CCSPP: 2025-2026 IMPLEMENTATION PLAN

School Site and Consortium Lead Contact Information

Implementation Plan	Cohort 2 July 1, 2025 - June 30, 2026
District Name	Enterprise Elementary School District
School Name	Parsons Junior High
Grades	6-8
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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)

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)

Our consortium of 27 schools continues to deepen its collective understanding of how to work together while honoring the unique strengths and needs of each district and school site. A primary focus for the 2025-2026 school year was capturing the full story of each school as a community school, looking beyond grant participation. This intentionality proved vital during a period of significant leadership transition; 13 of our 27 sites have welcomed new principals since the grant began, with three sites experiencing multiple changes. To support these transitions, the LEAD Grant LEA (SCOE) and participating sites focused on intentional messaging and a reflection of current need. This included hosting school-wide events to boost family engagement, utilizing social media to highlight activities like Literacy and STEAM nights, and creating student voice panels. We have also prioritized internal efficiency by connecting departments across SCOE to better serve requested district needs. All communication materials are now designed to be more reader-friendly and are translated into multiple languages to ensure accessibility for all families.

We have maintained strong connections with community partners through transparent and insightful dialogue. By providing clarity on grant activities and sharing public records (while strictly maintaining family confidentiality), we have fostered a collaborative environment where all voices are considered. A key area of ongoing focus for our partners involves parental consent for services. We remain committed to the requirement that all grant-funded supports are voluntary, confidential, and provided only upon the explicit request and consent of a parent or guardian. Site-based Community Connectors strictly adhere to district policies for all campus activities. These conversations, while sometimes challenging, are essential for correcting misunderstandings and refining our plans.

Meaningful engagement with staff, families, and students remains the heart of our community school initiative. By gaining perspectives that challenge our own, we are better equipped to guide the Shasta County Office of Education Consortium through a process of continuous improvement. This collaborative approach brings us closer to a shared, authentic vision of what our community schools can achieve.

Lead Agency (Grant Holder: SCOE) examples of Relational Centered Spaces:

Monthly Site Administrator Virtual Collaboration Calls:
The Shasta County Office of Education (SCOE) Community Schools Consortium conducts 45-minute virtual touch-point calls for administrators on a monthly basis (totaling 15 sessions to date) for 25-26 school year. These calls provide a dedicated forum for school-site leaders to collaborate, share

successes regarding their Community Connectors, and exchange student and family engagement strategies. Participants can discuss implementation barriers in a supportive environment, fostering a network of peer support. During these sessions, the SCOE team provides updates from the California Department of Education (CDE) and both State and Regional Technical Assistance Centers (STAC/RTAC). The agenda includes brief professional development on topics like chronic absenteeism, feedback cycles on service impact, and collaborative evaluation of the cost-effectiveness of various grant-funded initiatives. This structured dialogue is central to our continuous improvement model, which focuses on defining objectives, testing new strategies, measuring impact, and determining subsequent steps.

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.
    - Example of an impact story from one of our community schools:

Empowerment and Resilience

In September 2025, Community Connect received a referral for a resilient single parent managing the care of two young students and an older disabled son. At that time, the family was in the middle of a crisis centered on one of the students' school experiences and behaviors at home. The referral detailed significant behavioral struggles in the classroom and home, including screaming, hiding under tables, and exhibiting physical aggression toward staff. The student often retreated into a fantasy world, pretending to be an animal and refusing to acknowledge adult redirection, which created a mounting barrier to her education and the family's stability.

Community Connect immediately engaged with the family to provide support through a positive parenting program and an additional group specific to trauma, offered through the Community Schools program. As the Community Connector conducted regular home visits, it became clear that the parent was rapidly absorbing and implementing these new strategies. During these sessions, the parent shared the history of abuse the family had survived and escaped. She noted that the group was particularly impactful because it taught her about the physiological functions of the brain, allowing her to view her children's behaviors through a trauma-informed lens. This shift in perspective was described by the client as "extremely helpful" in managing the daily complexities of her household.

The transformation extended to the classroom, where staff reported significant improvement in the students' growth. Empowered by these resources, the parent took an active leadership role, collaborating with teaching staff to share tools that supported her daughter's unique needs.

Following this success, the parent transitioned into intensive therapy with consistent attendance. Reflecting on the journey, she described these specialized resources as "life-changing." This case illustrates how collaborative, trauma-informed education can empower a family to move from survival to thriving.

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) examples of Shared Power:

- Deliver specialized resources and collaborative frameworks, such as Empathy Interview Training, to cultivate participatory decision-making within school-site Leadership Teams.
- Team Mapping: Execute systematic evaluations of team objectives, membership, and functional efficacy to optimize collective impact.
- Facilitate consistent strategic alignment forums to bridge school-site Leadership Teams with broader Consortium perspectives.
- Embed representatives from school-site Leadership Teams directly into the formal governance and decision-making architecture of the Consortium.

School Site examples of Shared Power:

- Develop school-site Leadership Teams that intentionally integrate the diverse voices of families, students, staff, and community partners.
  - **Governance & Leadership:** Utilization of Site Councils, Lighthouse Teams, Student Voice Committees, Action Teams, and Attendance Review Teams to drive site transformation.
  - **Parent & Family Engagement:** Strengthening alliances through Parent Clubs/PTO, Boosters, collaborative SSTs/IEPs, informal dialogue sessions, and robust two-way communication platforms like ParentSquare.
  - **Professional Collaboration:** Fostering shared expertise through Professional Learning Communities (PLCs), grade-level syncs, para-professional development, and integrated counseling coordination.
- Leverage empathy interviews, focus groups, and surveys to transform interest-holder feedback into actionable, collaborative decisions.

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:

- **Career Pathway Development (High School Focus):** Implementing simulations, workshops, testing (e.g., ASVAB), and career-focused excursions to ensure high school students gain the foundational skills and exposure necessary for future professional success. Specific activities include the Game of Life Simulations, CTE Workshops, College Career Days, and site visits to varied employment sectors.
- **Place-Based and Experiential Learning:** Utilizing local cultural and natural assets (e.g., SCOE Planetarium, Lassen Park, local museums) to provide engaging, interdisciplinary field experiences that anchor curriculum in local history and knowledge.
- **Civic Engagement and Strategic Community Service:** Establishing structured partnerships with local service organizations (e.g., Exodus Farms, Haven Humane, 4-H) to cultivate civic responsibility, provide service-learning opportunities, and integrate student representatives into multicultural community events.
- **Integrated Academic Enrichment:** Offering hands-on, expanded learning opportunities across all grade levels, such as STEM/STEAM programs, to reinforce core academic competencies and encourage interdisciplinary problem-solving.

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 understanding instead of an instrument of accountability- a flashlight, not a hammer. (Overarching Value STAC Document)

By the end of the grant period, School Site Leadership Teams will be more familiar with Improvement and Compassionate Systems strategies to continuously improve their goals and actions within their community school. The Shasta County Community School Consortium SCOE Team will provide 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) These cycles will include methods for sharing and celebrating school successes and identifying areas for growth.

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.

Our LEAs and sites have established specific LCAP and SPSA objectives that focus on thorough needs and asset assessments alongside comprehensive family engagement strategies. To ensure every student and family is effectively reached, the consortium, schools, and districts utilize diverse engagement tools, including surveys, focus groups, empathy interviews, and both formal and informal dialogue platforms. (additional response as part of Part C below)

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.

During Year 1 of implementation, our school sites and consortium deepened their Needs and Asset Assessments. These efforts expanded upon the extensive family and community engagement initiatives established through previous CCSPP grants and aligned programs, such as our comprehensive attendance support systems. These assessments actively engaged students, staff (including teachers, counselors, and administrators), families, and community partners to identify critical priorities. ***Integrated student support and enhanced community engagement emerged as the primary focus areas for this grant.*** To inform our individual site and consortium-wide strategies, we utilized diverse data collection methods, including empathy interviews, focus groups, community summits, and home visits.

To ensure these assessments remain meaningful, the consortium collaborates annually with school and district teams to test and refine engagement strategies. We prioritize scaling strategies that demonstrate positive outcomes while respecting the unique needs of each site. By involving a broad spectrum of partners, school sites continue to reflect on diverse datasets to build more effective environments. Best practices—such as hosting family events at varied times to ensure accessibility, utilizing multilingual surveys, and facilitating collaborative focus groups—have successfully increased the diversity of voices and perspectives integrated into decision-making processes.

As our community schools evolve, we maintain a balanced approach between consortium-wide and site-specific actions and goals. We prioritize continuous communication and feedback loops with our partners, ensuring that our efforts are constantly refined based on direct community input.

Lead Agency (Grant Holder: SCOE):

- The Lead Agency consistently consults with the California Department of Education (CDE) and the State Transformational Assistance Center (S-TAC) to stay informed on the latest research and best practices. These state partners also actively engage with the Shasta County consortium to learn from our local implementation successes. Following a transition in leadership from the Alameda to the Sacramento County Office of Education, S-TAC continues to provide meaningful guidance. State Partners offer monthly collaboration sessions for all grant-funded administrators, providing a platform for peer-to-peer learning and direct engagement with state-level expertise from across the region.
- Regularly scheduled virtual touch-point calls for administrators facilitate ongoing coordination and professional support.
- Relationship building with school sites is a priority
- Data analytics derived from Capacity Building Strategies are systematically reviewed to identify emerging trends, thematic needs, and key implementation takeaways.

Consolidated Strategic Initiatives Derived from Longitudinal Assessment Data from the Consortium:

- **Advancing Community and Family Partnerships**:
  - Schools prioritize the cultivation of sustainable alliances with community organizations and the deepening of authentic family engagement.
    - Current initiatives include the establishment of dedicated family resource centers, flexible scheduling for community forums, parent-led advisory groups, and targeted prevention education workshops.

- **Optimizing Student Attendance and Engagement**:
  - Addressing chronic absenteeism through a multi-tiered system of support remains a primary objective for the consortium.
    - Key strategies involve positive attendance messaging and recognition, reflecting on current data trends, trauma-informed behavioral interventions, positive experiences strategies, and the integration of specialized behavior technicians to support student stability.

- **Holistic Social-Emotional Development**:
  - Schools are embedding social-emotional learning (SEL) into the daily curriculum, acknowledging the vital link between emotional well-being and academic efficacy.
  - Evidence-based programs include "Leader in Me," the Positive Parenting Program (Triple P), mentorship programs, and nurture groups are central to this work.

- **Strengthening Literacy and Academic Foundations**:
  - Consortium members are dedicated to elevating literacy rates and overall academic achievement through data-informed instructional planning.

- Implementation tactics include innovative reading incentives, expanded access to literature through book vending machines, and alignment of school plans with rigorous performance metrics.

- **Workforce Sustainability and Professional Growth**:
  - Ensuring staff retention and fostering professional expertise are critical for long-term program success.
  - Strategic efforts are focused on providing comprehensive training and support systems to mitigate turnover and enhance instructional quality.

Key Strategic Takeaways:

- **Data-Driven Collaborative Governance**: Implementation efforts leverage rigorous data analysis—specifically regarding attendance and literacy—to foster transparent, collective decision-making among staff, families, and community partners.
- **Integrated Student & Family Supports**: Community Connectors provide a vital link to essential resources, while expanded site-based roles, such as behavior technicians and literacy coordinators, ensure holistic support for student well-being.
- **Evidence-Based Engagement & Innovation**: The use of innovative incentive programs and specialized academic tools has successfully increased student engagement and motivated measurable growth in core competencies.
- **Capacity Building & Cultural Proficiency**: Prioritizing professional development in trauma-informed care and cultural sensitivity ensures an inclusive school environment and strengthens the efficacy of Professional Learning Communities.
- **Sustained Continuous Improvement**: A commitment to ongoing assessment and the adaptation of strategies ensures the community school remains responsive to evolving local needs and long-term goals.

Integrated Student Supports

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

Community Connect Coordinators provide essential on-site navigation, bridging the gap between families and vital community resources. Their primary objective is to address family barriers—such as chronic absenteeism, behavioral challenges, and housing instability—that fall outside the traditional scope of school influence. By facilitating deeper engagement between families, students, and educators, Coordinators play a pivotal role in strengthening the school community.

Community Connectors participate in specialized training tailored to address the specific needs identified through our longitudinal data collection. For the 2025-2026 school year, these professional development sessions offered both internal and community partnerships that have included, and are not limited to:

- Motivational Interviewing training and practices, monthly
- Clinical Consultant/Mentor Meetings, weekly
- Boundaries in the Field: Home Visiting
- De-Escalation Strategies for Crisis Interventions
- Home Safety: Home Visiting
- Case Management, Collaboration, Case Notes, Documentation
- Workshop 1: Foundations of Trauma-Informed Care and Empathic Communication
- Workshop 2: Responding to Trauma and Building Resilience
- Workshop 3: Sustaining Trauma-Informed Practice: Addressing Vicarious Trauma and Combating Stigma
- Skills and Resources for Working with Diverse Populations
- The Hopeful Science of Positive Experiences
- The Cost of Poverty
- Whole Child Supports for Native Youth

The following examples highlight how school site Community Connectors support both existing site initiatives and events and the development of new, impactful programming and/or events.

Operational Guidelines & Scope

- Community Connectors are SCOE staff funded through the Community Schools Grant and are prohibited from holding existing school roles such as: Yard Duty, Librarian, etc.
- 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-Cultural Events	Builds community spirit, encourages family participation, and adds to the positive school environment	Coordination of logistics, funding for events, and ensuring accessibility for all 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	Strengthens family-school partnerships, addresses student needs, and improves high school outcomes.	Scheduling conflicts, language barriers, and transportation for families.

	communication		
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 the 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 orientation to foster cultural awareness and community integration.	Enhances cultural understanding, strengthens community ties, and supports family inclusion.	Cultural sensitivity training, funding for events, and outreach to diverse families.

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 require 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	Boosts school spirit, fosters inclusivity, and	Event planning resources, funding, and

	events, and school celebrations (e.g., Thanksgiving and Christmas events).	engages students and staff in community-building activities	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 the Staff Appreciation Luncheon and the 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 to enhance academic and creative skills.	Improves academic performance, encourages creativity, and develops problem-solving skills.	Access to materials and technology, trained instructors, and time 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	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.

	students for the future.		
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.

> *"To put it simply, our* **[Community Connect Coordinator]** *has been phenomenal for us... He has built strong, authentic relationships with our students and families, and his presence has had a very positive impact on our campus culture."*
>
> **— Principal**

> *"Our* **[Community Connect Coordinator]** *is always willing to jump in and help where needed. She supports our families with her whole heart and is knowledgeable of the resources available."*
>
> **— Principal**

Strategy 2: Centering Community-Based Learning

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

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

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School Site
Goals
By the end of Year 3, school sites that 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
1. Promote professional development workshops for teachers on the development and implementation of CBL projects provided by the Consortium 2. Distribute the 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
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
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
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 of other graphic):

Strategic Alignment through Asset Mapping
Annual systemic reviews allow our schools to evaluate current structures, identifying opportunities to celebrate successes while streamlining operations. A cornerstone of this process is Team Mapping. This strategy enables sites to leverage existing leadership, community partnerships, and governance structures to accelerate the cycles of deep listening and relationship building. Typically facilitated by the School Site Administrator (serving as the Community School Coordinator), the Team Mapping process provides a comprehensive overview of site-level teams—their composition, specific functions, and core priorities. This data-driven insight empowers administrators to optimize decision-making bodies; notably, most of our sites have successfully designated their existing Site Council as their primary Community School Leadership Team.

Key Staff/Personnel for Site & Consortium Lead Team

Key Staff Name	Main Role/Function at Consortium and 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 address 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 family's 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 plan 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 as it relates to the grant. 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 partner 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.
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.
SCOE Business Accountant	Consortium Lead Agency Community School Fiscal Accountant: Managing the financial aspects of the Consortium, including budgeting, accounting, & reporting. They work closely with the consortium's leadership team which includes the district CBO, 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:

Sustainability Plan
To ensure the long-term viability of our community schools, SCOE—as the Lead LEA—is committed to the intentional sustainability of the processes, mindsets, and collaborative structures established during this grant period. We actively work with partners and interest-holders to secure diverse revenue streams that maintain our support framework. While funding sources fluctuate, we prioritize sustaining the foundational relationship-building and deep listening practices that drive our collective vision. This includes leveraging partnerships, as well as accessing local and state resources.
To support local Community Schools and consortia, through collaboration with the California Children's Trust, a toolkit has been developed for securing billing vendors. SCOE utilized experienced statewide and local consultants with deep expertise in behavioral health systems, school-based services, program implementation, and cross-agency collaboration to strengthen consortium services through the Children and Youth Behavioral Health Initiative. Through the Technical Assistance received, SCOE continued to research and analyze different mental health and behavioral needs and services that could help sustain the vital services and transformative mindsets cultivated through this initiative after the grant concludes, including options such as certifying eligible Community Connect Coordinators as Wellness Coaches.

We are dedicated to ensuring that the impactful work and vital support structures established for our school sites and families remain in place long after the grant concludes. To facilitate this transition, our goal for the end of Year 4 for each cohort is to present a comprehensive "Menu of Services" that outlines costs and sustainability options. This menu will clearly distinguish between services SCOE can sustain through ongoing funding and those that would require site or district investment **should they choose to continue** those specific supports. This proactive approach allows districts to plan effectively to either opt in or out of services following Year 5. Importantly, **participating sites and districts bear zero liability for opting not to sustain staff or services beyond the grant term.** Meanwhile, our SCOE team remains committed to identifying new, strategic funding sources that align with the evolving needs of our schools and families. As part of the consortium's sustainability plan, we found a way to extend the positively impactful Cohort 1 supports, established during the grant period, for an additional year. This extension aligns Cohort 1 services to conclude alongside Cohort 2 in June 2028. This action provides an increased timeline to secure long-term funding for the critical resources and supports requested by our schools.

Capacity Building and Strategic Sustainability
To ensure long-term efficacy, the consortium prioritizes high-impact capacity building directly informed by site-level and family feedback. Our support model centers on structured collaboration, including monthly virtual sessions for school administrators to share best practices and address implementation barriers. Furthermore, we provide targeted one-on-one coaching for Community Connectors and facilitate direct fiscal alignment sessions with district leadership. These consultations

ensure that Community School Fund Plans are seamlessly integrated with LCAP and SPSA objectives, maintaining strict adherence to district policies while maximizing resource impact.

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 allow us to continue to add relevant layers of support that increase and help improve outcomes for our students, families, and communities long-term, based on local context.

Alignment
Community Schools should not be viewed as a standalone program, but rather as an essential framework for aligning the diverse initiatives and structures that enable a school and its community to thrive. Our school sites utilize their core guiding documents—including LCAPs, SPSAs, Safety Plans, and Community School Fund Plans—to create a coherent system of support. A successful Community School model is built on continuous reflection, asking critical questions: "Whose perspective is missing?", "What successes should we celebrate and scale?", "How can we further streamline our efforts for improvement?", and "What evidence shows we are making a meaningful difference?" These steps are vital for maintaining a responsive and effective school environment.

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
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 Community Connector for each school site. 3. 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
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

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

Active Community Partner Engagement:

Site-Level Community Connectors: Our Connectors maintain a consistent presence with local nonprofits, government agencies, and businesses. These ongoing interactions ensure a deep understanding of available services, streamlining the referral process for families seeking specific support or resources. This collaborative loop is further strengthened as agency representatives frequently attend Community Connect staff meetings to provide real-time service updates.

- Regional collaboration is prioritized through reciprocal site visits between rural schools and Shasta County locations, fostering a robust network for professional sharing and strategic coordination.
- **Key LEA Lead (SCOE) Partnerships & Collaborations:**
  - Shasta County Oral Health Advisory Committee (Quarterly)
  - United Way 211 Advisory Committee (Monthly)
  - SHARC Integrated Care Committee (Monthly)
  - Community Health Alliance for Children and Youth (CHACY) (Monthly as of March 2025)
  - Healthy Shasta Steering Committee (Monthly)
  - SCOE School Nurse Coordination (Monthly)
  - Public Health & School Nurse Collaborative (Monthly)
  - North State Together (Weekly Planning & Professional Development)
  - Partners for Rural Impact (Professional Development)
  - SHARC Community of Practice (Monthly)
  - First 5 Shasta
  - Health Alliance of Northern California Community Of Practice

Beyond formal partnerships, ongoing collaboration with community-based agencies remains vital. These relationships ensure that Community Connect Coordinators have access to current, relevant information, allowing them to effectively link families with essential community support. Key collaborators include, but are not limited to:

- Shasta County Health and Human Services: Children's and Housing Support Programs
- Collaboration with Homeless & District Liaisons
- Northern Valley Catholic Services
- Crime Victims Assistance

- City of Redding Recreation
- Hearts of Hope Grief Support
- Next Step Housing
- One Safe Place and the Children's Legacy Center
- Hill Country & Care Center
- Help Me Grow
- North American Mental Health
- Shasta Community Health Center/Enhanced Care Management
- Homeless Management Information System

Consortium Level Community Connector Family Referral Data:

Shasta County Office of Education
COMMUNITY SCHOOLS
2025/2026

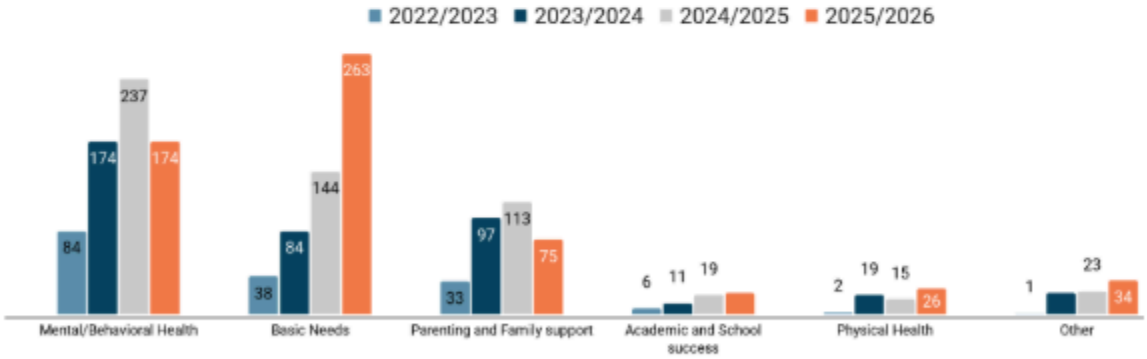
COMMUNITY CONNECT COORDINATOR

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	2024/2025	2025/2026*
Referrals to Community Connect	354	565	539	446
Connection Rate* (*excludes pending)	88% (264)	91% (448)	93% (459)	91% (374)
Acceptance Rate (by family)	74% (196)	88% (398)	85% (392)	82% (312)

*Thru April '26

External Referrals



# Unique Agencies Referred to	62	132	159	149
Family Goals	N/A (Not collected)	359	549	665

Shasta County Office of Education
COMMUNITY SCHOOLS
2025/2026

CLINICAL & OTHER SERVICES

Families may be referred to additional services provided by clinical and behavioral staff, when applicable. Each service is offered to families and all services are free, voluntary, evidenced based, and require parental consent.

Therapy is provided by licensed or those under clinical supervision at the Shasta County Office of Education, at the families home, school, virtually, or at another location requested by the family. The **Bridges 8 Week Model** is a is a problem-solving and capacity-building intervention implemented within a collaborative relationship between a professional consultant and one or more caregivers, typically an early care and education provider and/or family member. **NMT** is a method for organizing a child's developmental history and current functioning to inform the selection and sequencing of therapeutic, educational, and enrichment activities. NMT helps professionals understand how trauma impacts brain development and identify developmentally appropriate interventions to promote healing and resilience. The **Nurture and Active Mind Groups** are optional programs that provide safe spaces for students ranging from childhood through their teen years to develop social and interpersonal skills, emotional regulation, and healthy relationships.

Data *Thru April '26	Therapy	8 Week Model	NMT
Referrals[1]	60	29	9
# Completed or Continuing Services[2]	65	20	16

	Nurture Group	Active Minds Group
# of Groups	9	4
# Students Registered	55	20

[1]Referrals received between 7/1/24-6/30/25

[2]Cases closed between 7/1/24-6/30/25 or have no close date. Referrals for those completed or continuing services may have been received in previous cohort funding year, if applicable

SHASTA COUNTY OFFICE OF EDUCATION

School Site:
In addition to consortium-level support, each school site implements unique, localized activities and engagement strategies tailored to its specific community. For comprehensive details on site-specific initiatives, please contact the respective school site administrator.

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