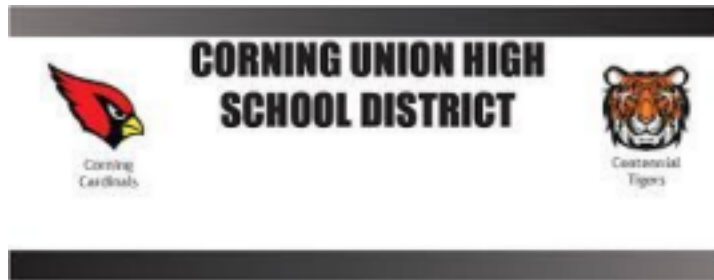


# 2025-30 California Community Schools Partnership

**Program:  
Implementation Grant Cohort 4  
Corning Union High School District**



**Attachment III:  
Community School Implementation Plans**

**Table of Contents**

<b>Corning High School.....</b>	<b>4</b>
<b>Centennial High School .....</b>	<b>24</b>

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

## Instructions

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

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

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

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

Corning High School, Jason Armstrong, 643 Blackburn Ave. Corning, CA 96021. 530-824-7400
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### 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:

The Corning Union High School District (CUHSD) Community Schools (CS) initiative is a comprehensive

approach networking both district schools - Corning High School and Centennial High School. The schools are located adjacent to each other in the town of Corning, CA.

### **Value 1 - Racially-just, relationship-centered space**

The CUHSD CS program has been working to eliminate racial hierarchies and ensuring that individuals coming from diverse backgrounds have the resources they need to thrive and are heard. When engaging in the Visionary process of understanding the reason for becoming a community school, CUHSD staff inquired with both English and Spanish families. CUHSD contracted with a research evaluation team to collect data; recruitment of families from marginalized backgrounds were sought and included. Additionally, the CS Advisory Framework includes receiving advice from the English Learner Advisory Committees. To support this effort of ensuring that CUHSD is embracing racially-just practices, CUHSD hired a *Bilingual* Parent Liaison to ensure Spanish-speaking families are receiving the support they need. Other practices that show CUHSD's embracement of Value 1 is the training of district staff on restorative justice practices in Fall 2024. CUHSD has

4

CCSPP: Implementation Plan Template

plans to re-evaluate the curriculum to ensure it is not perpetuating the long-standing history of discrimination and exclusion and will work collaboratively with cultural experts to become the architects of change, this includes the Paskenta Band of Nomlaki Indian Tribe, who are original occupants to the region (AB 1821). CUHSD is ensuring Value 1 is embedded into the school district's CS Advisory Committee. The school district also continues to evaluate the school space to ensure it is welcoming and respectful and offers services that meet the needs of students. In addition, last year, CUHSD offered CharacterStrong PD to educators, which encouraged them to integrate relational strategies into their daily practice. Two services that takes the step towards reimaging school as places of well-being is offering no cost therapy services to any students and hiring a Wellness Coach to work closely with students in most need. CUHSD has plans to re-evaluate the curriculum to ensure it is not perpetuating the long-standing history of discrimination and exclusion and will work collaboratively with cultural experts to become the architects of change, this includes the Paskenta Band of Nomlaki Indian Tribe, who are original occupants to the region (AB 1821).

### **Value 2 - Shared power**

CUHSD and families have worked together as equal partners in determining how best to serve students; this is done through a number of practices. The Local Control Accountability Plan (LCAP) has a shared-governance model, with parents involved in the development. The CS K-12 Advisory Committee also engages diverse stakeholders and seeks input from English Learner Advisory Committee (DELAC and ELAC). The committees will play an important role in equity-centered feedback to identify barriers and will assist in co-designing solutions. Another practice within CUHSD that shows the commitment to shared power is the development of a Student Leadership Team that advises on school activities and programs to improve student outcomes. Additionally, CUHSD CS will continue to re-ground the community in a shared vision by onboarding diverse newcomers (students, family, staff, and community partners) at the beginning of each new school year. To understand the local needs, CUHSD utilizes a survey tool (Kelvin Education) to collect data from students and families. Kelvin is designed to offer fully customizable surveys and deliver real-time insights. CUHSD has used this tool to ensure parents have an active role in shaping the school's policies and practices.

CUHSD ensures that the CS design is explicitly equity driven with the four cornerstone commitments integrated and grounded in the overarching values. One design element that shows CUHSD's commitment to shared power is addressing the context-specific challenge of resource scarcity (of leaders) by creating a single CS Advisory Team that supports the two districts, CUHSD and Corning Union Elementary School District (CUESD), thereby engaging in *shared ownership*. Additionally, CUHSD's two CS schools, Centennial Continuation and Corning High School share solutions. The proximity of the two schools, across the street

from each other, makes this action achievable.

In the beginning of the 2025-26 school year, CUHSD CS will set up a schoolwide meeting to share disaggregated data with each school's site council. The CS Coordinator will work with a data specialist to drill down to the subgroup level and will proceed with a discussion about the disparities and use the data to structure processes and frameworks that contribute to equity. The classified and certificated staff will have the opportunity to be informed about the baseline and provide input on strategy development.

### **Value 3 - Classroom-community connections**

CUHSD is working on a holistic connection to learning by engaging the community to the school (classroom). CUHSD has started a redesign of their Career Technical Education programs by engaging experts in the strategic plan process. In the 2025-26 SY, CUHSD plans to leverage the cultural capital of the community and tailor program content (e.g. material and curriculum) and delivery methods that reflect the community. An

additional way that students are linked to the community is through work experience placement at community job sites (Early Head Start, Les Schwab, Auto Repair, Health Clinic), coordinated by the Career Pathway Coordinator. Additionally, for the past two years, CUHSD has adopted the Kelvin system and collected responses from parents on school policies, this has allowed the community to become connected to the school. These practices are contributing to a sense of belonging in the community. The district also hired a Wellness Coach who has bridged the resource gap for students at Centennial Continuation school. The resource linking and service coordination is allowing students to spend more time in school and is a way to address needs without the student leaving school.

### **Value 4 - A focus on continuous improvement:**

CUHSD is committed to engaging in a cycle of continuous improvement working together with diverse interest holders. The process will include learning to understand data and sharing learning and reflections on the data. To begin this process, the CS Coordinator will compile data from different sources like assessments, attendance records, school climate survey data, needs assessment and will facilitate data-driven discussion with interest holders, identifying solutions and needs, and implement and/or revise strategies based on the data insights. To keep the public informed, CUHSD will produce a report consisting of the community needs assessment data and share the report with the public.

Other areas of continuous improvement activities that CUHSD has focused on and is seeking to build include:

- **Increased Investment in Teacher Professional Development:** CUHSD has invested significantly in expanding professional development opportunities for teachers. This includes offering regular workshops, conferences, and in-service training that focus on practices such as differentiated instruction, restorative justice, and social-emotional learning (SEL). Between 2023 – 2025, classified and certificated staff participated in Restorative Justice PD, CharacterStrong (focused on school culture/climate and relational strategies), and MTSS. The specialized training in restorative justice practices has equipped educators with tools to manage classroom dynamics effectively and support students with behavioral and emotional needs. Additionally, all teachers participated in district-wide professional learning communities (PLCs), which encourages collaboration and shared learning across grade levels and subject areas. The CS Coordinator will continue to assess the needs of the educators, certificated and classified, to determine the professional development needs and ensure the professionals are provided with the support they need.
- **Expansion of Collaborative Planning Time:** The district has prioritized the creation of collaborative

planning time for teachers to work together across departments, grade levels, and subject areas. This time allows educators to share resources, discuss challenges, and co-plan lesson units, ensuring that students receive a cohesive and rigorous curriculum. This collaborative approach has strengthened instructional practices and helped foster a sense of community and teamwork among educators, which has been instrumental in reducing teacher burnout.

- **Implementation and Expansion of MTSS (Multi-Tiered System of Support):** CUHSD has made significant strides in implementing and expanding its Multi-Tiered System of Support (MTSS) framework. Partially supported by the Tehama County Department of Education, this tiered approach helps to address the academic, behavioral, and social-emotional needs of all students by providing varying levels of support based on student need. The CS Coordinator, working with the MTSS team, will continue to evaluate services and gaps.
- **English as a Second Language (ESL) and Citizenship Classes:** To support CUHSD's multilingual community, CUHSD is providing ESL courses designed to improve language proficiency and enhance employability. In the upcoming years, additional classes will be offered to assist individuals in navigating the naturalization process and becoming active, engaged members of society.

CUHSD will continue to review the development rubric to advance its efforts by addressing specific areas of growth and personalizing strategies to the district's context.

**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.

As part of the planning process, data was collected from multiple sources to identify the needs and assets. The output from the variety of data sources provided insights into the strengths/assets and needs/challenges, these are summarized below.

These are the **strengths/assets** based on the initial review: a diverse culture that enriches the entire community; positive relationships between students and school staff; some parent engagement activities offered; community partners are willing to collaborate; diverse career pathway options; strong familial ties across the community; community recreation program; and no-cost school-based mental health services for all CUHSD students.

These are the **needs/challenges** based on the initial review: low academic achievement in English Language Arts (ELA) and Mathematics; high chronic absenteeism rate; lack of connection between Spanish-speaking population and staff due to language barrier; high poverty rates; high levels of anxiety and depression; lower health outcomes; and limited services due to rural location (transportation challenges).

The "dig-in" process, within the larger process, includes the following:

1. Establish Clear Objectives and Goals: This began by defining the purpose and objectives of the asset and need identification process. Setting transparent goals has helped to create a shared understanding and encourages active participation.
2. Form a Diverse Planning Committee: The CUHSD CS K-12 Advisory Board includes representatives from different segments of the school community, such as students, parents, classified and certificated staff, administrators, and community members. Additional input also provided from the English Learner Advisory Committee. The diverse group provide varied perspectives and insights, ensuring a more comprehensive assessment of the school's assets and needs.
3. Conduct Surveys and Interviews: CUHSD CS has supported and engaged in collecting data from existing and new surveys and interviews from a wide range of stakeholders. Data has been disaggregated and analyzed to gain insights on needs and gaps.
4. Host Community Forums and Workshops: CUHSD CS has joined larger community collaborative including "Expect More Tehama" to facilitate community forums and workshops that included open discussions and brainstorming sessions. These events provided an opportunity for stakeholders to share their experiences, ideas, and concerns.
5. Utilize Technology and Social Media: CUHSD CS has leveraged technology and social media platforms to reach a broader audience and engage the community. Utilizing technology allows for flexible participation and can help overcome barriers related to time and location.

6. Conduct Asset Mapping: Part of the digging in process will involve ongoing asset mapping to involve identifying and visually representing the resources, strengths, and capacities within the school community. This process will include mapping organizations and people (such as skills and talents of community members) who can be involved in achieving the objectives. Engaging stakeholders in asset mapping activities allows for a broader and diversified perspectives of different organizations/people who can support the work and a more comprehensive inventory of resources.
7. Facilitate Collaborative Decision-Making: The CS cornerstone is the involvement of stakeholders in the decision-making process by facilitating collaborative discussions and consensus-building activities. The CUHSD CS will use tools, such as brainstorming sessions, prioritization exercises, and SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to guide discussions and ensure that all voices are heard.
8. Provide Training and Support: CUHSD CS will continue to provide training and support to stakeholders to enhance their participation in the asset and need identification process. This will include workshops on data collection methods, facilitation skills, and collaborative decision-making.
9. Communicate Progress and Outcomes: CUHSD CS will continue to provide ongoing communication with the school community throughout the process. Share updates on progress, preliminary findings, and final outcomes. Transparency in communication helps build trust and keeps stakeholders informed and engaged.
10. Celebrate Successes and Recognize Contribution: CUHSD CS will continue to acknowledge and celebrate the contributions of stakeholders to the asset and need identification process. Recognize individual and group efforts through public acknowledgments, certificates, or events. Celebrating successes helps reinforce community involvement and encourages continued engagement.

There will be additional "dig-in" phases in summer/fall 2025 which will involve the entire community, the Advisory Committees, and the school-based Site Councils.

**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.

<b>Draft Collective Priority</b>	<b>Outcome/Indicators you aim to improve</b>
Authentic Family/Community Engagement	<ul style="list-style-type: none"> <li>● Increase parental confidence in supporting their child’s education.</li> <li>● Increase engagement of student’s families in parent engagement activities (indicator will be established by program).</li> <li>● Increase EL parents’ engagement in school-related activities (indicator will be established by program).</li> </ul>
Expand school-based service supports	<ul style="list-style-type: none"> <li>● Increase access by expanding the number of formal and informal partnerships offered in CUHSD by two partners each year.</li> <li>● Increase the number of individuals – students and the community – accessing services (indicator will be established by program).</li> <li>● Increase understanding of school services.</li> </ul>
Expand Mental Health Screenings and Services	<ul style="list-style-type: none"> <li>● Increase student engagement in screenings and wellbeing services.</li> <li>● Improve school climate (student morale, greater sense of belonging, etc.). Each year, 10% more students will indicate improvement (on specific questions)</li> <li>● Improve student attendance by 1% for each year, by grade.</li> <li>● Improve CUHSD staff morale.</li> </ul>

## 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
Learning the CBL Methods	<ul style="list-style-type: none"><li>• The CS staff will learn about CBL, the theoretical and practical elements of CBL, to better assist in the integration of CBL, including and not limited to defining Objectives and Outcomes, ensuring that the districts learning activities are aligned to standards, developing assessment criteria, designing learning activities to cater to the different learning styles, design activities that connect classroom learning to real-world scenarios and assist in the implementation of reflective practices. The CS Coordinator will work with the leadership team to seek out staff who will assist with CBL implementation and evaluation- related activities.</li><li>• The CS team will coordinate learning opportunities and encourage educational staff to participate in professional development programs focused on innovative teaching strategies, using data driven insights, and reflective practices, and learning more about the practical elements of CBL in the classroom.</li></ul>

<p>Develop relationships with community members &amp; partners</p>	<ul style="list-style-type: none"> <li>● <b>Conducting Comprehensive Surveys:</b> To achieve a thorough understanding of students' backgrounds, conduct surveys that gather information on students' cultural, socio-economic, and familial contexts.</li> <li>● <b>Organizing Family Engagement Activities:</b> Create regular opportunities for family-school engagement. Coordinate activities to foster communication and build trust between educators and families. These events also provide a platform for families to share their perspectives and contribute to the educational process.</li> <li>● <b>Professional Development Workshops:</b> District educators will participate in workshops and training sessions focused on cultural competency and community-based learning. These workshops provide valuable insights into the theoretical foundations and practical applications of these concepts, equipping educators with the tools they need to effectively implement them in their classrooms.</li> <li>● <b>Collaborating with Community Organizations:</b> Strengthen partnerships with local community organizations; this is a vital step. These collaborations provide students with real-world learning experiences, while also highlighting the relevance of their academic studies. Community-based projects, internships, and service-learning opportunities will be introduced and expanded as they have already proven to be excellent ways to integrate community involvement into the curriculum.</li> <li>● <b>Reflective Practices:</b> Core to CS is encouraging educators to engage in reflective practices is crucial. Peer discussions and feedback sessions allow educators to continually assess and refine their approaches to understanding students and families, as well as to community-based learning.</li> </ul>
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<p>Bridge the community with the school</p>	<ul style="list-style-type: none"> <li>● <b>Establishing Community Partnerships:</b> Build upon existing strategic partnerships with local businesses, non-profit organizations, and community groups. These partnerships will provide resources, mentorship programs, and real-world learning opportunities for students. By engaging with the community, CUHSD will ensure that education extends beyond the classroom and prepares students for future success. This will include local businesses participation in career days and job shadowing programs. They will offer students insights into various industries and career paths, helping them make informed decisions about their futures. Additionally, non-profit organizations will be invited to deliver workshops and seminars on topics such as financial literacy, mental health, and civic engagement. Their expertise will enrich the curriculum and provide students with valuable life skills.</li> <li>● <b>Enhancing Parent-Teacher Communication:</b> Work with CUHSD leadership team to implement advanced communication platforms to facilitate regular and transparent communication between parents and teachers. These platforms will enable parents to track their child's academic progress, receive updates on school events, and participate in virtual parent-teacher conferences.</li> <li>● <b>Community Service Volunteer Programs:</b> Organize volunteer programs where students can assist in community centers, homeless shelters, and environmental clean-up efforts. Students will take ownership of planning and evaluation of service. These programs will provide hands-on experience and teach students the importance of giving back to their community and critically reflect on their experiences within the community.</li> <li>● <b>Cultural Integration in Schools:</b> Intentional pedagogical strategies will be used to integrate community knowledge into academic coursework. These include: <ul style="list-style-type: none"> <li>○ <b>Instructional Connection:</b> CUHSD Career Pathway Coordinator will work with the community (family or community organization) to plan and co-design a CTE curriculum incorporating community voice. <ul style="list-style-type: none"> <li>○ <b>Instructional Connection:</b> A history teacher will collaborate with a tribal community member to integrate indigenous knowledge into an existing curriculum.</li> <li>○ <b>Instructional Connection:</b> A Spanish-speaking community member will share their funds of knowledge (worldviews and cultural practices) in a Spanish World Language class.</li> </ul> </li> </ul> </li> <li>● <b>Promoting Lifelong Learning:</b> Advocate for lifelong learning by offering educational programs for community members of all ages, these will include adult education classes and other training programs. CUHSD will offer expanded adult education classes which will cover topics such as language skills, GED preparation, and career advancement. These classes will empower community members to continue their education and achieve their goals.</li> </ul>
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<p>Continuous Improvement</p>	<ul style="list-style-type: none"><li>● Foster a Culture of Continuous Learning: Promote with the district leaders a culture where continuous learning and professional development are prioritized. Encourage educational staff to engage in ongoing training, attend workshops, and participate in collaborative learning communities. Provide access to resources to support their growth and development.</li><li>● Implement Evidence-Based Practices: Incorporate evidence-based practices and interventions proven to be effective in enhancing outcomes. Stay informed about the latest research and best practices in the relevant field, and integrate these into processes, methods, and support services. Regularly evaluate the impact of these practices and adjust as needed.</li><li>● Engage Stakeholders and the Community: Create opportunities for meaningful engagement through regular communication, workshops, volunteer opportunities, and events. Foster partnerships with local organizations, businesses, and institutions to provide additional resources and support.</li><li>● Monitor and Evaluate Progress: Establish a system for monitoring and evaluating improvement efforts, use data to assess the effectiveness of implemented strategies. Regularly review and analyze the data.</li><li>● Foster a Collaborative Environment: Encourage collaboration by creating opportunities for sharing ideas, discussing challenges, and developing solutions collectively. This collaborative approach promotes innovation, shared responsibility, and a stronger sense of community within the organization.</li><li>● Provide Adequate Resources: Ensure that the organization or program has the necessary resources to support continuous improvement. Explore grant opportunities to supplement resources.</li><li>● Celebrate and Recognize Achievements: Acknowledge and celebrate the achievements and milestones reached through continuous improvement efforts.</li></ul>
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## **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.

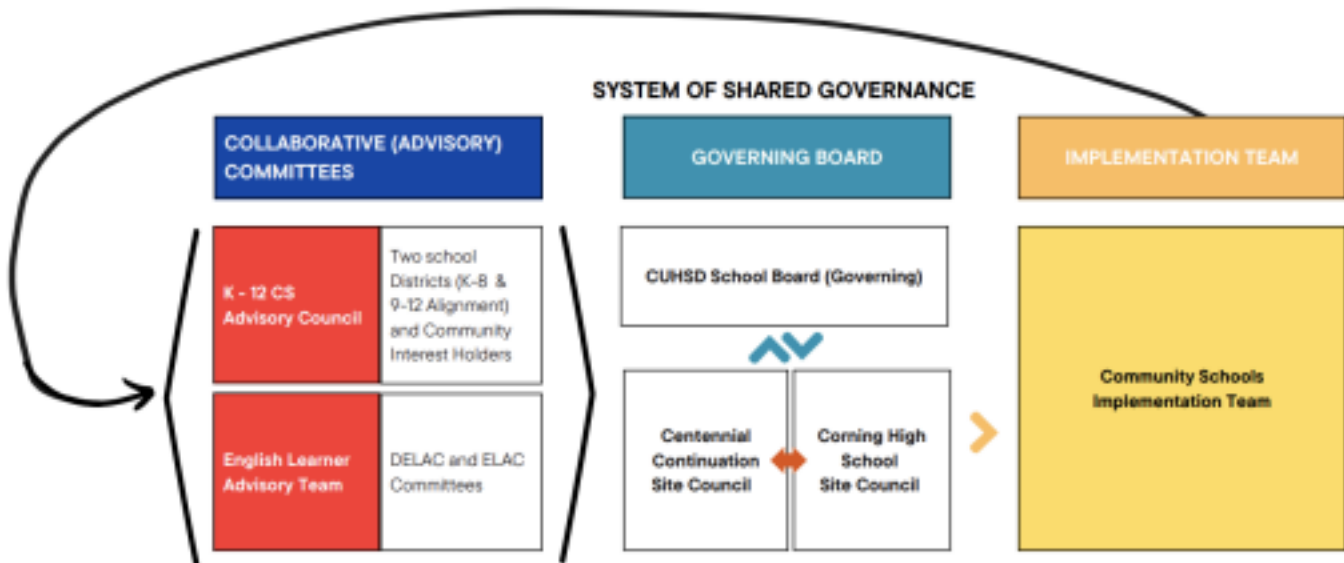
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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

Goals Action Steps	
<p>Build trust with all interest holders through role clarity and continuous communication</p> <p>(Indicators will be established by activity, indicated for specific activities.)</p>	<ul style="list-style-type: none"> <li>● Role Clarity: Communicate roles and responsibilities, establish team norms and discuss expectations. Facilitate or coordinate training and professional development opportunities to the teams.</li> <li>● Communication: Map out a communication plan that identifies information flow, cadence, and form of communication. Map will show bi-directional communication.</li> <li>● Communication: Communicate in the language of the community (English and Spanish) at 100% of meetings and translate materials distributed to the community in dominant community languages.</li> </ul>
<p>Encourage adoption of a whole child and community vision (clear purpose)</p>	<ul style="list-style-type: none"> <li>● Ensure 100% of committee members and educators at CUHSD understand the purpose.</li> <li>● Unite diverse stakeholders in support of the whole child model.</li> <li>● Shift the mindset around school transformational change through training and professional development experiences. Provide updates to the school community two times yearly.</li> </ul>
<p>Strengthen the capacity of the CS Coordinator</p>	<ul style="list-style-type: none"> <li>● CS Coordinator to receive training and professional development opportunities to build skills and knowledge aligned to the role, this includes facilitation skills, understanding resistance to change, active listening, fostering a culture of collaboration, CBL methods, and other skills focused on creating a foundation for positive collaborative-driven change. Year 1: the CS Coordinator will participate in two PD sessions.</li> </ul>
<p>Create transparency in decision-making</p>	<ul style="list-style-type: none"> <li>● Create or adopt an effective decision-making strategy plan, that includes the following: define the problem, involve interest holders, encourage open communication, develop options and reach consensus, and communicate throughout the process.</li> <li>● Create reports to share with the public.</li> </ul>
<p>Create a culture of continuous improvement (CI) that includes feedback loops</p>	<ul style="list-style-type: none"> <li>● Adopt a continuous improvement framework and implement actions.</li> <li>● Establish performance indicators and goals for all programs.</li> <li>● Analyze data bi-annually.</li> <li>● Implement process identified in the system of shared governance – flow channel flow for regular feedback.</li> <li>● Train individuals in CI principles and methodologies.</li> </ul>
<p>Capacity bridging of educators</p>	<ul style="list-style-type: none"> <li>● Support capacity-building of educators on shared leadership and building collaborative school structures. This will consist of teachers, principals, teachers, and other school staff.</li> </ul>

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



The CS System of Shared Governance is a collaborative decision-making model in which various interest holders are involved in the governance process. Under shared governance, authority and accountability are distributed among different groups creating a more democratic and inclusive environment. The three-phase process consists of multiple committees, ensuring diverse perspectives and collective responsibility. The cyclical (visually represented with the arrow) process shows there is a constant feedback loop which ensures that the system is continuously optimizing and there is transparency and open communication across the groups. One element of this that is critically important is there are two site council (Centennial Continuation and Corning High School Site Council) who make local decisions that impact their student population.

The shared governance aims to harness the collective expertise and insight of all participants, fostering a culture of collaboration and continuous improvement. This visual System of Shared Governance (depicted above) challenges traditional hierarchical models by promoting equity and shared responsibility in organizational decision-making.

## 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
Hire Key Staff/Personnel	Recruit an LEA-level Community School Coordinator and a Bilingual (Spanish) Parent Liaison with specific qualifications to meet the needs of the CS school transformation initiative. LEA will hire a CS Coordinator no later than June 2025. Bilingual Parent Liaison hired in early 2025.
Use data-driven approaches	Use a data-driven approach to identify the target population and a multi-tiered approach to ensure all students receive appropriate support/services. Engage in a review of the data to evaluate and measure impact, with the goal of making data-driven improvements.
Tailor services and messaging for the greatest engagement	Work with diverse interest holders to identify and tailor services to meet the needs of the school and community focusing on gaps. Target messaging to reach a broad and specific audience (e.g. Spanish translated material), including individuals in the school community and outside the school community.
Expand community partnerships (system focus)	Collaborate with diverse sectors and map out shared resources, and joint activities to amplify impact for both entities. Enter into formal and informal partnerships.
Foster advocacy and education	Educate families in English and Spanish about the resources and the importance of engaging in services and education to build human capital for personal, family, and community gain. Provide professional development opportunities to educators applicable to the CS model (e.g. restorative practices, integrating cultural practices, creating “belonging” environments, etc.)
Develop a sustainability plan (system-level approach with site-level impact)	Develop sustainability with a diverse group of stakeholders, including partnering organizations who will commit to offering services to engender long-term sustainability beyond the grant life.
Seek out alternative funding sources	Seek out alternative funding sources including enrolling in the Local Educational Agency Medi-Cal Billing Option Program (LEA BOP Billing) and the Children and Youth Behavioral Health Initiative (CYBHI) to sustain mental health services, partner with the county health services agency on the Early and Periodic Screening, Diagnosis and Treatment program, and identify alternate funding sources with the district leadership team to engender long-term sustainability of resources and staff.

## Key Staff/Personnel

<p>Hire a LEA-level Community School Coordinator and sustain long-term</p>	<p>Recruit and hire a highly qualified LEA-level Community School Coordinator to support processes, programs, partnerships, and strategy implementation within the school district in collaboration with school leadership and the community, while offering direct service - facilitating parent engagement classes, coordinating the Family Village, meeting 1-to-1 with students and families, facilitating student leadership and NAMI, and other direct service activities. The Coordinator will achieve the purposes and ensure the equity goals of the Community Schools program are asset-driven and strength-based, giving attention is given to collaborative practices, creating a culturally relevant and inclusive climate, building systems to support continuous improvement and coordinate CBL implementation, and advancing practices that lead to sustainability.</p>
<p>Hire a Bilingual Parent Liaison and sustain long-term</p>	<p>Recruit a bilingual Parent Liaison to encourage parent engagement in the school community, support students and their families, and improve communication between the school and home. The required qualification of the Parent Liaison is speaking Spanish fluently, with a preference given to an individual who is able to translate information.</p>

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

CUHSD is committed to sustaining the resources and staff, beyond the implementation of the grant life, through strategic actions, which involves diversifying funding streams, joining forces with partners, and evaluating current district allocations.

**Diversify Funding Sources:** CUHSD is seeking diversified funding sources to support the continuation of the staff and resources. Three reimbursement sources have been identified as potential sources for ongoing funding streams to support the mental health/wellness program. These include LEA Medi-Cal Billing Options Program (LEA BOP), Children and Youth Behavioral Health Initiative (CYBHI), and School-Based Medi-Cal Administrative Activities (MAA). CUHSD will explore other avenues for financial assistance. Here are steps that district will take related to the reimbursement programs:

- Designate an employee to oversee the administration of each of the reimbursement programs. ● Set up meetings with regional representatives to learn more about the onboarding process and reimbursement for eligible costs of current services offered on the schools.
- Restructure LEA to support the reimbursement after consulting with other districts to learn best practices.
- Schedule a meeting with current school-based therapy contractors and discuss eligibility and billing process.
- Establish partnerships with appropriate entities/staff that will be providing services (i.e. behavioral health organizations, nurses, etc.)
- Train the designated Coordinator to document and report services for maximum reimbursement. ● Other activities associated with this activity will be outlined after learning more about the requirements.

**Collaborative Partnerships:** CUHSD will continue to collaborate with partners to share resources, identify joint activities that will benefit the students (solution implemented based on data), and work together to expand reach and impact for the benefit of both organizations (CUHSD and partner organization). The partners will work together to seek out opportunities to apply for grant funds with partners.

**District Restructuring and Re-evaluation of Resources:** The district leadership team will re-evaluate district resources and identify ways to save in existing programs and will use identified funds to work towards supporting key CS roles. This will include evaluating current strategies and identify ways to restructure to transform schools to better serve children and families.

## **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

Goals	Action Steps
<p>Increase engagement with families of CUHSD students</p> <p>(Indicators will be established by activity, indicated for specific activities.)</p>	<ul style="list-style-type: none"> <li>● CUHSD CS will hire a dedicated staff, a bilingual Parent Liaison, to improve outcomes for students, families, and the community by building communication bridges, removing barriers that may impede the school-community relationship from working effectively.</li> <li>● The Parent Liaison will host regular meetings and events (e.g., family nights, workshops, focus groups) where data will be gathered from families and community members regarding their needs and ideas for school-community improvement. These meetings will be designed to include families from diverse backgrounds, including English learners and historically/presently marginalized groups.</li> <li>● Continuous Improvement and Accountability: The designated Parent Liaison, in collaboration, with school staff will collect data on parent and community engagement, including attendance at meetings, participation in events, and feedback from families. This data will be used to evaluate the effectiveness of community involvement and identify areas for improvement. Families will be given opportunities to share input for improvement in areas that impact a student's education.</li> <li>● The parent liaison will participate in the K – 12 CS Advisory Board.</li> </ul>

<p>Strengthen culturally responsive programming by engaging with the English Learner Advisory Committees</p>	<ul style="list-style-type: none"> <li>● Invite the English Learner Advisory Committees (ELAC and DELAC) representatives (parent group) to be a part of the K-12 CS Advisory Board to share needs/challenges and assets/opportunities</li> <li>● Work collaboratively with the English Learner Advisory Committees (ELAC and DELAC) to define the available assets that will meet the specific needs of the targeted EL population, including culturally relevant curricula to support holistic development, partnership opportunities, etc. A dedicated staff member at CHS will facilitate the implementation of strategies (i.e. teacher-community connections, parent engagement activities, etc.) and ensure alignment of solutions to needs.</li> <li>● Identify with the collaborative committees a criterion for measuring program effectiveness.</li> <li>● Continuous Improvement and Accountability: Report back to the members of ELAC and DELAC and discuss continuous improvement strategies following data collection and during planned meetings.</li> </ul>
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<p>Strengthen the partnership with the regional County Department of Education</p>	<ul style="list-style-type: none"> <li>● A representative from the County Office of Education will be part of the K – 12 CS Advisory Board.</li> <li>● CHS will meet regularly with TCDE to learn about resources and programs, beyond those currently offered (i.e., teacher PD, “Men of honor”, “Friday Night Live”, etc.), and enter into an agreement on program delivery in the CUHSD, to identify the highest priorities based on evidence.</li> <li>● Develop a robust process for mutual transparency for programs supported by COE – ensuring both parties openly and honestly share program updates, funding parameters, capabilities, etc. – and ways to make improvements.</li> <li>● Collaborate on the criteria for evaluating the effectiveness of the partnerships, measuring the performance of both entities. <ul style="list-style-type: none"> <li>● The CUHSD CS Coordinator will work collaboratively with the COE Regional Service Coordinator to convene local and regional service agencies.</li> </ul> </li> </ul>
<p>Strengthen the partnership with organizations</p>	<ul style="list-style-type: none"> <li>● Meet one-to-one with partner organizations to learn more about their programs and to strengthen the relationship.</li> <li>● The local CS Coordinator will share updates in existing collaboratives (i.e., Expect More Tehama) where regional partners convene. These collaboratives allow the CS Coordinator to gain insight from the leaders on system changes and identify ways to make improvements based on the changing landscape.</li> <li>● Invite leaders to attend the CS K-12 Advisory Committee. Leverage the expertise of organizational leads in the design and enhancement of CUHSD CS programs.</li> </ul>

<p>Strengthen partnership with the General Public</p>	<ul style="list-style-type: none"> <li>● Actively engaging the community by inviting them to the CS K – 12 Advisory meetings to give input of program selection, development, and improvements. Spanish translator will be available.</li> <li>● Send out information about programs and invite input from participants to enhance the programs.</li> <li>● The information shared with the public will be translated to Spanish. ● Use the Kelvin Education system to generate surveys to obtain community input on critical activities.</li> <li>● CUHSD CS will highlight positive impacts through storytelling on the CUHSD CS website to create a connection with the community.</li> <li>● Collaborate with other local groups/committees to expand reach. ● CUHSD CS will build visibility of programs and foster connection by participating in community events, such as Tuesday Night Market, and use this as an opportunity to ask for feedback on decisions.</li> </ul>
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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:

The vision that all students will be successful is a shared vision of students, families, community members, educational staff (classified and certificated) and partner organizations. This shared vision will be achieved through the prioritization and services that meets the whole child, their families, community members/partners, and the education community. CUHSD has worked to achieve the vision by establishing and strengthening partnerships over the last several years, more recently, seeking out and participating in key county collaborative meetings, including Empower Tehama, Healthy Youth Tehama, and Mental Health School Teams. In the 2023-2024 school year, Empower Tehama provided on-campus services, including counseling

and advocacy for students and families and ensuring accessibility to essential mental health and domestic violence support. River Cities Counseling continues to partner with CUHSD to offer no-cost therapy services (funded by the Paskenta Band of Nomlaki Indians through a state grant that is ending June 2025). Additionally, CUHSD introduced a Friday Night Live advisor to the campus; this program has greatly enriched student engagement and promotes wellness initiatives. Corning High School’s Career and Technical Education (CTE) procured funding to enhance their CTE pathways and has been collaborating with local colleges, post-secondary institutions, community members, and businesses to enhance learning opportunities, preparing students for future careers and connecting them to real-world experiences. Most CTE are exclusive to CHS students; next year, CUHSD is exploring ways to expand the CTE to Centennial students. Centennial Continuation is able to participate in any of the enrichment workshops (see Appendix).

*Responsiveness to Student Priorities*

CUHSD CS partnerships are directly informed by the needs and priorities expressed by students through surveys, focus groups, and ongoing engagement. These partnerships focus on: providing accessible mental health services and peer support to address emotional well-being; offering hands-on training and certifications that prepare students for life after graduation; engaging students in programs that build leadership, resilience, and a sense of belonging, and; strengthening family-school partnerships to create a supportive environment that fosters academic and personal growth. CUHSD plans to continue to strengthen partnerships to address the priorities of students, staff, and families, and will achieve this through the following partnerships (below are some established, others will be new partnerships):

**Tehama County Department of Education (TCDE)** is supportive of the vision of students' success and is taking actions to meet the social-emotional and mental health and wellness of students through the following activities and programs:

- TCDE is supporting alcohol and drug prevention and building leadership skills of students through the Friday Night Live program offered onsite at CUHSD.
- TCDE is promoting health and wellness in the school districts by hosting monthly collaborative calls for school staff to share ideas, impacts, challenges and to suggest improvements.
- CUHSD is partnering with TCDE to offer on-site a leadership development and character-building program to young men ("Men of Honor") enrolled in the school district.
- TCDE is equipping students with skills to foster positive and respectful relationships through the Healthy Relationships curriculum offered at CUHSD by a certified educator employed by TCDE. ● CUHSD has partnered with TCDE to promote emotional regulation and resilience by providing peer support and recovery resources, offered by a coordinator from the Youth Mindfulness Substance Abuse Recovery program.
- TCDE funds professional development of teachers, depending on the annual needs.

**River Cities Counseling Partnership (currently funded through June 2025)**

- On-Site Counseling: Licensed therapists from River Cities Counseling provide no-cost, on-site individual and group counseling services for students at the HOPE Center. These sessions address anxiety, depression, trauma, and other mental health challenges.
- Access and Availability: Students can self-refer, or referrals can come from teachers, counselors, or families. Services are offered during school hours, with flexible scheduling to accommodate academic needs.
- Crisis Intervention: A dedicated crisis response team is available to provide immediate support in emergencies, working collaboratively with school staff to ensure safety and continuity of care. ● Culturally Responsive Care: Bilingual counselors and interpreters ensure services are accessible to students and families from diverse linguistic and cultural backgrounds.

**Tehama County For Kids (New Partnership)** is supportive of the vision of build parent efficacy and engaging parents as true partners in support and education for students. CUHSD is partnering with Tehama County for Kids to offer a parent support program as a strategy for improving the home-school relationship and to encourage parents to serve as true partners in their child's education. The curriculum is designed to encourage parents to set their own goals and thereby tap into their own knowledge to forge a meaningful path to support their teenagers' development, improve communication, and foster a positive home environment.

**Job Training Center (JTC)** shares CUHSD's vision of student success in their support of extended learning opportunities. JTC is supporting students through a transition program that focuses on connecting graduated

students with local job opportunities that is aligned to their career interest. CUHSD is partnering with JTC to offer real-world learning opportunities through hands-on learning opportunities with certification earning options and is providing project-based learning in high-demand career fields, including construction and woodshop.

**Community-Based Collaboration Teams:** CUHSD taps into the expertise and knowledge of family and community members by teaming up with them to serve as true partners on collaboration teams:

- **Healthy Youth Tehama:** The Healthy Youth Tehama County meetings bring together a diverse coalition of educators, community leaders, healthcare professionals, parents, and youth advocates committed to promoting the well-being of children and teens across Tehama County
- **School-Based Mental Health Team:** The School-Based Mental Health Team is a multidisciplinary group of professionals dedicated to supporting the mental health and well-being of students within the school environment.
- **MTSS (Multi-Tiered System of Support):** MTSS (Multi-Tiered System of Support) is a comprehensive framework designed to meet the academic, behavioral, social, and emotional needs of all students. By providing varying levels of support based on student needs, MTSS ensures that every learner has the resources and interventions required to succeed in school.
- **Family Community Partnership:** Family and Community Partnership is a collaborative approach that actively involves families, community organizations, and schools in creating a supportive environment for student success. This partnership fosters mutual respect, shared decision-making, and continuous communication to ensure that every student has the resources and relationships necessary to thrive academically, socially, and emotionally.
- **Community Schools K-12 Advisory Board (in collaboration with Corning Elementary District):** CUHSD is partnering with the local elementary school district, Corning Union Elementary School District, to facilitate the CS K-12 Advisory Board. This joint effort is a strategic approach to deepen the investment of building “community” life by leveraging the rural asset - close-knit social ties, while broadening the representation, bringing more voices and perspectives to the table. Sharing space by convening a single Community School K-12 Advisory Team across districts respects leaders’ greatest resource of time.

**Partnership with the English Advisory Committees.** DELAC and ELAC and CUHSD are aligned in their vision of student success by ensuring the voices of EL families are represented in decisions. The district will continue to lean on parents to provide culturally responsive resources and co-create opportunities for meaningful engagement in their child’s education. The goal will be to tailor services to meet EL students’ needs.

**First 5 Tehama** is supporting student success by collaborating with school staff to ensure pregnant and parenting students remain engaged in their education while receiving the support needed for themselves (perinatal) and the health development of their child. Through this partnership, the students are connected to early childhood resources and family supportive services. The information shared by the experts, on campus grounds, is tailored to meet the needs of teenage parents, thereby meeting their academic, social-emotional, physical, and mental health needs. First 5 Tehama also provides early education for the birth-to-five

population.

**City of Corning (Recreation Program)** is supporting student success by extending recreation opportunities (offered in town), and in partnership with CUHSD provides volunteer opportunities to teenagers in the recreation program and offering recreation/enrichment activities that meet the physical well-being needs of students during non-school hours. The City of Corning Recreation Program offers a shared decision-making model by offering families, students, and other interest holders across the community to give input on program offerings.

### Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Strengthen family engagement</p> <p>(Indicators will be established by activity, indicated for specific activities.)</p>	<ul style="list-style-type: none"> <li>● Utilize a variety of methods to ensure everyone feels heard and informed, adapting communication to people from different backgrounds (e.g. literacy levels, translation of material)</li> <li>● Meaningful Participation Opportunities: Provide opportunities for parents to engage in decision-making, host meaningful and tailored family-friendly events.</li> <li>● Hire a bilingual parent liaison to reach out to parents to share community resources.</li> <li>● Encourage reciprocal communication: Actively seek feedback from parents to tailor support that meets their family needs, while also sharing information.</li> </ul>
<p>Increase opportunities to meet the mental health needs of students</p>	<ul style="list-style-type: none"> <li>● Provide teachers with learning opportunities on trauma-sensitive practices.</li> <li>● Support student well-being through multiple partnerships.</li> <li>● Secure funding and pursue the reimbursement programs to continue offering no-cost therapy services on-site. Ongoing search for funding.</li> <li>● Partner with TCDE to offer programs that meet the mental health and well-being needs of students.</li> </ul>

<p>Increase the number of integrated student support services offered on-site</p>	<ul style="list-style-type: none"> <li>● Conduct a needs assessment to identify gaps.</li> <li>● Provide professional development to staff on integrated approaches and request for their input on design to increase success.</li> <li>● Secure a single “wellness” space where services can be offered. Begin this process in Spring 2025, with the completion by August 2025. Complete application to the Paskenta Foundation by March 2025 for small grant to fund furniture purchase.</li> <li>● Create and maintain a centralized referral system. Creation of system to be completed by June 2025).</li> <li>● Promote available support services to students and families in the school announcement system and the website, and keep staff informed of services at staff meetings.</li> <li>● Continue to grow and utilize MTSS in student services approach and interventions</li> </ul>
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<p>Strengthen community engagement</p>	<ul style="list-style-type: none"> <li>● Create opportunities for active participation through events and initiatives, such as Tuesday Night Market. Identify with the CS K-12 Advisory Committee locations to share information.</li> <li>● Parenting Workshops: Topics like digital literacy, mental health awareness, and supporting homework, abstinence, gang prevention, youth substance abuse. (These workshops will be identified based on data and indicators of success will be established for each.)</li> <li>● Career Readiness for Families: Offer resume writing, job search skills, and career pathways for both parents and students.</li> <li>● Health and Wellness Fairs: Integrate support services that offer free health screenings, mental health resources, and wellness workshops for students and families. Informal agreement established with Tehama County Health Services Agency in January 2025.</li> <li>● Youth-Led Events: Empower students to plan and lead family events, such as talent showcases or panel discussions, while encouraging family participation as audience members or co-organizers.</li> </ul>
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## CCSPP: IMPLEMENTATION PLAN

### School Site Contact Information

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## 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:

The Corning Union High School District (CUHSD) Community Schools (CS) initiative is a comprehensive approach networking both district schools - Corning High School and Centennial High School. The schools are located adjacent to each other in the town of Corning, CA.

#### Value 1 - Racially-just, relationship-centered space

The CUHSD CS program has been working to eliminate racial hierarchies and ensuring that individuals coming from diverse backgrounds have the resources they need to thrive and are heard. When engaging in the Visionary process of understanding the reason for becoming a community school, CUHSD staff inquired with both English and Spanish families. CUHSD contracted with a research evaluation team to collect data; recruitment of families from marginalized backgrounds were sought and included. Additionally, the CS Advisory Framework includes receiving advice from the English Learner Advisory Committees. To support this effort of ensuring that CUHSD is embracing racially-just practices, CUHSD hired a *Bilingual* Parent Liaison to ensure Spanish-speaking families are receiving the support they need. Other practices that show CUHSD's embracement of Value 1 is the training of district staff on restorative justice practices in Fall 2024. CUHSD has

plans to re-evaluate the curriculum to ensure it is not perpetuating the long-standing history of discrimination and exclusion and will work collaboratively with cultural experts to become the architects of change, this includes the Paskenta Band of Nomlaki Indian Tribe, who are original occupants to the region (AB 1821). CUHSD is ensuring Value 1 is embedded into the school district's CS Advisory Committee. The school district also continues to evaluate the school space to ensure it is welcoming and respectful and offers services that

meet the needs of students. In addition, last year, CUHSD offered CharacterStrong PD to educators, which encouraged them to integrate relational strategies into their daily practice. Two services that takes the step towards reimaging school as places of well-being is offering no cost therapy services to any students and hiring a Wellness Coach to work closely with students in most need. CUHSD has plans to re-evaluate the curriculum to ensure it is not perpetuating the long-standing history of discrimination and exclusion and will work collaboratively with cultural experts to become the architects of change, this includes the Paskenta Band of Nomlaki Indian Tribe, who are original occupants to the region (AB 1821).

### **Value 2 - Shared power**

CUHSD and families have worked together as equal partners in determining how best to serve students; this is done through a number of practices. The Local Control Accountability Plan (LCAP) has a shared-governance model, with parents involved in the development. The CS K-12 Advisory Committee also engages diverse stakeholders and seeks input from English Learner Advisory Committee (DELAC and ELAC). The committees will play an important role in equity-centered feedback to identify barriers and will assist in co-designing solutions. Another practice within CUHSD that shows the commitment to shared power is the development of a Student Leadership Team that advises on school activities and programs to improve student outcomes. Additionally, CUHSD CS will continue to re-ground the community in a shared vision by onboarding diverse newcomers (students, family, staff, and community partners) at the beginning of each new school year. To understand the local needs, CUHSD utilizes a survey tool (Kelvin Education) to collect data from students and families. Kelvin is designed to offer fully customizable surveys and deliver real-time insights. CUHSD has used this tool to ensure parents have an active role in shaping the school's policies and practices.

CUHSD ensures that the CS design is explicitly equity driven with the four cornerstone commitments integrated and grounded in the overarching values. One design element that shows CUHSD's commitment to shared power is addressing the context-specific challenge of resource scarcity (of leaders) by creating a single CS Advisory Team that supports the two districts, CUHSD and Corning Union Elementary School District (CUESD), thereby engaging in *shared ownership*. Additionally, CUHSD's two CS schools, Centennial Continuation and Corning High School share solutions. The proximity of the two schools, across the street from each other, makes this action achievable.

In the beginning of the 2025-26 school year, CUHSD CS will set up a schoolwide meeting to share disaggregated data with each school's site council. The CS Coordinator will work with a data specialist to drill down to the subgroup level and will proceed with a discussion about the disparities and use the data to structure processes and frameworks that contribute to equity. The classified and certificated staff will have the opportunity to be informed about the baseline and provide input on strategy development.

### **Value 3 - Classroom-community connections**

CUHSD is working on a holistic connection to learning by engaging the community to the school (classroom). CUHSD has started a redesign of their Career Technical Education programs by engaging experts in the strategic plan process. In the 2025-26 SY, CUHSD plans to leverage the cultural capital of the community and tailor program content (e.g. material and curriculum) and delivery methods that reflect the community. An

additional way that students are linked to the community is through work experience placement at community job sites (Early Head Start, Les Schwab, Auto Repair, Health Clinic), coordinated by the Career Pathway Coordinator. Additionally, for the past two years, CUHSD has adopted the Kelvin system and collected

responses from parents on school policies, this has allowed the community to become connected to the school. These practices are contributing to a sense of belonging in the community. The district also hired a Wellness Coach who has bridged the resource gap for students at Centennial Continuation school. The resource linking and service coordination is allowing students to spend more time in school and is a way to address needs without the student leaving school.

**Value 4 - A focus on continuous improvement:**

CUHSD is committed to engaging in a cycle of continuous improvement working together with diverse interest holders. The process will include learning to understand data and sharing learning and reflections on the data. To begin this process, the CS Coordinator will compile data from different sources like assessments, attendance records, school climate survey data, needs assessment and will facilitate data-driven discussion with interest holders, identifying solutions and needs, and implement and/or revise strategies based on the data insights. To keep the public informed, CUHSD will produce a report consisting of the community needs assessment data and share the report with the public.

Other areas of continuous improvement activities that CUHSD has focused on and is seeking to build include:

- **Increased Investment in Teacher Professional Development:** CUHSD has invested significantly in expanding professional development opportunities for teachers. This includes offering regular workshops, conferences, and in-service training that focus on practices such as differentiated instruction, restorative justice, and social-emotional learning (SEL). Between 2023 – 2025, classified and certificated staff participated in Restorative Justice PD, CharacterStrong (focused on school culture/climate and relational strategies), and MTSS. The specialized training in restorative justice practices has equipped educators with tools to manage classroom dynamics effectively and support students with behavioral and emotional needs. Additionally, all teachers participated in district-wide professional learning communities (PLCs), which encourages collaboration and shared learning across grade levels and subject areas. The CS Coordinator will continue to assess the needs of the educators, certificated and classified, to determine the professional development needs and ensure the professionals are provided with the support they need.
- **Expansion of Collaborative Planning Time:** The district has prioritized the creation of collaborative planning time for teachers to work together across departments, grade levels, and subject areas. This time allows educators to share resources, discuss challenges, and co-plan lesson units, ensuring that students receive a cohesive and rigorous curriculum. This collaborative approach has strengthened instructional practices and helped foster a sense of community and teamwork among educators, which has been instrumental in reducing teacher burnout.
- **Implementation and Expansion of MTSS (Multi-Tiered System of Support):** CUHSD has made significant strides in implementing and expanding its Multi-Tiered System of Support (MTSS) framework. Partially supported by the Tehama County Department of Education, this tiered approach helps to address the academic, behavioral, and social-emotional needs of all students by providing varying levels of support based on student need. The CS Coordinator, working with the MTSS team, will continue to evaluate services and gaps.
- **English as a Second Language (ESL) and Citizenship Classes:** To support CUHSD's multilingual community, CUHSD is providing ESL courses designed to improve language proficiency and enhance employability. In the upcoming years, additional classes will be offered to assist individuals in navigating the naturalization process and becoming active, engaged members of society.

CUHSD will continue to review the development rubric to advance its efforts by addressing specific areas of growth and personalizing strategies to the district's context.

**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.

As part of the planning process, data was collected from multiple sources to identify the needs and assets. The output from the variety of data sources provided insights into the strengths/assets and needs/challenges, these are summarized below.

These are the **strengths/assets** based on the initial review: a diverse culture that enriches the entire community; positive relationships between students and school staff; some parent engagement activities offered; community partners are willing to collaborate; diverse career pathway options; strong familial ties across the community; community recreation program; and no-cost school-based mental health services for all CUHSD students.

These are the **needs/challenges** based on the initial review: low academic achievement in English Language Arts (ELA) and Mathematics; high chronic absenteeism rate; lack of connection between Spanish-speaking population and staff due to language barrier; high poverty rates; high levels of anxiety and depression; lower health outcomes; and limited services due to rural location (transportation challenges).

The “dig-in” process, within the larger process, includes the following:

1. Establish Clear Objectives and Goals: This began by defining the purpose and objectives of the asset and need identification process. Setting transparent goals has helped to create a shared understanding and encourages active participation.
2. Form a Diverse Planning Committee: The CUHSD CS K-12 Advisory Board includes representatives from different segments of the school community, such as students, parents, classified and certificated staff, administrators, and community members. Additional input also provided from the English Learner Advisory Committee. The diverse group provide varied perspectives and insights, ensuring a more comprehensive assessment of the school’s assets and needs.
3. Conduct Surveys and Interviews: CUHSD CS has supported and engaged in collecting data from existing and new surveys and interviews from a wide range of stakeholders. Data has been disaggregated and analyzed to gain insights on needs and gaps.
4. Host Community Forums and Workshops: CUHSD CS has joined larger community collaborative including “Expect More Tehama” to facilitate community forums and workshops that included open discussions and brainstorming sessions. These events provided an opportunity for stakeholders to share their experiences, ideas, and concerns.
5. Utilize Technology and Social Media: CUHSD CS has leveraged technology and social media platforms to reach a broader audience and engage the community. Utilizing technology allows for flexible participation and can help overcome barriers related to time and location.

6. **Conduct Asset Mapping:** Part of the digging in process will involve ongoing asset mapping to involve identifying and visually representing the resources, strengths, and capacities within the school community. This process will include mapping organizations and people (such as skills and talents of community members) who can be involved in achieving the objectives. Engaging stakeholders in asset mapping activities allows for a broader and diversified perspectives of different organizations/people who can support the work and a more comprehensive inventory of resources.
7. **Facilitate Collaborative Decision-Making:** The CS cornerstone is the involvement of stakeholders in the decision-making process by facilitating collaborative discussions and consensus-building activities. The CUHSD CS will use tools, such as brainstorming sessions, prioritization exercises, and SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to guide discussions and ensure that all voices are heard.
8. **Provide Training and Support:** CUHSD CS will continue to provide training and support to stakeholders to enhance their participation in the asset and need identification process. This will include workshops on data collection methods, facilitation skills, and collaborative decision-making.
9. **Communicate Progress and Outcomes:** CUHSD CS will continue to provide ongoing communication with the school community throughout the process. Share updates on progress, preliminary findings, and final outcomes. Transparency in communication helps build trust and keeps stakeholders informed and engaged.
10. **Celebrate Successes and Recognize Contribution:** CUHSD CS will continue to acknowledge and celebrate the contributions of stakeholders to the asset and need identification process. Recognize individual and group efforts through public acknowledgments, certificates, or events. Celebrating successes helps reinforce community involvement and encourages continued engagement.

There will be additional “dig-in” phases in summer/fall 2025 which will involve the entire community, the Advisory Committees, and the school-based Site Councils.

**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
Authentic Family/Community Engagement	<ul style="list-style-type: none"> <li>● Increase parental confidence in supporting their child’s education.</li> <li>● Increase engagement of student’s families in parent engagement activities (indicator will be established by program).</li> <li>● Increase EL parents’ engagement in school-related activities (indicator will be established by program).</li> </ul>
Expand school-based service supports	<ul style="list-style-type: none"> <li>● Increase access by expanding the number of formal and informal partnerships offered in CUHSD by two partners each year.</li> <li>● Increase the number of individuals – students and the community – accessing services (indicator will be established by program).</li> <li>● Increase understanding of school services.</li> </ul>
Expand Mental Health Screenings and Services	<ul style="list-style-type: none"> <li>● Increase student engagement in screenings and wellbeing services.</li> <li>● Improve school climate (student morale, greater sense of belonging, etc.). Each year, 10% more students will indicate improvement (on specific questions)</li> <li>● Improve student attendance by 1% for each year, by grade.</li> <li>● Improve CUHSD staff morale.</li> </ul>

## 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
Learning the CBL Methods	<ul style="list-style-type: none"> <li>● The CS staff will learn about CBL, the theoretical and practical elements of CBL, to better assist in the integration of CBL, including and not limited to defining Objectives and Outcomes, ensuring that the districts learning activities are aligned to standards, developing assessment criteria, designing learning activities to cater to the different learning styles, design activities that connect classroom learning to real-world scenarios and assist in the implementation of reflective practices. The CS Coordinator will work with the leadership team to seek out staff who will assist with CBL implementation and evaluation- related activities.</li> <li>● The CS team will coordinate learning opportunities and encourage educational staff to participate in professional development programs focused on innovative teaching strategies, using data driven insights, and reflective practices, and learning more about the practical elements of CBL in the classroom.</li> </ul>

<p>Develop relationships with community members &amp; partners</p>	<ul style="list-style-type: none"> <li>● <b>Conducting Comprehensive Surveys:</b> To achieve a thorough understanding of students' backgrounds, conduct surveys that gather information on students' cultural, socio-economic, and familial contexts.</li> <li>● <b>Organizing Family Engagement Activities:</b> Create regular opportunities for family-school engagement. Coordinate activities to foster communication and build trust between educators and families. These events also provide a platform for families to share their perspectives and contribute to the educational process.</li> <li>● <b>Professional Development Workshops:</b> District educators will participate in workshops and training sessions focused on cultural competency and community-based learning. These workshops provide valuable insights into the theoretical foundations and practical applications of these concepts, equipping educators with the tools they need to effectively implement them in their classrooms.</li> <li>● <b>Collaborating with Community Organizations:</b> Strengthen partnerships with local community organizations; this is a vital step. These collaborations provide students with real-world learning experiences, while also highlighting the relevance of their academic studies. Community-based projects, internships, and service-learning opportunities will be introduced and expanded as they have already proven to be excellent ways to integrate community involvement into the curriculum.</li> <li>● <b>Reflective Practices:</b> Core to CS is encouraging educators to engage in reflective practices is crucial. Peer discussions and feedback sessions allow educators to continually assess and refine their approaches to understanding students and families, as well as to community-based learning.</li> </ul>
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<p>Bridge the community with the school</p>	<ul style="list-style-type: none"> <li>● <b>Establishing Community Partnerships:</b> Build upon existing strategic partnerships with local businesses, non-profit organizations, and community groups. These partnerships will provide resources, mentorship programs, and real-world learning opportunities for students. By engaging with the community, CUHSD will ensure that education extends beyond the classroom and prepares students for future success. This will include local businesses participation in career days and job shadowing programs. They will offer students insights into various industries and career paths, helping them make informed decisions about their futures. Additionally, non-profit organizations will be invited to deliver workshops and seminars on topics such as financial literacy, mental health, and civic engagement. Their expertise will enrich the curriculum and provide students with valuable life skills.</li> <li>● <b>Enhancing Parent-Teacher Communication:</b> Work with CUHSD leadership team to implement advanced communication platforms to facilitate regular and transparent communication between parents and teachers. These platforms will enable parents to track their child's academic progress, receive updates on school events, and participate in virtual parent-teacher conferences.</li> <li>● <b>Community Service Volunteer Programs:</b> Organize volunteer programs where students can assist in community centers, homeless shelters, and environmental clean-up efforts. Students will take ownership of planning and evaluation of service. These programs will provide hands-on experience and teach students the importance of giving back to their community and critically reflect on their experiences within the community.</li> <li>● <b>Cultural Integration in Schools:</b> Intentional pedagogical strategies will be used to integrate community knowledge into academic coursework. These include: <ul style="list-style-type: none"> <li>○ <b>Instructional Connection:</b> CUHSD Career Pathway Coordinator will work with the community (family or community organization) to plan and co-design a CTE curriculum incorporating community voice.</li> <li>○ <b>Instructional Connection:</b> A history teacher will collaborate with a tribal community member to integrate indigenous knowledge into an existing curriculum.</li> <li>○ <b>Instructional Connection:</b> A Spanish-speaking community member will share their funds of knowledge (worldviews and cultural practices) in a Spanish World Language class.</li> </ul> </li> <li>● <b>Promoting Lifelong Learning:</b> Advocate for lifelong learning by offering educational programs for community members of all ages, these will include adult education classes and other training programs. CUHSD will offer expanded adult education classes which will cover topics such as language skills, GED preparation, and career advancement. These classes will empower community members to continue their education and achieve their goals.</li> </ul>
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<p>Continuous Improvement</p>	<ul style="list-style-type: none"><li>● Foster a Culture of Continuous Learning: Promote with the district leaders a culture where continuous learning and professional development are prioritized. Encourage educational staff to engage in ongoing training, attend workshops, and participate in collaborative learning communities. Provide access to resources to support their growth and development.</li><li>● Implement Evidence-Based Practices: Incorporate evidence-based practices and interventions proven to be effective in enhancing outcomes. Stay informed about the latest research and best practices in the relevant field, and integrate these into processes, methods, and support services. Regularly evaluate the impact of these practices and adjust as needed.</li><li>● Engage Stakeholders and the Community: Create opportunities for meaningful engagement through regular communication, workshops, volunteer opportunities, and events. Foster partnerships with local organizations, businesses, and institutions to provide additional resources and support.</li><li>● Monitor and Evaluate Progress: Establish a system for monitoring and evaluating improvement efforts, use data to assess the effectiveness of implemented strategies. Regularly review and analyze the data.</li><li>● Foster a Collaborative Environment: Encourage collaboration by creating opportunities for sharing ideas, discussing challenges, and developing solutions collectively. This collaborative approach promotes innovation, shared responsibility, and a stronger sense of community within the organization.</li><li>● Provide Adequate Resources: Ensure that the organization or program has the necessary resources to support continuous improvement. Explore grant opportunities to supplement resources.</li><li>● Celebrate and Recognize Achievements: Acknowledge and celebrate the achievements and milestones reached through continuous improvement efforts.</li></ul>
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## **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.

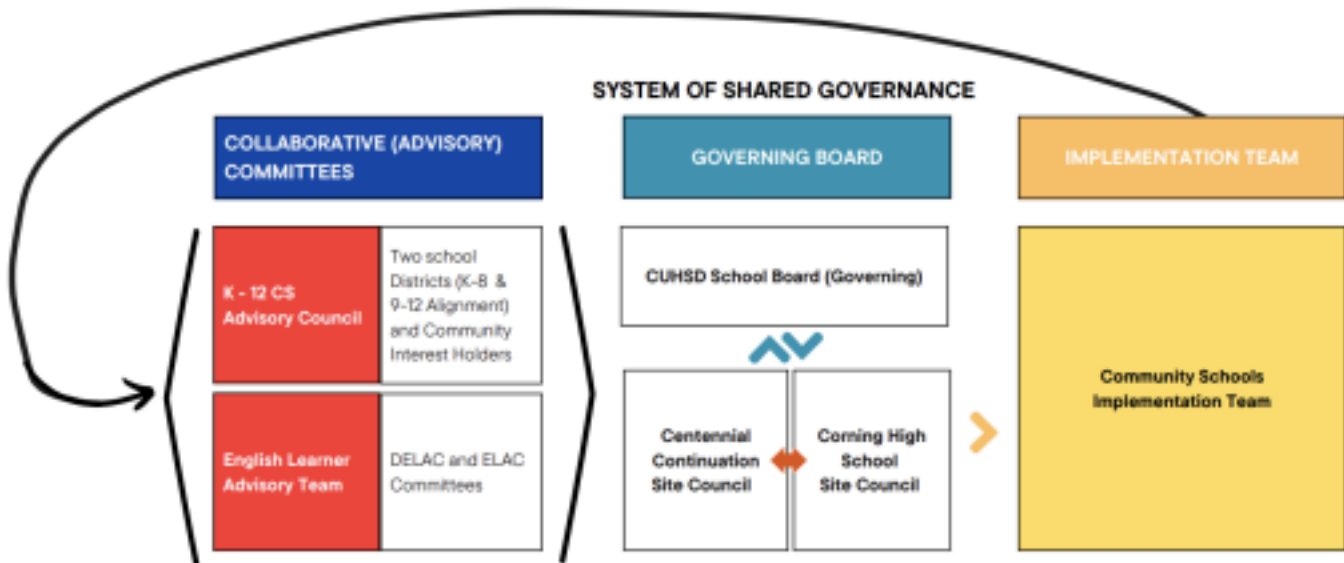
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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

Goals Action Steps	
<p>Build trust with all interest holders through role clarity and continuous communication</p> <p>(Indicators will be established by activity, indicated for specific activities.)</p>	<ul style="list-style-type: none"> <li>● Role Clarity: Communicate roles and responsibilities, establish team norms and discuss expectations. Facilitate or coordinate training and professional development opportunities to the teams.</li> <li>● Communication: Map out a communication plan that identifies information flow, cadence, and form of communication. Map will show bi-directional communication.</li> <li>● Communication: Communicate in the language of the community (English and Spanish) at 100% of meetings and translate materials distributed to the community in dominant community languages.</li> </ul>
<p>Encourage adoption of a whole child and community vision (clear purpose)</p>	<ul style="list-style-type: none"> <li>● Ensure 100% of committee members and educators at CUHSD understand the purpose.</li> <li>● Unite diverse stakeholders in support of the whole child model.</li> <li>● Shift the mindset around school transformational change through training and professional development experiences. Provide updates to the school community two times yearly.</li> </ul>
<p>Strengthen the capacity of the CS Coordinator</p>	<ul style="list-style-type: none"> <li>● CS Coordinator to receive training and professional development opportunities to build skills and knowledge aligned to the role, this includes facilitation skills, understanding resistance to change, active listening, fostering a culture of collaboration, CBL methods, and other skills focused on creating a foundation for positive collaborative-driven change. Year 1: the CS Coordinator will participate in two PD sessions.</li> </ul>
<p>Create transparency in decision-making</p>	<ul style="list-style-type: none"> <li>● Create or adopt an effective decision-making strategy plan, that includes the following: define the problem, involve interest holders, encourage open communication, develop options and reach consensus, and communicate throughout the process.</li> <li>● Create reports to share with the public.</li> </ul>
<p>Create a culture of continuous improvement (CI) that includes feedback loops</p>	<ul style="list-style-type: none"> <li>● Adopt a continuous improvement framework and implement actions.</li> <li>● Establish performance indicators and goals for all programs.</li> <li>● Analyze data bi-annually.</li> <li>● Implement process identified in the system of shared governance – flow channel flow for regular feedback.</li> <li>● Train individuals in CI principles and methodologies.</li> </ul>
<p>Capacity bridging of educators</p>	<ul style="list-style-type: none"> <li>● Support capacity-building of educators on shared leadership and building collaborative school structures. This will consist of teachers, principals, teachers, and other school staff.</li> </ul>

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



The CS System of Shared Governance is a collaborative decision-making model in which various interest holders are involved in the governance process. Under shared governance, authority and accountability are distributed among different groups creating a more democratic and inclusive environment. The three-phase process consists of multiple committees, ensuring diverse perspectives and collective responsibility. The cyclical (visually represented with the arrow) process shows there is a constant feedback loop which ensures that the system is continuously optimizing and there is transparency and open communication across the groups. One element of this that is critically important is there are two site council (Centennial Continuation and Corning High School Site Council) who make local decisions that impact their student population.

The shared governance aims to harness the collective expertise and insight of all participants, fostering a culture of collaboration and continuous improvement. This visual System of Shared Governance (depicted above) challenges traditional hierarchical models by promoting equity and shared responsibility in organizational decision-making.

## 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
Hire Key Staff/Personnel	Recruit an LEA-level Community School Coordinator and a Bilingual (Spanish) Parent Liaison with specific qualifications to meet the needs of the CS school transformation initiative. LEA will hire a CS Coordinator no later than June 2025. Bilingual Parent Liaison hired in early 2025.
Use data-driven approaches	Use a data-driven approach to identify the target population and a multi-tiered approach to ensure all students receive appropriate support/services. Engage in a review of the data to evaluate and measure impact, with the goal of making data-driven improvements.
Tailor services and messaging for the greatest engagement	Work with diverse interest holders to identify and tailor services to meet the needs of the school and community focusing on gaps. Target messaging to reach a broad and specific audience (e.g. Spanish translated material), including individuals in the school community and outside the school community.
Expand community partnerships (system focus)	Collaborate with diverse sectors and map out shared resources, and joint activities to amplify impact for both entities. Enter into formal and informal partnerships.
Foster advocacy and education	Educate families in English and Spanish about the resources and the importance of engaging in services and education to build human capital for personal, family, and community gain. Provide professional development opportunities to educators applicable to the CS model (e.g. restorative practices, integrating cultural practices, creating “belonging” environments, etc.)
Develop a sustainability plan (system-level approach with site-level impact)	Develop sustainability with a diverse group of stakeholders, including partnering organizations who will commit to offering services to engender long-term sustainability beyond the grant life.
Seek out alternative funding sources	Seek out alternative funding sources including enrolling in the Local Educational Agency Medi-Cal Billing Option Program (LEA BOP Billing) and the Children and Youth Behavioral Health Initiative (CYBHI) to sustain mental health services, partner with the county health services agency on the Early and Periodic Screening, Diagnosis and Treatment program, and identify alternate funding sources with the district leadership team to engender long-term sustainability of resources and staff.

## Key Staff/Personnel

<p>Hire a LEA-level Community School Coordinator and sustain long-term</p>	<p>Recruit and hire a highly qualified LEA-level Community School Coordinator to support processes, programs, partnerships, and strategy implementation within the school district in collaboration with school leadership and the community, while offering direct service - facilitating parent engagement classes, coordinating the Family Village, meeting 1-to-1 with students and families, facilitating student leadership and NAMI, and other direct service activities. The Coordinator will achieve the purposes and ensure the equity goals of the Community Schools program are asset-driven and strength-based, giving attention is given to collaborative practices, creating a culturally relevant and inclusive climate, building systems to support continuous improvement and coordinate CBL implementation, and advancing practices that lead to sustainability.</p>
<p>Hire a Bilingual Parent Liaison and sustain long-term</p>	<p>Recruit a bilingual Parent Liaison to encourage parent engagement in the school community, support students and their families, and improve communication between the school and home. The required qualification of the Parent Liaison is speaking Spanish fluently, with a preference given to an individual who is able to translate information.</p>

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

CUHSD is committed to sustaining the resources and staff, beyond the implementation of the grant life, through strategic actions, which involves diversifying funding streams, joining forces with partners, and evaluating current district allocations.

**Diversify Funding Sources:** CUHSD is seeking diversified funding sources to support the continuation of the staff and resources. Three reimbursement sources have been identified as potential sources for ongoing funding streams to support the mental health/wellness program. These include LEA Medi-Cal Billing Options Program (LEA BOP), Children and Youth Behavioral Health Initiative (CYBHI), and School-Based Medi-Cal Administrative Activities (MAA). CUHSD will explore other avenues for financial assistance. Here are steps that district will take related to the reimbursement programs:

- Designate an employee to oversee the administration of each of the reimbursement programs. ● Set up meetings with regional representatives to learn more about the onboarding process and reimbursement for eligible costs of current services offered on the schools.
- Restructure LEA to support the reimbursement after consulting with other districts to learn best practices.
- Schedule a meeting with current school-based therapy contractors and discuss eligibility and billing process.
- Establish partnerships with appropriate entities/staff that will be providing services (i.e. behavioral health organizations, nurses, etc.)
- Train the designated Coordinator to document and report services for maximum reimbursement. ● Other activities associated with this activity will be outlined after learning more about the requirements.

**Collaborative Partnerships:** CUHSD will continue to collaborate with partners to share resources, identify joint activities that will benefit the students (solution implemented based on data), and work together to expand reach and impact for the benefit of both organizations (CUHSD and partner organization). The partners will work together to seek out opportunities to apply for grant funds with partners.

**District Restructuring and Re-evaluation of Resources:** The district leadership team will re-evaluate district resources and identify ways to save in existing programs and will use identified funds to work towards supporting key CS roles. This will include evaluating current strategies and identify ways to restructure to transform schools to better serve children and families.

## **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

Goals	Action Steps
<p>Increase engagement with families of CUHSD students</p> <p>(Indicators will be established by activity, indicated for specific activities.)</p>	<ul style="list-style-type: none"> <li>● CUHSD CS will hire a dedicated staff, a bilingual Parent Liaison, to improve outcomes for students, families, and the community by building communication bridges, removing barriers that may impede the school-community relationship from working effectively.</li> <li>● The Parent Liaison will host regular meetings and events (e.g., family nights, workshops, focus groups) where data will be gathered from families and community members regarding their needs and ideas for school-community improvement. These meetings will be designed to include families from diverse backgrounds, including English learners and historically/presently marginalized groups.</li> <li>● Continuous Improvement and Accountability: The designated Parent Liaison, in collaboration, with school staff will collect data on parent and community engagement, including attendance at meetings, participation in events, and feedback from families. This data will be used to evaluate the effectiveness of community involvement and identify areas for improvement. Families will be given opportunities to share input for improvement in areas that impact a student's education.</li> <li>● The parent liaison will participate in the K – 12 CS Advisory Board.</li> </ul>

<p>Strengthen culturally responsive programming by engaging with the English Learner Advisory Committees</p>	<ul style="list-style-type: none"> <li>• Invite the English Learner Advisory Committees (ELAC and DELAC) representatives (parent group) to be a part of the K-12 CS Advisory Board to share needs/challenges and assets/opportunities</li> <li>• Work collaboratively with the English Learner Advisory Committees (ELAC and DELAC) to define the available assets that will meet the specific needs of the targeted EL population, including culturally relevant curricula to support holistic development, partnership opportunities, etc. A dedicated staff member at CHS will facilitate the implementation of strategies (i.e. teacher-community connections, parent engagement activities, etc.) and ensure alignment of solutions to needs.</li> <li>• Identify with the collaborative committees a criterion for measuring program effectiveness.</li> <li>• Continuous Improvement and Accountability: Report back to the members of ELAC and DELAC and discuss continuous improvement strategies following data collection and during planned meetings.</li> </ul>
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<p>Strengthen the partnership with the regional County Department of Education</p>	<ul style="list-style-type: none"> <li>• A representative from the County Office of Education will be part of the K – 12 CS Advisory Board.</li> <li>• CHS will meet regularly with TCDE to learn about resources and programs, beyond those currently offered (i.e., teacher PD, “Men of honor”, “Friday Night Live”, etc.), and enter into an agreement on program delivery in the CUHSD, to identify the highest priorities based on evidence.</li> <li>• Develop a robust process for mutual transparency for programs supported by COE – ensuring both parties openly and honestly share program updates, funding parameters, capabilities, etc. – and ways to make improvements.</li> <li>• Collaborate on the criteria for evaluating the effectiveness of the partnerships, measuring the performance of both entities. <ul style="list-style-type: none"> <li>• The CUHSD CS Coordinator will work collaboratively with the COE Regional Service Coordinator to convene local and regional service agencies.</li> </ul> </li> </ul>
<p>Strengthen the partnership with organizations</p>	<ul style="list-style-type: none"> <li>• Meet one-to-one with partner organizations to learn more about their programs and to strengthen the relationship.</li> <li>• The local CS Coordinator will share updates in existing collaboratives (i.e., Expect More Tehama) where regional partners convene. These collaboratives allow the CS Coordinator to gain insight from the leaders on system changes and identify ways to make improvements based on the changing landscape.</li> <li>• Invite leaders to attend the CS K-12 Advisory Committee. Leverage the expertise of organizational leads in the design and enhancement of CUHSD CS programs.</li> </ul>

<p>Strengthen partnership with the General Public</p>	<ul style="list-style-type: none"> <li>● Actively engaging the community by inviting them to the CS K – 12 Advisory meetings to give input of program selection, development, and improvements. Spanish translator will be available.</li> <li>● Send out information about programs and invite input from participants to enhance the programs.</li> <li>● The information shared with the public will be translated to Spanish. ● Use the Kelvin Education system to generate surveys to obtain community input on critical activities.</li> <li>● CUHSD CS will highlight positive impacts through storytelling on the CUHSD CS website to create a connection with the community.</li> <li>● Collaborate with other local groups/committees to expand reach. ● CUHSD CS will build visibility of programs and foster connection by participating in community events, such as Tuesday Night Market, and use this as an opportunity to ask for feedback on decisions.</li> </ul>
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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:

The vision that all students will be successful is a shared vision of students, families, community members, educational staff (classified and certificated) and partner organizations. This shared vision will be achieved through the prioritization and services that meets the whole child, their families, community members/partners, and the education community. CUHSD has worked to achieve the vision by establishing and strengthening partnerships over the last several years, more recently, seeking out and participating in key county collaborative meetings, including Empower Tehama, Healthy Youth Tehama, and Mental Health School Teams. In the 2023-2024 school year, Empower Tehama provided on-campus services, including counseling

and advocacy for students and families and ensuring accessibility to essential mental health and domestic violence support. River Cities Counseling continues to partner with CUHSD to offer no-cost therapy services (funded by the Paskenta Band of Nomlaki Indians through a state grant that is ending June 2025). Additionally, CUHSD introduced a Friday Night Live advisor to the campus; this program has greatly enriched student engagement and promotes wellness initiatives. Corning High School’s Career and Technical Education (CTE) procured funding to enhance their CTE pathways and has been collaborating with local colleges, post-secondary institutions, community members, and businesses to enhance learning opportunities, preparing students for future careers and connecting them to real-world experiences. Most CTE are exclusive to CHS students; next year, CUHSD is exploring ways to expand the CTE to Centennial students. Centennial Continuation is able to participate in any of the enrichment workshops (see Appendix).

CUHSD CS partnerships are directly informed by the needs and priorities expressed by students through surveys, focus groups, and ongoing engagement. These partnerships focus on: providing accessible mental health services and peer support to address emotional well-being; offering hands-on training and certifications that prepare students for life after graduation; engaging students in programs that build leadership, resilience, and a sense of belonging, and; strengthening family-school partnerships to create a supportive environment that fosters academic and personal growth. CUHSD plans to continue to strengthen partnerships to address the priorities of students, staff, and families, and will achieve this through the following partnerships (below are some established, others will be new partnerships):

**Tehama County Department of Education (TCDE)** is supportive of the vision of students' success and is taking actions to meet the social-emotional and mental health and wellness of students through the following activities and programs:

- TCDE is supporting alcohol and drug prevention and building leadership skills of students through the Friday Night Live program offered onsite at CUHSD.
- TCDE is promoting health and wellness in the school districts by hosting monthly collaborative calls for school staff to share ideas, impacts, challenges and to suggest improvements.
- CUHSD is partnering with TCDE to offer on-site a leadership development and character-building program to young men ("Men of Honor") enrolled in the school district.
- TCDE is equipping students with skills to foster positive and respectful relationships through the Healthy Relationships curriculum offered at CUHSD by a certified educator employed by TCDE. ● CUHSD has partnered with TCDE to promote emotional regulation and resilience by providing peer support and recovery resources, offered by a coordinator from the Youth Mindfulness Substance Abuse Recovery program.
- TCDE funds professional development of teachers, depending on the annual needs.

**River Cities Counseling Partnership (currently funded through June 2025)**

- On-Site Counseling: Licensed therapists from River Cities Counseling provide no-cost, on-site individual and group counseling services for students at the HOPE Center. These sessions address anxiety, depression, trauma, and other mental health challenges.
- Access and Availability: Students can self-refer, or referrals can come from teachers, counselors, or families. Services are offered during school hours, with flexible scheduling to accommodate academic needs.
- Crisis Intervention: A dedicated crisis response team is available to provide immediate support in emergencies, working collaboratively with school staff to ensure safety and continuity of care. ● Culturally Responsive Care: Bilingual counselors and interpreters ensure services are accessible to students and families from diverse linguistic and cultural backgrounds.

**Tehama County For Kids (New Partnership)** is supportive of the vision of build parent efficacy and engaging parents as true partners in support and education for students. CUHSD is partnering with Tehama County for Kids to offer a parent support program as a strategy for improving the home-school relationship and to encourage parents to serve as true partners in their child's education. The curriculum is designed to encourage parents to set their own goals and thereby tap into their own knowledge to forge a meaningful path to support their teenagers' development, improve communication, and foster a positive home environment.

**Job Training Center (JTC)** shares CUHSD's vision of student success in their support of extended learning opportunities. JTC is supporting students through a transition program that focuses on connecting graduated

students with local job opportunities that is aligned to their career interest. CUHSD is partnering with JTC to offer real-world learning opportunities through hands-on learning opportunities with certification earning options and is providing project-based learning in high-demand career fields, including construction and woodshop.

**Community-Based Collaboration Teams:** CUHSD taps into the expertise and knowledge of family and community members by teaming up with them to serve as true partners on collaboration teams:

- **Healthy Youth Tehama:** The Healthy Youth Tehama County meetings bring together a diverse coalition of educators, community leaders, healthcare professionals, parents, and youth advocates committed to promoting the well-being of children and teens across Tehama County
- **School-Based Mental Health Team:** The School-Based Mental Health Team is a multidisciplinary group of professionals dedicated to supporting the mental health and well-being of students within the school environment.
- **MTSS (Multi-Tiered System of Support):** MTSS (Multi-Tiered System of Support) is a comprehensive framework designed to meet the academic, behavioral, social, and emotional needs of all students. By providing varying levels of support based on student needs, MTSS ensures that every learner has the resources and interventions required to succeed in school.
- **Family Community Partnership:** Family and Community Partnership is a collaborative approach that actively involves families, community organizations, and schools in creating a supportive environment for student success. This partnership fosters mutual respect, shared decision-making, and continuous communication to ensure that every student has the resources and relationships necessary to thrive academically, socially, and emotionally.
- **Community Schools K-12 Advisory Board (in collaboration with Corning Elementary District):** CUHSD is partnering with the local elementary school district, Corning Union Elementary School District, to facilitate the CS K-12 Advisory Board. This joint effort is a strategic approach to deepen the investment of building “community” life by leveraging the rural asset - close-knit social ties, while broadening the representation, bringing more voices and perspectives to the table. Sharing space by convening a single Community School K-12 Advisory Team across districts respects leaders’ greatest resource of time.

**Partnership with the English Advisory Committees.** DELAC and ELAC and CUHSD are aligned in their vision of student success by ensuring the voices of EL families are represented in decisions. The district will continue to lean on parents to provide culturally responsive resources and co-create opportunities for meaningful engagement in their child’s education. The goal will be to tailor services to meet EL students’ needs.

**First 5 Tehama** is supporting student success by collaborating with school staff to ensure pregnant and parenting students remain engaged in their education while receiving the support needed for themselves (perinatal) and the health development of their child. Through this partnership, the students are connected to early childhood resources and family supportive services. The information shared by the experts, on campus grounds, is tailored to meet the needs of teenage parents, thereby meeting their academic, social-emotional, physical, and mental health needs. First 5 Tehama also provides early education for the birth-to-five

population.

**City of Corning (Recreation Program)** is supporting student success by extending recreation opportunities (offered in town), and in partnership with CUHSD provides volunteer opportunities to teenagers in the recreation program and offering recreation/enrichment activities that meet the physical well-being needs of students during non-school hours. The City of Corning Recreation Program offers a shared decision-making model by offering families, students, and other interest holders across the community to give input on program offerings.

### Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Strengthen family engagement</p> <p>(Indicators will be established by activity, indicated for specific activities.)</p>	<ul style="list-style-type: none"> <li>● Utilize a variety of methods to ensure everyone feels heard and informed, adapting communication to people from different backgrounds (e.g. literacy levels, translation of material)</li> <li>● Meaningful Participation Opportunities: Provide opportunities for parents to engage in decision-making, host meaningful and tailored family-friendly events.</li> <li>● Hire a bilingual parent liaison to reach out to parents to share community resources.</li> <li>● Encourage reciprocal communication: Actively seek feedback from parents to tailor support that meets their family needs, while also sharing information.</li> </ul>
<p>Increase opportunities to meet the mental health needs of students</p>	<ul style="list-style-type: none"> <li>● Provide teachers with learning opportunities on trauma-sensitive practices.</li> <li>● Support student well-being through multiple partnerships.</li> <li>● Secure funding and pursue the reimbursement programs to continue offering no-cost therapy services on-site. Ongoing search for funding.</li> <li>● Partner with TCDE to offer programs that meet the mental health and well-being needs of students.</li> </ul>

<p>Increase the number of integrated student support services offered on-site</p>	<ul style="list-style-type: none"> <li>● Conduct a needs assessment to identify gaps.</li> <li>● Provide professional development to staff on integrated approaches and request for their input on design to increase success.</li> <li>● Secure a single “wellness” space where services can be offered. Begin this process in Spring 2025, with the completion by August 2025. Complete application to the Paskenta Foundation by March 2025 for small grant to fund furniture purchase.</li> <li>● Create and maintain a centralized referral system. Creation of system to be completed by June 2025).</li> <li>● Promote available support services to students and families in the school announcement system and the website, and keep staff informed of services at staff meetings.</li> <li>● Continue to grow and utilize MTSS in student services approach and interventions</li> </ul>
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<p>Strengthen community engagement</p>	<ul style="list-style-type: none"> <li>● Create opportunities for active participation through events and initiatives, such as Tuesday Night Market. Identify with the CS K-12 Advisory Committee locations to share information.</li> <li>● Parenting Workshops: Topics like digital literacy, mental health awareness, and supporting homework, abstinence, gang prevention, youth substance abuse. (These workshops will be identified based on data and indicators of success will be established for each.)</li> <li>● Career Readiness for Families: Offer resume writing, job search skills, and career pathways for both parents and students.</li> <li>● Health and Wellness Fairs: Integrate support services that offer free health screenings, mental health resources, and wellness workshops for students and families. Informal agreement established with Tehama County Health Services Agency in January 2025.</li> <li>● Youth-Led Events: Empower students to plan and lead family events, such as talent showcases or panel discussions, while encouraging family participation as audience members or co-organizers.</li> </ul>
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