

**2025-30 California Community Schools Partnership Program:
Implementation Grant Cohort 4**

Corning Union Elementary School District



**Attachment III:
Community School Implementation Plans**

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CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM IMPLEMENTATION PLAN

Olive View Elementary School

Corning Union Elementary School District, Tehama County

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.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

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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](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Olive View Elementary School, 1402 Fig Street, Corning, CA 96021-3452

Community Schools Lead: Robert Shaw, Principal

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

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 towards 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 schools work:

Olive View Elementary School, a TK-6 school within Corning Union Elementary School District, has developed a community schools site team that has participated in a year-long planning process, as part of the awarded **2022-23 CDE CCSPP Planning Grant Cohort 2**, led by the District, Tehama County Dept. of Education, and WestEd's Resilient and Healthy Schools and Communities consulting staff. The site team (*please see attached site roster*), has attended community schools meetings, held in conjunction with Site Council meetings, and two of those meeting minutes are attached. The site team represents the administrators, teachers, social workers, parents, students and community agencies that provide services at Olive View. This year of planning time enabled all stakeholders to answer the question of why scaling up the community school model at Olive View is vitally important, as well as how that unique community school expansion would reflect the community of students, parents and families it serves.

Olive View Elementary serves 519 students in the small city of Corning (population 8,226), 19 miles south of Red Bluff in rural Tehama County. Olive View's student population is predominantly very low-income (91.7% SED); 80% are Hispanic and almost half of all students (48.2%) are English Learners. A significant percentage (7.3%) are categorized as homeless, and 12.5% are students with disabilities. Olive View has served students in Corning since 1955, and it is an embedded and important part of Corning's history and community legacy. Olive View staff is focused on a whole child approach; the Positive Behavioral Interventions and Supports (PBIS) framework has been supported and developed in the last decade, and Olive View is an AVID school (Advancement Via Individual Determination).

The Olive View school community benefits from a tight-knit, supportive community in Corning and strong partnerships, where community agencies are scaling up supports and programs for students and families that will give them a higher chance of success academically. Olive View's asset mapping worksheet, created in conjunction with WestEd staff as part of the community schools planning process, shows these strong resources and community partnerships. The District provides two bilingual Liaisons who reach out to Spanish-speaking families, conducting home visits, phone calls, and assisting with connection to community resources. A district nurse provides health screenings, rotating between school campuses each week, and Olive has a 30-hour-a-week health aide. Tutoring is provided free of cost after school to eligible students. The County Health Department, through grant funding, provides an additional school counselor to conduct individual and group counseling.

Unfortunately, after the COVID-19 pandemic, the school community must address rising concerns of school safety, chronic absenteeism, low parental involvement, bullying concerns, and lagging state test scores, particularly for Olive View's English Learners. The Community Schools funding is a critical opportunity to engage partners and address these social and academic challenges, strengthening the community school model while strongly adhering to the values and framework of California's Community Schools movement.

Value #1 – Racially just, relationship-centered spaces: half of all Olive View students are English Learners; 80% are of Hispanic heritage. This is not just a number, but a snapshot of what makes our school community unique and special. Olive View and District staff have focused on efforts to engage and involve EL parents in their child's academic journey and in all aspects of daily school decision-making and analysis, rooted in an asset-based approach focused on equity for all students. In the 2024 School Plan for Student Achievement, school administrators focused heavily on increasing parental involvement and engagement, to ensure that parents are playing an integral role in their child's learning and actively involved in the school's policies and practices. In addition, the District funded a newcomer aide through Title I funding to directly assist Olive View's newly enrolled students and families.

Value #2 – Shared ownership, deep and empowering engagement: Corning Union's five schools each participated in a lengthy, in-depth planning period, including extensive focus groups led by WestEd with staff, parents and students, to assess the true needs at each school site. Community schools function best as shared spaces that reflect the community and provide ongoing, authentic opportunities for all voices to be heard. The full needs assessment, developed by WestED staff, is a instrument that accounts for all viewpoints and catalogs those into action steps that can be integrated into the District community schools vision and framework.

Value #3 – Classroom connections to the community/community-based learning: the District's schools strongly value community- and project-based learning, grounding instruction in local, real-world learning opportunities that allow students to make a real, tangible difference in their community. Olive View has adopted the AVID program, which exemplifies a student-centered approach that prepare students to thrive and succeed in the real world. AVID students reflect and question, practicing problem solving and expanding critical thinking skills. AVID provides practical training for teachers to help them better and more authentically connect with their students. Through AVID, teachers leverage their students' backgrounds and experiences to master content in a more personal way. Through implementation and collaboration, these values have become shared across subjects and grade levels.

Value #4 – Continuous improvement, data-driven analysis, and outcome focused: the site team will revisit the Implementation Plan annually, analyzing programs that are working and effective, and others that might need to be changed or expanded. The Plan will be updated and approved in each year of the grant. The Implementation Plan is closely aligned with the site's SPSA and the District's LCAP, and the LCAP process ensures that all stakeholders are involved in the continuous improvement cycle. Through the LCAP meetings and listening sessions, all community members can analyze the district's data and thoroughly understand whether there is equity and access for all students to succeed and meet targeted academic benchmarks.

Through the needs assessment and community school visioning process, Olive View Elementary community school site team supports the following goals for the Community Schools Cohort 4 application:

- Focus on increased school safety, well-being and connectedness for all students;
- Increased parent engagement, education, involvement and resources, particularly EL students and families;
- Increased support for Math and ELA for middle school students;
- Ensure continued mental health counseling and supports through community partners;
- Expand as a community "hub" to improve access for families in need;
- Expand student enrichment opportunities to improve attendance, connectedness and well-being.

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.

The Olive View Community Schools team participating in planning sessions, focus groups and surveys, led and conducted by WestEd Resilient and Healthy Schools and Communities staff from May 2024 through December 2024. Each group within the school community had an opportunity to participate in planning efforts to create a vision for expanding the community school model. The team participated in asset mapping/needs analysis as part of the needs assessment process led by WestEd (*please see attached asset mapping worksheet*).

During the CCSPP grant period, each site team will engage in an annual evaluation of community schools programs and services, gathering input from staff, parents, partners and students through surveys and focus groups. In alignment with the LCAP approval timeline, the District's Community Schools Coordinator will aggregate community schools data so that all stakeholders will be able to analyze and understand each student subgroup and progress towards targeted, measurable outcomes. After this yearly data-driven process, the site team will revisit the Implementation Plan, updating it as needed to achieve targeted measures, ensuring that all programs are representing the community they serve. This continuous improvement cycle will be overseen by the Community Schools Director, hired in 2024 to oversee the planning period, as well as the District Advisory Committee, Superintendent and Board. This process will be informed by District and student subgroup data, as the District will collect, analyze and synthesize data on behavioral referrals, attendance, academic performance, and assessments.

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 a 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.

Draft Collective Priority	Outcome/Indicators you aim to improve
1. Increased school safety, well-being and connectedness	Increase % of students indicate connectedness/well-being on Healthy Kids Survey
2. Increased parent engagement/education	Increase % of ELL students making progress towards proficiency On LCAP surveys, increase % of parents who participate in parent workshops and school events; increase % of parents who feel connected to school community
3. Increased support for Math and ELA	Improved scores on assessments for district, with targeted outcomes for middle school, ELL, students with disabilities, and homeless students Improves CAASPP scores for district, with targeted outcomes for middle school, ELL, students with disabilities, and homeless students
4. Consistent mental health counseling and social-emotional supports	Decrease in behavioral referrals, absenteeism, suspensions Improved school climate, based on annual health surveys and LCAP surveys Increased access and completion rates for Tier 2 and 3 referrals
5. Expand resources as “hub”	Decrease in students and families who indicate food, clothing, housing and supplies are major barriers to academic success, based on LCAP surveys
6. Improve enrichment opportunities	Improved student engagement and well-being Reduced chronic absenteeism rates Improved mental health and behavioral health indicators

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.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase understanding of Community-Based Learning (CBL) and integration into classroom instruction	Training in CBL added to professional development schedule for District Community Schools Coordinator and school site leads
Revise five-year Community Schools Strategic Plan to integrate CBL into Implementation plans	Coordinator to oversee annual continuous improvement process for community schools expansion and framework, including revision of site Implementation Plans

Olive View Elementary is uniquely tied to the Corning community. Since 1955, it has existed as a hub within the small, tight-knit town, providing academic instruction to students, but also serving as a community center and connection to community partners and agencies working on behalf of Corning families. Corning Union’s programs are developed under an asset-based approach with a focus on advancing equity for **all** students. Corning Union’s vision is that all CUESD students, regardless of race, gender, nation of origin, or home language, have the right to learn and achieve at a high level.

The impact of COVID-19 on rural communities has been difficult—deepening divides, increased economic difficulties, greater uncertainty. Any programs and services must be implemented with an understanding that they can and must reflect the unique rural character of the community; rather than a blueprint borrowed from other urban areas. The goal of Corning Union’s Community Schools model is to place our newcomer and EL families as central to the community vision, and ensure that all community schools programs welcome newcomers to the school community and immediately provide the resources needed to engage families in their child’s academic success. EL parents will be encouraged to spend time in their students’ classrooms, and to provide community-based learning opportunities that could include presentations, field trips, and volunteering in the classroom. Parents can participate in structured parent education workshops with interpreters, which in turn supports learning at home. The bilingual workshops cover topics such as parenting teens, technology, life skills, goal-setting, self-care, mindfulness, career counseling, and more. The programming will celebrate the cultural contribution and heritage of EL families, while instilling confidence in taking an active role in their child’s education. Rural communities can feel isolating to English Learners—the goal of the community schools expansion at Corning Union is to empower EL students and families to feel a sense of belonging, to contribute to the school culture, and to become advocates and leaders within the school community.

The District Community Schools Coordinator will be focused on ensuring that site Implementation Plans will strengthen community-based learning by expanding family engagement and multi-tiered supports for students that need targeted support to advance equity, including English Learners, homeless and foster youth, and students with disabilities. The Community School Coordinator will continue to look for opportunities to deepen community-based learning, including through service and volunteer opportunities, business internships, field trips, partnerships with local organizations, and community involvement. They will also be focused on the connections between an asset-based approach, CBL and the school’s work on PBIS and restorative practices.

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 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

<p>Olive View Elementary School</p>	<p><i>Site-level Community Schools teams will meet monthly, oversee Implementation Plan and continuous improvement process. Site leads will attend District Community Schools Advisory Council</i></p>	<p>Monthly meetings; create and approve Implementation Plan; represent on District Advisory Council; participate in annual needs assessment led by Tehama County Office of Ed/WestED, asset mapping and survey process; edit Implementation Plan annually; contribute to crafting Sustainability Plan and updating yearly.</p>	<ul style="list-style-type: none"> ● Meetings conducted ● Completion of Implementation Plan ● Participation in annual needs assessment/asset mapping
<p>Corning Union Elementary School District</p>	<p><i>District-level Community Schools Advisory Council</i></p>	<p>Monthly meetings; provide oversight of 1.0 FTE Community Schools Coordinator; set the vision and key priorities for all Community Schools district-wide; oversight of annual needs assessment, asset mapping and survey process; contribute to crafting Sustainability Plan and updating yearly; oversight of grant reporting to CDE; ensure that the continuous improvement process is being implemented with fidelity and that the Community Schools' vision and priorities, and targeted outcomes, are being communicated clearly to the community, parents, staff and students.</p>	<ul style="list-style-type: none"> ● Hiring of 1.0 FTE CS Coordinator ● Completion and updating of Implementation Plan(s) ● Sustainability Plan (Y2) ● Annual needs assessment/asset mapping completed, analyzed and communicated in public meeting ● All grant reporting to CDE completed

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):

At the District level, the Corning Union Community Schools Advisory Council, formed in partnership with Corning Union High School District, to conduct the planning for expanding the community schools model at both districts, will continue to meet and serve as the guiding structure for the vision and key priorities for all community schools district-wide. They will provide oversight to the Community Schools Coordinator, a newly hired position that will directly responsible for implementing all grant-related activities. Based on the needs assessment facilitated by WestEd Resilient and Healthy Communities staff, each school site set priorities for scaling up community school practices. The site team will then be responsible for the Implementation Plan at their school, and addressing each of the key priorities established by the Council.

At each community school, the Site Council has been expanded to also serve as the Community Schools site team. The Community Schools site roster includes teachers, administrators, the school psychologist, SRO, social workers, district-level Educational Services staff, attendance staff, and key partners providing services, including counseling, mentoring, drug prevention, gang prevention, health and mental health services, and wellness. The site team will participate in the annual needs assessment, asset mapping and survey process; edit Implementation Plan annually; and contribute to crafting Sustainability Plan and updating yearly.

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.

Site Level Goals and Measures of Progress

Goals	Action Steps	
Olive View Elementary School	<i>Continue actively meeting as a site team to guide implementation of Community Schools activities</i>	Ensure key interest holders are represented on team, including Tier 2/3 providers, CBOs, health clerks, attendance staff, family liaisons. Final site team roster

Key Staff/Personnel

1.0 FTE Community Schools Coordinator (hired July 2024)	Provides oversight of all Implementation activities; conducts needs assessment process annually; coordinates District-level Advisory Council; manages grant reporting and reporting to District Superintendent, Board of Trustees, and community stakeholders each year
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Community Schools Site Lead	Leads the site team in editing and approving Implementation Plan; leads monthly meetings to address Implementation and track action steps and targeted outcomes; ensures participation of the site at District Advisory Council meetings; ensures participation of the site in the annual survey/needs assessment
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Sustainability of the proposed expansion of the Community Schools framework at the school identified in Corning Union’s Cohort 4 application to the Community Schools Partnership Program is a key focus of the District Community Schools Advisory Council. The Council will be responsible for approving a Sustainability Plan, to be submitted to the California Department of Education Community Schools Office in Year 2 of the grant period. The Council will continue the work of solidifying and expanding key partnerships with community-based agencies that assist Corning Union schools, including the Corning Family Resource Center, Tehama County Mental Health, Tehama County Department of Education, River Cities Counseling, Chico State, Shasta College and Simpson University social work programs, Expect More Tehama, City of Corning law enforcement, Harvest Center food bank, Police Activities League (PAL), and many other community-based agencies. The district-level Advisory Council is also responsible for ensuring that a thorough needs assessment is conducted annually at each individual community school, ensuring a continuous improvement process that allows the Council to analyze what is working and what is not, and determine if the schools are on track to meet targeted benchmarks towards goals.

A true community school involves all community partners in sustaining programs that help children and families succeed. Partnerships will be a critical linchpin to identifying new funding streams to continue staffing and build on the community schools model. Potential state and federal behavioral health reimbursement programs, the California Youth Behavioral Health Initiative, the Department of Health Care Access and Information wellness coach certification program, and other grant funding sources will be explored to diversify funding for effective programs and services.

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.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Olive View Elementary School	<i>Build and strengthen partnerships in the school community to positively impact student achievement (aligned with LCAP/SPSA Goals)</i>	<ol style="list-style-type: none"> 1. Conduct thorough asset mapping at the site level, ensuring the site team is aware of and utilizing all the strengths and skills of its school community, including nonprofits, parents, community members, and students 2. Expand the CS site team to include strategic partners 3. Increase the number of MOUs outlining partnerships that will provide services/programs to students 	Asset mapping completed at site level; roster of expanded site team; increased number of MOUs/Letters of Commitment expanding partnerships providing on-site resources

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:

A community school can only be effective with strategic partnerships. Corning Union Elementary School District has spent the last decade scaling up local and regional partnerships in order to maximize limited resources and provide high-quality educational services to Corning's youth. These partnerships are codified and supported in the District's Local Control and Accountability Plan (LCAP). In the wake of the COVID-19 pandemic, many small, rural schools are isolated and struggling. Students and families are struggling with social-emotional difficulties, trauma, loss, transiency, financial crises, and apathy, a loss of hope. The solution is to find creative, innovative new ways to bring critical resources to isolated communities. Corning Union has very strong partnerships, forged through the Tehama County Promise Neighborhoods and continued in the Community Engagement Initiative (CEI). By becoming a true Community School, Olive View has an opportunity to deepen and expand partnerships to help each of our students succeed.

The attached proposal specifically addresses ensuring that these partnerships will grow and strengthen through the District's community schools advisory structure. As the Advisory Council and site teams continue to meet to further develop the community schools district-wide initiative, they will directly involve community-based partners in planning, implementation and evaluation of programs.

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

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School Site Contact Information

Rancho Tehama Elementary School, 17357 Stagecoach Road Corning, CA 96021-2937

Community Schools Lead: Josh Niehues, Principal

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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 towards 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 schools work:

Rancho Tehama Elementary School, a K-5 School within Corning Union Elementary School District, has developed a community schools site team that has participated in a year-long planning process, as part of the awarded **2022-23 CDE CCSPP Planning Grant Cohort 2**, led by the District, Tehama County Dept. of Education, and WestEd's Resilient and Healthy Schools and Communities consulting staff. The site team (*please see attached site roster*), has attended community schools meetings, held in conjunction with Site Council meetings, and two of those meeting minutes are attached. The site team represents the administrators, teachers, social workers, parents, students and community agencies that provide services at Rancho Tehama. This year of planning time enabled all stakeholders to answer the question of why scaling up the community school model at Rancho Tehama is vitally important, as well as how the grant could best serve the families of Rancho Tehama—improving connections to resources, to the community, and academic outcomes for ALL students.

Rancho Tehama Elementary serves 90 students in the small city of Corning (population 8,226), 19 miles south of Red Bluff in rural Tehama County. Rancho Tehama's student population is predominantly very low-income, with 98% identified as socio-economically disadvantaged (SED); 67.3% are Hispanic, and 39.8% of students are English Learners. A significant percentage (6.1%) are categorized as homeless, and 14.3% are students with disabilities. Rancho Tehama is unique within Corning Union Elementary School District; it is the sole school serving the rural, isolated, very low-income community of Rancho Tehama Reserve, separated by 25 miles from the city of Corning, where the district offices and other school sites are located.

Rancho Tehama school experienced a school shooting in 2017, which has left a mark on the school community. The district has made every effort to increase security, including installing a perimeter fence, creating a single point of entry to track and manage all visitors and boosting campus supervision. However, school safety and school climate are primary concerns, and that is reflected in the site's priorities for expanding the community schools model.

Rancho Tehama's asset mapping worksheet, created in conjunction with WestEd staff as part of the community schools planning process, shows a tight-knit community that centers around the school as a "community hub." The site has a bilingual Liaison who reaches out to Spanish-speaking families, conducting home visits, phone calls, and assisting with connection to community resources. A district nurse provides health screenings, rotating between school campuses each week, and Rancho has a 30-hour-a-week health aide. Tutoring is provided free of cost after school to eligible students. The County Health Department, through grant funding, provides an additional school counselor to conduct individual and group counseling.

Unfortunately, after the COVID-19 pandemic, the school community must address rising concerns of school safety, chronic absenteeism, low parental involvement, bullying concerns, and lagging state test scores, particularly for Rancho Tehama English Learners. Rancho Tehama Elementary was placed in *Comprehensive Support and Improvement* (CSI) status for sky-high absenteeism rates (77% in 2022-23). School leaders boosted communication and partnered with parents to boost daily attendance, including adding an additional attendance clerk to make phone calls home and providing positive incentives, including awards and prizes, for good attendance. The school also hosted a successful Resource Fair, to continue under the CCSP grant. These efforts all greatly improved absenteeism (now 26.7% in 2024). The Community Schools funding is a critical opportunity to engage partners and address these social and academic challenges, strengthening the community school model while strongly adhering to the values and framework of California's Community Schools movement.

Value #1 – Racially just, relationship-centered spaces: 39.8% of all Rancho Tehama students are English Learners; two-thirds are of Hispanic heritage. Rancho Tehama and District staff have focused on efforts to engage and involve EL parents in their child's academic journey and in all aspects of daily school decision-making and analysis, rooted in an asset-based approach focused on equity for all students. In the 2024 School Plan for Student Achievement, school administrators focused heavily on increasing parental involvement and engagement, to ensure that parents are playing an integral role in their child's learning and actively involved in the school's policies and practices. In addition, the District funded a newcomer aide through Title I funding to directly assist Rancho Tehama's newly enrolled students and families.

Value #2 – Shared ownership, deep and empowering engagement: Corning Union’s five schools each participated in a lengthy, in-depth planning period, including extensive focus groups led by WestED with staff, parents and students, to assess the true needs at each school site. Community schools function best as shared spaces that reflect the community and provide ongoing, authentic opportunities for all voices to be heard. The full needs assessment, developed by WestED staff, is a instrument that accounts for all viewpoints and catalogs those into action steps that can be integrated into the District community schools vision and framework. Rancho Tehama learned the value of community-school shared goal-setting with the focus over the last two years on improving attendance. School leaders made parents a critical partner in the importance of daily attendance, and it paid off in drastically improved absenteeism rates.

Value #3 – Classroom connections to the community/community-based learning: the District’s schools strongly value community- and project-based learning, grounding instruction in local, real-world learning opportunities that allow students to make a real, tangible difference in their community.

Value #4 – Continuous improvement, data-driven analysis, and outcome focused: the site team will revisit the Implementation Plan annually, analyzing programs that are working and effective, and others that might need to be changed or expanded. The Plan will be updated and approved in each year of the grant. The Implementation Plan is closely aligned with the site’s SPSA and the District’s LCAP, and the LCAP process ensures that all stakeholders are involved in the continuous improvement cycle. Through the LCAP meetings and listening sessions, all community members can analyze the district’s data and thoroughly understand whether there is equity and access for all students to succeed and meet targeted academic benchmarks.

Through the needs assessment and community school visioning process, Rancho Tehama community school site team supports the following goals for the Community Schools Cohort 4 application:

- Focus on increased school safety, well-being and connectedness for all students;
- Increased parent engagement, education, involvement and resources, particularly EL students and families;
- Increased support for Math and ELA for middle school students;
- Ensure continued mental health counseling and supports through community partners;
- Expand as a community “hub” to improve access for families in need;
- Expand student enrichment opportunities to improve attendance, connectedness and well-being.

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.

The Rancho Tehama Community Schools team participating in planning sessions, focus groups and surveys, led and conducted by WestEd Resilient and Healthy Schools and Communities staff from May 2024 through December 2024. Each group within the school community had an opportunity to participate in planning efforts to create a vision for expanding the community school model. The team participated in asset mapping/needs analysis as part of the needs assessment process led by WestEd (*please see attached asset mapping worksheet*).

During the CCSPP grant period, each site team will engage in an annual evaluation of community schools programs and services, gathering input from staff, parents, partners and students through surveys and focus groups. In alignment with the LCAP approval timeline, the District's Community Schools Coordinator will aggregate community schools data so that all stakeholders will be able to analyze and understand each student subgroup and progress towards targeted, measurable outcomes. After this yearly data-driven process, the site team will revisit the Implementation Plan, updating it as needed to achieve targeted measures, ensuring that all programs are representing the community they serve. This continuous improvement cycle will be overseen by the newly hired Community Schools Director, as well as the District Advisory Committee, Superintendent and Board. This process will be informed by District and student subgroup data, as the District will collect, analyze and synthesize data on behavioral referrals, attendance, academic performance, and assessments.

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 a 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.

Draft Collective Priority	Outcome/Indicators you aim to improve
1. Increased school safety, well-being and connectedness	Increase % of students indicate connectedness/well-being on Healthy Kids Survey
2. Increased parent engagement/education	Increase % of ELL students making progress towards proficiency On LCAP surveys, increase % of parents who participate in parent workshops and school events; increase % of parents who feel connected to school community
3. Increased support for Math and ELA	Improved scores on assessments for district, with targeted outcomes for middle school, ELL, students with disabilities, and homeless students Improves CAASPP scores for district, with targeted outcomes for middle school, ELL, students with disabilities, and homeless students
4. Consistent mental health counseling and social-emotional supports	Decrease in behavioral referrals, absenteeism, suspensions Improved school climate, based on annual health surveys and LCAP surveys Increased access and completion rates for Tier 2 and 3 referrals
5. Expand resources as “hub”	Decrease in students and families who indicate food, clothing, housing and supplies are major barriers to academic success, based on LCAP surveys
6. Improve enrichment opportunities	Improved student engagement and well-being Reduced chronic absenteeism rates Improved mental health and behavioral health indicators

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.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase understanding of Community-Based Learning (CBL) and integration into classroom instruction	Training in CBL added to professional development schedule for District Community Schools Coordinator and school site leads
Revise five-year Community Schools Strategic Plan to integrate CBL into Implementation plans	Coordinator to oversee annual continuous improvement process for community schools expansion and framework, including revision of site Implementation Plans

Rancho Tehama Elementary is uniquely poised to serve as a true community school—it is truly the only community hub within the isolated Rancho Tehama Preserve community. The school is in a position to serve not only students in classrooms, but families that would otherwise have little chance of connecting to community resources in cities such as Red Bluff or Corning. Any programs and services must be implemented with an understanding that they can and must reflect the unique rural character of the community; rather than a blueprint borrowed from other urban areas. The goal of Corning Union’s Community Schools model is to place our newcomer and EL families as central to the community vision, and ensure that all community schools programs welcome newcomers to the school community and immediately provide the resources needed to engage families in their child’s academic success. EL parents will be encouraged to spend time in their students’ classrooms, and to provide community-based learning opportunities that could include presentations, field trips, and volunteering in the classroom. Parents can participate in structured parent education workshops with interpreters, which in turn supports learning at home. The bilingual workshops cover topics such as parenting teens, technology, life skills, goal-setting, self-care, mindfulness, career counseling, and more. The programming will celebrate the cultural contribution and heritage of EL families, while instilling confidence in taking an active role in their child’s education. Rural communities can feel isolating to English Learners—the goal of the community schools expansion at Corning Union is to empower EL students and families to feel a sense of belonging, to contribute to the school culture, and to become advocates and leaders within the school community.

The District Community Schools Coordinator will be focused on ensuring that site Implementation Plans will strengthen community-based learning by expanding family engagement and multi-tiered supports for students that need targeted support to advance equity, including English Learners, homeless and foster youth, and students with disabilities. The Community School Coordinator will continue to look for opportunities to deepen community-based learning, including through service and volunteer opportunities, business internships, field trips, partnerships with local organizations, and community involvement. They will also be focused on the connections between an asset-based approach, CBL and the school’s work on PBIS and restorative practices.

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 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

<p>Rancho Tehama</p>	<p><i>Site-level Community Schools teams will meet monthly, oversee Implementation Plan and continuous improvement process. Site leads will attend District Community Schools Advisory Council</i></p>	<p>Monthly meetings; create and approve Implementation Plan; represent on District Advisory Council; participate in annual needs assessment led by Tehama County Office of Ed/WestED, asset mapping and survey process; edit Implementation Plan annually; contribute to crafting Sustainability Plan and updating yearly.</p>	<ul style="list-style-type: none"> ● Meetings conducted ● Completion of Implementation Plan ● Participation in annual needs assessment/asset mapping
<p>Corning Union Elementary School District</p>	<p><i>District-level Community Schools Advisory Council</i></p>	<p>Monthly meetings; provide oversight of 1.0 FTE Community Schools Coordinator; set the vision and key priorities for all Community Schools district-wide; oversight of annual needs assessment, asset mapping and survey process; contribute to crafting Sustainability Plan and updating yearly; oversight of grant reporting to CDE; ensure that the continuous improvement process is being implemented with fidelity and that the Community Schools' vision and priorities, and targeted outcomes, are being communicated clearly to the community, parents, staff and students.</p>	<ul style="list-style-type: none"> ● Hiring of 1.0 FTE CS Coordinator ● Completion and updating of Implementation Plan(s) ● Sustainability Plan (Y2) ● Annual needs assessment/asset mapping completed, analyzed and communicated in public meeting ● All grant reporting to CDE completed

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):

At the District level, the Corning Union Community Schools Advisory Council, formed in partnership with Corning Union High School District, to conduct the planning for expanding the community schools model at both districts, will continue to meet and serve as the guiding structure for the vision and key priorities for all community schools district-wide. They will provide oversight to the Community Schools Coordinator, a newly hired position that will directly responsible for implementing all grant-related activities. Based on the needs assessment facilitated by WestEd Resilient and Healthy Communities staff, the District-level Advisory Council set six priorities for the five schools scaling up community school practices. The site team will then be responsible for the Implementation Plan at their school, and addressing each of the key priorities established by the Council.

At each community school, the Site Council will be expanded to also serve as the Community Schools site team. The Community Schools site roster includes teachers, administrators, the school psychologist, SRO, social workers, district-level Educational Services staff, attendance staff, and key partners providing services, including counseling, mentoring, drug prevention, gang prevention, health and mental health services, and wellness. The site team will participate in the annual needs assessment, asset mapping and survey process; edit Implementation Plan annually; and contribute to crafting Sustainability Plan and updating yearly.

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.

Site Level Goals and Measures of Progress

Goals	Action Steps	
Rancho Tehama	<i>Continue actively meeting as a site team to guide implementation of Community Schools activities</i>	Ensure key interest holders are represented on team, including Tier 2/3 providers, CBOs, health clerks, attendance staff, family liaisons.
		Final site team roster

Key Staff/Personnel

1.0 FTE Community Schools Coordinator (hired July 2024)	Provides oversight of all Implementation activities; conducts needs assessment process annually; coordinates District-level Advisory Council; manages grant reporting and reporting to District Superintendent, Board of Trustees, and community stakeholders each year
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Community Schools Site Lead	Leads the site team in editing and approving Implementation Plan; leads monthly meetings to address Implementation and track action steps and targeted outcomes; ensures participation of the site at District Advisory Council meetings; ensures participation of the site in the annual survey/needs assessment
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Sustainability of the proposed expansion of the Community Schools framework at the school identified in Corning Union’s Cohort 4 application to the Community Schools Partnership Program is a key focus of the District Community Schools Advisory Council. The Council will be responsible for approving a Sustainability Plan, to be submitted to the California Department of Education Community Schools Office in Year 2 of the grant period. The Council will continue the work of solidifying and expanding key partnerships with community-based agencies that assist Corning Union schools, including the Corning Family Resource Center, Tehama County Mental Health, Tehama County Department of Education, River Cities Counseling, Chico State, Shasta College and Simpson University social work programs, Expect More Tehama, City of Corning law enforcement, Harvest Center food bank, Police Activities League (PAL), and many other community-based agencies. The district-level Advisory Council is also responsible for ensuring that a thorough needs assessment is conducted annually at each individual community school, ensuring a continuous improvement process that allows the Council to analyze what is working and what is not, and determine if the schools are on track to meet targeted benchmarks towards goals.

A true community school involves all community partners in sustaining programs that help children and families succeed. Partnerships will be a critical linchpin to identifying new funding streams to continue staffing and build on the community schools model. Potential state and federal behavioral health reimbursement programs, the California Youth Behavioral Health Initiative, the Department of Health Care Access and Information wellness coach certification program, and other grant funding sources will be explored to diversify funding for effective programs and services.

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.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Rancho Tehama	<i>Build and strengthen partnerships in the school community to positively impact student achievement (aligned with LCAP/SPSA Goals)</i>	<ol style="list-style-type: none"> 1. Conduct thorough asset mapping at the site level, ensuring the site team is aware of and utilizing all the strengths and skills of its school community, including nonprofits, parents, community members, and students 2. Expand the CS site team to include strategic partners 3. Increase the number of MOUs outlining partnerships that will provide services/programs to students 	Asset mapping completed at site level; roster of expanded site team; increased number of MOUs/Letters of Commitment expanding partnerships providing on-site resources

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:

A community school can only be effective with strategic partnerships. Corning Union Elementary School District has spent the last decade scaling up local and regional partnerships in order to maximize limited resources and provide high-quality educational services to Corning's youth. These partnerships are codified and supported in the District's Local Control and Accountability Plan (LCAP). In the wake of the COVID-19 pandemic, many small, rural schools are isolated and struggling. Students and families are struggling with social-emotional difficulties, trauma, loss, transiency, financial crises, and apathy, a loss of hope. The solution is to find creative, innovative new ways to bring critical resources to isolated communities. Corning Union has very strong partnerships, forged through the Tehama County Promise Neighborhoods and continued in the Community Engagement Initiative (CEI). By becoming a true Community School, Rancho Tehama has an opportunity to deepen and expand partnerships to help each of our students succeed.

The attached proposal specifically addresses ensuring that these partnerships will grow and strengthen through the District's community schools advisory structure. As the Advisory Council and site teams continue to meet to further develop the community schools district-wide initiative, they will directly involve community-based partners in planning, implementation and evaluation of programs.

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

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM IMPLEMENTATION PLAN

West Street Elementary School

Corning Union Elementary School District, Tehama County

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.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

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](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

West Street Elementary School, 900 West Street Corning, CA 96021-2937

Community Schools Lead: Joshua Niehues, Principal

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

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 towards 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 schools work:

West Street Elementary School, a TK-6 school within Corning Union Elementary School District, has developed a community schools site team that has participated in a year-long planning process, as part of the awarded **2022-23 CDE CCSPP Planning Grant Cohort 2**, led by the District, Tehama County Dept. of Education, and WestEd's Resilient and Healthy Schools and Communities consulting staff. The site team (*please see attached site roster*), has attended community schools meetings, held in conjunction with Site Council meetings, and two of those meeting minutes are attached. The site team represents the administrators, teachers, social workers, parents, students and community agencies that provide services at West Street. This year of planning time was used to assess the strengths of the West Street school community; identify the needs and gaps in service that are most critical to fill; and determine what high-quality programs and services would meet those needs as part of a district-wide transformation of the Corning schools into high-functioning community schools that adhere to the pillars and values of a model community school.

West Street Elementary serves 314 students in the small city of Corning (population 8,226), 19 miles south of Red Bluff in rural Tehama County. West Street's student population is predominantly very low-income, with 90.1% SED and 71.7% Hispanic; 39.5% of students are English Learners. A full 17.8% of West Street students are students with disabilities, and this important student subgroup continues to grow as staff grows to serve their needs with equity. West Street has also seen a growing number of homeless students (6.1%) and enrollment of English Learners has continued to steadily grow. West Street staff is focused on a whole-child approach and engaging parents to improve attendance, communication, and student outcomes for all students. West Street offers a range of multi-tiered supports for students not meeting grade level standards in English Language Arts, including tutoring by a certificated staff teacher, targeted interventions for students missing key phonics skills on assessments using the Read Mastery program and intervention curriculum. Those interventions are supported with 2.0 FTE Learning Center teachers and paraprofessionals. District resources include counseling, Safe Education and Recreation for Rural Families (SERRF) program, after school tutoring by teachers, and Title 1 resources, including newcomer aides. The school nurse is on campus approximately 4.5 hours each week, and a school health aide is on campus 30 hours a week. One full-time school counselor is on the campus to work with students.

West Street has made a structured effort to boost family and parent engagement in the wake of the pandemic. This has helped return attendance rates almost to pre-pandemic levels (currently 13.8%, down 11.5% from the 2023-24 school year). Additional parent and community activities, which bring families and community members to the campus, have been added to the school year calendar, and have been extremely popular and successful. Parent Night at the Book Fair started in 2021 and is a huge success in bringing families on campus. A free dinner is provided at the school's Open House in 2023, greatly increasing attendance and participation.

The wraparound services listed above, as well as strong parent engagement and communication, can and does greatly improve student outcomes. As part of the Community Schools grant, these efforts can be continued at West Street and will make an enormous difference in the success of targeted student subgroups. In addition, West Street will be the site of the new "Community Hub," truly serving as a central point for families to connect to services and agency partners from around Tehama County and the region.

West Street's asset mapping worksheet, created in conjunction with WestEd staff as part of the community schools planning process, shows these strong resources and community partnerships. The Community Schools funding is a critical opportunity to engage partners and address these social and academic challenges, strengthening the community school model while strongly adhering to the values and framework of California's Community Schools movement.

Value #1 – Racially just, relationship-centered spaces: West Street and District staff have focused on efforts to engage and involve EL parents in their child's academic journey and in all aspects of daily school decision-making and analysis, rooted in an asset-based approach focused on equity for all students. In the 2024 School Plan for Student Achievement, school administrators focused heavily on increasing parental involvement and engagement, to ensure that parents are playing an integral role in their child's learning and actively involved in the school's policies and practices. In addition, the District funded a newcomer aide through Title I funding to directly assist West Street's newly enrolled students and families.

Value #2 – Shared ownership, deep and empowering engagement: Corning Union’s five schools each participated in a lengthy, in-depth planning period, including extensive focus groups led by WestEd with staff, parents and students, to assess the true needs at each school site. Community schools function best as shared spaces that reflect the community and provide ongoing, authentic opportunities for all voices to be heard. The full needs assessment, developed by WestEd staff, is a instrument that accounts for all viewpoints and catalogs those into action steps that can be integrated into the District community schools vision and framework.

Value #3 – Classroom connections to the community/community-based learning: the District’s schools strongly value community- and project-based learning, grounding instruction in local, real-world learning opportunities that allow students to make a real, tangible difference in their community. West Street has a strong group of parents that volunteer at events, attend the School Site Council and ELAC, and ensure strong school-community connections, including field trips, fundraising support, and volunteering in classrooms. These connections are critical to community pride and effective learning.

Value #4 – Continuous improvement, data-driven analysis, and outcome focused: the site team will revisit the Implementation Plan annually, analyzing programs that are working and effective, and others that might need to be changed or expanded. The Plan will be updated and approved in each year of the grant. The Implementation Plan is closely aligned with the site’s SPSA and the District’s LCAP, and the LCAP process ensures that all stakeholders are involved in the continuous improvement cycle. Through the LCAP meetings and listening sessions, all community members can analyze the district’s data and thoroughly understand whether there is equity and access for all students to succeed and meet targeted academic benchmarks.

Through the needs assessment and community school visioning process, West Street Elementary community school site team supports the following goals for the Community Schools Cohort 4 application:

- Focus on increased school safety, well-being and connectedness for all students;
- Increased parent engagement, education, involvement and resources, particularly EL students and families;
- Increased support for Math and ELA for middle school students;
- Ensure continued mental health counseling and supports through community partners;
- Expand as a community “hub” to improve access for families in need;
- Expand student enrichment opportunities to improve attendance, connectedness and well-being.

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.

The West Street Community Schools team participating in planning sessions, focus groups and surveys, led and conducted by WestEd Resilient and Healthy Schools and Communities staff from May 2024 through December 2024. Each group within the school community had an opportunity to participate in planning efforts to create a vision for expanding the community school model. The team participated in asset mapping/needs analysis as part of the needs assessment process led by WestEd (*please see attached asset mapping worksheet*).

During the CCSPP grant period, each site team will engage in an annual evaluation of community schools programs and services, gathering input from staff, parents, partners and students through surveys and focus groups. In alignment with the LCAP approval timeline, the District's Community Schools Coordinator will aggregate community schools data so that all stakeholders will be able to analyze and understand each student subgroup and progress towards targeted, measurable outcomes. After this yearly data-driven process, the site team will revisit the Implementation Plan, updating it as needed to achieve targeted measures, ensuring that all programs are representing the community they serve. This continuous improvement cycle will be overseen by the newly hired Community Schools Director, as well as the District Advisory Committee, Superintendent and Board. This process will be informed by District and student subgroup data, as the District will collect, analyze and synthesize data on behavioral referrals, attendance, academic performance, and assessments.

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 a 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.

Draft Collective Priority	Outcome/Indicators you aim to improve
1. Increased school safety, well-being and connectedness	Increase % of students indicate connectedness/well-being on Healthy Kids Survey
2. Increased parent engagement/education	Increase % of ELL students making progress towards proficiency On LCAP surveys, increase % of parents who participate in parent workshops and school events; increase % of parents who feel connected to school community
3. Increased support for Math and ELA	Improved scores on assessments for district, with targeted outcomes for middle school, ELL, students with disabilities, and homeless students Improves CAASPP scores for district, with targeted outcomes for middle school, ELL, students with disabilities, and homeless students
4. Consistent mental health counseling and social-emotional supports	Decrease in behavioral referrals, absenteeism, suspensions Improved school climate, based on annual health surveys and LCAP surveys Increased access and completion rates for Tier 2 and 3 referrals
5. Expand resources as “hub”	Decrease in students and families who indicate food, clothing, housing and supplies are major barriers to academic success, based on LCAP surveys
6. Improve enrichment opportunities	Improved student engagement and well-being Reduced chronic absenteeism rates Improved mental health and behavioral health indicators

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.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase understanding of Community-Based Learning (CBL) and integration into classroom instruction	Training in CBL added to professional development schedule for District Community Schools Coordinator and school site leads
Revise five-year Community Schools Strategic Plan to integrate CBL into Implementation plans	Coordinator to oversee annual continuous improvement process for community schools expansion and framework, including revision of site Implementation Plans

West Street Elementary is uniquely tied to the Corning community. Since 1980, it has existed as a hub within the small, tight-knit town, providing academic instruction to students, but also serving as a community center and connection to community partners and agencies working on behalf of Corning families. Corning Union’s programs are developed under an asset-based approach with a focus on advancing equity for **all** students. Corning Union’s vision is that all CUESD students, regardless of race, gender, nation of origin, or home language, have the right to learn and achieve at a high level.

The impact of COVID-19 on rural communities has been difficult—deepening divides, increased economic difficulties, greater uncertainty. Any programs and services must be implemented with an understanding that they can and must reflect the unique rural character of the community; rather than a blueprint borrowed from other urban areas. The goal of Corning Union’s Community Schools model is to place our newcomer and EL families as central to the community vision, and ensure that all community schools programs welcome newcomers to the school community and immediately provide the resources needed to engage families in their child’s academic success. EL parents will be encouraged to spend time in their students’ classrooms, and to provide community-based learning opportunities that could include presentations, field trips, and volunteering in the classroom. Parents can participate in structured parent education workshops with interpreters, which in turn supports learning at home. The bilingual workshops cover topics such as parenting teens, technology, life skills, goal-setting, self-care, mindfulness, career counseling, and more. The programming will celebrate the cultural contribution and heritage of EL families, while instilling confidence in taking an active role in their child’s education. Rural communities can feel isolating to English Learners—the goal of the community schools expansion at Corning Union is to empower EL students and families to feel a sense of belonging, to contribute to the school culture, and to become advocates and leaders within the school community.

The District Community Schools Coordinator will be focused on ensuring that site Implementation Plans will strengthen community-based learning by expanding family engagement and multi-tiered supports for students that need targeted support to advance equity, including English Learners, homeless and foster youth, and students with disabilities. The Community School Coordinator will continue to look for opportunities to deepen community-based learning, including through service and volunteer opportunities, business internships, field trips, partnerships with local organizations, and community involvement. They will also be focused on the connections between an asset-based approach, CBL and the school’s work on PBIS and restorative practices.

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 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

<p>West Street Elementary School</p>	<p><i>Site-level Community Schools teams will meet monthly, oversee Implementation Plan and continuous improvement process. Site leads will attend District Community Schools Advisory Council</i></p>	<p>Monthly meetings; create and approve Implementation Plan; represent on District Advisory Council; participate in annual needs assessment led by Tehama County Office of Ed/WestED, asset mapping and survey process; edit Implementation Plan annually; contribute to crafting Sustainability Plan and updating yearly.</p>	<ul style="list-style-type: none"> ● Meetings conducted ● Completion of Implementation Plan ● Participation in annual needs assessment/asset mapping
<p>Corning Union Elementary School District</p>	<p><i>District-level Community Schools Advisory Council</i></p>	<p>Monthly meetings; provide oversight of 1.0 FTE Community Schools Coordinator; set the vision and key priorities for all Community Schools district-wide; oversight of annual needs assessment, asset mapping and survey process; contribute to crafting Sustainability Plan and updating yearly; oversight of grant reporting to CDE; ensure that the continuous improvement process is being implemented with fidelity and that the Community Schools' vision and priorities, and targeted outcomes, are being communicated clearly to the community, parents, staff and students.</p>	<ul style="list-style-type: none"> ● Hiring of 1.0 FTE CS Coordinator ● Completion and updating of Implementation Plan(s) ● Sustainability Plan (Y2) ● Annual needs assessment/asset mapping completed, analyzed and communicated in public meeting ● All grant reporting to CDE completed

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):

At the District level, the Corning Union Community Schools Advisory Council, formed in partnership with Corning Union High School District, to conduct the planning for expanding the community schools model at both districts, will continue to meet and serve as the guiding structure for the vision and key priorities for all community schools district-wide. They will provide oversight to the Community Schools Coordinator, a newly hired position that will directly responsible for implementing all grant-related activities. Based on the needs assessment facilitated by WestEd Resilient and Healthy Communities staff, the District-level Advisory Council set six priorities for the five schools scaling up community school practices. The site team will then be responsible for the Implementation Plan at their school, and addressing each of the key priorities established by the Council.

At each community school, the Site Council will be expanded to also serve as the Community Schools site team. The Community Schools site roster includes teachers, administrators, the school psychologist, SRO, social workers, district-level Educational Services staff, attendance staff, and key partners providing services, including counseling, mentoring, drug prevention, gang prevention, health and mental health services, and wellness. The site team will participate in the annual needs assessment, asset mapping and survey process; edit Implementation Plan annually; and contribute to crafting Sustainability Plan and updating yearly.

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.

Site Level Goals and Measures of Progress

Goals	Action Steps	
West Street Elementary School	<i>Continue actively meeting as a site team to guide implementation of Community Schools activities</i>	Ensure key interest holders are represented on team, including Tier 2/3 providers, CBOs, health clerks, attendance staff, family liaisons.
		Final site team roster

Key Staff/Personnel

1.0 FTE Community Schools Coordinator (hired July 2024)	Provides oversight of all Implementation activities; conducts needs assessment process annually; coordinates District-level Advisory Council; manages grant reporting and reporting to District Superintendent, Board of Trustees, and community stakeholders each year
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Community Schools Site Lead	Leads the site team in editing and approving Implementation Plan; leads monthly meetings to address Implementation and track action steps and targeted outcomes; ensures participation of the site at District Advisory Council meetings; ensures participation of the site in the annual survey/needs assessment
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Sustainability of the proposed expansion of the Community Schools framework at the school identified in Corning Union’s Cohort 4 application to the Community Schools Partnership Program is a key focus of the District Community Schools Advisory Council. The Council will be responsible for approving a Sustainability Plan, to be submitted to the California Department of Education Community Schools Office in Year 2 of the grant period. The Council will continue the work of solidifying and expanding key partnerships with community-based agencies that assist Corning Union schools, including the Corning Family Resource Center, Tehama County Mental Health, Tehama County Department of Education, River Cities Counseling, Chico State, Shasta College and Simpson University social work programs, Expect More Tehama, City of Corning law enforcement, Harvest Center food bank, Police Activities League (PAL), and many other community-based agencies. The district-level Advisory Council is also responsible for ensuring that a thorough needs assessment is conducted annually at each individual community school, ensuring a continuous improvement process that allows the Council to analyze what is working and what is not, and determine if the schools are on track to meet targeted benchmarks towards goals.

A true community school involves all community partners in sustaining programs that help children and families succeed. Partnerships will be a critical linchpin to identifying new funding streams to continue staffing and build on the community schools model. Potential state and federal behavioral health reimbursement programs, the California Youth Behavioral Health Initiative, the Department of Health Care Access and Information wellness coach certification program, and other grant funding sources will be explored to diversify funding for effective programs and services.

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.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
West Street Elementary School	<i>Build and strengthen partnerships in the school community to positively impact student achievement (aligned with LCAP/SPSA Goals)</i>	<ol style="list-style-type: none"> 1. Conduct thorough asset mapping at the site level, ensuring the site team is aware of and utilizing all the strengths and skills of its school community, including nonprofits, parents, community members, and students 2. Expand the CS site team to include strategic partners 3. Increase the number of MOUs outlining partnerships that will provide services/programs to students 	Asset mapping completed at site level; roster of expanded site team; increased number of MOUs/Letters of Commitment expanding partnerships providing on-site resources

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:

A community school can only be effective with strategic partnerships. Corning Union Elementary School District has spent the last decade scaling up local and regional partnerships in order to maximize limited resources and provide high-quality educational services to Corning's youth. These partnerships are codified and supported in the District's Local Control and Accountability Plan (LCAP). In the wake of the COVID-19 pandemic, many small, rural schools are isolated and struggling. Students and families are struggling with social-emotional difficulties, trauma, loss, transiency, financial crises, and apathy, a loss of hope. The solution is to find creative, innovative new ways to bring critical resources to isolated communities. Corning Union has very strong partnerships, forged through the Tehama County Promise Neighborhoods. By becoming a true Community School, West Street has an opportunity to deepen and expand partnerships to help each of our students succeed.

The attached proposal specifically addresses ensuring that these partnerships will grow and strengthen through the District's community schools advisory structure. As the Advisory Council and site teams continue to meet to further develop the community schools district-wide initiative, they will directly involve community-based partners in planning, implementation and evaluation of programs.

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

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM IMPLEMENTATION PLAN

Woodson Elementary School

Corning Union Elementary School District, Tehama County

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.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

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](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Woodson Elementary School, N 150 Toomes Avenue Corning, CA 96021-2077

Community Schools Lead: Jason Dell, Principal

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

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 towards 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 schools work:

Woodson Elementary School, a TK-6 school within Corning Union Elementary School District, has developed a community schools site team that has participated in a year-long planning process, as part of the awarded **2022-23 CDE CCSPP Planning Grant Cohort 2**, led by the District, Tehama County Dept. of Education, and WestEd's Resilient and Healthy Schools and Communities consulting staff. The site team (*please see attached site roster*), has attended community schools meetings, held in conjunction with Site Council meetings, and two of those meeting minutes are attached. The site team represents the administrators, teachers, social workers, parents, students and community agencies that provide services at Woodson. This year of planning time enabled all stakeholders to answer the question of why scaling up the community school model at Woodson is vitally important, as well as how that unique community school expansion would reflect the community of students, parents and families it serves.

Woodson Elementary School (home of the Pioneers) serves 489 students in the small city of Corning (population 8,226), 19 miles south of Red Bluff in rural Tehama County. Woodson's student population is predominantly very low-income, with 89.4% identified as Socioeconomically Disadvantaged (SED); 69.9% are Hispanic, and 43.8% of students are English Learners. A significant percentage (8.2%) are categorized as homeless, and 12.1% are students with disabilities. Woodson has served students in Corning since its establishment and is an embedded and important part of Corning's history and community legacy. Woodson staff is focused on a whole-child approach and meeting targeted outcomes for all students; the Positive Behavioral Interventions and Supports (PBIS) framework is implemented school-wide, and Woodson is an AVID school (Advancement Via Individual Determination), which prepares Woodson students for college and career. AVID students are taught academic vocabulary, using critical thinking skills, engaging in collaborative tutorials, taking Cornell notes, and implementing various WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies.

The Woodson school community benefits from a tight-knit, supportive community in Corning and strong partnerships, where community agencies are scaling up supports and programs for students and families that will give them a higher chance of success academically. Woodson's asset mapping worksheet, created in conjunction with WestEd staff as part of the community schools planning process, shows these strong resources and community partnerships. The District provides two bilingual Liaisons who reach out to Spanish-speaking families, conducting home visits, phone calls, and assisting with connection to community resources. A district nurse provides health screenings, rotating between school campuses each week, and Woodson has a 30-hour-a-week health aide. Tutoring is provided free of cost after school to eligible students by a certificated teacher. The County Health Department, through grant funding, provides an additional school counselor to conduct individual and group counseling. The school provides a number of afterschool clubs, including STEM Club, Girls on the Run, Chess Club, and others.

Unfortunately, after the COVID-19 pandemic, the school community must address rising concerns of school safety, chronic absenteeism, low parental involvement, bullying concerns, and lagging state test scores, particularly for Woodson's English Learners. Transportation is a barrier for many Woodson families; in order to access tutoring, it must be available as part of the extended school day. In addition, many parents of EL students are unable to provide academic support in the home and rely on additional targeted interventions and supports. This exemplifies the critical importance of promoting family literacy and education, which Woodson has greatly expanded since the pandemic and will continue to grow under the community schools framework. By continuing to provide access to school counseling, and boosting bilingual parent education workshops, Woodson families can continue to recover and heal from the pandemic's impacts and student engagement and outcomes will continue to improve. The Community Schools funding is a critical opportunity to engage partners and address these social and academic challenges—while strongly adhering to the values and framework of California's Community Schools.

Value #1 – Racially just, relationship-centered spaces: half of all Woodson students are English Learners; 80% are of Hispanic heritage. This is central to the educational mission at Woodson. Woodson and District staff have focused on efforts to engage and involve EL parents in their child’s academic journey and in all aspects of daily school decision-making and analysis, rooted in an asset-based approach focused on equity for all students. In the 2024 School Plan for Student Achievement, school administrators focused heavily on increasing parental involvement and engagement, to ensure that parents are playing an integral role in their child’s learning and actively involved in the school’s policies and practices. In addition, the District funded a newcomer aide through Title I funding to directly assist Woodson’s newly enrolled students and families.

Value #2 – Shared ownership, deep and empowering engagement: Corning Union’s five schools each participated in a lengthy, in-depth planning period, including extensive focus groups led by WestED with staff, parents and students, to assess the true needs at each school site. Community schools function best as shared spaces that reflect the community and provide ongoing, authentic opportunities for all voices to be heard. The full needs assessment, developed by WestEd staff, is a instrument that accounts for all viewpoints and catalogs those into action steps that can be integrated into the District community schools vision and framework.

Value #3 – Classroom connections to the community/community-based learning: the District’s schools strongly value community- and project-based learning, grounding instruction in local, real-world learning opportunities that allow students to make a real, tangible difference in their community. Woodson has adopted the AVID program, which exemplifies a student-centered approach that prepare students to thrive and succeed in the real world. AVID students reflect and question, practicing problem solving and expanding critical thinking skills. AVID provides practical training for teachers to help them better and more authentically connect with their students. Through AVID, teachers leverage their students’ backgrounds and experiences to master content in a more personal way. Through implementation and collaboration, these values have become shared across subjects and grade levels.

Value #4 – Continuous improvement, data-driven analysis, and outcome focused: the site team will revisit the Implementation Plan annually, analyzing programs that are working and effective, and others that might need to be changed or expanded. The Plan will be updated and approved in each year of the grant. The Implementation Plan is closely aligned with the site’s SPSA and the District’s LCAP, and the LCAP process ensures that all stakeholders are involved in the continuous improvement cycle. Through the LCAP meetings and listening sessions, all community members can analyze the district’s data and thoroughly understand whether there is equity and access for all students to succeed and meet targeted academic benchmarks.

Through the needs assessment and community school visioning process, Woodson Elementary community school site team supports the following goals for the Community Schools Cohort 4 application:

- Focus on increased school safety, well-being and connectedness for all students;
- Increased parent engagement, education, involvement and resources, particularly EL students and families;
- Increased support for Math and ELA for middle school students;
- Ensure continued mental health counseling and supports through community partners;
- Expand as a community “hub” to improve access for families in need;
- Expand student enrichment opportunities to improve attendance, connectedness and well-being.

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.

The Woodson Community Schools team participating in planning sessions, focus groups and surveys, led and conducted by WestEd Resilient and Healthy Schools and Communities staff from May 2024 through December 2024. Each group within the school community had an opportunity to participate in planning efforts to create a vision for expanding the community school model. The team participated in asset mapping/needs analysis as part of the needs assessment process led by WestEd (*please see attached asset mapping worksheet*).

During the CCSP grant period, each site team will engage in an annual evaluation of community schools programs and services, gathering input from staff, parents, partners and students through surveys and focus groups. In alignment with the LCAP approval timeline, the District's Community Schools Coordinator will aggregate community schools data so that all stakeholders will be able to analyze and understand each student subgroup and progress towards targeted, measurable outcomes. After this yearly data-driven process, the site team will revisit the Implementation Plan, updating it as needed to achieve targeted measures, ensuring that all programs are representing the community they serve. This continuous improvement cycle will be overseen by the newly hired Community Schools Director, as well as the District Advisory Committee, Superintendent and Board. This process will be informed by District and student subgroup data, as the District will collect, analyze and synthesize data on behavioral referrals, attendance, academic performance, and assessments.

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 a 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.

Draft Collective Priority	Outcome/Indicators you aim to improve
1. Increased school safety, well-being and connectedness	Increase % of students indicate connectedness/well-being on Healthy Kids Survey
2. Increased parent engagement/education	Increase % of ELL students making progress towards proficiency On LCAP surveys, increase % of parents who participate in parent workshops and school events; increase % of parents who feel connected to school community
3. Increased support for Math and ELA	Improved scores on assessments for district, with targeted outcomes for middle school, ELL, students with disabilities, and homeless students Improves CAASPP scores for district, with targeted outcomes for middle school, ELL, students with disabilities, and homeless students
4. Consistent mental health counseling and social-emotional supports	Decrease in behavioral referrals, absenteeism, suspensions Improved school climate, based on annual health surveys and LCAP surveys Increased access and completion rates for Tier 2 and 3 referrals
5. Expand resources as “hub”	Decrease in students and families who indicate food, clothing, housing and supplies are major barriers to academic success, based on LCAP surveys
6. Improve enrichment opportunities	Improved student engagement and well-being Reduced chronic absenteeism rates Improved mental health and behavioral health indicators

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.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase understanding of Community-Based Learning (CBL) and integration into classroom instruction	Training in CBL added to professional development schedule for District Community Schools Coordinator and school site leads
Revise five-year Community Schools Strategic Plan to integrate CBL into Implementation plans	Coordinator to oversee annual continuous improvement process for community schools expansion and framework, including revision of site Implementation Plans

Woodson Elementary School is uniquely tied to the Corning community. Since 2004, it has existed as a hub within the small, tight-knit town, providing academic instruction to students, but also serving as a community center and connection to community partners and agencies working on behalf of Corning families. Corning Union’s programs are developed under an asset-based approach with a focus on advancing equity for **all** students. Corning Union’s vision is that all CUESD students, regardless of race, gender, nation of origin, or home language, have the right to learn and achieve at a high level.

The impact of COVID-19 on rural communities has been difficult—deepening divides, increased economic difficulties, greater uncertainty. Any programs and services must be implemented with an understanding that they can and must reflect the unique rural character of the community; rather than a blueprint borrowed from other urban areas. The goal of Corning Union’s Community Schools model is to place our newcomer and EL families as central to the community vision, and ensure that all community schools programs welcome newcomers to the school community and immediately provide the resources needed to engage families in their child’s academic success. EL parents will be encouraged to spend time in their students’ classrooms, and to provide community-based learning opportunities that could include presentations, field trips, and volunteering in the classroom. Parents can participate in structured parent education workshops with interpreters, which in turn supports learning at home. The bilingual workshops cover topics such as parenting teens, technology, life skills, goal-setting, self-care, mindfulness, career counseling, and more. The programming will celebrate the cultural contribution and heritage of EL families, while instilling confidence in taking an active role in their child’s education. Rural communities can feel isolating to English Learners—the goal of the community schools expansion at Corning Union is to empower EL students and families to feel a sense of belonging, to contribute to the school culture, and to become advocates and leaders within the school community.

The District Community Schools Coordinator will be focused on ensuring that site Implementation Plans will strengthen community-based learning by expanding family engagement and multi-tiered supports for students that need targeted support to advance equity, including English Learners, homeless and foster youth, and students with disabilities. The Community School Coordinator will continue to look for opportunities to deepen community-based learning, including through service and volunteer opportunities, business internships, field trips, partnerships with local organizations, and community involvement. They will also be focused on the connections between an asset-based approach, CBL and the school’s work on PBIS and restorative practices.

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 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

Woodson Elementary School	<i>Site-level Community Schools teams will meet monthly, oversee Implementation Plan and continuous improvement process. Site leads will attend District Community Schools Advisory Council</i>	Monthly meetings; create and approve Implementation Plan; represent on District Advisory Council; participate in annual needs assessment led by Tehama County Office of Ed/WestED, asset mapping and survey process; edit Implementation Plan annually; contribute to crafting Sustainability Plan and updating yearly.	<ul style="list-style-type: none"> ● Meetings conducted ● Completion of Implementation Plan ● Participation in annual needs assessment/asset mapping
Corning Union Elementary School District	<i>District-level Community Schools Advisory Council</i>	Monthly meetings; provide oversight of 1.0 FTE Community Schools Coordinator; set the vision and key priorities for all Community Schools district-wide; oversight of annual needs assessment, asset mapping and survey process; contribute to crafting Sustainability Plan and updating yearly; oversight of grant reporting to CDE; ensure that the continuous improvement process is being implemented with fidelity and that the Community Schools' vision and priorities, and targeted outcomes, are being communicated clearly to the community, parents, staff and students.	<ul style="list-style-type: none"> ● Hiring of 1.0 FTE CS Coordinator ● Completion and updating of Implementation Plan(s) ● Sustainability Plan (Y2) ● Annual needs assessment/asset mapping completed, analyzed and communicated in public meeting ● All grant reporting to CDE completed

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):

At the District level, the Corning Union Community Schools Advisory Council, formed in partnership with Corning Union High School District, to conduct the planning for expanding the community schools model at both districts, will continue to meet and serve as the guiding structure for the vision and key priorities for all community schools district-wide. They will provide oversight to the Community Schools Coordinator, a newly hired position that will directly responsible for implementing all grant-related activities. Based on the needs assessment facilitated by WestED Resilient and Healthy Communities staff, the District-level Advisory Council set six priorities for the five schools scaling up community school practices. The site team will then be responsible for the Implementation Plan at their school, and addressing each of the key priorities established by the Council.

At each community school, the Site Council will be expanded to also serve as the Community Schools site team. The Community Schools site roster includes teachers, administrators, the school psychologist, SRO, social workers, district-level Educational Services staff, attendance staff, and key partners providing services, including counseling, mentoring, drug prevention, gang prevention, health and mental health services, and wellness. The site team will participate in the annual needs assessment, asset mapping and survey process; edit Implementation Plan annually; and contribute to crafting Sustainability Plan and updating yearly.

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.

Site Level Goals and Measures of Progress

Goals	Action Steps	
Woodson Elementary School	<i>Continue actively meeting as a site team to guide implementation of Community Schools activities</i>	Ensure key interest holders are represented on team, including Tier 2/3 providers, CBOs, health clerks, attendance staff, family liaisons.
		Final site team roster

Key Staff/Personnel

1.0 FTE Community Schools Coordinator (hired July 2024)	Provides oversight of all Implementation activities; conducts needs assessment process annually; coordinates District-level Advisory Council; manages grant reporting and reporting to District Superintendent, Board of Trustees, and community stakeholders each year
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Community Schools Site Lead	Leads the site team in editing and approving Implementation Plan; leads monthly meetings to address Implementation and track action steps and targeted outcomes; ensures participation of the site at District Advisory Council meetings; ensures participation of the site in the annual survey/needs assessment
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Sustainability of the proposed expansion of the Community Schools framework at the school identified in Corning Union’s Cohort 4 application to the Community Schools Partnership Program is a key focus of the District Community Schools Advisory Council. The Council will be responsible for approving a Sustainability Plan, to be submitted to the California Department of Education Community Schools Office in Year 2 of the grant period. The Council will continue the work of solidifying and expanding key partnerships with community-based agencies that assist Corning Union schools, including the Corning Family Resource Center, Tehama County Mental Health, Tehama County Department of Education, River Cities Counseling, Chico State, Shasta College and Simpson University social work programs, Expect More Tehama, City of Corning law enforcement, Harvest Center food bank, Police Activities League (PAL), and many other community-based agencies. The district-level Advisory Council is also responsible for ensuring that a thorough needs assessment is conducted annually at each individual community school, ensuring a continuous improvement process that allows the Council to analyze what is working and what is not, and determine if the schools are on track to meet targeted benchmarks towards goals.

A true community school involves all community partners in sustaining programs that help children and families succeed. Partnerships will be a critical linchpin to identifying new funding streams to continue staffing and build on the community schools model. Potential state and federal behavioral health reimbursement programs, the California Youth Behavioral Health Initiative, the Department of Health Care Access and Information wellness coach certification program, and other grant funding sources will be explored to diversify funding for effective programs and services.

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.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Woodson Elementary School	<i>Build and strengthen partnerships in the school community to positively impact student achievement (aligned with LCAP/SPSA Goals)</i>	<ol style="list-style-type: none"> 1. Conduct thorough asset mapping at the site level, ensuring the site team is aware of and utilizing all the strengths and skills of its school community, including nonprofits, parents, community members, and students 2. Expand the CS site team to include strategic partners 3. Increase the number of MOUs outlining partnerships that will provide services/programs to students 	Asset mapping completed at site level; roster of expanded site team; increased number of MOUs/Letters of Commitment expanding partnerships providing on-site resources

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:

A community school can only be effective with strategic partnerships. Corning Union Elementary School District has spent the last decade scaling up local and regional partnerships in order to maximize limited resources and provide high-quality educational services to Corning's youth. These partnerships are codified and supported in the District's Local Control and Accountability Plan (LCAP). In the wake of the COVID-19 pandemic, many small, rural schools are isolated and struggling. Students and families are struggling with social-emotional difficulties, trauma, loss, transiency, financial crises, and apathy, a loss of hope. The solution is to find creative, innovative new ways to bring critical resources to isolated communities. Corning Union has very strong partnerships, forged through the Tehama County Promise Neighborhoods. By becoming a true Community School, Woodson has an opportunity to deepen and expand partnerships to help each of our students succeed.

The attached proposal specifically addresses ensuring that these partnerships will grow and strengthen through the District's community schools advisory structure. As the Advisory Council and site teams continue to meet to further develop the community schools district-wide initiative, they will directly involve community-based partners in planning, implementation and evaluation of programs.

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

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM IMPLEMENTATION PLAN

Maywood Middle School

Corning Union Elementary School District, Tehama County

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.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

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](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Maywood Middle School, 1666 Marguerite Avenue Corning, CA 96021-3530

Community Schools Lead: Jennifer Scovel, Principal

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

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 towards 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 schools work:

Maywood Middle School, a grade 6-8 school within Corning Union Elementary School District, has developed a community schools site team that has participated in a year-long planning process, as part of the awarded **2022-23 CDE CCSPP Planning Grant Cohort 2**, led by the District, Tehama County Dept. of Education, and WestEd's Resilient and Healthy Schools and Communities consulting staff. The site team (*please see attached site roster*), has attended community schools meetings, held in conjunction with Site Council meetings, and two of those meeting minutes are attached. The site team represents the administrators, teachers, social workers, parents, students and community agencies that provide services at Maywood. This year of planning time enabled students, staff and families to engage in focus groups, and surveys, assess the unique character of the school community, and share in the brainstorming and decision-making process to determine how to scale up the community school model in a manner that would best serve all students, parents and families within the school community.

Maywood Middle School serves 527 students in the small city of Corning (population 8,226), 19 miles south of Red Bluff in rural Tehama County. Maywood’s student population is predominantly very low-income, with 89.2% identified as Socioeconomically Disadvantaged (SED); 73.2% are Hispanic, and 38.3% of students are English Learners. A significant percentage (4.2%) are categorized as homeless, and 13.3% are students with disabilities. Maywood serves as the sole secondary school within the district—so it really serves a majority of all Corning students. Maywood staff is focused on a whole child approach; the Positive Behavioral Interventions and Supports (PBIS) framework has been supported and developed in the last decade, and Maywood is an AVID school (Advancement Via Individual Determination).

The Maywood school community benefits from a tight-knit, supportive community in Corning and strong partnerships, where community agencies are scaling up supports and programs for students and families that will give them a higher chance of success academically. In the wake of the Corning Promise, the District formed the Community Engagement Initiative (CEI), including staff, administrators, and community partners, specifically to focus on outcomes for Maywood students. Maywood’s asset mapping worksheet, created in conjunction with WestEd staff as part of the community schools planning process, shows these strong resources and community partnerships. The District provides two bilingual Liaisons who reach out to Spanish-speaking families, conducting home visits, phone calls, and assisting with connection to community resources. A district nurse provides health screenings, rotating between school campuses each week, and Maywood has a 30-hour-a-week health aide. Tutoring is provided free of cost after school to eligible students. The County Health Department, through grant funding, provides an additional school counselor to conduct individual and group counseling.

Unfortunately, after the COVID-19 pandemic, the school community must address rising concerns of school safety, chronic absenteeism, low parental involvement, bullying concerns, and lagging state test scores. Behavioral referrals, attendance and an extremely concerning suspension rate of **10.8 percent** are all major concerns at Maywood. The Community Schools funding is a critical opportunity to engage partners and address these social and academic challenges, strengthening the community school model while strongly adhering to the values and framework of California’s Community Schools movement.

Value #1 – Racially just, relationship-centered spaces: one-third of all Maywood students are English Learners; 69% are of Hispanic heritage. Maywood and District staff have focused on efforts to engage and involve EL parents in their child’s academic journey and in all aspects of daily school decision-making and analysis, rooted in an asset-based approach focused on equity for all students. In the 2024 School Plan for Student Achievement, school administrators focused heavily on increasing parental involvement and engagement, to ensure that parents are playing an integral role in their child’s learning and actively involved in the school’s policies and practices.

Value #2 – Shared ownership, deep and empowering engagement: Corning Union’s five schools each participated in a lengthy, in-depth planning period, including extensive focus groups led by WestED with staff, parents and students, to assess the true needs at each school site. Community schools function best as shared spaces that reflect the community and provide ongoing, authentic opportunities for all voices to be heard. The full needs assessment, developed by WestEd staff, is a instrument that accounts for all viewpoints and catalogs those into action steps that can be integrated into the District community schools vision and framework.

Value #3 – Classroom connections to the community/community-based learning: the District’s schools strongly value community- and project-based learning, grounding instruction in local, real-world learning opportunities that allow students to make a real, tangible difference in their community. Maywood has adopted the AVID program, which exemplifies a student-centered approach that prepare students to thrive and succeed in the real world. AVID students reflect and question, practicing problem solving and expanding critical thinking skills. AVID provides practical training for teachers to help them better and more authentically connect with their students. Through AVID, teachers leverage their students’ backgrounds and experiences to master content in a more personal way. Through implementation and collaboration, these values have become shared across subjects and grade levels.

Value #4 – Continuous improvement, data-driven analysis, and outcome focused: the site team will revisit the Implementation Plan annually, analyzing programs that are working and effective, and others that might need to be changed or expanded. The Plan will be updated and approved in each year of the grant. The Implementation Plan is closely aligned with the site’s SPSA and the District’s LCAP, and the LCAP process ensures that all stakeholders are involved in the continuous improvement cycle. Through the LCAP meetings and listening sessions, all community members can analyze the district’s data and thoroughly understand whether there is equity and access for all students to succeed and meet targeted academic benchmarks.

Through the needs assessment and community school visioning process, Maywood Middle School community school site team supports the following goals for the Community Schools Cohort 4 application:

- Focus on increased school safety, well-being and connectedness for all students;
- Increased parent engagement, education, involvement and resources, particularly EL students and families;
- Increased support for Math and ELA for middle school students;
- Ensure continued mental health counseling and supports through community partners;
- Expand as a community “hub” to improve access for families in need;
- Expand student enrichment opportunities to improve attendance, connectedness and well-being.

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.

The Maywood Community Schools team participating in planning sessions, focus groups and surveys, led and conducted by WestEd Resilient and Healthy Schools and Communities staff. Each group within the school community had an opportunity to participate in planning efforts to create a vision for expanding the community school model. The team participated in asset mapping/needs analysis as part of the needs assessment process led by WestED (*please see attached asset mapping worksheet*).

During the CCSPP grant period, each site team will engage in an annual evaluation of community schools programs and services, gathering input from staff, parents, partners and students through surveys and focus groups. In alignment with the LCAP approval timeline, the District's Community Schools Coordinator will aggregate community schools data so that all stakeholders will be able to analyze and understand each student subgroup and progress towards targeted, measurable outcomes. After this yearly data-driven process, the site team will revisit the Implementation Plan, updating it as needed to achieve targeted measures, ensuring that all programs are representing the community they serve. This continuous improvement cycle will be overseen by the newly hired Community Schools Director, as well as the District Advisory Committee, Superintendent and Board. This process will be informed by District and student subgroup data, as the District will collect, analyze and synthesize data on behavioral referrals, attendance, academic performance, and assessments.

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 a 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.

Draft Collective Priority	Outcome/Indicators you aim to improve
1. Increased school safety, well-being and connectedness	Increase % of students indicate connectedness/well-being on Healthy Kids Survey
2. Increased parent engagement/education	Increase % of ELL students making progress towards proficiency On LCAP surveys, increase % of parents who participate in parent workshops and school events; increase % of parents who feel connected to school community
3. Increased support for Math and ELA	Improved scores on assessments for district, with targeted outcomes for middle school, ELL, students with disabilities, and homeless students Improves CAASPP scores for district, with targeted outcomes for middle school, ELL, students with disabilities, and homeless students
4. Consistent mental health counseling and social-emotional supports	Decrease in behavioral referrals, absenteeism, suspensions Improved school climate, based on annual health surveys and LCAP surveys Increased access and completion rates for Tier 2 and 3 referrals
5. Expand resources as “hub”	Decrease in students and families who indicate food, clothing, housing and supplies are major barriers to academic success, based on LCAP surveys
6. Improve enrichment opportunities	Improved student engagement and well-being Reduced chronic absenteeism rates Improved mental health and behavioral health indicators

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.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase understanding of Community-Based Learning (CBL) and integration into classroom instruction	Training in CBL added to professional development schedule for District Community Schools Coordinator and school site leads
Revise five-year Community Schools Strategic Plan to integrate CBL into Implementation plans	Coordinator to oversee annual continuous improvement process for community schools expansion and framework, including revision of site Implementation Plans

Maywood Middle is uniquely tied to the Corning community. Since 1980, it has existed as a hub within the small, tight-knit town, providing academic instruction to students, but also serving as a community center and connection to community partners and agencies working on behalf of Corning families. Corning Union’s programs are developed under an asset-based approach with a focus on advancing equity for **all** students. Corning Union’s vision is that all CUESD students, regardless of race, gender, nation of origin, or home language, have the right to learn and achieve at a high level.

The impact of COVID-19 on rural communities has been difficult—deepening divides, increased economic difficulties, greater uncertainty. Any programs and services must be implemented with an understanding that they can and must reflect the unique rural character of the community; rather than a blueprint borrowed from other urban areas. The goal of Corning Union’s Community Schools model is to place our newcomer and EL families as central to the community vision, and ensure that all community schools programs welcome newcomers to the school community and immediately provide the resources needed to engage families in their child’s academic success. EL parents will be encouraged to spend time in their students’ classrooms, and to provide community-based learning opportunities that could include presentations, field trips, and volunteering in the classroom. Parents can participate in structured parent education workshops with interpreters, which in turn supports learning at home. The bilingual workshops cover topics such as parenting teens, technology, life skills, goal-setting, self-care, mindfulness, career counseling, and more. The programming will celebrate the cultural contribution and heritage of EL families, while instilling confidence in taking an active role in their child’s education. Rural communities can feel isolating to English Learners—the goal of the community schools expansion at Corning Union is to empower EL students and families to feel a sense of belonging, to contribute to the school culture, and to become advocates and leaders within the school community.

The District Community Schools Coordinator will be focused on ensuring that site Implementation Plans will strengthen community-based learning by expanding family engagement and multi-tiered supports for students that need targeted support to advance equity, including English Learners, homeless and foster youth, and students with disabilities. The Community School Coordinator will continue to look for opportunities to deepen community-based learning, including through service and volunteer opportunities, business internships, field trips, partnerships with local organizations, and community involvement. They will also be focused on the connections between an asset-based approach, CBL and the school’s work on PBIS and restorative practices.

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 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

<p>Maywood Middle School</p>	<p><i>Site-level Community Schools teams will meet monthly, oversee Implementation Plan and continuous improvement process. Site leads will attend District Community Schools Advisory Council</i></p>	<p>Monthly meetings; create and approve Implementation Plan; represent on District Advisory Council; participate in annual needs assessment led by Tehama County Office of Ed/WestED, asset mapping and survey process; edit Implementation Plan annually; contribute to crafting Sustainability Plan and updating yearly.</p>	<ul style="list-style-type: none"> ● Meetings conducted ● Completion of Implementation Plan ● Participation in annual needs assessment/asset mapping
<p>Corning Union Elementary School District</p>	<p><i>District-level Community Schools Advisory Council</i></p>	<p>Monthly meetings; provide oversight of 1.0 FTE Community Schools Coordinator; set the vision and key priorities for all Community Schools district-wide; oversight of annual needs assessment, asset mapping and survey process; contribute to crafting Sustainability Plan and updating yearly; oversight of grant reporting to CDE; ensure that the continuous improvement process is being implemented with fidelity and that the Community Schools' vision and priorities, and targeted outcomes, are being communicated clearly to the community, parents, staff and students.</p>	<ul style="list-style-type: none"> ● Hiring of 1.0 FTE CS Coordinator ● Completion and updating of Implementation Plan(s) ● Sustainability Plan (Y2) ● Annual needs assessment/asset mapping completed, analyzed and communicated in public meeting ● All grant reporting to CDE completed

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):

At the District level, the Corning Union Community Schools Advisory Council, formed in partnership with Corning Union High School District, to conduct the planning for expanding the community schools model at both districts, will continue to meet and serve as the guiding structure for the vision and key priorities for all community schools district-wide. They will provide oversight to the Community Schools Coordinator, a newly hired position that will directly responsible for implementing all grant-related activities. Based on the needs assessment facilitated by WestEd Resilient and Healthy Communities staff, the District-level Advisory Council set six priorities for the five schools scaling up community school practices. The site team will then be responsible for the Implementation Plan at their school, and addressing each of the key priorities established by the Council.

At each community school, the Site Council will be expanded to also serve as the Community Schools site team. The Community Schools site roster includes teachers, administrators, the school psychologist, SRO, social workers, district-level Educational Services staff, attendance staff, and key partners providing services, including counseling, mentoring, drug prevention, gang prevention, health and mental health services, and wellness. The site team will participate in the annual needs assessment, asset mapping and survey process; edit Implementation Plan annually; and contribute to crafting Sustainability Plan and updating yearly.

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.

Site Level Goals and Measures of Progress

Goals	Action Steps	
Maywood Middle School	<i>Continue actively meeting as a site team to guide implementation of Community Schools activities</i>	Ensure key interest holders are represented on team, including Tier 2/3 providers, CBOs, health clerks, attendance staff, family liaisons.
		Final site team roster

Key Staff/Personnel

1.0 FTE Community Schools Coordinator (hired July 2024)	Provides oversight of all Implementation activities; conducts needs assessment process annually; coordinates District-level Advisory Council; manages grant reporting and reporting to District Superintendent, Board of Trustees, and community stakeholders each year
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Community Schools Site Lead	Leads the site team in editing and approving Implementation Plan; leads monthly meetings to address Implementation and track action steps and targeted outcomes; ensures participation of the site at District Advisory Council meetings; ensures participation of the site in the annual survey/needs assessment
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Sustainability of the proposed expansion of the Community Schools framework at the school identified in Corning Union’s Cohort 4 application to the Community Schools Partnership Program is a key focus of the District Community Schools Advisory Council. The Council will be responsible for approving a Sustainability Plan, to be submitted to the California Department of Education Community Schools Office in Year 2 of the grant period. The Council will continue the work of solidifying and expanding key partnerships with community-based agencies that assist Corning Union schools, including the Corning Family Resource Center, Tehama County Mental Health, Tehama County Department of Education, River Cities Counseling, Chico State, Shasta College and Simpson University social work programs, Expect More Tehama, City of Corning law enforcement, Harvest Center food bank, Police Activities League (PAL), and many other community-based agencies. The district-level Advisory Council is also responsible for ensuring that a thorough needs assessment is conducted annually at each individual community school, ensuring a continuous improvement process that allows the Council to analyze what is working and what is not, and determine if the schools are on track to meet targeted benchmarks towards goals.

A true community school involves all community partners in sustaining programs that help children and families succeed. Partnerships will be a critical linchpin to identifying new funding streams to continue staffing and build on the community schools model. Potential state and federal behavioral health reimbursement programs, the California Youth Behavioral Health Initiative, the Department of Health Care Access and Information wellness coach certification program, and other grant funding sources will be explored to diversify funding for effective programs and services.

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.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Maywood Middle School	<i>Build and strengthen partnerships in the school community to positively impact student achievement (aligned with LCAP/SPSA Goals)</i>	<ol style="list-style-type: none"> 1. Conduct thorough asset mapping at the site level, ensuring the site team is aware of and utilizing all the strengths and skills of its school community, including nonprofits, parents, community members, and students 2. Expand the CS site team to include strategic partners 3. Increase the number of MOUs outlining partnerships that will provide services/programs to students 	Asset mapping completed at site level; roster of expanded site team; increased number of MOUs/Letters of Commitment expanding partnerships providing on-site resources

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:

A community school can only be effective with strategic partnerships. Corning Union Elementary School District has spent the last decade scaling up local and regional partnerships in order to maximize limited resources and provide high-quality educational services to Corning's youth. These partnerships are codified and supported in the District's Local Control and Accountability Plan (LCAP). In the wake of the COVID-19 pandemic, many small, rural schools are isolated and struggling. Students and families are struggling with social-emotional difficulties, trauma, loss, transiency, financial crises, and apathy, a loss of hope. The solution is to find creative, innovative new ways to bring critical resources to isolated communities. Corning Union has very strong partnerships, forged through the Tehama County Promise Neighborhoods and continued in the Community Engagement Initiative (CEI). By becoming a true Community School, Maywood has an opportunity to deepen and expand partnerships to help each of our students succeed.

The attached proposal specifically addresses ensuring that these partnerships will grow and strengthen through the District's community schools advisory structure. As the Advisory Council and site teams continue to meet to further develop the community schools district-wide initiative, they will directly involve community-based partners in planning, implementation and evaluation of programs.

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