

Form A: Applicant Info Sheet

2022–23 California Community Schools Partnership Program: Implementation Grant

Please complete the following:

Local Educational Agency (LEA) Name: Shoreline Unified School District

LEA's County-District-School Code: 21 73361 0000000

LEA's Mailing Address:

10 John St
Tomales, CA 94971-0198

Primary Contact:

Name: Adam Jennings

Title: Superintendent

Phone: 707-878-2266

Email: adam.jennings@shorelineunified.org

Secondary Contact:

Name: Daphne Cummings

Title: Director of Community Schools

Phone: 707-933-6108

Email: daphne.cummings@shorelineunified.org

If applicable, as described in California *Education Code (EC)* Section 8901(i)(2), if the LEA applicant is not a qualifying entity itself but is applying on behalf of schools that are qualifying entities, list the school(s) on whose behalf the LEA is applying and the factors that warrant the school's consideration, including but not limited to, fulfilling an exceptional need or providing service to a particular target population:

Bodega Bay School, Inverness Elementary, Tomales Elementary School, Tomales High School, West Marin School

If applicable, if the LEA is applying as part of a consortium, as described in *EC* 8901(c), list the additional LEA(s) and/or cooperating agency(ies) that form the consortium:

Applicant working in collaboration with other Marin County School Districts and Marin Promise Partnership

If applicable, list the cooperating agency (including county behavioral health agency, federal Head Start or Early Head Start program or other government-funded early childhood program or agency or childcare program or agency within a public institution of higher education), as described in *EC 8901(d)*, with which the LEA will partner:

n/a

I support this application for a California Community Schools Partnership Program (CCSPP) implementation grant. As a condition of funding, I assure that the LEA applying for the CCSPP implementation grant will adhere to the intent and letter of the California Community Schools Partnership Act as part of California *Education Code* sections 8900–8902; the California Community Schools Framework; the assurances, certifications, terms and conditions included in the Request for Applications; and the grant requirements and specifications identified in the Request for Applications. By signing/typing my name electronically, I am agreeing that my electronic signature is the legal equivalent of my manual signature on this Form, and demonstrates my agreement to comply with all CCSPP application items (The 2022–23 CCSPP Application Questionnaire, Project Abstract, LEA and Site Participation Sheet, Implementation Plan[s], Artifacts and Budget Worksheet).

Add pages and/or signature lines as needed to ensure each LEA and school identified in Attachment I: CCSPP LEA and Site Participation Sheet has signed this form. Sign and date below.

LEA Name: Shoreline Unified School District

Adam Jennings	3/12/23
E-Signature of LEA Superintendent or Designee	Date

School site 1 Name: Bodega Bay School

Carrie O'Donnel	3/12/23
E-Signature of Site Principal	Date

School site 2 Name: Inverness Elementary

Elizabeth Nolan	3/12/23
E-Signature of Site Principal	Date

School site 3 Name: Tomales Elementary School

<u>Norma Oregon-Santarelli</u>	<u>3/12/23</u>
E-Signature of Site Principal	Date

School site 4 Name: Tomales High School

<u>John McGurke</u>	<u>3/12/23</u>
E-Signature of Site Principal	Date

School site 5 Name: West Marin School

<u>Elizabeth Nolan</u>	<u>3/12/23</u>
E-Signature of Site Principal	Date

Form B: Program Abstract, Implementation Grant

Local Educational Agency (LEA) Consortium. The Shoreline Unified School District (SUSD) prepares students for their future, assists them in becoming life-long learners, and enables them to reach their full potential as responsible, productive, and contributing members of society. SUSD affirms that student success is a shared responsibility. Therefore, it proposes to convert its entire district to community schools: Bodega Bay School, Inverness Elementary, Tomales Elementary School, Tomales High School, and West Marin School. These rural schools have a combined enrollment of 508 students, including 45 preschoolers.

SUSD serves the West Marin and Sonoma County communities stretching from the towns of Point Reyes Station and Inverness along Tomales Bay, running north past the fishing port of Bodega Bay to the mouth of the Russian River. Agriculture is critical in Sonoma County's economy, home to winemaking, poultry, dairy farming, fishing, and crabbing. Over 2% of the population works in agriculture, nearly twice the state average. West Marin is the largest rural region of Marin County, California, and encompasses seven unincorporated communities – many of which rely on agriculture and tourism.

Rural school districts like SUSD face several challenges that can hinder the educational process. These challenges include limited resources and funding, access to public and private transportation, technology, difficulties attracting and retaining teachers, and creating adequate socialization opportunities.

Additionally, rural areas often need help to draw upon the same range of cultural and experiential resources available in urban areas, meaning that rural students may not be exposed to the same degree of educational and cultural opportunities. Finally, rural communities often lack access to the same mental and physical health care services available in urban areas, leaving rural students at risk of falling behind their peers. Here are some key risk factors facing students in the targeted SUSD school communities:

Table 1 - Key Demographics For The Current School Year

61% Hispanic or Latina	59% Socioeconomically Disadvantaged
40% English Learners	74.2% Below ELA proficiency 31.6% Met or Exceeded Standard for Math

Vision. The community school framework ensures that students have equitable access to educational opportunities and resources. This framework encourages collaboration between schools, families, and the community and can provide rural schools access to valuable resources such as technology and health services. Additionally, the community school framework can foster strong relationships between schools and the community, which helps to create a more supportive learning environment for students.

Using evidence-based best practices, SUSD will provide a comprehensive cradle-to-career experience by transforming one PreK-1 school, one 2-8 school, one Prek-8

school, one PreK-5 school, and a high school into community schools that support rural-based students and their families by (a) increasing access to physical and mental health resources, (b) offering more opportunities for parent engagement and input, (c) ensuring culturally responsive school environments for English learners and (d) partnering with community-based providers to offer extended-hour services that align with whole-child needs.

Implementation will be based on SUSD's one-year planning year, which examined the following:

- Establishing district and school-based advisory boards that give voice to students and families on subjects like obstacles for rural and first-generation families, educational pedagogy, racial equity, and preparation for adulthood.
- Identifying community-based providers who offer before and after-school services and summer programs that supplement curricula and address socioeconomic challenges.
- The feasibility of school-linked mobile or scheduled on-site healthcare services at small or rural school locations to ensure equitable services for all SUSD schools and alleviate absenteeism and transportation issues.

Lastly, SUSD seeks to collaborate with four other Marin County school districts (Sausalito/Marin City, San Rafael, Marin County Office of Education) to form a "Community of Community Schools" sharing best practices, coordinating service provisions, and promoting regional replication of the Community School Framework through its participation in the Marin Promise Partnership (MPP).

Programs and services to be added, expanded, or provided. Using the U.S. Department of Education's Full-Service Community School Framework model, SUSD seeks to create formalized service pipelines that draw upon the school district, public and community-based resources, and providers to meet whole-child needs.

A formal pipeline groups school and community-based programs and services together to respond to associated student and family needs. Pipeline services prioritize accessibility and affordability and engage collaborators in determining where and when they are best served. When a need is identified, school staff rely on a single point of contact (Director of Community Schools) to manage a pool of vetted providers who can serve within the school communities and work Community Tables to identify staff and providers to refer or render programs and services. Pipelines can lead to everything from mobile health services in rural communities or special summer programming for English learners. Pipelines promote continuity and impartiality and will be directly aligned and named after each of the Four Pillars. The Director will be supported in these efforts by a Site Coordinator, who can help track and manage school site needs.

Towards this end, SUSD is using its planning year to evaluate and organize its existing programs and services into pipelines for purposes of expansion, refinement, and, when needed, additions to ensure equitable outcomes for all students. In addition, SUSD has a cloud-based Asset Mapping Needs Assessment Dashboard (AMNA) created in

collaboration with MPP that school staff can use to view a comprehensive and up-to-date list of resources and providers to which they can refer students and families.

Table 2 - Alignment With CCSF

California Community Schools Framework	School & Community-Based Providers	Programs & Services
Integrated student supports	- Spanish-bilingual community liaison - Wellness Center - Mental Health Web Portal - Mental Health clinicians* - West Marin College Scholarship Fund - Marin Health and Human Services - Petaluma Health Center/ Coastal Health Alliance - Bay Area Community Resources	<i>Academic, physical, social-emotional & mental health needs</i>
Family & community engagement	- Family Centers - Family ESL & Digital Literacy Programs - West Marin Community Services	<i>Tapping the expertise and knowledge of family and community members</i>
Collaborative leadership & practices for educators and administrators	- TK-12 Multi-Tiered System of Support - West Marin Comm. Collaborative - Kindergarten Readiness Team - Success Network - County Board of Supervisors - Success Network - Shoreline Wellness Advisory Committee - Shoreline Budget Advisory Committee	<i>Culture of professional learning, collective trust, & shared responsibility for outcomes</i>

	• Shoreline Curriculum and Instruction Committee • West Marin Behavioral Health Access Team	
Extended learning time & opportunities	• Summer Together West Marin • Shoreline Connectivity Project • ASES after-school program at Bodega Bay School	<i>Academic support, enrichment & real-world learning opportunities</i>
Strength	Good Progress	Work Needed
* Access is limited or only at some schools.		

Assessment & Community Ties. Per Coalition for Community Schools' best practices, the District Community Table is developing a Community School sustainability plan *targeted for completion by May 2023*. This plan is the result of its one-year planning process, which was committed to the following:

- 1) Assessing implementation readiness,
- 2) Developing an operating framework,
- 3) Identifying financial and institutional supports,
- 4) Selecting professional development and identifying technical support needs, and
- 5) Discussing continual improvement, evaluation, and expansion.

The planning process has highlighted strengths and weaknesses and current initiatives aligned with the Community School Model. In addition, stakeholders have audited successful community school models, including Denman Middle and Mission Education Center (San Francisco); and spoken with Christa Rowland, Western Region Deputy Director, Coalition for Community Schools, about rural school districts and the unique challenges and opportunities that arise, as well as teaching methodologies, child behavioral health trends, English learners, and community services integration.

Power-Sharing. To ensure that this plan and the subsequently updated service pipelines are responsive to the needs of students and their families, SUSD has formed District and school-level Community Tables in partnership with its technical assistance advisor Marin Promise Partnership. The District Community Table comprises district leadership, school site leadership, parents (five), teachers, para-educators, representation from community-based providers, regional and local funders, local government, and public agencies. Participants include West Marin Health and Human Services, Marin County Free Library; Rep from Supervisor Rodoni's office; Petaluma Health Center, West Marin

Community Services, The Dance Palace; Parent Services Project, EAH Housing, Point Reyes National Seashore Association, 10,000 Degrees, and West Marin Fund.

Together, they form the Core Leadership of the community school transformation process.

The school-level Community Tables comprise parents, teachers, staff, counselors, principals, and representatives from community-based providers with programs in operation at the specific school site.

Community Tables democratize decision-making by elevating the voices of educators, service providers, community leaders, students, and parents. These groups each meet monthly. The Tables started meeting in December and will continue to meet through June. Depending on the site (some sites are bigger than others), there are 5-20 people per meeting.

Together, these collaborators have used quantitative and qualitative data provided by SUSD and MPP Backbone staff to make informed decisions about student and family needs, teaching strategies, community engagement, and pipeline improvements (service integration) with a focus on (1) equity, (2) data-driven decision making, (3) continuous improvement through identification and implementation of best practices, and (4) creative problem-solving led by those most impacted by the educational system.

While all District and School Community Tables are open to the public, SUSD has also convened several public meetings at the school level to increase awareness and understanding of the Community School Framework, solicit input and promote buy-in of the community school transformation process.

Thirteen Community School presentations have been made at staff meetings, PTA/PTSA meetings, School Site Council meetings, ELAC/ DELAC meetings, Student Council meetings, and School Board meetings. Presentations have also been made at Regional Community Meetings, such as the West Marin Collaborative and the West Marin Kindergarten Readiness Team.

Shoreline Unified School District is allocating \$7,500 per site so that the students, families, teachers, and staff can engage in a participatory budgeting process. In addition, there will be an opportunity for the school community to submit proposals, and then the school site will vote on which proposals will be funded based on alignment with the four pillars.

Parents, staff, and administrators have invested early in the Community Schools Framework. They consistently attend meetings and complete surveys after each District or Site Community Table meeting and confirm that they are “satisfied” or “very satisfied” with the planning process and have left comments about how excited they are to be part of the process that will improve the way that schools support students, families and the community.

Student attendance at meetings has been more challenging, so the Director of Community Schools has changed tactics and is now (as of late January/ early February) partnering with teachers to go directly into classrooms to talk about the Community Schools approach and to validate the factors and strategies that are emerging out of the District and Site Community Tables.

Emerging Strategies. These community engagement activities are helping SUSD create consensus around student and family needs. Stakeholders reviewed Chronic Absenteeism and Social and Emotional Health data from the California Healthy Kids Survey. They have identified the need for more school-based health services, an afterschool program, and more extended learning opportunities outside school hours.

- District-wide afterschool program that complements school-day instruction.
- Mobile health provider to offer optometry, dental and health screenings, and essential treatment.
- Vocational and College Preparation services and experiential experiences to explore post-secondary options.
- Expand mental health clinical counseling two to three days a month at each school site. (Petaluma Health Center)
- Expand free satellite internet connectivity program to ensure internet access to low-wealth, rural families. (Shoreline Connectivity Program)
- Partner with the State to identify workforce development programs that increase employability and career options for low-wealth parents.
- Increase amount of families who qualify for the Shoreline Connectivity Project
- Identifying transportation solutions to minimize absenteeism.
- Early identification and intervention for services for children 0-5 in collaboration with West Marin K-5 Readiness Group.

School-Wide Continuous Improvement. Community schools are not static entities; instead, they constantly adapt and set priorities based on intentionally collected, actionable data. “Continuous school improvement is the process cycle of school improvement with the major components of creating the vision, gathering data related to that vision, analyzing the data, planning the work of the school to align with the vision, implementing the strategies and action steps outlined in the plan, and gathering data to measure the impact of the intervention.” (Coalition of Essential Schools)

To support continuous improvement as well as promote long-term institutional adoption of power-sharing, SUSD District Community Table is committed to using the following inter-lapping benchmarks:

- 1) **Shared vision and mission.** Ensuring district and school-wide goals rooted in the Four Pillars of Community Schools and the SUSD Community School Vision.
- 2) **Annual Strategic Plan Reviews.** Reviewing and revising measurable district and school-wide education and equity goals that reflect the vision and the mission. (Every April-May)

- 3) **A culture of collaborative inquiry.** Using District, School Community Tables, and West Marin Collaborative to promote shared decision-making and accountability among all collaborators.
- 4) **Data analysis.** Collaborators examine and distribute data through a lens of equity to identify and address achievement or opportunity gaps. (E.g., Every community table member received a binder with information about Community Schools and all of the data and RBA tools that will be reviewed and discussed at subsequent meetings.)
- 5) **Community Dialogue.** Providing collaborators with data in easy-to-digest, bilingual formats so they can engage in meaningful discussions about school community education and health trends, family needs, professional development, and pipeline services.
- 6) **District Accountability.** School staff is accountable to one another and the broader school community and makes the results of the community school transformation process public. (E.g., Community Tables, SUSD e-Newsletter)

Evaluation and Sustainability Criteria. These benchmarks will be viewed through the evaluative lens of Results-Based Accountability. With the support of MPP, SUSD will use this framework to apply an innovative way of thinking and taking action on community challenges. RBA answers: 1) How much did we do? (Quantity of effort, e.g., number of participants/counts); 2) How well did we do it? (Quality of effort, e.g., participant satisfaction); 3) Is anyone better off? (Quality of the effect, e.g., percentage of participants that improved on an outcome).

Ultimately, SUSD and the District Community Table will base implementation success on these outcomes:

- (a) how many collaborators, especially students and parents, are involved in district and school-level Community Tables, and other public convenings,
- (b) how many collaborators describe the process as equitable, informative, and transformative in addressing the student's needs,
- (c) how effective pipeline services are in reducing educational and racial equity gaps,
- (d) how many new funding sources are secured to support long-term sustainability (MPP and StriveTogether will be providing fund development technical assistance, helping to identify and secure state and federal funding)

Transforming School Climate. According to the National School Climate Center, "School climate refers to the quality and character of school life. School climate is based on patterns of students, parents, and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures." A positive school climate promotes learning, safety, inclusion, and a successful transition into adulthood.

SUSD will ensure the long-term adoption of the Community School Framework by providing substantive professional development and anti-racism, equity community engagement training for administrators and school staff; leadership and advocacy training for students and parents; workshops, literature, and public meetings that

increase knowledge of the Framework. In addition, it will regard its District and School Community Tables as permanent and essential fixtures in leadership and the decision-making process. This process also includes supporting the needs of immigrant, low-wealth, and justice-involved youth and their families:

- An increase in differentiated instruction, early interventions for at-risk students, systems for high-need students, and restorative justice services.
- Parenting resources, workforce development, and public benefits support for household heads.

In addition, SUSD will track and measure school climate using the federally approved ED School Climate Surveys (EDSCLS). In addition, the EDSCLS national benchmark study questionnaires for students, instructional staff, and non-instructional staff/principals cover three domains and 13 topics.

Other Factors. As previously mentioned, SUSD is a rural-based school district with unique challenges. Some of the common issues faced by rural communities are:

- Physical distance of students to school, health providers, and other resources
- Smaller staff size, often taking on multiple responsibilities.
- Poverty and lower educational attainment
- Limited community partners, heavy reliance on public service providers

These challenges dictate priorities and service provision but can also complicate implementation, especially in identifying new community-based service providers to support the community school transformation. For example, SUSD will work with local government and MPP to identify providers working in other districts or new ones that can offer on-site programs and services at SUSD schools.

Capacity & Collaborative Efforts to Address Inequity & Drive Systemic Change.

Community Schools require tremendous coordination, trust-building, and relationship management to serve students successfully. As an MPP partner, SUSD is leveraging a network of 100+ schools, community members, nonprofits, businesses, and government agencies that have come together as a county-wide, cross-sector Cradle to Career (C2C) Partnership to address Marin county's persistent and systemic educational inequities. This includes the four other districts currently planning or implementing new Community Schools.

In addition, as a member of the StriveTogether network, MPP receives support and technical assistance from a national thought leader and backbone support organization alongside 70 C2C partnerships in 30 states that are achieving population-level results built on evidence-based principles of Collective Impact, Results-Based Accountability, and Racial Equity and Inclusion. In addition, StriveTogether's Theory of Action provides concrete metrics and a clear roadmap for activating collective impact, using data to hold each other accountable and driving equitable, systemic change.

Program Budget Summary

Information on the worksheet will autopopulate based on the data entered on the Year 1 thru 5 budget worksheets.

Program: CCSPP Implementation Grant, Cohort 2

Application Year: 2022-23

LEA Name: Shoreline Unified School District

LEA CDS Code: 2173361

Total Requested Amount: \$4,037,500

Object Code	Budget Item	Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Year 5 Budget	Grant Total	Total Match	Percent Match
1000	Certificated Personnel Salaries	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$25,000.00	\$0.00	N/A
2000	Classified Personnel Salaries	\$365,000.00	\$376,500.00	\$389,750.00	\$392,750.00	\$405,500.00	\$1,950,500.00	\$0.00	N/A
3000	Employee Benefits	\$289,200.00	\$298,200.00	\$304,500.00	\$312,500.00	\$317,700.00	\$1,522,100.00	\$0.00	N/A
4000	Books and Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	N/A
5000	Services and Other Operating Expenditures	\$72,500.00	\$82,500.00	\$72,500.00	\$72,500.00	\$72,500.00	\$372,500.00	\$1,825,000.00	N/A
6000	Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	N/A
N/A	Total Direct Costs	\$731,700.00	\$762,200.00	\$771,750.00	\$782,750.00	\$801,700.00	\$3,850,100.00	\$1,825,000.00	47.40%
7000	Indirect Rate	\$39,695.00	\$39,695.00	\$39,695.00	\$39,695.00	\$39,695.00	\$198,375.00	\$0.00	N/A
N/A	Total Budget & Expenditures	\$771,395.00	\$801,895.00	\$811,445.00	\$822,445.00	\$841,395.00	\$4,048,870.00	\$1,825,000.00	45.52%

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPP has a 1/3 (33 percent) match requirement.