

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

CA CS Framework Overview

A community school is any school serving pre-kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient, and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the *Capacity-Building Strategies: A Developmental Rubric*.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed [here](#) (<https://drive.google.com/file/d/1enPndjB1b1U8qE2I-pbOOxhw0n5Robgm/view>) , and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: YEAR 2: IMPLEMENTATION PLAN

School Site Contact Information

Implementation Plan	Cohort 1 Year 2: July 1, 2024 - June 30, 2025
District Name	Gateway Unified
School Name	Grand Oaks
Grades	TK-5
School Contact Person	Tammy Lindblom
Consortium Contact Person	Wendy Hall
Consortium Contact Email	whall@shastacoe.org

Strategy 1: Shared Commitment, Understanding, and Priorities

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

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

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

Link: <https://app.box.com/s/prc5srab27gu7hm7f20935cf2gcaen65>:

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

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

Priorities built around the Overarching Values

1. Relationship-Centered Spaces:

Community schools aim to build trust by bringing people together and authentically valuing diverse cultures, perspectives, and strengths. A focus on relationships builds a positive school climate and

culture that is safe for all and nurtures a sense of belonging. Relationship-centered spaces also focus on establishing and sustaining positive and trusting relationships among students, families, educators, and community partners to build collaborative, supportive, and sustainable spaces where everyone learns and grows together.- (Overarching Value STAC Document edited version)

In year 2, we learned more about how our consortium of 30 schools works together and also a greater appreciation and understanding of the unique characteristics, needs, and strengths of each school/district. An area of focus for year 2 was to spend time understanding how each school is a community school beyond participation in the grant to tell their whole story. We also slowed down in some areas to welcome the natural transition of new site administrators to several of our participating school sites. Participating Sites and the LEAD Grant LEA SCOE went deeper and were more intentional with our messaging around “Community Schools”. This included but was not limited to exploring the components of what makes a school a strong community school, highlighting, hosting, and/or participating in school-wide events to increase student/family/community engagement, utilizing school and SCOE social media announcements to share community school events (Family Nights, Literacy Nights, STEAM Nights, parents cafes, food pantries, professional development opportunities for teachers, family support, etc), featuring information on SCOE and school-site websites, joining school staff meetings with teachers and classified staff when invited for conversations, and using intentionality to make connections across SCOE departments and programs for efficiency in serving districts and families with a variety of requested needs. Materials used for messaging events and opportunities have become more reader-friendly, and they can be translated into multiple languages as needed.

We welcomed opportunities to join many insightful conversations with community members who were looking to partner and those who were seeking clarity around what is and what is not happening here in our community around the community schools grant. We gained and have maintained many strong connections with community partners and we were also able to share with full transparency all requested documents that did not violate the confidentiality of families and/or schools/districts for those who wished to learn more. These conversations are critical because all voices should be heard and considered. There have been many celebrations and much support around our areas of focus within this Community Schools grant for our SCOE Consortium of 27 schools. An example of areas of concern was very clearly parental consent with services. Our programs and supports within this grant have since the beginning required and still require parental consent and are based on the parental/guardian request for services, resources, and support for the whole family. Community Connectors at the grant funded school sites, follow district policies for all activities that take place on campus during the school day.

It is through meaningful conversations, even tough conversations, that we gain perspectives that challenge our own, provide opportunities to correct misinformation/misunderstandings, and help guide the plans of the individual school sites and the Shasta County Office of Education Consortium of community schools through the improvement process and ultimately build trusting relationships. School staff, families, students, and community engagement is at the core and heart of every “community school”.

We are moving closer to a better understanding of what Community Schools can be and have always been, which is helpful for our interest-holders to better be able to answer authentically the

question, "Why the focus on community schools for my school/district?"

Lead Agency (Grant Holder: SCOE):

❖ **Monthly Site Administrator Virtual Collaboration Calls:**

The SCOE Consortium of Community Schools Administrator Touch-Points are monthly (15 Total To Date) for 45 minutes. Administrators join the call to collaborate with other school-site administrators within the grant to celebrate what is going well with their Community Connectors for their sites, Family/Student Engagement Activities and Strategies, and explore together in a safe space barriers they are facing in meeting needs at their school site. The quick collaboration allows for a network of support among administrators. The SCOE Team provides quick updates for professional development opportunities based on what is learned from them and our partners at the CDE (California Department of Education), STAC (State Technical Assistance Center), and RTAC (Regional Technical Assistance Center), short content around topics such as chronic absenteeism/engagement strategies, time for feedback on what is working well, additional needs arising for the grant to consider, and a review of services offered through the grant and their input as to whether or not they feel the impact vs cost is a worthy focus. This is part of our continuous improvement model: "What are we trying to accomplish?", "What do we want to try?", "How will we know if what we try makes the difference?", and "What do we do next?".

❖ Examples of changes in our original draft plan:

- Care Classroom: This model was tested with one school in 23-24. The model showed a positive impact on those children and parents at that one school. However, after reflecting and gaining input from all administrators, it was decided that for the cost, we could support more teachers and students with the on-site Bridges 8-Week model so we made that shift for the 24-25 school year.
- Another example of change based on new information was the removal of the mobile clinic for dental and vision due to insurance liability. Even though this is a communicated need by school site administrators and families, district and SCOE insurance were a determining factor in removing this portion of the plan from the grant after year 1.

❖ **Site-Based Community Connector:**

Our school site Community Connectors play a key role in building relationships with families to meet needs that could pose as barriers to positive school engagement and quality of life. Community Connectors serve the whole family (children with parental consent) and all services are free, voluntary, confidential, and require parental/guardian consent.

- **Impact Stories:** Community Connectors share unidentifiable success stories and best practices with school sites and the community related to asset-driven and strength-based approaches families have utilized to meet their self-identified/individualized needs.

❖ **Relational Mapping:**

Site and Consortium Level Goals and Measures of Progress

School Site

Goals

By the end of Year 1, each school site will complete “relational mapping” of the school's boundary to launch or revise site-level shared leadership structure(s) and better link students and families to community resources.

- ❖ **This project took longer than projected and is now completed as of Year 2: April 2025. (Necessary edits will be made as needed to reflect an accurate resource map.)**

Action Steps

- ❖ Each school site will assign its Community Connector to lead the “relational mapping” effort.
 - **This project was done with the SCOE Regional Technical Assistance Center (RTAC) staff and Chico State to support the capacity of the site Community Connectors.**
- ❖ The Community Connector will identify and build relationships with businesses, churches, community-based organizations, and other interest holders within the school's boundaries.
- ❖ The Community Connector and other members of the school's Leadership Team will work with these interest holders to identify opportunities for collaboration and shared leadership.
- ❖ The school site will use the results of the relational mapping to determine who of the local partnerships may be missing from collaborative leadership meetings.

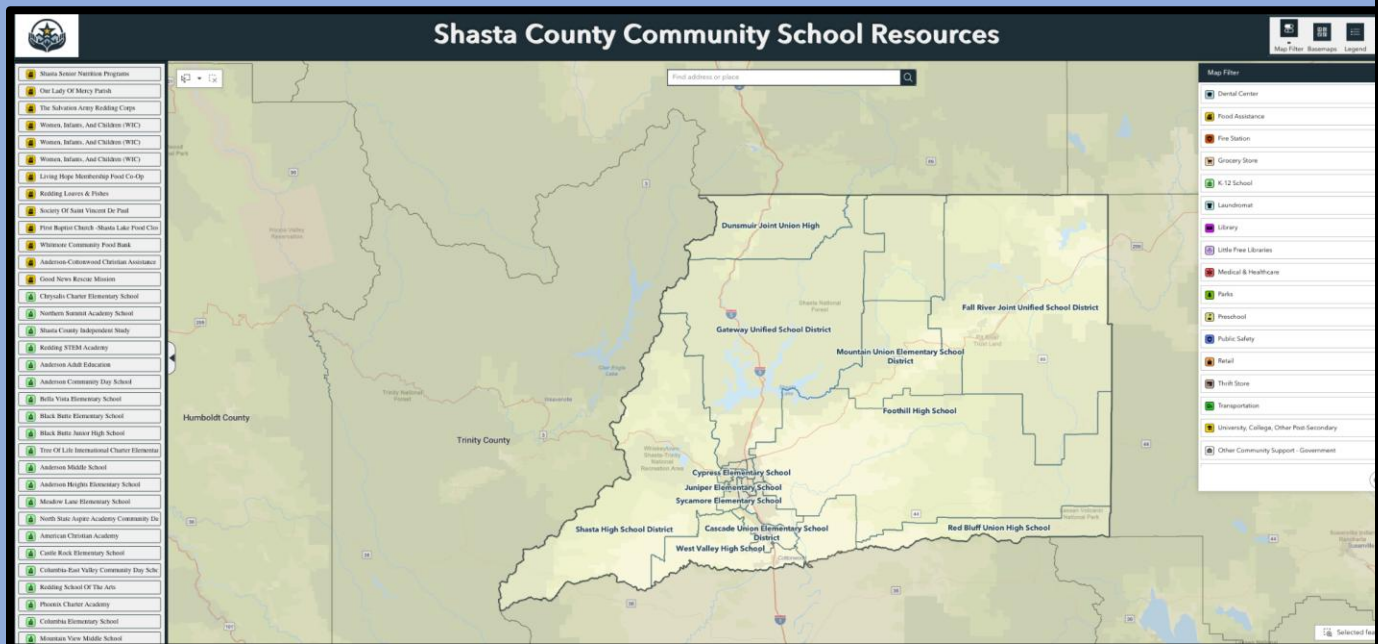
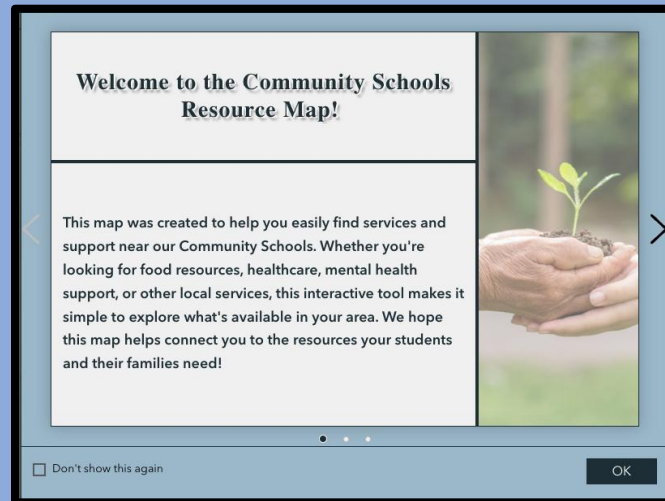
Outcome/Indicators

1. Each school site will have a comprehensive “relational map” of the school's boundaries that includes businesses, churches, community-based organizations, and other interest holders.
2. The school site will have established relationships with interest holders within the school's boundaries, including those that can potentially provide input to the school's Leadership Team or other forms of partner engagement.

Relational Mapping Project

bit.ly/42qUcVD





2. Shared Power:

Community schools are grounded in the belief that schools belong to all of us—students, families, school staff, and the community. They are democratic spaces. Recognizing and building towards shared ownership and deep engagement, through shared decision-making and collaborative strategies, is vital to building a democratic, inclusive, and empowering environment where all interest holders feel that their expertise and commitment to the community is recognized and valued. - (Overarching Value STAC Document)

Lead Agency (Grant Holder: SCOE):

- ❖ Provides resources and collaborative spaces for shared decision-making and participatory practices for all school site Leadership Teams as requested.
 - Example: Empathy Interview Training
 - Team Mapping: On-going reflection of: What teams exist on the school site? What is the purpose of the team? Who makes up the team? Who might be missing from the team? Are there teams that can combine to decrease the number of teams and increase efficiency?
- ❖ Facilitates regular meetings between school site Leadership Teams and Consortium representatives to share information, have meaningful conversations, and make collaborative decisions.
- ❖ Includes representatives from the school site Leadership Team in the Consortium's decision-making process and site level goals and actions to ensure alignment with district policies and goals. Team members include the district CBO and Superintendent.

School Site:

- ❖ Establish school site Leadership Teams that include diverse perspectives from interest holders such as parents, students, teachers, and community partners.
- ❖ Provide regular opportunities for all interest holders to provide input and feedback on school policies and programs and activities.
 - Examples of opportunities provided by schools within the consortium include but are not limited to:
 - Monthly Staff/Action Team/Grade-Level Collaborations
 - Student, Teacher, Parent Meetings (SSTs, BLTs, TSTs, IEPs, etc)
 - Parent/Teacher/School 2 way communication tools: Parent Square, Bloomz Teacher
 - Site Council
 - Parent Club/PTO
 - Sports Booster, Band Boosters etc.
 - Parent/Teacher Conferences
 - Academic/Culture/Leadership Action Teams
 - School Attendance Review Teams
 - Student Voice Committees
 - District Mid-Year Community Study Sessions
 - Weekly School Counselor/CCC Collaboration Meetings
 - Lighthouse Team and Action Teams-Student Council
 - Para Professional Collaborations
 - Social Media Surveys
 - Community Collaborative Days
 - No Excuse University
 - Principal open office hours
 - Meeting and collaborations held in multiple languages
 - Informal Coffee and Conversations (These have various names across school sites: Pastries with Parents, Snack and Chats, Vibe Checks, etc)

- Culture Crew
 - PBIS Teams
 - TAPP-Cal Safe Collaborations
 - PLCs (Professional Learning Communities)
- ❖ Utilize tools such as surveys, empathy interviews, collaborative conversations both formal and informal, and focus groups to gather feedback and make decisions collaboratively with interest holders.

3. Classroom-Community Connections:

Community schools are continuously linking classroom instruction to the broader community. Instruction is engaging, providing real-world and project-based learning opportunities. It is interdisciplinary in nature and rooted in the assets of students, families, educators, and local community members. Curriculum is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Community schools ground student learning in civic engagement and address real-world issues. (Overarching Value STAC Document)

School-Sites:

- ❖ **Current examples from sites this year include but are not limited to:**
- Non-Traditional Employment for Women (Highschool), GTC Outreach with other High-Schools, KRCR Field Trip, New Comers & Friends Presentation with Student Reps (Highschool), Game of Life Simulations (Highschool), CTE Workshops (Highschool), ASVAB (Highschool), Cal Trans Field Trips, Exodus Farms, Haven Humane, Simpson College Job Fair, STEM/STEAM (All-Grades), Pumpkin Patch Field Trips, Lassen Park Field Trips, State Capitol Field Trips, Baum Lake Field Trips, Shasta Caverns Field Trips, Fort Crook Museum (Civil War Reinactment), 4-H Visits, College Career Days, UC Davis Field Trip, UNR Field Trip, Shasta College Field Trip, Turtle Bay Field Trips, Wintu of Whiskeytown, Multi-Cultural Community Events.

4. A Focus on Continuous Improvement:

Working together, community schools participate in an ongoing cycle of reflection, analysis, shared learning, and revision with a focus on student learning conditions, well-being, and outcomes, and to ensure students, families, school staff, and the community are valued, engaged and empowered. Community schools think beyond traditional metrics of educational success to reinvent systems of measurement rooted in asset-based, community-driven, and actionable data. Data becomes a tool for improvement that students, staff, families, and community members can access, an instrument for reflection and mutual instead of an instrument of accountability- a flashlight, not a hammer. (Overarching Value STAC Document)

Site and Consortium Level Goals and Measures of Progress

School Sites
Goals

By the end of the grant period, school site Leadership Teams will use Improvement and Compassionate Systems Awareness strategies to continuously improve their goals and actions within their community school.
Action Steps
<ol style="list-style-type: none"> 1. School site Leadership Teams will utilize Improvement Science and Compassionate Systems Awareness strategies, such as Plan-Do-Study-Act cycles, to continuously improve their community school. 2. School site Leadership Teams will collaborate with other community school site Leadership Teams to share best practices and strategies for improvement. 3. School site Leadership Teams will develop consistent methods to share and celebrate community school successes and identify areas for growth.
Outcome/Indicators
<ol style="list-style-type: none"> 1. The school site Leadership Team utilizes Improvement Science and Compassionate Systems Awareness strategies to improve the system continuously. 2. Log collaboration with educational partners to share best practices and strategies for improvement. 3. Examples of community school success celebrations.
Shasta County Community School Consortium
Goals
By the end of the grant period, the Shasta County Community School Consortium SCOE team will have provided coaching, support, and collaboration opportunities for the consortium administrators and their teams to learn from each other about what they are trying to improve, what action(s) they are taking, what is working, how they know it is working and what they will try next. (Plan, Do, Study, Act Cycles)

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

Partnerships to Support Pillar 3: Family and Community Engagement

Consortium Grant LEAD LEA SCOE:

Integrated Student Supports

Integrated Student Supports

Connecting students and families with available services, as well as fostering a positive and healthy school climate



The System of Support incorporates the Community School Model. Community Connect Coordinators are onsite support that connect with students' adults and links them to needed services. This includes resources related to attendance, behavior, homelessness, and overall family functioning outside the sphere of influence of the school. In addition, Community Connect Coordinators can assist with Family, Student, & School Engagement. Below are examples of how Connectors have supported sites in these areas, with Connectors holding either a supportive role in existing events, and/or supporting new events.

Reminders & Tips

- Community Connect Coordinators are SCOE staff funded through the grant and are prohibited from having roles that are school roles. Examples: Yard Duty, Librarian,
- Not all interactions with students/families require a Community Connect referral. e.g, families contacted as part of Student Attendance calls do not need a referral, but are tracked as events/activities

Family Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Parent-Teacher Meetings/Workshops	Community connectors attend and facilitate meetings, provide resources, and support family-school communication	Strengthens family-school partnerships, improves student outcomes, and addresses individual student needs.	Scheduling conflicts, language barriers, and transportation for families.
Family Events and Celebrations	Support events like Open House, Harvest festivals, and Holiday celebrations, Multi-	Builds community spirit, encourages family participation, and adds to the positive school	Coordination of logistics, funding for events, and ensuring accessibility for all

	Cultural Events	environment	families
Resource Distribution and Support	Distribute baskets, clothing, food, and other essentials; coordinate with local resources	Meets basic family needs, reduces stress, and supports student attendance and well-being	Consistent resource availability, transportation for delivery, and identifying families in need.
Educational and Literacy Programs	Support literacy nights, parent education workshops, and academic support sessions.	Enhances family understanding of curriculum, boosts student academic performance, and fosters literacy skills.	Materials for workshops, trained facilitators, and outreach to engage families.
Volunteer Coordination and Community Building	Recruit and coordinate family volunteers, host community breakfasts, and organize meet-and-greets.	Strengthens community ties, increases family involvement, and builds a supportive network.	Volunteer recruitment, time management for families, and creating inclusive opportunities.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Parent Meetings and Workshops	Community Connectors attend and facilitate meetings with parents, providing resources and support for family-school communication	Strengthens family-school partnerships, addresses student needs, and improves high school outcomes.	Scheduling conflicts, language barriers, and transportation for families.
Family Events and Celebrations	Organize and support events like sporting events, holiday meals (Thanksgiving/Christmas), and Resource Fairs.	Builds community spirit, encourages family participation, and creates a positive school environment for high school families.	Coordination of logistics, funding for events, and ensuring accessibility for all families.
Resource Distribution and Support	Distribute resources through Food Pantry, Clothing Closet, and Resource Fair to support family needs.	Meets basic family needs, reduces stress, and supports student attendance and well-being.	Consistent resource availability, transportation for delivery, and identifying families in need.
Cultural and Community Engagement	Facilitate events like Holiday Dinners (Celebration of Native Americans) and Student/Family	Enhances cultural understanding, strengthens community ties, and supports family inclusion.	Cultural sensitivity training, funding for events, and outreach to diverse families.

	orientation to foster cultural awareness and community integration.		
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School Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Staff and Team Meetings/Support	Community connectors, attend, facilitate, and provide input at SST, SART, and staff meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves school operations.	Scheduling conflicts need for consistent staff attendance and clear communication channels.
Student Behavioral and Academic Support	Support Behavioral Intervention Team, School Counseling, and programs like Operation Warm to address student behavior and academic challenges.	Improves student behavior, academic performance, and well-being, creating a positive learning environment.	Trained personnel, time for follow-up, and resources for individualized support.
School-Wide Events and Assemblies	Organize and assist with assemblies, kindness events, and school celebrations (e.g., Thanksgiving, and Christmas events).	Boosts school spirit, fosters inclusivity and engages students and staff in community-building activities	Event planning resources, funding, and ensuring all students can participate.
Resource Coordination and Distribution	Manage clothing drives, food/supply drives, and distribute resources like parent baskets to support students and staff.	Meets immediate needs, reduces barriers to learning, and supports student and staff well-being.	Consistent resource availability, logistics for distribution, and identifying needs on campus.
Extracurricular and Enrichment Programs	Support Student Council, Garden Club, Spelling Bee, sports teams, and other enrichment activities for students.	Enhances student engagement, promotes physical and mental health, and develops leadership and teamwork skills.	Volunteer support, equipment/funding, and scheduling to avoid conflicts with academics.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Staff Collaboration and Meetings	Community connectors attend and contribute to staff meetings, Attendance Tracking, and SST meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves operations for high school students.	Scheduling conflicts, need for consistent staff attendance, and clear communication channels.
Student Support Programs	Support programs like Operation Warm and Foster Youth & Homeless Education to address student well-being and academic challenges.	Improves student outcomes, reduces barriers to learning, and supports vulnerable high school students.	Trained personnel, resource availability, and time for follow-up with students.
School-wide events and assemblies	Organize and assist with events like Staff Appreciation Luncheon and Student Programs Fair to engage the school community.	Boosts school spirit, fosters inclusivity and strengthens staff-student relationships in high school.	Event planning resources, funding, and ensuring all staff and students can participate..

Student Activities

Grades TK-8

Activity	Involvement	Benefit	Challenges/Needs
Recreational and Physical Activities	Community connectors support activities like field trips and outdoor playtime.	Promotes physical health, teamwork, and social skills, reducing stress and boosting student energy.	Equipment and space availability, trained supervision, and scheduling to include all students.
Social and Emotional Support Programs	Facilitate clubs like Garden Club, Kindness Club, and Student Council to support students' emotional well-being and social development.	Enhances students' self-esteem, builds friendships, and fosters a sense of belonging and leadership.	Consistent facilitator support, materials for activities, and outreach to engage shy or reluctant students.
Educational and Enrichment Opportunities	Support programs like Spelling Bee, Robotics, and student check-ins	Improves academic performance, encourages creativity,	Access to materials and technology, trained instructors, and time

	to enhance academic and creative skills.	and develops problem-solving skills.	management for busy students.
Cultural and Holiday Celebrations	Organize and assist with events like Thanksgiving Lunch, Christmas Breakfast, and Harvest Festival for students.	Boosts cultural awareness, builds community spirit, and creates memorable experiences for students.	Funding for supplies, coordination of logistics, and ensuring inclusivity for all cultural backgrounds.
Volunteer and Community Service	Coordinate activities like the Character Trait of the Month, canned food drives, and helping at school events	Fosters civic responsibility teaches empathy and strengthens community ties among students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Educational and Career Development	Facilitate programs like Job Fair, Resume Workshop, Financial Literacy, and College & Career Fair to prepare students for the future.	Enhances academic skills, career readiness, and long-term planning for high school students.	Access to experts, materials, and time for student participation during school hours.
Social and Emotional Engagement	Support activities like Student Check-Ins, Senior Take Flight Activities, and Welcome Kits to foster emotional well-being and connections.	Improves student mental health, builds relationships, and supports transitions in high school.	Trained counselors, privacy for check-ins, and resources for emotional support programs.
Community Service and Leadership	Coordinate events and set up volunteer opportunities for students.	Fosters civic responsibility, leadership skills, and community involvement among high school students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.

"Our Community Connector here at PACE is the glue for trust with our challenged families. Without trust, there are failed outcomes, failed relationships, and failed students."

~Principal, Josh McAuliffe

"Having this Community Connect position, specifically Jenn D. has been one of the most beneficial additions since my time at Pioneer High School. We have a strong system at Pioneer and she has come alongside and filled the gaps."

Principal, Time Calkins ~

SCHOOL SITES:

Schools and Districts have identified goals and actions within their LCAPs and SPSA's that speak specifically to their Needs and Asset Assessments and actions to engage all students and their families. Actions include examples such as utilizing various forms of surveys, one-on-one interviews (empathy interviews), focus groups, formal and in-formal platforms for conversations.

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

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

Our school sites'/consortium deep Needs and Asset Assessments during implementation Year 1 focused on the expansion of the extensive family and community engagement and planning efforts that had already taken place in our Consortium's previous CCSPP grants and aligned initiatives such as the broader system of support for Attendance. These assessments involved students, staff (Teachers, Counselors, Administrators, Superintendents), families, and community members in identifying the top community school priorities with Integrated Services and Support for families and

Student/Family/School Community Engagement as priority areas for this grant. We leveraged multiple data collection and analysis methods, such as interviews, focus groups, summits, workgroups, family nights, and home visits, to inform our individual site and Consortium's community school strategy.

To ensure that our Needs and Asset Assessment are thorough and meaningful, our Consortium worked collaboratively with each school site during Year 1 and Year 2, to test various strategies to increase family/school community engagement, implementing the strategies showing positive outcomes. While some efforts may be consolidated across the Consortium, we recognize that most will be implemented at the school site level, as each school has unique needs and priorities. By engaging a wide range of partners, including students, families, staff, and community members, school sites will continue to collect and reflect upon their comprehensive and diverse data to guide their efforts in building strong and effective schools. Best practice strategies, such as family/school community events, focus group collaborations, hosting events at different times of the day to ensure that all families and students have the opportunity to participate, and conducting surveys through various platforms and languages, sites will continue to increase the number of voices heard and perspectives considered in decision making.

As our SCOE Consortium's community school initiative evolves each year, we continue to have a mix of Consortium and school site goals and actions, focusing on collaborative best practices and community engagement strategies. We prioritize ongoing communication and feedback from our partners and continuously work to improve and refine our efforts based on their input.

Lead Agency (Grant Holder: SCOE):

- ❖ We regularly consult with and attend webinars and conferences with our partners at the CDE and the Community Schools State Technical Assistance Center (STAC) to stay current on the latest research and best practices in community schools. These state partners are also interested in learning from what our Community Schools are doing here in Shasta County. Our STAC has gone through a change of hands from the Alameda County Office of Education to the Sacramento County Office of Education. Monthly calendar invites are shared with all grant funded school administrators in the SCOE Consortium and our partnering Columbia School District Consortium to give our schools an opportunity to learn from each other and the CDE and STAC as well as schools and districts from across the region and state.
- ❖ Monthly administrator virtual touch point calls as described above.
- ❖ Analyze data collected from administrators around the Capacity Building Strategies to look for themes and takeaways.

Common Themes across our consortium include:

➤ Focus on Community and Family Engagement:

- Many schools emphasized the continued need to find ways to build and maintain strong partnerships with community organizations and increase family engagement.
 - Strategies include creating family resource rooms, holding family

engagement events at various times of the day and involving parents in more school activities.

- **Addressing Student Attendance and Behavior:**
 - Several schools identified chronic absenteeism and student behavior issues as major concerns.
 - Strategies included implementing attendance incentives, developing behavior intervention supports, and using trauma-informed practices.
- **Emphasis on Social-Emotional Learning (SEL):**
 - Several schools focused on the social-emotional development of students, recognizing the impact of trauma and emotional challenges on academic success.
 - Programs such as “Leader in Me” and partnerships with Elevate Solutions were highlighted.
- **Literacy and Academic Achievement:**
 - Improving literacy and academic performance was a key goal for all schools.
 - Strategies include installing book vending machines, setting reading goals, and revising school plans to align with academic data.
- **Sustaining Staff and Resources:**
 - Retaining qualified staff and providing professional development were critical areas of focus.
 - Several schools addressed high staff turnover by increasing support and training opportunities.

Specific Takeaways Include:

- **Collaborative and Data-Driven Approaches**
 - Schools reflected on how they use data to identify areas needing improvement such as absenteeism rates and reading proficiency.
 - Schools confirmed collaborative planning with staff, parents, and community partners was essential in developing and revising school action plans.
- **Increased Support Services**
 - Community Connectors played a vital role in linking families to necessary resources like mental health services, food and clothing.
 - Schools expanded support staff, including behavior technicians and literacy coordinators, to better address student needs.
- **Innovative Incentive Programs:**
 - Attendance and behavior incentives, such as prize drawings, special social events and recognition awards proved effective in improving student engagement.
 - Creative solutions like book vending machines motivated students to achieve academic goals.
- **Professional Development and Cultural Sensitivity:**
 - Training on trauma-informed practices and cultural sensitivity was prioritized to build a supportive and inclusive school environment.
 - Professional learning communities were formed to enhance teacher collaboration and effectiveness.

- Long-Term Commitment and Continuous Improvement:
 - Schools are committed to on-going assessment and adaptation of their strategies to meet evolving needs.
 - Plans for the next year include continuing successful initiatives and exploring new ways to support students and families.

Site Level Individualized Community School Fund Plans

Community School Fund Guidelines

Introduction

This document outlines the expectations for Community Schools within our Consortium regarding using their “Community School Fund.” The Consortium receives an annual grant allocation based on each school’s enrollment, ranging from \$150,000 to \$300,000. This allocation is divided into three service and support categories: Administrative, Consolidated Consortium, and Community School.

Bookmarked Table of Contents:

[SECTION 1: FUNDING CATEGORIES](#)

[SECTION 2: COMMUNITY SCHOOL FUND USAGE](#)

[SECTION 3: FUNDS DISBURSEMENT](#)

[SECTION 4: COMMUNITY SCHOOL FUND PLAN](#)

SECTION 1: Funding Categories

Administrative Services & Supports (Up to 10% of Total Consortium Funding)(Currently 4%)

Administrative Costs for this grant funding encompass:

- Grant reporting and documentation requirements
- Meeting attendance
- Budget and fiscal responsibilities
- Required evaluation

Consolidated Consortium Services & Supports (Up to 40% of Total Consortium Funding)

This category covers services such as:

- Mental health services
- Case management
- Organization of school-based services determined by school/district

A Community Connect referral can be made for a Community School student and family to access most Consolidated Consortium Support Services. The Consortium will have access to additional Support Services unavailable to other Shasta County Schools.

Community School Services & Supports(Minimum 50% of Total Consortium Funding)

This category includes a Community Connector working on the Community School campus full-time and a Community School Fund that can be used as each school sees fit. The amount of your Community School Fund will be based on your enrollment. This category will account for at least 50% of the total Consortium funding but currently stands at more than 65%.

SECTION 2: Community School Fund Usage

The Community School Fund represents a dynamic resource designed to empower Community Schools within our Consortium to innovate, adapt, and respond to the unique needs of their students and communities. The flexibility offered by this funding extends to a wide array of initiatives, programs, and services that align with the California Community School Framework. While certain restrictions exist to ensure responsible use, the overarching principle supports endeavors that enhance the educational experience, foster community engagement, and drive positive student outcomes.

Each Community School has the flexibility to allocate up to \$ 5,000 of its annual funds towards Community School Needs and Asset Assessment activities that require active community engagement and authentic participation of staff, students, and families. These activities play a crucial role in understanding the evolving needs and assets of the school community. For details on this year's assessment tasks, please refer to the Plan and Timeline for Community School Needs and Asset Assessment, Self Assessments, and Annual Reporting.

Additionally, we would like to remind Community Schools that the Community School Funds can also be directed toward the Expanded and Enriched Learning Time and Opportunities Pillar. This

Pillar extends beyond supporting traditional classroom instruction and encompasses a variety of enriching educational experiences.

Community School Fund Plan

Each Community School will receive a Community School Fund Plan. This Plan will serve as documentation for Community Schools to:

- Explain how their spending plan aligns with the California Community School Framework
- Describe how their Needs and Assets Assessment was utilized to determine funding use
- Detail the budget allocation
- Specify the timeline for fund expenditure

Prohibited Uses of Community School Funds:

All funds provided under this grant may not be used for the following purposes:

- Supplanting existing services and funds
- Providing subgrants to partnership members or other agencies
- Acquiring equipment for administrative or personal use
- Purchasing furniture
- Leasing facilities
- Remodeling facilities unrelated to accessibility to instruction or services
- Purchasing food services, refreshments, banquets, and meals
- Purchasing promotional favors or items for personal gain
- Subscriptions to journals, magazines, or periodicals
- International travel

SECTION 3: Fund Disbursement

The Consortium has arranged for every Community School to have immediate access to 70% of their Community School Fund. This flexibility will allow Community Schools to use their funds as needed, incrementally or in a lump sum. Funds can carry over from year to year but must be spent by December 30th prior to the end of the grant period:

- Cohort 1 Grant Period: July 1, 2022 – June 30, 2027
- Cohort 2 Grant Period: July 1, 2023 – June 30, 2028

Invoice Schedule:

Cohort	Year 1	Year 2	Year 3	Year 4	Year 5
1	22/23	23/24	24/25	25/26	26/27
	X	70%	10%	10%	10%
2	23/24	24/25	25/26	26/27	27/28
	70%	10%	10%	5%	5%

Refer to Appendix 1 of this document to determine the Community School Fund amount you will receive. Appendix 1 also includes a table with the amount that can be invoiced each year. You can use your Community School's regular invoice template. Please send it to our Community School Consortium's Administrative Assistant, Anjelika Rodriguez, at arodriguez@shastacoe.org and cc Wendy Hall at whall@shastacoe.org. A budget report must be submitted at each year's end to document fund expenditures. A template will be provided.

SECTION 4: Community School Fund Plan

The Plan for your Community School Fund is vital in securing the proper allocation and utilization of resources to support your Community School's mission and goals.

We have provided a template for your Plan to facilitate an efficient review process and ensure timely access to funds. This template should be filled out for each goal your Community School identifies. If your school has multiple goals, please complete the template separately for each one. The template can be accessed at [here](#). (Site Plans are built by the school site administrator and their site level team. The site plan allows sharing access to the site administrator, district superintendent and district CBO.)

We recognize that community needs and priorities may evolve over time. If your school does not expend all allocated funds or wishes to revise a goal due to input from interest holders or new community school needs, you are welcome to submit a new template later. All funds must be spent by December 20th of the 5th year of the grant. Our aim is to support your Community School in its endeavors to serve your students and community best.

Below is an outline of the Community School Fund Plan. These questions will help Community Schools provide a clear and comprehensive explanation of their funding plan and ensure alignment (allowable expenses) within the California Community School Framework.

Goals, Actions, and Metrics

Each Community School can have 1 – 3 goals for their Community School Fund. The goals should be written using the SMART Format. If you would like, these can align with goals you already have identified in your District's LCAP, your school's SPSA, or other aligned initiatives where you have engaged staff, students, families, and the community in shared decision-making.

For each Goal, you will need to provide the following:

- A brief explanation of why the Community School developed this goal
- Up to 5 Actions to describe how you will accomplish each goal
 - A short title for each Action
 - A description of the Action and how it will contribute to improving the Metric (see below)
 - A budget for each Action (approximate cost)
- Up to 5 Metrics to describe how you will measure each goal
 - A description of the Metric
 - Where you will collect the Metric's data (from the Dashboard if possible)
 - The direction of the proposed change in the Metric
 - The Metric's Baseline Data
 - The Metric's Desired Outcome
 - When implemented, we will need the outcome data

APPENDIX 1: Consortium Community School Funding

Consortium Funding Formula

Administrative Services & Supports	Consolidated Consortium Services & Supports	Community School Services & Supports
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Reporting, Compliance, Fiscal, Evaluation, Etc	Mental Health Services, Case Management, Etc	Connector & Community School Fund
Up to 10% of Total \$	Up to 40% of Total \$	50% Minimum of Total \$

Community School Services & Support

CCSPP Funding (Annual Allocation by School Enrollment)	Community Connector (avg annual cost for salary & benefits)	Community School Fund
\$300,000.00	\$102,000	\$ 120,000.00
\$250,000.00		\$ 100,000.00
\$150,000.00		\$ 60,000.00

Cohort 1

Community School	Community School Fund	1st Disbursement 23-24	2nd Disbursement 24-25	3rd Disbursement 25-26	4th Disbursement 26-27
Alta Mesa Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Lassen View Elementary	120,000.00	84,000.00	12,000.00	12,000.00	12,000.00
PACE Academy Charter	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Rother Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Shasta Meadows Elem	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Buckeye School of Arts	120,000.00	84,000.00	12,000.00	12,000.00	12,000.00
Gateway Community Day	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Grand Oaks Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Mountain Union Elem	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Igo-Ono Elementary	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Cypress Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Juniper	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Sycamore Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00

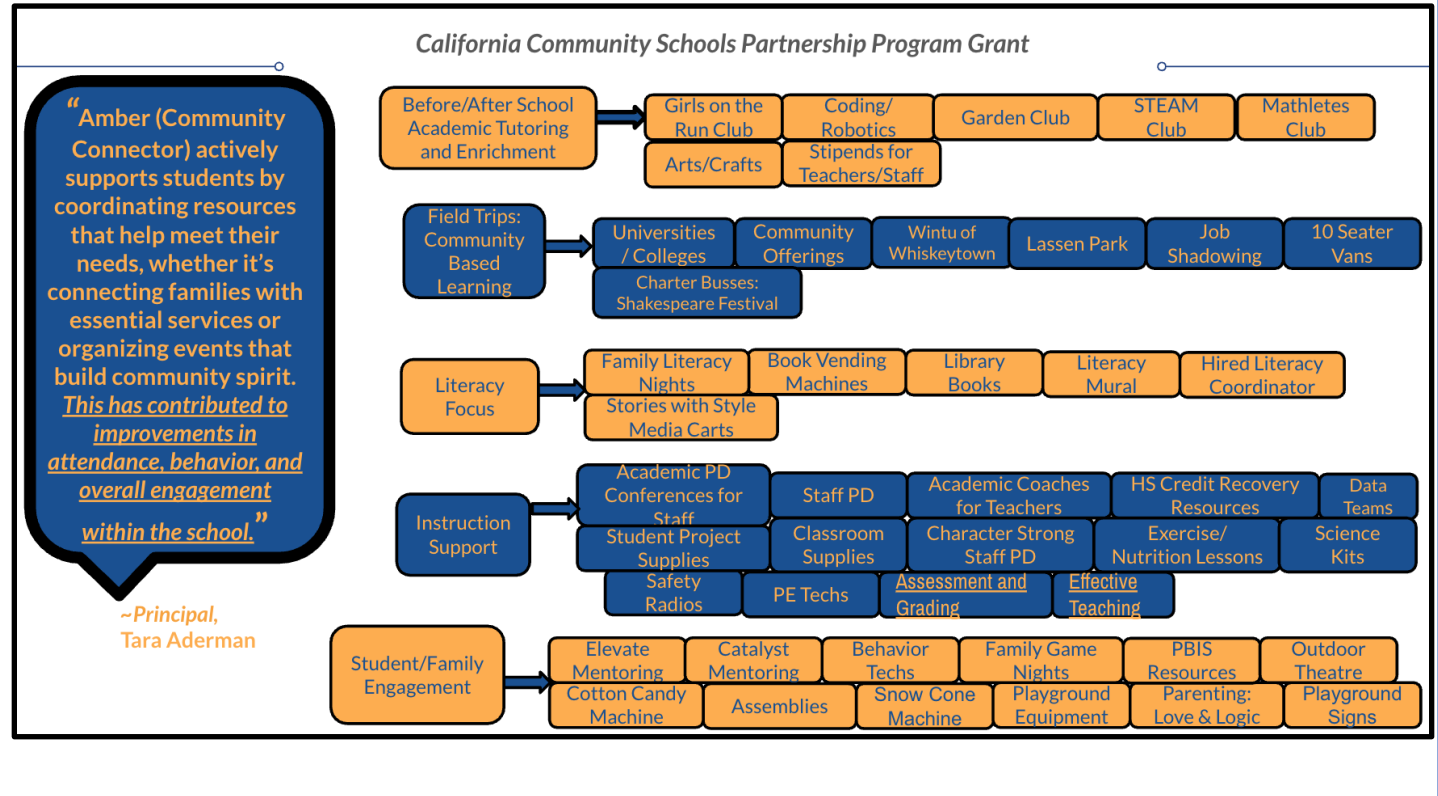
Cohort 2

Community School	Community School Fund	1st Disbursement 23-24	2nd Disbursement 24-25	3rd Disbursement 26-27	4th/5th Disbursement 27-28
AHS	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
North Valley	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Oak View	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Mistletoe	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
Parsons	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
Burney Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Fall River Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Burney Jr/Sr HS	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Bonny View Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Pioneer HS	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
SCOE IS	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
SCOE Excel	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
SCOE Juvenile Court	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
GEO	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Mt. Lakes HS	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Shasta Lake Elementary	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00

Cohort 3

Community School	Community School Fund	1st Disbursement	2nd Disbursement	3rd Disbursement	4th Disbursement	5th Disbursement
Redding Achieve	30,000	21,000	3,000	3,000	1,500	1,500

Examples of Actions Taken by individual school site Community School Fund Plans to Date:



Strategy 2: Centering Community-Based Learning

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

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

LEA (Grant Holder: SCOE) Consortium Goals and Measures of Progress

By the end of year 2, school sites and the consortium will gain a baseline of the number of teachers who have participated in CBL professional development and the types of CBL opportunities that exist currently for students on their school sites. This will help guide the need for professional development across our consortium for CBL.

School Site	
Goals	
By the end of Year 3, school sites who choose this area of focus will increase the number of community-based learning (CBL) projects implemented by teachers at each school site by the end of the school year.	
Action Steps	
<ol style="list-style-type: none"> 1. Promote professional development workshops for teachers on the development and implementation of CBL projects provided by Consortium 2. Distribute resources the Consortium provides for teachers to create and implement CBL projects in their classrooms. 3. Encourage teachers to collaborate with community partners and involve students in designing and implementing CBL projects. 	
Outcome/Indicators	
<ol style="list-style-type: none"> 1. Increase in the number of CBL projects implemented at each school site. 2. Number of teachers who participate in the professional development workshops. 3. Student engagement and participation in CBL projects. 	
Shasta County Community School Consortium	
Goals	
By the end of Year 3 of the implementation grant, 75% of educators in the consortium participating school sites will have participated in at least one professional development opportunity focused on community-based learning (CBL) and will have integrated CBL principles into their instruction.	
Action Steps	
<ol style="list-style-type: none"> 1. Identify or develop professional development opportunities focused on CBL for educators in the consortium. 2. Provide professional development opportunities for educators in the consortium that focus on the theoretical roots and practical elements of CBL, as well as examples of CBL in action. 3. Provide ongoing support and resources to educators as they integrate CBL principles into their instruction. 	
Outcome/Indicators	
<ol style="list-style-type: none"> 1. 75% of educators in the consortium have participated in at least one professional development opportunity focused on CBL by the end of Year 3. 2. 5 or more opportunities for educators in the Consortium to collaborate with community partners 	

- on community-based curriculum or pedagogical projects will be developed or identified.
3. Log of ongoing support and resources provided to educators as they integrate CBL principles into their instruction.

Strategy 3: Collaborative Leadership

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

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

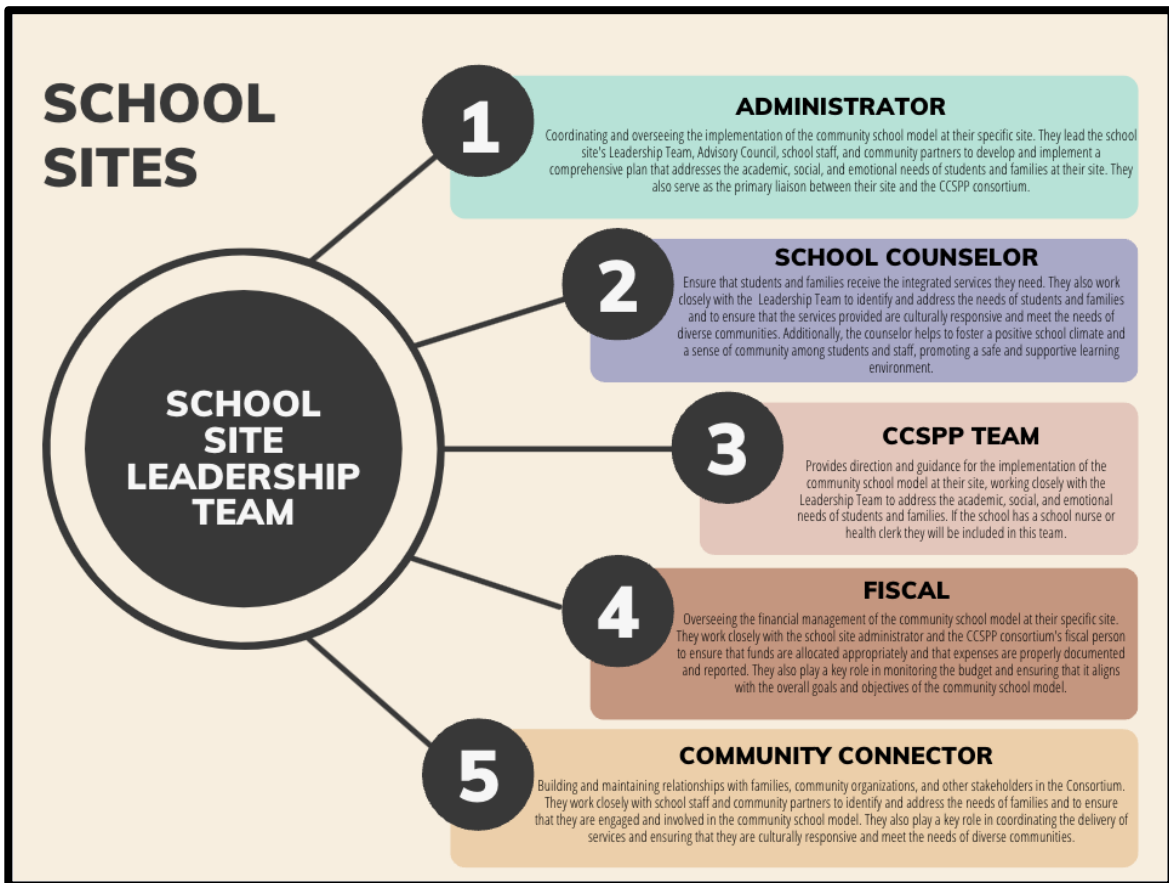
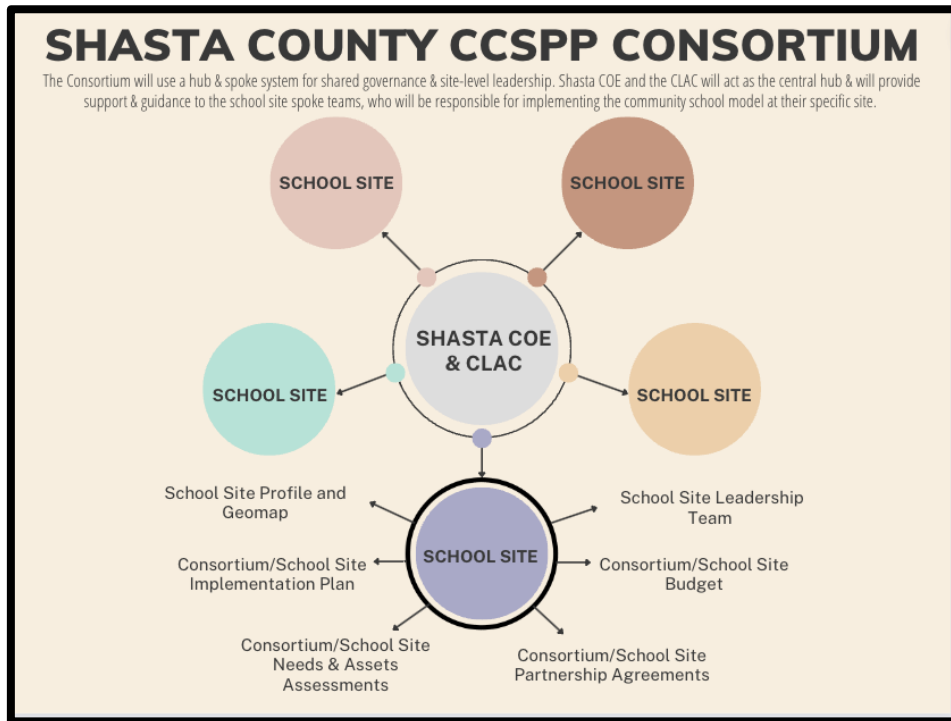
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

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

Leverage Existing Assets for Alignment

Taking time each school year to understand the function and make up of our current system helps determine areas for streamlining, improvement and celebration. Each year of the grant, Team Mapping is one activity that enables a strong Needs and Assets Assessment process by allowing sites to leverage existing assets, such as leaders, partners and structures to accelerate listening, learning and relationship building. The purpose of the Team Map process within the Community School Needs and Asset Assessment is to gain a comprehensive understanding of the various teams operating within each Community School. This process is grounded in collaborative teamwork and is typically facilitated by a Community School Coordinator (This for our school sites is the School Site Administrator). The primary goal of mapping is to collect valuable information about the composition, functions, and priorities of the school site teams. This information guides the Community School Coordinator (Site administrator) decisions around decision making teams at their site. Most school sites have designated their Site Council Team as their Community School Team.



Each School Site Leadership Team is defined by the School Site administrator and can be an existing team such as their Site Council Team.

Key Staff/Personnel for Site & Consortium

Key Staff Name	Main Role/Function at Site Level
Site Administrator	Community School Coordinator: Coordinating and overseeing the implementation of the community school model at their specific site. They lead the school site's Leadership Team, Advisory Council, school staff, and community partners to develop and implement a comprehensive plan and actions that addresses the students' and families' academic, social, and emotional needs at their site. They serve as the primary liaison between their site and the CCSPP consortium.
Counselor	School Site Leadership Team/School Counselor: Ensure students and families receive the necessary integrated services during the school day utilizing resources and supports within their "sphere of influence" and capacity. They also work closely with the Leadership Team to identify and address the needs of students and families and to ensure that the services provided are culturally responsive and meet the needs of diverse communities. Additionally, the counselor helps to foster a positive school climate and a sense of community among students and staff, promoting a safe and supportive learning environment.
District CBO	School Site/District Leadership Team/Fiscal: Overseeing the financial management of the community school model at their specific site. They work closely with the school site administrator and the CCSPP consortium's fiscal person to ensure that funds are allocated appropriately, and expenses are properly documented and reported. They play a key role in monitoring the school site budget to ensure that goals and actions align with the grant allowables and overall goals and objectives of the district priorities and school site goals.
Community Connector	School Community Connector: Building and maintaining relationships with the Consortium's families, community organizations, and other interest holders. They work closely with school staff and community partners to identify and address the needs of families that fall outside of the sphere of influence or capacity of the school staff. They also play a key role in coordinating the delivery of services to families at the families request ensuring that they are culturally responsive and can meet the needs of diverse communities.

Wendy Hall	Consortium Lead Agency Community School Coordinator: Coordinating the implementation of the community school model across all participating schools. They work closely with the school site's Leadership Teams, school administrators, district staff, and community partners to develop and implement a comprehensive plan that addresses the academic, social, & emotional needs of students and families. They also serve as the primary liaison between the Consortium & the California Department of Education.
April Matthews	Consortium Lead Agency Integrated Student Supports Internal Director: Overseeing the provision of the Community Connectors and support services to families in the Consortium. They work closely with the school administrator in the supervision of the site community connector, and partners closely with community partners to develop a system for connecting families to services that promote the well-being & resiliency of students & families who want that support.
Esther Craig	Consortium Lead Agency Integrated Student Supports External Director: Coordinating community support services, partnerships, and resources for Community Connectors to access for families within the Consortium. They work closely with community partners such as United Way 211, Dignity Health and Youth Support Services at SCOE for a centralized food pantry that serves all Shasta County Schools and connects schools and community partners across the region for a stronger network of support for schools and families.
Jake Hahn	Consortium Lead Agency Educational Data Technician: They work closely with the school sites' Leadership Teams and Community Connector staff to collect & analyze data, and create non-identifiable data displays to guide conversations and reflections for program improvement, areas of unmet needs and celebrations and grant annual reports.
See Thao	Consortium Lead Agency Community School Fiscal Director: Managing the financial aspects of the Consortium, including budgeting, accounting, & reporting. They work closely with the consortium's leadership team to ensure that resources are used effectively & efficiently, that financial goals & targets are met and funds are used within the allowable uses as determined by the grant.

Strategy 4: Sustaining Staff and Resources

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

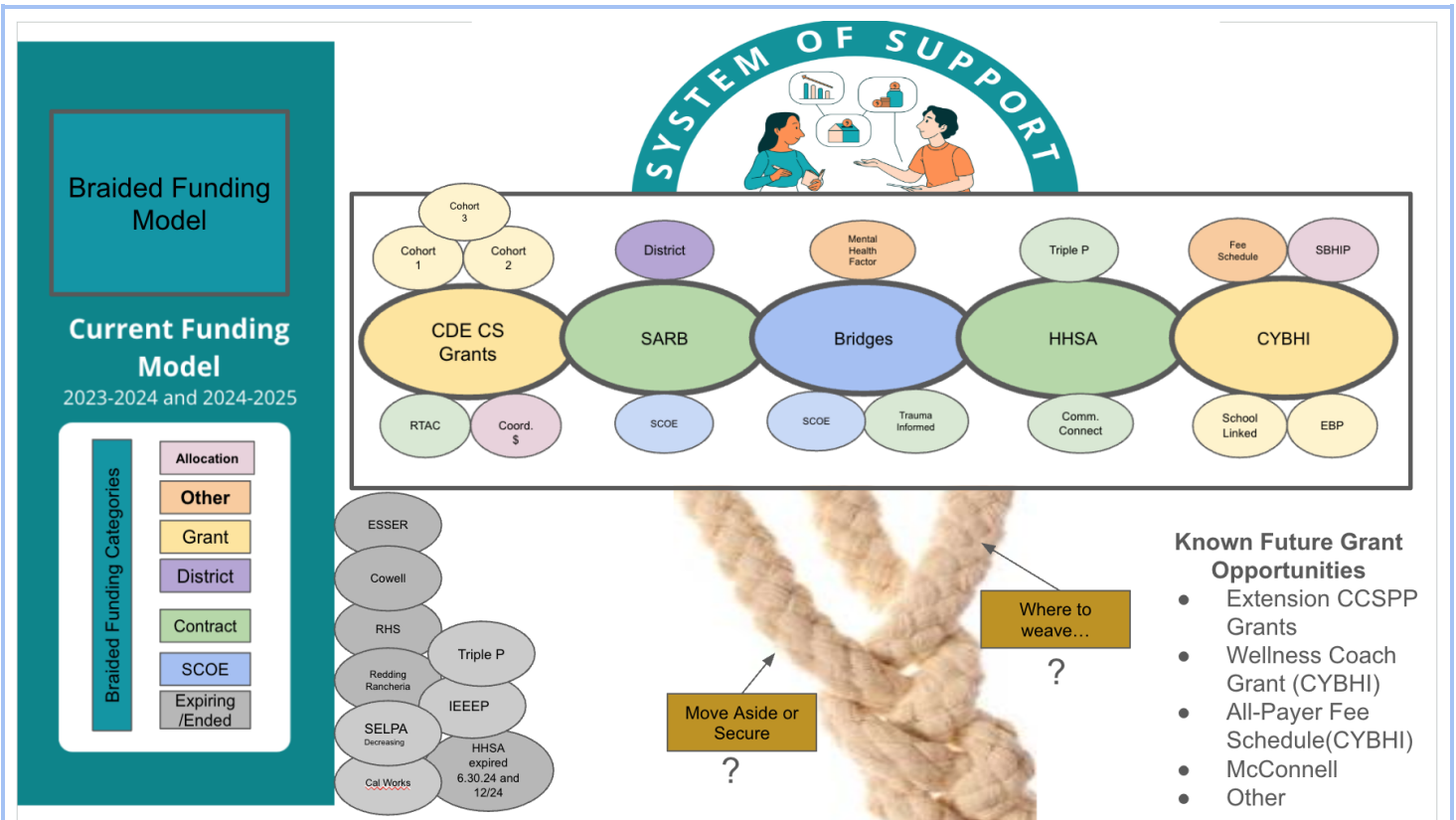
Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems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

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

Sustainable Revenue Stream

To plan for sustainability, SCOE as the LEAD LEA for this grant continues to work with our community partners and interest-holders to identify and secure additional funding streams and resources that can support the ongoing implementation of our community schools structure of support. Funding sources come and go for various reasons and lengths of time. One of the key steps for us is maintaining current relationships with partners and establishing new partnerships with local businesses, community organizations, and philanthropic entities to secure ongoing financial support. This has included funds from partners like, The Redding Rancheria and the Cowell and McConnell Foundation. We have also leveraged existing funding sources, such as federal grants and state initiatives, to support our work which have included MHSA and MHSSA. In addition, we are focusing on billing for direct student (with parent/guardian consent) and family services through Medi-Cal and other payers. We recognize the importance of this revenue stream in providing sustainable funding for our programs, support and resources established during the community school grant that show a positive impact for schools and families. To support LEAs in maximizing their reimbursements, SCOE is collaborating with the California Children's Trust to create a toolkit to help LEAs in our Consortium and across our state secure new billing vendors. Additionally, SCOE applied for and was selected as one of the COEs for the Department of Health Care Services Student Health Demonstration Grant, which provides funding and technical assistance to support our Consortium in developing sustainable Medi-Cal billing programs. This also includes a plan to train eligible school site Community Connectors to become certified Wellness Coaches who can then bill for their services for families. This will help generate revenue and increase access to much-needed services for students (with parental consent) and families in the community. Through these efforts, we aim to build a revenue stream that will support the long-term sustainability of our impactful resources, support and staff acquired through the community school grant period.

Visual Display of Current Braided Funding Model:



We do not want to see good work and strong support for school sites and their families go away at the end of the grant period if we are unable to sustain them. Our goal for the end of year 3 of each cohort grant period, is to provide a potential option “Menu of Cost for Services”. This menu of cost for services would include what SCOE can sustain with funding sources and the remaining uncovered cost that would need to be covered by the site/district if they choose to continue that service or support beyond the term of the grant period. Sites and their District would then be able to plan accordingly to either opt in or opt out for continued services at the end of the grant after year 5. There is zero liability to the participating site or district for not sustaining services/supports/staff beyond the grant period. Our SCOE team will continue to search for funding sources that make sense to support the work that schools and families are asking for.

Build Capacity and Sustainability

To build capacity and sustainability within our community schools, we will listen to our school sites and families to invest in professional development and training opportunities that they ask for. Additional optional on-going support and capacity building sessions are offered by our partners at the CDE, STAC and RTAC. Year 2 was focused on monthly virtual meetings with school site administrators to determine areas of need and celebrations between the consortium of 30 school sites, 1-1 meetings with administrators for Community Connector support, and 1-1 Community School Fund Plans support which included district level Chief Business Officers (CBO's) and Superintendents to ensure goals and actions aligned with LCAP goals and district policies.

Consolidated Services

Our Consortium's consolidated service strategy plays a key role in building sustainability beyond the

life of our implementation grant. By pooling our resources and working collaboratively, we maximize the impact of our community school efforts and increase the opportunity that schools and their families continue to benefit even after the grant period ends. Our Consortium structure provides a platform for ongoing communication and coordination, allowing us to identify and address emerging needs and opportunities in a timely and efficient manner. This sustained effort and relationship building allows us to continue to add relevant layers of support that increase and help improve outcomes for our students, families, and communities long term.

Alignment

Community Schools is not a program or a stand alone initiative, it is a framework for aligning all of the many initiatives and structures that make a school a great school with thriving students and staff. School sites look at their guiding plans: LCAPs, SPSAs, Safety Plans, Community School Fund Plans, etc to create coherency to support the goals across their system. Taking time to slow down and ask, “Whose perspective are we missing?”, “What is working to celebrate and continue?”, “Where do we need to improve and streamline efforts for that improvement?” are all critical steps to being a successful Community School.

Strategy 5: Strategic Community Partnerships

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

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

LEA (Grant Holder: SCOE) and SITE Goals and Measures of Progress

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:

Shasta County Community School Consortium

Goals

During the grant period, increase and strengthen School-Community Partnerships through “Relational Mapping” and Community Connect.
Action Steps
<ol style="list-style-type: none"> 1. Utilize school site Relational Mapping and Community Connect to identify and map community assets and resources available to support student success and well-being. 2. Hire a Consortium Integrated Student Supports External Director and a Community Connector for each school site. 3. Develop and implement a comprehensive plan to engage identified partners in school-based initiatives and programs. 4. Establish regular communication channels between school staff and community partners to ensure ongoing collaboration and coordination. 5. Become proficient in referring students to the Consortium’s internal community school support like Community Connect, Bridges to School Success Programs, Triple P, etc.
Outcome/Indicators
<ol style="list-style-type: none"> 1. Increase the number of community partners engaged in school-based initiatives and programs by 25% within the first two years of implementation. 2. Increase the number of students and families served by community partners by 10% within the first year of implementation. (Increase the connection and engagement rates of families referred by the school sites) 3. Include maintaining and expanding school-community partnerships beyond the life of the grant period as part of the Consortium’s sustainability plan.
Shasta County Community School Consortium
Goals
Apply for California Accountable Communities for Health Initiative’s (CACHI) funding for the Accountable Community for Health Initiative with strategic community partners to establish an ACH, a community-driven collaborative dedicated to making lasting and transformational change in the health of a community and forwarding the goal of health equity in our community.
Action Steps
<ol style="list-style-type: none"> 1. Research and review the California Accountable Communities for Health Initiative's Accountable Community for Health (ACH) funding requirements and application process. 2. Collaborate with the Health Alliance of Northern California (HANC), Shasta Health Assessment and Redesign Collaborative (SHARC), and the Children’s Legacy Center to develop a comprehensive funding proposal that reflects the needs of our community. 3. Submit the funding proposal for the ACH Initiative to secure the funding necessary to establish the ACH infrastructure.
Outcome/Indicators
<ol style="list-style-type: none"> 1. Development of a comprehensive funding proposal that reflects the needs of our community

and community schools and aligns with the requirements of the ACH Initiative.

2. Successful submission of the funding proposal and receipt of the necessary funding to establish the ACH infrastructure in our community.
3. If funded, establish a collaborative ACH with representatives from diverse sectors in the community.

Active Community Partner Engagement:

- **Site Level Community Connectors** actively engage in meaningful ways daily/weekly/monthly with community partners, such as local nonprofits, government agencies, and businesses, to better understand their services and how to access those services for families who qualify and ask for that level of support or resource. Community Connectors go to the agencies or the agency representatives come to Community Connect Staff Meetings to share and/or give updates about their services/resources and how to access them for families.
- **LEA Lead SCOE 24-25 Community Partner Collaborations include:**
 - Shasta County Oral Health Advisory Committee-Quarterly Meetings
 - United Way 211 Advisory Committee- Monthly Meetings
 - SHARC Integrated Care Committee (ICC)- Monthly Meetings
 - Community Health Alliance for Children and YOUTH (CHACY) Coalition- Quarterly turned Monthly March 2025
 - CHACY: Community Engagement Workgroup- Monthly Meetings
 - CHACY: Access Workgroup- Monthly Meetings
 - CDPH: School Health UPdate Meeting and Office Hours-Weekly Meeting
 - Healthy Shasta Steering Committee- Monthly Meetings
 - SCOE School NURse Meetings-Monthly
 - Shasta County School Nurse/Public Health Meetings- Monthly
 - North State Together-Weekly Planning Meetings and Professional Development Partner
 - Partners for Rural Impact: Professional Development Partners
 - Youth Options Shasta
- **Community Connector Consortium Cohort Level Data**

COMMUNITY SCHOOLS COMMUNITY CONNECTOR: **COHORT 1**

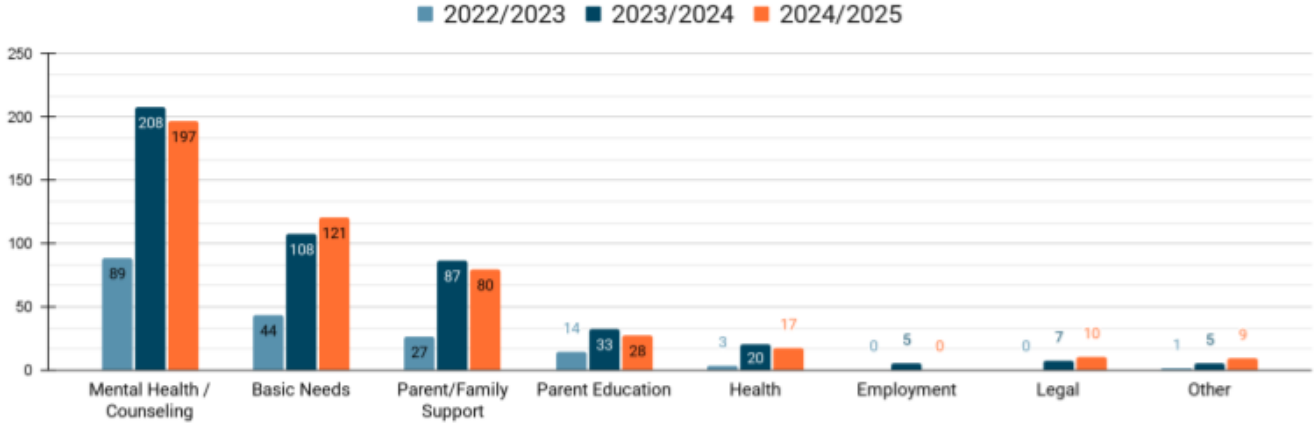
Year 1*: 2022/2023 **Year 2**: 2023/2024 **Year 3**: 2024/2025 Data through 3/31/2025

*Community Connect Coordinators started on March 15th, 2023

ALTA MESA*BUCKEYE SCHOOL OF THE ARTS*CYPRESS*GATEWAY COMMUNITY DAY*GRAND OAKS
IGO-ONO*JUNIPER*LASSEN VIEW*MONTGOMERY CREEK*PACE ACADEMY*ROTHER
SHASTA MEADOWS*SYCAMORE

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's success, support families' voice at all service levels, provides peer support to parents and helps link them to community-based services through Community Connect Case Management. They work closely with families to understand what their needs are, create a family care plan with goals, and make sure they get the support they are seeking.

	2022/2023	2023/2024	2024-3/31/2025																																				
Referrals to Community Connect	354	565	478																																				
Connection Rate with Family	73% (260)	77% (433)	83% (395)																																				
Acceptance Rate with Family	75% (195)	91% (394)	86% (340)																																				
Types of Services Requested by Family																																							
 <table border="1"> <caption>Types of Services Requested by Family</caption> <thead> <tr> <th>Service Category</th> <th>2022/2023</th> <th>2023/2024</th> <th>2024/2025</th> </tr> </thead> <tbody> <tr> <td>Mental Health / Counseling</td> <td>89</td> <td>208</td> <td>197</td> </tr> <tr> <td>Basic Needs</td> <td>44</td> <td>108</td> <td>121</td> </tr> <tr> <td>Parent/Family Support</td> <td>27</td> <td>87</td> <td>80</td> </tr> <tr> <td>Parent Education</td> <td>14</td> <td>33</td> <td>28</td> </tr> <tr> <td>Health</td> <td>3</td> <td>20</td> <td>17</td> </tr> <tr> <td>Employment</td> <td>0</td> <td>5</td> <td>0</td> </tr> <tr> <td>Legal</td> <td>0</td> <td>7</td> <td>10</td> </tr> <tr> <td>Other</td> <td>1</td> <td>5</td> <td>9</td> </tr> </tbody> </table>				Service Category	2022/2023	2023/2024	2024/2025	Mental Health / Counseling	89	208	197	Basic Needs	44	108	121	Parent/Family Support	27	87	80	Parent Education	14	33	28	Health	3	20	17	Employment	0	5	0	Legal	0	7	10	Other	1	5	9
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Other	1	5	9																																				
# Unique Agencies Referred to	62	132	131																																				
Family Goals	N/A (Not collected)	359	443																																				



This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

School Site:

- ❖ In addition to the consortium levels of support, each school site provides unique activities and events, as well as engagement strategies, to build relationships with their interest holders. There are too many to list. Please inquire with the school site administrator.

LEA (Grant Holder: SCOE):

COMMUNITY CONNECT: GRAND OAKS ELEMENTARY

Community Schools

Year 1*: 2022/2023 **Year 2**: 2023/2024 **Year 3**: 2024/2025 Data through 3/31/2025

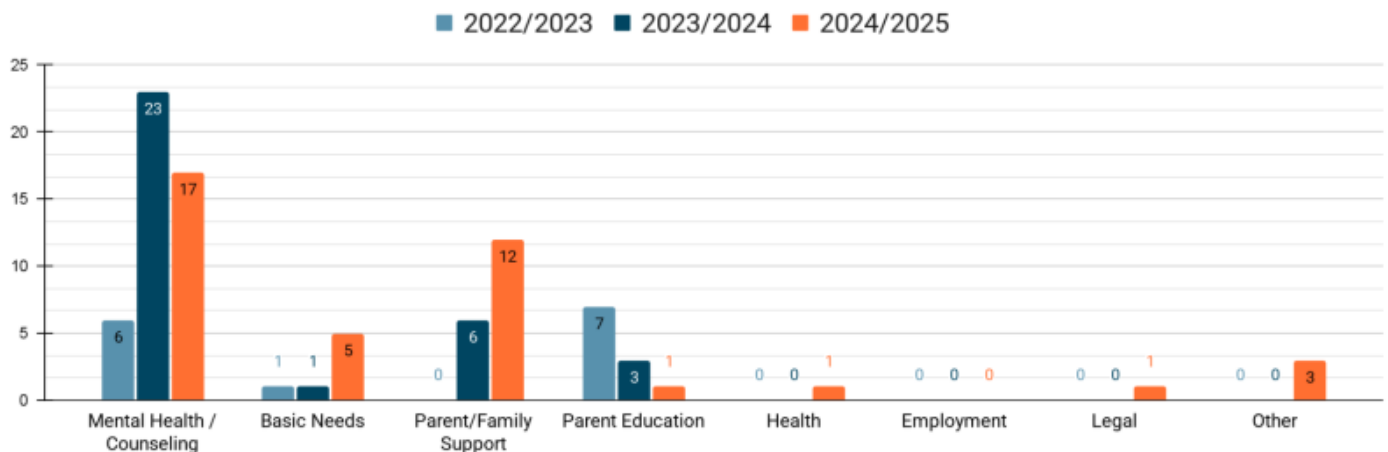
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	2022/2023	2023/2024	2024-3/31/2025
Referrals to Community Connect	23	25	32
Connection Rate with Family	70% (16)	80% (20)	94% (30)
Acceptance Rate with Family	69% (11)	95% (19)	83% (25)

Types of Services Requested by Family



Unique Agencies Referred to

9

20

24



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Data: 04/2025

COMMUNITY CONNECT: **GRAND OAKS ELEMENTARY**

Community Schools

Year 3: 2024/2025 Data through 3/31/2025

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's school success, support families' voice at all service levels, provides peer support to parents and assists them in successfully linking to community-based services through Community Connect. The following highlights of support have been provided to Grand Oaks Elementary School, including:

- Participate and support in SART conferences
- Organize and facilitate Trimester Attendance Parties
- Wash, organize and donate Lost and Found items

Feeling Empowered

Client, a single mother, was overwhelmed by her son's frequent behavioral issues at school and home. Seeking help, the school made a Community Connect referral. She was successfully connected to parenting support services where she has been participating in the program. After a few sessions, the client then asked for additional help with getting connected to therapy services for her son. Upon starting therapy, the client stated that she was feeling "empowered" by all of the support around her. Client has remained motivated and participating in all requested services.

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Developed by the California Department of Education and State Transformational Assistance Center,
April 2024.