Community School Implementation Plan
Happy Valley Primary School

Core Commitments:

We are committed to implementing core principles that support their mission of providing holistic education and comprehensive support to students, families, and the community. The Cornerstone Commitments identified in the Community Schools Framework are an essential part of this commitment. A positive, supporting and equitable school climate is foundational to our school and students. Our rural school has embraced the latest findings from learning science and have focused on the need to support students' physiological, social, emotional growth, and cognitive development through our Multi-Tiered System of Support. To ensure that our families and students can learn and thrive, we will provide a positive climate that facilitates the conditions for learning and teaching. Providing students with a positive climate and culture, provides a sense of belonging and students feel known, safe, and able to learn in a caring and supportive environment. Our small, rural community is a community hub and inherently brings a whole-child approach that supports students' academics and mental well-being by drawing on the assets, needs and aspirations of students. To ensure a safe, supportive, and equitable learning environment, we have integrated multiple strategies in our implementation plan. We believe in the whole learner approach where students are healthy, safe, engaged, challenged and supported. Research by the RAND Corporation indicates that the Community School strategy has a positive and statistically significant impact on student attendance, contributes to a more positive school environment, has a positive and statistically significant impact on students' on-time grade progression, and positive and significant impact on student math test scores.

Stage 1 Exploring	Stage 2 Emerging	Stage 3 Maturing	Stage 4 Excelling
Two years ago we hired a Chronic Absenteeism Coordinator who makes home visits and connects our families to	We applied for a planning grant last spring but did not receive it because we participated in the Shasta County Office of Education	We are applying for the Community School Implementation grant as a consortium of schools in rural	Once we establish a true Community School, we will refine our strategy through feedback from all of our educational

community services to remove the barriers that are keeping their students from school. This position has allowed us to have boots on the ground to support families and students. This strategy was successful and pivotal during the pandemic. It made us begin to explore the idea of Community Schools and having a person designated for each school site instead of being shared between 17 schools. In our Leading Learning Network of 25 schools, we began to share resources that were working and developing relationships with our community partners. We dreamed of serving our families in our rural communities. We have worked together to form our own Special Education JPA to serve small, rural	Community Connect referral system (which was considered a Community School). Although none of our schools in the planning grant had a Community School by the grant definition, we were told by CDE to apply for the implementation grant the following year because we had the referral system in place and had established community partners. We have grown our Expanded Learning strategies. We also have tutoring, interventions, PLCs, use data to drive instruction and identify academic and behavior students for Tier 1, 2 and 3 supports, have established CORE teams, established Leading Learning Network, a counselor, a behaviorist, referral system for mental health and social services. Our	Shasta County. We are in the process of developing our vision as a comprehensive Community School with wrap-around services, curriculum enrichment, and instructional strategies designed to remove barriers to students' learning and developmental growth so they can thrive academically, mentally and socially. We have used surveys and meetings to complete an asset and challenges map. We are well on our way to establishing a Community School as we already have the 4 Cornerstone Commitments in place . Using the CORE team, the Leadership Team, our Leading Learning Network of Schools, our Chronic Absenteeism Coordinator and PLCs, we use data to target our students and families in need of	partners. This will make our strategy stronger. We will listen to our students and families and determine what is working and what needs to be improved upon and what we need to eliminate. We will work with other Community School Coordinators to share resources and ideas, meet with community partners, and attend common professional development with our consortium of small, rural schools. We believe we are stronger together! In order for our district to sustain our community school, we will blend and braid state and federal funds and continue to access Medi-Cal reimbursements. This on-going funding will ensure we build a coherent, comprehensive and sustainable community school.

schools in Shasta County as well as came together as a Leading Learning Network to share professional development and resources. We don't believe in reinventing the wheel and most of our schools are small so the staff wear many hats. Staff are also shared between districts as they cannot afford to hire full-time personnel. It is not uncommon for staff to be shared between two districts.	strategies are designed in a strength-based paradigm and based on data from parent, student and staff surveys. We are committed to a shared vision, clear goals and understand the roles each person serves to support our students. We are ready for the next step of implementing the Community School framework. We attended the National Center for Community School workshop in Sacramento last year. The facilitators felt that we were past the planning stages and were ready to implement Community Schools. We went back to our Leading Learning Network of small,rural schools and shared the things we learned and discussed how we could implement the framework.	support. We have strong relationships with our families and the school is the hub of the community. We will continue to engage our community partners. We have established before and after school programs, summer school, tutoring, intersessions, resources for families, established community partnerships and a referral system, and a Multi-Tiered System of Support. We will implement Youth Leadership and Aha! Soft Skills to prepare our students to be career and college ready. Should we receive this grant, we will hire a Community School Coordinator. We plan to implement telemedicine as this has proved to be effective at keeping students that live in rural areas in school and learning. We will	We will use the family-engagement continuum by Kathleen Budge and William Parrett which questions current practices and beliefs that can help our school move toward more transformative support for families living in poverty. This will allow us to question our practice to evolve to true engagement.

		use our Medical reimbursement and blend/braid federal and state funding in later years to sustain our Community School.	

The Cornerstone Commitments of Community Schools Framework that we will implement include:

Integrated Student Supports:

We believe that integrated student support is essential to addressing the needs of the whole child. Our community school will provide a comprehensive array of services, including medical and dental care, mental health services, nutrition, and after-school programming. These supports will be available to all students, regardless of their socioeconomic status. We will partner with local healthcare providers and community organizations to provide high-quality services, which will be integrated into the school day. In addition, we will provide case management services to ensure that students are connected to the services they need and that their families are engaged in the process.We provide wraparound services to address the academic, health, social, and emotional needs of students. These services include but are not limited to:

- Telehealth,
- Home visits,
- Mental health trauma informed counseling,
- A behaviorist,
- A refocus corner in the Community School Center,
- Before and after school care,
- Preschool,
- Two free meals a day,
- Intensive tutoring by high school students, support staff, and Community School Coordinator,
- Expanded learning opportunities during holiday breaks,
- Restorative alternatives to discipline and suspension,
- Family visits,
- Individual plans/goal setting with students that are struggling with attendance, behavior and/or academics,
- Small group interventions and supports for students,
- Academic and behavior Interventions,
- Clothes closet,
- Hygiene products,

- Emergency food pantry,
- Washer/dryer,
- Business kiosk for parents to be able to apply for jobs and complete other tasks necessary for supporting a family,
- Physical health screenings,
- Dental services,
- Diagnostic/referral services,
- Mental health assessment and referrals,
- Youth-focused substance use disorder prevention and treatment,
- Vaccination clinics,
- Mentors,
- Parent engagement opportunities,
- and social services.

The Community School Coordinator will work closely with our community partners to provide support that schools are unable to provide. Community partners can provide emergency housing, clothes, food, water, and other basic needs for a family to survive. Our Community School Coordinator will be a relationship builder, a creative problem solver, good at facilitating and hosting meetings and events, and able to build partnerships with the greater community. Additionally, our community partners connect families to mental health counseling and social services as well as assist with navigating the court system. This is our chance to reshape the school culture by using our current data and listening to our students and parents. This will help restructure the power to families and students. We believe the Coordinator can lead with purpose and passion.

Professional Learning Communities (PLCs): Teachers have weekly common planning time and meet twice a month to discuss student data and the four questions: 1.) What do we want all students to know and be able to do? 2.) How will we know if they learn it? 3.) How will we respond when some students do not learn? 4.) How will we extend the learning for students who are already proficient?

Professional Development: Positive Behavior Interventions and Supports, Professional Learning Communities, What I Need Time (intervention using data) for administrators, Fred Jones Classroom Management, Restorative Practices, social emotional well-being, customer service, World of Work, and AHA Soft Skills for Career and College Readiness.

Relationship Building/Mentor: Google shared spreadsheet with students names and a staff member's name(s) next to every student if there is a meaningful connection. Staff update this once a month at a staff meeting. This is meant to ensure all students are well-known, supported and have a sense of belonging. For students that show no meaningful connection, individual staff are assigned the student to make a connection with the student daily until they feel a connection with a staff member. (Custodians, bus drivers, office staff, maintenance staff, teachers, yard duty, counselors, nurses, behaviorists, instructional aides, cafeteria staff, etc.)

Chronic Absenteeism Coordinators: Coordinators are our “boots on the ground” to meet with families, make home visits if necessary and connect families with our community partners to eliminate barriers from their child attending school. They monitor absences and make calls daily to parents whose students are absent. They also set goals with students and make individualized incentive plans with the student. Our Chronic Absenteeism Coordinator is shared between seventeen schools in our network of schools. We wish to expand these services by having our Community Schools Coordinator make home visits and calls to parents that need other support.

Community Connect: This referral system is used for families for connection to community agencies/partners through our School Attendance Review Teams following the SART process to receive support for challenges beyond the school sites sphere of influence to improve the quality of life and encourage school attendance. We refer students and their families for connections to community based services and support. Referrals include care coordination services provided by mental health clinicians. Targeted Case Management and additional social emotional mental health services may be provided when necessary by Community Connect. We also have access to the SCOE Truancy Prosecution Specialist and services provided by the District Attorney’s Office through the Shasta County SARB strategy. Prosecution services include the review of cases prior to court, representation in court and follow-up services in monitoring cases for compliance with court and probation orders.

Expanded Learning Opportunities:

Our community school provides expanded and enriched learning time and opportunities to support student academic success. We offer a range of before and after-school programs. In addition, we will provide summer programs that focus on academic enrichment and social-emotional learning. We will also partner with local businesses and organizations to provide work-based learning opportunities for students. We will continue to offer students access to a range of educational experiences beyond the traditional classroom to provide and enhance the overall school experience. Some of the services include:

- Before and after school care,
- Homework help,
- Tutoring,
- Interventions,
- Mentoring for our chronic absent students,
- Summer camps,
- Extra-curricular activities,
- Intersession activities (basketball camp, Lassen Park survivor camp, Ninja gym, culinary arts, etc.)
- Clubs,
- Sports,

- STEM,
- Music,
- Art, and
- PE.

Intensive tutoring: The Community School Coordinator will work with the feeder high school to recruit students to tutor our students after school.

Family and Community Engagement

We believe that family and community engagement is essential to creating a supportive and inclusive learning environment. Our community school will engage families and community members in a variety of ways, including through parent-teacher conferences, family nights, and community events. We will also provide resources and training to families to support their child's academic and social-emotional development. Additionally, we will partner with community organizations and local businesses to provide volunteer and mentorship opportunities for families and community members. We have created partnerships between the school, families, and the community to support student learning and success. Family engagement nights are held quarterly to engage parents in their child's education. The Community School Coordinator regularly invites parents into the School Community Center to provide them with support and resources to assist their student in being successful in school and beyond. Moreover, we see parents as a partner in decision making for our students. Parents are invited to be part of our School Site Council where we discuss academic achievement, school safety and mental health support.

Relational trust is paramount to transforming our school community. Problem solving is done together with families and is asset based. We strongly believe that both educators and families have expertise and different perspectives to offer our students. We are constantly building capacity in staff and families so they are integrated into the entire system.

Each year, time is set aside for teachers and administration to review family surveys and later evaluate to see if we have implemented the suggestions and what the results have been. Additionally, parents are invited to and encouraged to attend School Site Council meetings and LCAP development meetings to provide feedback on the actions and services within our school and district plans.

Parent education tips and tricks to support their child(ren) are sent home by teachers and the Principal.

Continue home visits by the Chronic Absenteeism Coordinator to provide outreach services and remove the barriers that are keeping their children from attending school. Add Community School Coordinator to these home visits to build relationships with our most at-risk students.

Parent conferences are designed to share goals for the student by both the teacher and the student's families. Together we look at student work, identify progress and goals met and discuss how we can work together to build on what has been accomplished. Parents leave with concrete actions on how to support their child. These conferences continue to establish good relationships because it is clear to our families that we are all in this together and will meet the needs of their child.

Parents share their dreams and aspirations for their children at parent conferences and on home visits.

School-based family engagement: Engagement is centered on school activities, events, and communications. The Principal and Teachers exchange information through Parent Square, in-person meetings, digital newsletters, Class Dojo App, phone calls home, positive postcards, and social media. Families and staff constantly communicate as this is a very small community and the school is considered to be a hub of the community. Their voices and participation and perspective are critical tools in helping their child(ren). We have established a welcoming environment for them, and help them learn how to be involved in and supportives of their child's education. Families engagement includes:

- **Supporters** of their student's learning and development
    - **Home-based family engagement:** families create intentional and meaningful learning spaces and opportunities for their children beyond the classroom.
- **Encouragers** for goal setting, achievement, attendance, citizenship, positive self-image, determination, enthusiasm, grit and "I can do" attitude, and modeling how to get back up when things are going wrong
- **Models** of lifelong learning and a love for education
- **Advocates** for growth and improved learning for students at our school
- **Decision Makers** for their students and the school
- **Collaborators** with school staff on school improvement, strategies and school plans
- **Volunteers** to help the school

The **Community School Coordinator supports families** by assisting them with strategies to support their children's growth and development. The Community School Coordinator also makes home visits to assist our at-risk families with resources.

Listening to students and families: We believe that listening to student voices, listening to families' experiences and the gifts they can provide to our student body is essential for building relationships and implementing a Community School Center. We see our families as partners and not as someone that needs fixing. Our relationships are key to addressing the challenges facing our students. Listening to our families and students experiences will allow us to understand how to build relevancy into our

instructional practices. We engage our students in surveys and individual conversations so they have a strong desire to learn and attend school.

Hiring a Community School Coordinator to operate the Community School Resource Center will be instrumental in building relationships with our families. Connecting families to community partners based on need and helping them navigate school supports. Providing a safe place for families and students to be successful in school. Creating a positive engaging learning environment and is seen as a resource for families and the staff to support students.

Collaborative Leadership and Practice:

We believe that collaborative leadership and practices are essential to the success of our community school. Our school leadership team has worked collaboratively with teachers, staff, families, and community partners to develop and implement a shared vision for our school. We also use data to inform our decision-making and continuously improve our practices. We have built strong partnerships with community organizations, local businesses, and other schools in the area to share resources and best practices.

The Principal and the school leadership team work collaboratively with community partners, educators, and families to make decisions that support student success.

CORE Team: Attendance, Behavior, Course Outcomes are addressed at these weekly meetings with the Principal, Vice Principal, Behaviorist, Community School Coordinator, and Counselor. If needed, teachers and support staff are invited to attend to discuss specific students. A plan of action is made for each individual student. The teacher and other identified staff execute a plan of support for the individual students under the Multi-Tiered System of Support. The CORE Team advises the Community School Coordinator on additional support needed for families and students. The Coordinator connects families with community partners.

Advisory Teams: The District LCAP Committee and the School Site Council will review the School Implementation Plan quarterly to identify areas for improvement and areas of success. A shared decision making protocol is used in planning the activities/services for the Community School Center. The plan will be refined and revised based on the feedback from all educational partners. The Community School Coordinator will be encouraged to attend these meetings to garner feedback on the services and support provided to families and students.

Staff Meetings: Meetings are held bi-monthly to discuss the Multi-Tiered System of Support. Our staff evaluate our Tiers 1 and 2 supports. We review the Student Success Team, Building Leadership Team and CORE Team processes and protocols to ensure students are receiving the correct support. We also ensure students have a positive adult connection from adults on our campus; mentoring is provided, if necessary.

Professional Learning Communities (PLC): Teachers meet together in PLCs to discuss student data and align instruction and target students who need additional

support. Teachers will connect with the Community School Coordinator to assist students and families and to celebrate successes.

Consortium of Schools Leadership Team: Principals meet quarterly as a consortium to use Improvement Science protocols to refine the School Implementation Plan.

Community Schools Connection: The Director of the Consortium of Schools will bring the Community School Coordinators together monthly to share resources, share best practices and invite community partners to explain services they offer. Community partners that service families in our community with children ages 0-17 are invited to these connection meetings. These meetings provides a valuable networking opportunity to learn more about resources provided in Shasta County to better serve families and share information about our strategy with others.These monthly meetings will also provide the Coordinators with professional development in Crisis Prevention, best practices in tutoring, child abuse, suicide, mental health, anti-bullying strategies, conflict resolution, refocus rooms, telemedicine, etc.

Community Engagement: Our Community School Coordinator will engage our small, rural community, students, staff and family in an initial strengths and needs phase. The Coordinator will also complete a strength-based map and gap analysis for our school programs and services with our educational partners. Using an asset based approach that values the capacity, knowledge, cultures and potential in our school community. Dinner and childcare will be provided to make these meetings accessible to all. As a result of this engagement and shared decision making, actions and services will be placed in the School Implementation Plan. We will prioritize transparency and shared accountability to ensure the information is available, accessible and that all families can fully participate.

Youth Leadership: We will implement Leader in Me in grades TK-8th grade. *Leader in Me* is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement. Students will also be exposed to Aha! Soft Skills and World of Work at the middle school level to prepare them for college and career.

Measurable Goals & Activities:

Goal 1: By June 2028, we will maintain our Community School and Community School Coordinator through blending and braiding federal and state funds.

Activities:

- Increase social, health, and mental health services and supports for community school students and families.
- Using a combination of state and federal funds, we will continue to offer a Community School Center.

- Apply for Medi-cal reimbursements
- Apply for local grants that support schools with ACES
- Through our robust Multi-Tiered System of Support, our CORE team will review data for attendance, behavior and course outcomes and target students needing support.
- With the help from the Director of Community Schools and the Assistant Superintendent provide professional development in the following areas:
    - Onboarding Community School Directors, Capturing Kids Hearts SEL, Restorative Justice, ACEs, PLCs, SWIS data collection, career and college readiness, curriculum, Multi-Tiered System of Supports, Crisis Prevention Interventions, Classroom Management, Peaceful Playground/Conflict Resolution and other identified workshops.
- Maintain washer and dryer
- Maintain Community School Director position to facilitate continued success with the Community School Coordinators by having each school a portion of the salary after 2028
- Maintain Community School Center
- We will work with our community partners to provide resources to our at-risk families. The Community School Center will be a hub for our families.

Metrics: Budget for Community School Center. Maintain Community School Coordinator position.

Goal 2: By June 2028, we will reduce our overall suspension rate from 0.4% to 0%.

Activities:

- We will continue to implement alternatives to suspensions through trauma-informed mental health counseling, refocus room, behaviorists, restorative justice and Positive Behavior Intervention Supports.
- We will provide professional development to teachers and support staff in Restorative Justice, Crisis Prevention Interventions, School Climate, Positive Behavior Interventions and Supports (PBIS), SWIS data systems, classroom management, providing top-notch customer service, homeless/foster youth rights annual training, student engagement activities, Leader in Me, Trauma Informed Practices, relationship building, school climate, ACES, goal setting, de-escalation strategies, and parent engagement.
- Student goal setting for behavior.
- Continue to provide a welcoming environment focused on equity and inclusion.
- Partner with parents to use their assets to support student learning and school culture.

Metrics: Suspension rate on the CA School Dashboard. The CORE team will meet weekly to review behavior data and discuss solutions to the challenges that arise.

Students will be targeted for individualized support. Students will set a behavior goal with the counselor, behaviorist, principal and/or Community Coordinator.

Goal 3: By June 2028, we will reduce our chronic absenteeism rate from 10.4% to less than 1%.

Activities:

- We will continue to create a welcoming learning environment through attending to our students social emotional needs and offering highly engaging lessons.
- The school will continue to build a culture among all school staff with positive messages about the importance of attendance along with a variety of strategies for promoting and improving attendance.
- Phone calls will be made daily from the Attendance Clerk and Chronic Absenteeism Coordinator to parents if their child is missing school.
- Using resources from **Attendance Works**, the school staff and the Community School Coordinator will implement an Attendance Campaign and Incentive strategy to remind students and their families the importance of attending school.
- **School Attendance Review Team (SART) Process:** Using our Chronic Absenteeism Coordinator, the Community School Coordinator and the CORE team, we will target students who are chronically absent.
    - Daily attendance reports will be generated and **phone calls and text messages** will be made by the Attendance Clerk.
    - The Chronic Absenteeism Coordinator, the Counselor and the Community School Coordinator will reach out to the student and their family to **understand the barriers** that are preventing them from attending school.
    - The Chronic Absenteeism Coordinator will work with the student to set an attendance goal. **Incentives** will be provided when they have met their goal. Alarm clocks, transportation arrangements, tutoring, clothing, food, hygiene products and other resources will be provided to the student to empower them to make a goal to attend school.
    - We will **connect the family to community resources** and community partners as well work with the student to **set individual attendance goals**.
    - If it is determined that the family is not responding, the Chronic Absenteeism Coordinator and the Community School Coordinator will make a **home visit.**
    - If the family is ignoring or refusing services and support, the Community School Coordinator will complete a referral for the Shasta County Office of Education Community Connect system so that they may reach out to the family and offer Tier 3 support.
    - Parents will be notified of the SARB process if their child continues to miss school.
    - Attendance letters will be sent for chronic absenteeism.

    - The Chronic Absenteeism Coordinator and the Principal will attend School Attendance Review Board (SARB) meetings with the parent to provide Tier 3 support for the chronically absent/truant student.
- **Quarterly meetings:** The schools in our consortium along with Community Partners will meet quarterly to share best practices, resources, and identify areas for improvement. The Community Partners will identify supports that they can provide beyond what the school can provide.
- **Principal monthly meetings:** Principals from the consortium will meet monthly to discuss what is working and what needs to be refined or changed with our community schools. Community Partners will also be invited to these meetings periodically to showcase the resources they may offer to schools.
- Principals will communicate the **importance of attending school** at all **parent engagement events, through social media and through the Principal's Weekly Messages.**
- The Community School Coordinator will work closely with students that need an alternative to suspension. They will offer a refocus corner to the student and work with them on an individualized plan with goals to correct their behavior and provide them with skills needed to regulate their behavior. Mental health supports and restorative justice practices will be implemented to assist in reducing suspensions. Additionally, the Community Schools Coordinator will work closely with the counselor, behaviorist, principal, teacher and other staff members that support the student to brainstorm alternatives to suspension.

Metrics: Chronic Absenteeism rate on the CA School Dashboard. The CORE team will meet weekly to review Aeries attendance data, SWIS data and discuss solutions to target individual students and their families. SWIS data will show the CORE team where the "hot spots" are on campus. This will allow the team to concentrate support in that location of the campus. The Chronic Absenteeism Coordinator will review attendance data daily and share it with the Community School Coordinator so that they may work together to support students. Reviewing attendance reports daily will help to ensure we proactively identify students in need of support before it becomes a problem.

Goal 4: By June 2028, our English language arts CAASPP scores will increase from 62% to 75% at or above standard.

Activities:

- Teachers and support staff will meet in **Professional Learning Communities** (PLCs) to **review data to identify students needing additional targeted support** in English language arts.
- **Interventions, tutoring, small group instruction, summer school, before and after school programs** will ensure students are provided with additional support in the identified areas that are challenging to them.
- Goal setting with students and staff.
- High school students will provide tutoring for students after school.

- Community School Coordinators will provide **family engagement events** and send home informational **flyers or videos on "tips and tricks" for how to support their student's learning.**

Metrics: English language arts performance level on the CA School Dashboard. CAASPP English language arts annual data. Local data from local assessments.

Goal 5: By June 2028, our mathematics CAASPP scores will increase from 52.94% to 75% at or above standard.

Activities:

- Teachers and support staff will meet in **Professional Learning Communities** (PLCs) to **review data to identify students needing additional targeted support** in English language arts.
- **Interventions, tutoring, small group instruction, summer school, before and after school programs** will ensure students are provided with additional support in the identified areas that are challenging to them.
- Goal setting with students and staff.
- High school students will provide tutoring for students after school.
- Community School Coordinators will provide **family engagement events** and send home **informational flyers or videos on "tips and tricks" for how to support their student's learning.**

Metrics: Mathematics performance level on the CA School Dashboard. CAASPP mathematics annual data. Local data from local assessments.

Key Staff

Lead LEA: Columbia Elementary School District will lead the consortium of small, rural schools and submit all reports necessary for the grant. The Assistant Superintendent will work with the Community School Director to ensure the grant is implemented and that all 22 schools are supported. The Columbia Elementary School District Business Department will manage the grant funds and work with the other consortium business departments. The Assistant Superintendent and the Community School Director will coordinate and facilitate the professional development opportunities and the monthly Coordinator/Community Partner Connection meetings. The Assistant Superintendent and the Community School Director will facilitate the quarterly meetings with the principals in the consortium to review and improve the Implementation Plan. The Director of Community Schools will vet and formalize partnerships with the CBOs, local government agencies, and community partners. The Lead LEA will lead and manage a full county-wide initiative in our rural communities on behalf of our small school districts in our consortium. Furthermore, we will assist in aligning initiatives, building systems, and refining plans to support continuous improvement.

The Lead LEA, Columbia Elementary School District, will continue to organize resources to ensure that support and services are efficiently and effectively provided to all students and their families. The Lead LEA will continue to vet and organize community partnerships including the Shasta County Health and Human Services, the Shasta County Office of Education Community Connect referral system, and local medical/dental clinics. The consortium of schools is best positioned in leading and managing a full community-wide initiative in our rural communities and on behalf of our small schools. We are an existing consortium of twenty-five small, rural schools in Shasta County and believe we are stronger together.

Leading Learning Network of Schools: The Assistant Superintendent will meet monthly with the principals, in our consortium of schools, to share what is working and what needs to change along with sharing resources with one another to implement the Community Schools on their campus.

LEA: The Superintendent will support the principal to implement the Community School effort across the district in order to build a coherent, comprehensive, and sustainable strategy. The LCAP Committee which includes teachers, support staff, administrators, and parents provides for all interested voices to share in decision making for student program. Additionally, student, parent and staff surveys contribute to the development of all school plans. To ensure capacity building, the LEA will join the consortium of schools for common professional development like onboarding Community School Directors, Capturing Kids Hearts SEL, Restorative Justice, ACEs, PLCs, SWIS data collection, career and college readiness, Multi-Tiered System of Supports, Crisis Prevention Interventions, Classroom Management, Peaceful Playground/Conflict Resolution and other identified workshops. The LEA will organize resources to ensure support and services are efficiently and effectively provided to our students and families.

School: Our Community School Coordinator will work closely with the School Site Council and the LCAP Committee, and participate as a member of the CORE team. The CORE team meets weekly to discuss individual student achievement, behavior and course outcomes. Using data driven discussions, the CORE Team decides on the next steps for targeted support for individual students. The School Implementation Plan will be executed by the Community School Coordinator, Principal, Attendance Clerk, Chronic Absenteeism Coordinator, Before and After School strategy staff, teachers, support staff, nurse, counselor, behaviorist, and parents. The Community School Coordinator will work with students to set monthly goals in attendance, behavior, and academics. Using asset based mapping and gap analysis and surveys, the Community School Coordinator will work with families to identify school strategys and services that can be improved as well as use assets from families to enhance the overall school climate. We will tap the shoulders of our parents in our school community to encourage them to apply for the Community School Coordinator position. We believe that having a parent or member from our community will help support student learning and bridge the families to our community partners and school staff. Hiring locally will ensure the

Coordinator is vested in our school, our families, and our community. Our staff leadership team will interview for the position and pick the candidate that will best serve all of our students and families. Someone that dreams of going above and beyond to serve our students both in and out of school. We will maintain this position by ensuring that we include the Coordinator as part of the staff. Staff members that have a sense of belonging and who are valued by the staff tend to stay in their position for the long-term. We believe the Community School Coordinator will be the heart and soul of our school community.

Regional Technical Assistance Center: Provide technical support to our schools in our consortium to improve and empower authentic family and community engagement, provide strategies for relationship-centered schools, conduct comprehensive community needs and asset assessments, develop models of service that integrate MTSS, collect data about student experiences and outcomes, creating community partnerships, and developing sustainable funding sources.

COE: We will continue to use the Shasta County Office of Education Community Connect referral system to refer our most vulnerable students and families to our community partners.

CDE: CDE will support our schools by gathering evaluation data and reporting annually. Building a robust community input and feedback process and infrastructure. Provide technical assistance to our district and consortium of schools.

We believe that a community schools approach is the best way to support student achievement and success. We are committed to working with our partners to continue to create a supportive and inclusive learning environment that meets the needs of all students and families. We look forward to the opportunity to bring this vision to life through the Community Schools Implementation Grant.