership meetings. In these meetings, goals for the Community Schools Steering Committee, site-based education team, and the leadership team are established for the year, and then re-assessed on an ongoing basis as the year progresses.

Once goals are established, these are further refined through a Plan-Do-Study-Act cycle that includes interviews, focus groups, and when appropriate, additional surveys.

The community schools steering committee meets three times per year. The leadership team meets weekly and the site-based education team also meets weekly, or more often, if needed. Within the

site-based team are smaller teams established to address various needs through ad-hoc committees or work-groups. For example: a team of two teachers and a student support specialist may work together to develop an enrichment plan for students struggling with math, then train staff to implement the plan at a school-wide level. Another example of how this occurs at SVA is through partnership with our County Office of Education. Mendocino COE assisted us in revising our PBIS plan this year based on what worked, and what needed improvement from last year. Monthly meetings and workshops took place (Plan), then staff would implement, reflect on and refine processes (do, study), then establish another part of the overall PBIS plan,effectively creating a collaborative plan that had buy-in from all teachers and staff because they were part of designing it (act). This plan will continually be assessed and refined to effective instruction and a creating a generative experience for both students and teachers.

Asset-mapping and assessment is an ongoing priority for SVA's leadership team, and steering committee. As a very new school, we are still learning about the many local and community resources and partnerships available to us. Assets that arose from our community engagement efforts so far include: In-kind donations (electrical, maintenance, plumbing, grading), donated materials (ADA compliant mulch for playground surfaces), a part-time volunteer librarian, and opportunities for students like learning from an architect, visiting a local farm and olive mill, parent education and community classes like Zumba and crochet (planned to begin in Spring).

The leadership team is composed of the Community Schools Director, Principal, Business Manager, Board President, and Board Secretary. In weekly team meetings, root cause analysis, consensus workshops, and strategic planning takes place to ensure that school-wide decision-making is equitable, relevant and centered around our students and families. Each individual member of the leadership team takes ownership for follow up and communication of strategic priorities that arise, and uses observation, and communication with project partners to inform what they bring to the leadership meeting table. The leadership team also engages in reflections on implicit bias, and seeks to employ strategies that promote authenticity and psychological safety. The steering committee provides community connections and feedback on the overall mission, vision and priorities of the CSPP plan, and SVA's site-based education and operations teams provide regular feedback on strategic priorities and decisions through smaller focus groups.

Decisions and plans are reported in our community engagement documents including the LCAP, ELO-P plan, Board meetings notes and minutes, and on our schools' website. The leadership team is dedicated to transparency, and is continuously seeking to refine and improve community communication and involvement in school decision-making.

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 CCSPP 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:

Shanel Valley Academy can only exist as a community school. In the second year of operation (22-23), a vision that existed only on paper in 2020 has come into reality. SVA is a culturally inclusive school community where students and families are supported to honor their strengths and valued for their individual gifts and perspectives. SVA is not only a school: it is a community restoration project that centers around an aspirational vision for our children. It is grounded in a shared commitment among a diverse group of parents, business owners and tribal leaders to create the conditions for our children to thrive and provide educational opportunities that honor the land, the true history and the shared future of our small rural remote community.

1. **Assets-Driven and Strength-Based Practice:** From staff training, to problem-solving, to student assessment, SVA aims to implement a strength-based approach to operations, leadership and pedagogy. For staff this means that the principal works closely to develop staff assets and support individualized professional growth plans. In leadership, operations and decision-making it means that we consider all possible solutions, and seek creative options that prioritize healthy relationships, maximize existing resources and invite collaboration. With student assessment and experience, it means using a restorative approach to discipline and an individualized approach to learning that includes personalized learning plans, project-based learning, and collaborative teaching and instructional design. Teachers receive training in PBIS, communication, peer-coaching, innovative approaches to math and literacy instruction, science, environmental education, restorative practices, and asset-based observation and assessment. All staff are invited and included in professional development and receive more than 100 hours of PD each year. Through support from leadership and our education partners our educators are encouraged to develop their strengths through a robust and rigorous staff development process that is individualized for each employee and board member at SVA. (engaging)
2. **Racially Just and Restorative School Climates:** Positive school culture and climate is our top priority at Shanèl Valley Academy and is a central reason for the founding of the school in

the first place. Local schools in Mendocino County have been slow to implement restorative practices, and particularly among schools in the authorizing district where Hopland students were enrolled prior to SVA's opening in 2021. High rates of suspension, expulsion and chronic absenteeism were met with paternalistic and judgemental approaches that did not work for our families. Our 0% suspension rate is evidence that we take a different approach. Hopland students predominantly identify as American Indian/ Alaskan native, Hispanic or mixed-race. Hopland students and families also experience higher rates of poverty than surrounding areas, and wealth disparity is also an outlier among our neighboring communities with property values ranging from $120,000 to several Million, and incomes that match these property values reflect that range. This means that our school is broadly diverse, especially for a charter school. Our demographics establish the preeminence of need for racially, economic, and socially just practices that center cultural humility and restorative practices. It has been our goal to establish these from the start. This began by establishing a restorative staff culture and climate through professional development on Clifton strengths, peer-coaching, restorative practices, inclusion, anti-bias approaches and PBIS at the start of each school year. These topics continue to be threaded throughout our professional development and student support plans and programs that are offered continuously throughout the school year. (engaging)

3. **Powerful, Culturally Proficient and Relevant Instruction:** The most powerful thing in Hopland is the collective history of the land and its people. Strength, resilience, power, awe and possibility exist in the stories shared by the ancestors of our students who are tribal members, and those whose families were colonizers. Honoring these disparate but concurrent truths as well as the varied perspectives of those who only recently landed in this unique Northern California community is what has informed the development and design of SVA's school plan from its inception. This continues to emerge into reality through the opportunities we provide our students and families. These include:
   a. The singing tree mural project, where students worked with artists from the Bay area to design and create a 20' mural "of community and culture" that represents the hopes and dreams of each of our students, families and founding partners; (transforming)
   b. SVA's PBL approach to learning includes three themed trimesters, around which teaching teams collaboratively design hands-on minds-on learning opportunities for students. In 22-23 these are community, adaptability and sustainability (engaging)
   c. Long-term goal of developing a Hopland History project and Pomo language and culture curriculum in partnership with the Hopland Band of Pomo Indians and the Hopland Historical Society (visioning)

4. **Shared Decision Making and Participatory Practices:** SVA is founded on and grounded in collaborative leadership that recognises the many ways of knowing and being that can bring wisdom to a community. We honor a commitment to transparency in decision-making, and radical inclusion in our communication and management practices. This includes implementing restorative practices with community members and staff that recognizes the effects of historical and epigenetic trauma as well as implicit mental models that may affect decision-making. Maintaining awareness of the potential for bias is best avoided through consensus, participatory research projects (surveys, focus groups, interviews) and transparency. To model these principles at SVA:
   a. the Governing board is continuously seeking to increase our capacity for oversight that is grounded in radical inclusion.

b. the leadership team meets regularly to calibrate on bright spots and hot spots on campus
c. parents, students, community members, donors and local educational and health agencies are consulted on school plans, process, pedagogy and operations.
d. representation for all student groups is encouraged in all committees, boards, hiring practices, and content used in instruction and communications

These are just a few of the ways we have implemented the goal of operating our school with transparency and authentic engagement from our families. We simply would not exist without our whole community, our families, and most of all: our students. SVA is founded on and grounded in the just and fair representation of the full range of our community's voices in our decision-making processes. This can pose challenges for executive leadership and our site administrator when hard-line decisions must be made: in times of confusion or uncertainty we return to our vision and the foundational question that drives our projects and plans at SVA: *What is best for kids?* *(Transforming)*

Priority 3: Collaborative Leadership

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. 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

Goals	Action Steps	Outcome/Indicators
Form ELAC to advocate and support the instruction of English Learners and provide feedback	- identify parents of EL students to sit on ELAC - identify Spanish-speaking school personnel to serve on ELAC - provide translation services in a consistent manner either through site-based personnel or through the services of a translator	Meeting schedule, agendas, committee for school event that partners with PAC (engaging)
Form Parent Advisory Council to to support	- advertise the formation of the PAC to the parent community - ensure there are sufficient meeting spaces available	Meeting schedules, agendas, partnership with ELAC, fundraising body to support the program (engaging)
Form the Community Schools Steering Committee to support planning and implementation of CCSPP	- identify potential members; advertise committee formation through communications channels to all stakeholder groups	Meeting schedules, agenda, feedback chart (engaging)

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):

SVA has built a flat leadership structure with three main pillars: the Principal, Business Manager, and Community School Director, all overseeing various disciplines of the organization, each reporting to the Board of Directors. Decision-making and responsibility are distributed across these three positions where we place a greater emphasis on collaboration and teamwork.

Rather than one person in a position of authority, this flat leadership structure is designed to build authentic engagement with teachers, staff, parents, and community partners who all have a voice in school decisions. Regular meetings, check-ins and shared documents allow for alignment of each domain of leadership focus.

Our goal is to create a participatory culture that empowers all members of our community to contribute to the success of the school, and build a sense of shared ownership and responsibility. (engaging)

SVA Board of Directors
Governance and oversight of hiring, budgets, curriculum, strategic planning, charter development and revisions, grant writing and oversight, fundraising and community outreach

Principal, Community Schools Director, Business Manager
Principal oversees vision of SVA, management of student data, schedules, culture, climate and inclusion goals, educator assessment, support and coaching, drafting reports, family engagement, advisory groups, administrative tasks, student services, and collaborates with the Business manager and Community Schools Director.

Business Manager oversees operational and fiscal matters, school nutrition services, facility maintenance and operations, and manages classified food service staff and janitorial and maintenance staff.

The Community School Director focuses on authentic and robust community engagement including community events, needs assessment, community partner input, and wrap-around services. The Community School Director oversees the Expanded Learning Program and Early Learning Center and staff.

The flat leadership structure is designed to create a system that is supportive of collaboration and inclusion.

Office Attendance Secretary, Community Liaison
Collaborates with school leadership to coordinate student support for school-wide academic, social-emotional and wellness goals. Tracks attendance, encourages family engagement, health screening, data entry, provides support for Principal, Business Manager, and Community School Director to meet deadlines and prepare reports.

Classroom Teachers, Special Education Teacher, Counselor, Lead Teachers, Content Specialists
Staffing for SVA's educational program includes a strengths' based team that is supported to progress towards professional and personal goals that support growth and well-being. SVA's staffing structure in this domain is dependent on enrollment to some extent, but a concerted effort to match staff strengths and expertise to their job role is a foundational value in our recruitment and retention efforts. Staff meet regularly with the school site principal and CSD. Stipends and other benefits are included in our human resources strategies with the understanding that our school is a learning organization and all staff and leadership are included and compensated for their time and efforts towards continuous learning.

Student Support Specialists, Classified Staff, Food Service Staff	**Expanded Learning Program Staff, Part time staff, Contracted services and volunteers**

Expanded learning staff are included in all professional learning opportunities, offered to staff and certificated teachers. Student support specialists and food service staff are offered access to all trainings as well, and engage in additional job-specific trainings and professional development as determined in their coaching and growth plans established with the principal. Volunteers are offered training and expanded learning staff are supported in their own self-assessment and growth by the community schools director. Early Learning staff will also fall under the leadership of the CSD. Both the Principal, Community School Director, and Business Manager collaborate on various "all-staff" issues and projects as needed.

Parent Advisory Council, English Learner Advisory Council, Community Schools Steering Committee

PAC: The PAC formed during the 2021-22 SY and four parent members are serving on the PAC currently as the Chair, Vice Chair, Secretary and Treasurer. They meet monthly to support the school's program, teachers and fundraising efforts. The PAC collaborates with staff and administration for long term planning and goals for SVA. (engaging)

ELAC: The ELAC formed at the start of the 2022-23 SY, to advise staff and the PAC to ensure inclusive practices for English Learners and their families as we build school programs, policies and create events. The ELAC collaborates with staff and administration for long term planning and goals for SVA. (engaging)

CSSC: The Community Schools Steering Committee was formed upon receipt of the CSPP planning grant beginning in the 23-24 school year. It is composed of school leadership, staff, parents and community members representing all student groups and CS priorities including expanded learning opportunities, early learning mental health supports and culturally responsive curriculum and practices. CSSC members also sit on other leadership teams, committees and Boards in the community or at SVA. This allows for cross-pollination of ideas and alignment and coherence between plans and programs designed to meet the needs and build upon the strengths of our Hopland community. (engaging)

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.

In the second year of operation, SVA is governed by a vast multitude of plans which are derived from our foundational document: our charter petition, which was approved in 2021. The charter petition was developed with a robust community and family engagement process in our small community that included focus groups, door-to-door campaigns and social media. All existing plans and programs have their inception in this initial founding document. The community schools plan, ASES and

21stCCLC plan, ELO-P plan, LCAP, charter material revision, and CSI plan all are derived from the mission and vision established through a collaborative process with local community members and tribal leaders. The goals and planned actions below, as well as the volumes of plans and goals that are documented in SVA's reports and data demonstrate how we align and continually improve upon the plans with a multitude of voices and input represented in our action steps and metrics of progress. (transforming)

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Establish regular cadence of leadership team meetings	Weekly meetings established in August 2022	Meetings continue to be attended agendas, notes (engaging)
Increase engagement in parent committees	Increase communication and coordination of schedules with PAC/ELAC	Yearly schedule of meetings meeting agendas and notes/ minutes (engaging)
Establish yearly event calendar in advance of 23-24SY	Increase communication and coordination of schedules with BOD, CSSC, staff and community	Yearly event/ meeting calendar published by start of 23-24 SY (visioning)

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

Goals	Action Steps	Outcome/Indicators
Hire CSD	Recruited and hired as soon as CCSPP Planning grant was awarded	Start date January 2023 (engaging)
Hire Preschool Staff	Recruit and hire preschool staff by June 2023	ELC fully staffed by July 2023 (visioning)
Hire Special Projects Coordinator	Recruit and hire SPC by July 15 2023	Board-approved employment contract (visioning)
Hire Expanded Learning Staff	Hire summer learning staff by June 15, 2023 Recruit and hire/rehire fall ELO- program staff by Aug. 15	ELO programs are fully staffed in summer and through 23-24SY. (visioning)

Key Staff/Personnel

Principal	Oversee student learning outcomes, promote a safe and positive school climate and culture, provide instructional leadership, manage instructional and non instructional support staff, direct special education program and SPED teacher, student discipline, collaborate with leadership team to ensure the school's fiscal health, oversee school operations and build trusting relationships with students and families. (engaging)
Community Schools Director	Oversee all expanded learning staff and programming, oversee early learning program, staff and operations, create community partnerships for early learning center, the school and the expanded learning program, plan and implement special programs and events. (engaging)
Business Manager	Oversee all facility operations and maintenance staff, food service staff, food service programs, accounts payable, HR programs and policies. (engaging)
Teachers	Develops, plans and implements standards based curriculum. Advises, tests and teaches students in a variety of academic areas using small and whole group instruction, as well as a project based learning approach. Focus on blended learning and restorative practices to build a positive learning environment. Collaborates with families to improve student outcomes and differentiates instruction to meet needs of all students. (engaging)
STEAM Teacher	Implement STEAM based activities and instruction throughout the grades by push in supports and weekly visits to the maker space (visioning).
SPED Teacher	Assess student skills and determine educational needs with a whole child, whole family approach. Partners with teachers to meet the needs of every student, provide services, develops and modifies curriculum for students and teachers,

	push in supports, small group interventions and 1:1 services. Develops individualized education programs for special education students through a team process that includes families, specialists, administrator and the general education teacher. (engaging)
Counselor	Counsel individual students or groups, focusing on social emotional skills, home to school transitions, behavioral needs, and special education services. Focus on student social,emotional, personal and academic needs to improve outcomes. Partner with teachers and administrator to meet the needs of students and families. Collaborate with all staff to ensure the social, emotional and behavioral programs are integrated in all contexts of the school's culture and climate. (engaging)
Community Liaison	Acts as liaison to Community Schools Director to remove barriers to learning and support student outcomes. Supports teachers and other staff as a bilingual interpreter, identifies resources to support students and families, collaborates with Principal and Community Director to increase student and family engagement. (engaging)
Student Support Specialists	Provides support to students and teachers, universal supervision of students, facilitates small group intervention in math and ELA, focused on improving student outcomes and partnering with class teacher. (engaging)
Expanded Learning Lead	Provides oversight of the after school program and activities, collaborating with the Community Schools Director, leading after school staff, providing universal supervision of students, ordering materials, and building relationships with families. (engaging)
Expanded Learning Staff	Under the direction of the Expanded Learning Lead, provides universal supervision, facilitates after school activities and academic intervention groups, and follows protocol and procedures for after school program. (engaging)
Special Programs Coordinator	Coordinate logistics and planning in collaboration with expanded learning opportunities staff and CSD. Design and provide outdoor education opportunities in collaboration with teachers, principal and CSD. Coordinating 4H program and volunteers. Maintain, school gardens and provide related educational opportunities for students and families. Coordinate infrastructure improvement, planting schedules, production record keeping and the AgLeadership Barn project with SVA's Business Manager/Food Service Director, BOD and Community Schools Director. (visioning)
Early Learning Program Teacher	Plans and prepares a positive, safe classroom environment, oversees safety and program, creates supportive environment for early childhood learning and practicing social and emotional regulation and behaviors.Teaches children individual and group behavioral skills. Collaborates with families and staff, provides resources for parenting and child development. (visioning)
Early	Support ELP teacher with student learning, supervision, creating positive culture

Learning Program Support Staff	and climate for children and families, supporting teacher and program to improve child and family outcomes. (visioning).

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

To ensure the continued fiscal sustainability of Shanél Valley Academy beyond CCSPP Implementation funding, the following revenue sources will support the ongoing operations of the school: Local Control Funding Formula entitlements, federal special education entitlement, child nutrition programs revenues, Title I, Title II, Title II and Title IV funds, state special education entitlements, special education reimbursement funds, state child nutrition, grant funding, and state lottery revenue. SVA also participates in the MCOE Medi-Cal Billing consortium, which helps supplement incurred expenses for things like Speech Therapy contract providers and mental health supports. (transforming).

Additionally, SVA seeks to join the MCOE California State Preschool Program consortium, but the program is currently limited by its part day program. SVA intends to leverage other funding streams for long term sustainability including Alternative Payment Programs, tuition-based fees for non-certified families, and possibly Title I Part A funds. (visioning)

Shanél Valley Academy has a commitment to ongoing fundraising and a committed endowment that allows for additional program funding. While fundraising and/or grant funds will not be relied upon for supporting the core of the educational program, these funds will be used to supplement reliable revenue sources in order to enhance student experiences and support the professional growth of teachers and staff. (transforming).

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.

SVA is a small school and the mantra "Know my name, Know my face, Know my story" is largely what has driven the success of our school so far. All the adults on campus know our students and their parents by name. The school founders, families, administration and teachers have intentionally designed a learning space at Shanèl Valley Academy that is culturally and socially inclusive with the

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intention of supporting collaboration and authentic engagement at our school site. At SVA, culture-building begins before we even welcomed students; in August two weeks of professional learning days include getting to know our curriculum, but we also focus on building community and a strong team dynamic, by providing Clifton Strengths and Welcoming Schools training for all employees, including our expanded learning and office staff. These days of connection, content and communication are grounded in research-backed practices around equity, psychological safety and the characteristics of learning organizations. One foundational principle that guides school leadership and governance is that seeking, valuing and responding productively to community input in our planning and decision-making is imperative. We believe in consensus, collaborative decision-making, and inclusion.

One example of this is our existing after school program, in our first year of operation (21-22) we were unsure we would even be able to provide expanded learning programming for our families until a few short weeks prior to the start of school. In the frenzy of ordering supplies, upgrading our facilities, training administrative staff and educators and, establishing systems of success and support for teachers and students, we received input that our families, many of whom commute up to an hour or more from our small town, needed to know that their children had a safe space after school hours. We raised enough money in our budget to run a small program in our first year for 40 students. With ELO-Program funding, and a California Community School partnership planning grant (CSD) in our second year of operation (22-23), we have increased the quality of our staff, and opened up access to all of our students. We are working with our parent advisory group, teachers, community members and partners to design a plan that includes 30+ intersession days. Hopland has no other public spaces, childcare centers or community centers, and with a TK-6 school restored to our small town, we are seeing increased energy around designing community events that are family friendly and inclusive of our diverse population. Working towards this goal is only possible with the many partnerships that support and promote the ideals present in our mission and vision. The table below outlines these partnerships in more detail:

Partner	Agency focus	How does this support program goals?	How is the partnership formalized?
Hopland Band of Pomo Indians	Federally recognized tribe living on the unceded ancestral lands of the Sho-ka-wa people	Culturally inclusive programming is a primary focus of our curriculum. HBPI also collaborates in event planning and provides guest speakers. HBPI provides transportation for students living on the Hopland Rancheria	Membership on the Board of directors will include the Tribal Chairperson or their designee. This is included in our bylaws and charter Several HBPI members are on staff or are enrolled as students.
4-H	Outdoor education/ STEM	Curriculum, direct service (clubs),	4-H youth program Coordinator served on founding Board of

		materials and supplies, access to youth leadership opportunities	Directors
Lemelson MIT	Invention Education	Curriculum, student mentoring, guest speakers	Partners In Education agreement includes curriculum support & professional development
Hopland UC/ANR	Fire science, agriculture, ecology, sheep	Learning opportunities, field trips, guest speakers	Continuing communication, presence on event planning committees
MCOE: SSEL (Region 1), ed specialists, SELPA	Technical assistance and Continuous Improvement	Staff training, coaching and mentoring, legislative and public health updates	Continuous collaboration via monthly meetings, professional learning opportunities, and resource brokering
Hopland Passport	Hopland business leaders, and community events organizers	Community events organizers, fundraising	Collaboration with Board of Directors
Charter School Development Association	Governance and compliance	Board training, legislative updates and resources supporting operations and sustainability	Membership
PAC/ELAC Parent Advisory Committee/ English Learner Advisory Committee	Parent advisory and support group	Community events, fundraisers, engagement in needs assessment and planning	Monthly meetings, Board reports, ongoing needs assessment
CSSC	Community Schools Steering Committee	Coordination of CCSPP and CCSPI grants, goals and activities	tri-annual meetings, and members cross-pollination and membership on other committees and events.
North Coast Opportunities	Resource and Referral Agency	Payment support for income eligible families (preschool)	frequent communication, as needed meetings and coordination.
MCOE CSPP	State Preschool Consortium	Funding support for certified families, PD for Staff	MOU, frequent communication, as needed meetings and coordination.

The energy invested in these partnerships will continue to transform the Hopland community for years to come and the CCSPP implementation program will allow us to scale up these efforts that have proven to be foundational to the success of our school so far. Goals directly related to our CSPP implementation plan are outlined and aligned with the CS goals progression (vision, engaging, transforming) below.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Mendocino County Youth Project (engaging)	Continue to honor MOU for counseling services and expand as needed (based on enrollment and student need)	access to counseling on campus (FTE/ student?) referrals to outside therapy services MOU
Sustain HBPI Partnership (transforming)	-Attend tribal council meetings quarterly for updates -Maintain HBPI member representation on SVA Board of Directors	Meeting attendance, event engagement, rosters, sign-in sheets
North Coast Opportunities (visioning)	-Establish payment system for income eligible families	effective payment system established by June 20, 2023
CSPP MCOE Consortium (visioning)	-Engage in CSPP meetings and access resources	State preschool spots allotted after october 2023
Hopland Municipal Advisory Council (Transforming)	-Board president attends monthly meetings and provides updates on SVA	Meeting agendas
4H Hopland Chapter (visioning)	Establish chapter with 4-H program manager	4-H club started by Fall 2023
Mendocino County Office of Education: PBIS Specialist, NGSS specialist (engaging)	-Engage with all available resources	Discipline Flow Chart, Behavior Matrix for all areas on campus
AgLeadership Class 51 (visioning)	-Order Barn kit -Schedule build Engage community volunteers	Ag program established by end of 23-24 school year
Increase partnerships with healthcare providers and wellness resources (engaging)	-Establish food bank on campus -Establish schedule of health screenings and events on campus	Food bank provided weekly by summer 2023 meetings and events schedule shared with public by fall 2023

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:

Overview: For non tribal families, SVA is the only place in the community serving low income families, physical and mental health, and wellness resources. By broadening access to the whole Hopland community, we encourage a comprehensive culture of wellness throughout our small rural and remote community. Tribal families have access to consolidated tribal health, but SVA is still a place where all resources are available to all families.

To serve a projected 160 students in TK-8TH grade (pending material revision approval for 7th and 8th grade), and an additional 24 early learning program students, 20+ funding strands, and more than 10 community partnerships come together under the purview of SVA's BOD and school-site leaders.

Established: (engaging, transforming)

Two founding Board members donate at least 20 hours weekly to help write, manage and implement these various funding streams, and a team of competitively compensated leadership and staff shoulder the responsibility of implementation. In addition to the Principal, Business Manager and Community Schools Director, SVA contracts with partners who help us with HR, budgeting, LCAP, nutrition planning, and maintenance. The Hopland Band of Pomo Indians Education Department donates van time and service to transport children to and from their community, and our teachers seek out small grants and partnerships to fund innovative opportunities for all students. SVA was founded as a community school, its Charter was written with the four pillars of community schools in mind, and we opened in September 2021 during a global pandemic. SVA petitioned for approval to expand to 7th & 8th grade in March 2023. More than 60 community members (75% of our families) showed up to advocate for SVA. None of these accomplishments would have been possible without many partners, robust community input and strong collaborative leadership.

Planning: (visioning)
Growing and establishing partnerships with North Coast Opportunities, MCOE CSPP Consortium, and 4-H and escalating the AgLeadership grant from planning to implementation will require coordinated efforts on the part of our staff, volunteers, community partners, students and families. To move these from vision to engagement and transformation SVA will continue to employ inclusive and collaborative leadership practices as demonstrated in community outreach and attendance.

SVA leaders and site administrators will continue to keep student needs at the center of their decision-making and follow the directive outlined by California's Transformational State Superintendent of Schools: Your budget is your policy" - Tony Thurmond.

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.

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Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
PL on Restorative practices (engaging)	-Schedule bi-annual sessions with provider(s)	Attendance, sign in sheets, flyers, agendas, notes
PL related to continued certification process with Welcoming schools (engaging)	-Schedule quarterly sessions with provider	Attendance, sign in sheets, flyers, agendas, notes, final certification
Implicit bias training and coaching (engaging)	-Provide during fall PL days, include in ongoing coaching and training	common language that limits bias is evident among staff and students
Clifton Strengths training and coaching (engaging)	-Provide during fall PL days include in ongoing coaching and training	strengths-based approaches to problem-solving Strengths vocabulary is used in assessment and evaluation of staff
Development of personalized learning plans (engaging)	-Principal and teachers work together to establish PLP system that works for families, students and staff	Report cards, progress reports, parent conferences
Positive Behavior Intervention Support, Multi-Tiered Systems of Support (engaging)	-Principal and stuff work together to establish PBIS plan and SST strategies	Discipline flow chart, behavior matrix for all areas on campus
Student achievement data talks and interpretation (engaging)	-Incorporate student data into teacher meetings	Attendance, sign in sheets, flyers, agendas, notes, charts
Adverse childhood experiences and trauma-responsive practices (engaging)	-Provide ACE's awareness training during fall Pl days and throughout the year in PL and meetings with educators	Attendance, sign in sheets, flyers, agendas, notes
Playworks refresher (engaging)	Schedule annual sessions with provider	Attendance, sign in sheets, flyers, agendas, notes
Fall PL Days (engaging)	Schedule and add to annual events meetings calendar	Attendance, sign in sheets, flyers
Winter PL refresher (engaging)	Schedule and add to annual events meetings calendar	Attendance, sign in sheets, flyers
Spring PL check-ins (goals, reflections) (engaging)	Schedule and add to annual events meetings calendar	Attendance, sign in sheets, notes

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.

SVA is committed to building a curriculum with authentic ties to local (Hopland) Pomo culture and language while providing students with a broader understanding of the world around them. In order to develop this curriculum, SVA staff is concentrating on establishing strong relationships with tribal leaders, parents and community members both through the development and expansion of the Culture Committee and inviting the community to share their traditions, language and history with students in on-campus events. SVA's vision is modeled after the Lake County Strong Curriculum. Teachers will incorporate Pomo stories, traditions and world view into literacy, math, science, social studies and Project Based Learning activities as they learn from tribal leaders, elders, parents and other interested community members. This vision takes time, but the process has already begun. As part of our 22-23 PBL plan, these are examples of how we weave in Pomo language and culture, provide access to learning opportunities that focus on Hopland History and culture, local industry, natural resources, and outdoor STEAM-based education.

Learning Block	First Trimester	Second Trimester	Third Trimester
Theme	Community	Adaptability	Sustainability
Pomo language and culture (visioning)	-Multicultural classroom cooking projects, including steamed buns, fry bread and sopapillas - Indigenous Peoples Day Assembly with Pomo staff member facilitating, sharing cultural traditions and singing traditional songs with students -Classroom parent visits to share cultural values and traditions with other students	-Culture committee is established and includes Pomo members on staff, site admin and HBPI tribal council members -Classroom parent visits to share cultural values and traditions with other students	-Culture committee meets ongoing and will provide a day of student learning and a community event in the Spring. -Culture Committee collaborating to implement Pomo Culture Curriculum in Fall 2023 -Classroom parent visits to share cultural values and traditions with other students -Reconciling Ways of Knowing: Indigenous knowledge keepers and environmental stewardship
Place-based learning: Hopland industry resources and culture (engaging)	-Local first responders and healthcare providers school assemblies	-Hopland Research Center field trips-lambing -Local post office tour	-Feliz Creek Investigation and Discovery -Feliz Creek

	-Walking field trip: Terra Savia -Hopland Research Center field trips	and mailing letters -Back field walks and journaling at SVA	Stewardship -Sustainability PBL Theme across the grades: integrate environmental literacy using MCOE specialist and campus property
Outdoor Education (engaging)	-Playworks: M, T, Th, F -Walking Wednesdays -Garden harvest -Lantern Walk	-Garden planning and prepping for Spring -Walk-a-thon: combining movement and field activity -Playworks: M, T, Th, F -Walking Wednesdays	-Ecology Project -Spring Gardens on campus -Life science projects: GEMS science units -Environmental literacy PL with MCOE specialist
STEAM (engaging)	-Visit from local architect -Stone Soup -Grab-bag inventions -Airport Design Challenge -Tiny towns design project	-Annual Community STEAM event -PBL Projects: -Escape Room Project-Create your own! -Adapting books to children's theater -Sensory Project on Campus -Animals Adapting to their Habitat -How to Survive Long Ago -All Kinds of Teeth!	-Exploratorium trip to connect science concepts through experiential learning

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Expand Culture Committee (visioning)	Expand Culture Committee that includes, at minimum: 1 teacher, 1 student support specialist, 1 representative from HBPI, 1 representative with EL focus, 1 Hopland elder.	Culture Committee schedules an annual "Day of Student Learning" related to local cultural traditions, and holds community events each Spring. Culture Committee identifies and recommends relevant, culturally inclusive curriculum that can be incorporated into SVA's overall curriculum in Fall 2023
Hire content specialist(s): STEAM, outdoor Ed. (visioning)	Once 23-24 enrollment expectation are established, positions will be posted on EdJoin	Content specialist hired by July 15, 2023

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.

The Board of Directors has a strong commitment to obtaining broad-based community input on policies, issues and plans that affect stakeholder groups. The BOD seeks, welcomes and appreciates all forms of communication regarding issues and challenges facing SVA. The BOD and its members have a legal, fiduciary responsibility to protect and promote the well-being of SVA, the BOD has been committed to the community schools model since the founding of the school and are key advocates for alignment with the four pillars of community schools. As such, the BOD collaborates with site leadership and has designed the staffing structure to promote continuous improvement, and collaboration and alignment with community needs and local assets. The BOD is composed of a cross-section of the school community and the community at large, including parents, professionals, tribal members and community leaders. Together the BOD, leadership team, teachers, staff, students and families contribute to a culture of continuous learning and growth that is shown in this implementation plan and attached artifacts. SVA is transforming the Hopland community through engagement with an aspirational vision.

Parent/Guardian Partnership and Engagement
Parents/Guardians are an integral part of SVA and their involvement is valued and encouraged. SVA welcomes family involvement, encourages volunteers as often as possible throughout each year, and seeks creative ways to partner with community members. Family members can volunteer in the classrooms, on field trips, serve on school committees, work on school site needs and support fundraising efforts. Parents/Guardians serve on the BOD, the Parent Advisory Committee, the Community Schools Steering Committee (CSSC), and the English Learner Advisory Committee. The PAC formed during the 2021-22 SY, and four parent members are serving on the PAC currently as the Chair, Vice Chair, Secretary and Treasurer. They meet monthly to support the school's program, teachers and fundraising efforts. The ELAC is still forming in our second year of operation, they have had three meetings, but have not elected officers. The CSSC formed in Fall 2022 and has met three times.

Data-Based Decision Making
Efforts to secure two grade level expansion through the material revision called on the SVA leadership team to dig deep into student and community data. CAASP scores and chronic absenteeism data from our only year in CalPads is reflective of fewer than 48 students in our school overall. When teachers and site leadership saw this data, moral dropped, and the leadership team was eager to find a way to tell a different story that reflected what we were seeing in students and hearing in family feedback: their children are learning, growing and excited to come to school, is what we hear parents say, and our students reflect these impressions. By taking a deep dive into our iReady diagnostic data, we saw that student achievement for all students who had been with us since September of 2021 were showing at least one grade level improvement. This signals that our efforts to implement an ambitious plan for a new school have not been in vain. The principal, CSD, leadership team, educators and staff will continue to look deeply at our data to find the real story and balance that with qualitative feedback from our students and families, in this way, we can ensure accuracy, transparency and integrity in our vision and mission.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Leadership retreat (visioning)	Community building, action planning and consensus workshop to align goals and plans with SVA vision	Retreat will occur prior to end of 2023 calendar year
Cultivate and grow CCSPP steering committee participation and input (engaging)	Summer and Fall outreach campaign during enrollment and parent orientation events	Increased membership in CSSC
Robust Community Engagement (transforming)	Communication and collaboration among PAC, ELPAC, CSSC, BOD, Leadership team and community via surveys, meetings and focus-groups	Attendance at meetings and community events student attendance
Inclusive and transparent annual cycle of needs assessment and asset mapping (engaging)	Fall community survey Focus groups Site observations CSSC tri-annual meetings Leadership retreat Spring culture/climate survey LCAP hearings Budget transparency	Robust engagement (80% of families) Survey data Meeting rosters, attendance and notes Observation notes BOD minutes and attachments SVA website
Data-talks (engaging)	incorporated into educator meetings monthly or quarterly as needed	agendas, notes, planning docs.

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