

**MEMORANDUM OF UNDERSTANDING
REGARDING THE COMMUNITY SCHOOLS IMPLEMENTATION GRANT
BETWEEN THE
WESTERN PLACER UNIFIED SCHOOL DISTRICT
AND THE
WESTERN PLACER TEACHERS ASSOCIATION
July 1, 2026**

A Vision for Community Schools in Western Placer Unified School District

A community school is defined as the heart of a community, uniting diverse and engaged stakeholders to make the school community stronger and to support the Whole Child — meaning children are not just supported in academics, but are learning in environments that make them feel safe, valued, engaged, challenged, and healthy. Community schools provide services and support which fit each neighborhood's needs and are created and run by the people who know our children best – families, educators, community organizations, local governments, and the students themselves. Community schools provide not only tremendous opportunities for learning and success for students, but also offer hope, opportunity, and transformation to entire communities.

The Western Placer Unified School District ("District") and the Western Placer Teachers Association ("WPTA") collectively referred to as the "Parties," enter into this agreement and agree as follows:

WHEREAS, in 2021, the State of California significantly broadened the California Community Schools Partnership Program (CCSPP) framework and the scope of work to include community and family engagement and a commitment to shared governance so there is true collaboration in improving outcomes for students;

WHEREAS, transformational community schools utilize the evidence-based four pillars and four proven practices for community schools implementation established by the California State Board of Education;

WHEREAS, the four community schools pillars are:

1. **Integrated student supports** that address out-of-school barriers through the coordination of trauma-informed health, mental health, and social services
2. **Expanded and enriched learning time and opportunities** that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning)
3. **Family and community engagement**, which involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students
4. **Collaborative leadership and practices** for educators and administrators that establish a culture of professional learning, collective trust, and shared responsibility for

outcomes in a manner that includes students, families, and community members

WHEREAS, the four proven practices for community schools implementation consist of:

1. **Community needs and assets assessments** that engage school and community interest holders in a coherent process of identifying and curating assets and wisdoms throughout the community
2. A **dedicated community school coordinator** who is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school sites
3. **Site-based and districtwide community schools shared decision-making bodies** that engage interest holders including students, staff, families, and community members in determining the focus and direction of the community school effort
4. **Integration and alignment** where the community schools initiative is cross stitched with other racial justice, education justice and equity initiatives at the district and school site level

WHEREAS, for the purpose of this Agreement, "Community Schools" are defined as WPUSD operated schools to which the State of California has awarded a CCSPP implementation grant; and

WHEREAS, WPUSD applied to the California Department of Education CCSPP grant for six WPUSD-operated schools;

WHEREAS, the State of California has awarded a CCSPP Cohort 3 implementation grant to two WPUSD-operated schools: First Street Elementary School and Sheridan Elementary School;

WHEREAS, the awarded grant includes a five year budget for Community Schools, which includes two-thirds funding from the State and one-third matching funds from WPUSD, and allocates \$1,187,500 to First Street Elementary School and \$712,500 to Sheridan Elementary School;

WHEREAS, WPTA and WPUSD jointly wish to honor the shared decision making philosophy that underpins the CCSPP, including but not limited to:

- collaborative leadership and shared decision-making,
- authentic and dynamic shared leadership in all aspects of school governance and operations,
- genuine engagement in decision making about school climate, curriculum, and services, and
- transparent and shared accountability to ensure information is both available and accessible;

WHEREAS, nothing herein may or is intended to jeopardize any of the WPUSD's CCSPP allocations or grants or contradict anything in WPUSD's CCSPP applications or award letters and, to the extent that it does so, is null and void.

THEREFORE, to build quality community schools the WPUSD and WPTA agree to the following:

District-wide Infrastructure for Successful Community Schools

1. To support the WPUSD Community Schools program, the WPUSD will hire a District-level Community Schools Coordinator to be responsible for
 - a. the overall implementation of community school processes, programs, partnerships, and strategies;
 - b. implementing the district-wide community schools program, in collaboration with the Community Schools Steering Committee (CSSC);
 - c. facilitating a professional learning community to train, support, and supervise Site Coordinators; and
 - d. promoting ongoing stakeholder participation in the site-based community school problem-solving process.

2. To support the WPUSD Community Schools program, the WPUSD will establish a Community Schools Steering Committee (CSSC) to:
 - a. serve as a collaborative LEA team that includes school interest holders from each of the following: students, families, staff, including designated WPTA representatives, and community members;
 - b. share in making decisions about how to implement the community schools initiative, including making recommendations on how to reach the following goals:
 - i. strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners;
 - ii. expand support services to address impacts of poverty, the pandemic, and with a focus on creating trauma on students' well-being and learning racially just and restorative school climates;
 - iii. strengthen school-family engagement to support student success, so that families *are* welcomed, safe, and healthy; and
 - iv. expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready;
 - c. provide training and technical assistance to community school sites (e.g.,

training school staff, and convening a learning community to share best practices and address common problems across school sites);

d. ensure that supports and services are efficiently and effectively provided;

e. vet and formalize partnerships with CBOs and local government agencies on behalf of their schools;

f. assist in aligning initiatives and building systems to support continuous improvement;

g. determine benchmarks for evaluation of community school implementation and effectiveness

h. report annually to the Board of Education on the implementation and effectiveness of the community school implementation grant

i. If CSSC meetings take place during the school day, up to three substitutes per community school site will be provided to ensure the opportunity for meaningful representation and participation in such meetings by WPTA members.

Site Infrastructure for Successful Community Schools

3. Each designated community school shall have: a collaborative leadership process.

a. The purpose of this process will be to determine the site needs, priorities, and desired programs aligned with the pillars and practices, to develop their annual CCSPP Community School Implementation Plan and Budget, and to inform the district-level Community Schools Steering Committee (CSSC) of such.

i. It is highly recommended that this process is informed by the results of a needs and asset assessment.

b. The process will include school interest holders from each of the following: students, families, staff, including designated WPTA representatives, and community members.

i. Schools may utilize existing site advisory councils entities to facilitate this process (i.e. School Site Council, English Learner Advisory Committee, Multi-Tiered Systems of Support, etc.)

ii. Schools may develop a new advisory council entity to specifically support the Community School process.

c. The process will ensure genuine engagement in decision making about school climate, curriculum, services and budget.

- i. It is highly recommended that this decision-making process is informed by the results of a needs and asset assessment.
 - d. The process will be jointly developed and facilitated by the site community schools coordinator and site principal.
 - e. The process will include clear parameters for shared decision-making, including a goal for consensus.
- 4. Each designated community school will be assigned a dedicated Site Community School Coordinator.
 - a. The Site Coordinator will be a district employee and a member of the school site staff.
 - b. The Site Coordinator will be responsible for building partnerships within the school community, leading the development of the community school model at the school site, and ensuring the collaborative leadership process.
 - c. WPUSD will provide professional development to build the capacity of Site Coordinators.
- 5. In order to ensure that the grant monies generated by the qualifying students at each community school site are spent on these students, each designated community school will have decision-making power over their grant funds to support the implementation of solutions to the issues that emerge from their collaborative leadership process.

Future Community School Grants

- 6. All future applications for CCSPP grants will include representation from staff at each school site, including WPTA representatives, for both planning and implementation grants.
- 7. All applicable MOU language will apply to any future designated community school sites.

Provisions

- 1. This agreement will be in place from the date it is signed by both parties and approved by the WPTA Representative Council and the WPUSD Board of Trustees and will expire on June 30, 2027.
- 2. Except as otherwise provided in this agreement, all other terms and conditions of the parties' collective bargaining agreement shall remain in full force and effect.
- 3. Unless otherwise specified herein, for purposes of resolving problems that may arise from the application or interpretation of a provision of this Agreement, WPUSD and WPTA agree to utilize the process outlined in Article 6 of the WPUSD-WPTA Collective Bargaining Agreement.

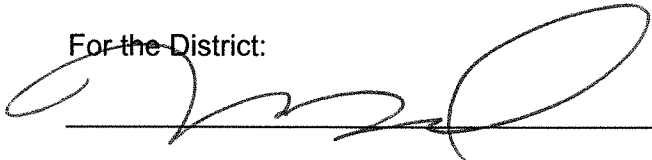
4. This agreement establishes no past practice or precedence.

5. In the event any term of this agreement shall, to any extent, be found to be invalid or unenforceable, the remainder of this agreement shall remain valid and enforceable.

6. This agreement shall be governed by and controlled in accordance with the laws of the State of California.

Dated: 5/7/26

For the District:

A large, stylized handwritten signature in black ink, appearing to be 'Maul', written over a horizontal line.

Michael Maul, Asst. Supt. Personnel

Dated: 5/7/26

For the WPTA

A handwritten signature in black ink, appearing to be 'Jennifer Robbins', written over a horizontal line.

Jennifer Robbins , Bargaining Chair