

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

Mill Street Elementary School

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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:

Why a Community School for Orland USD?

Orland Unified School District (OUSD) is committed to creating equitable, inclusive, and supportive learning environments that empower students, families, and the entire community to thrive. Our vision and mission focus on fostering academic excellence, whole-child well-being, and meaningful family engagement. This aligns with our Local Control and Accountability Plan (LCAP) goals to ensure every student has the resources and opportunities to succeed academically, socially, and emotionally. A Community School is the ideal framework to help us achieve these goals because it allows us to address the unique needs of our students and families while leveraging partnerships to provide comprehensive support services.

The decision to transform Mill Street Elementary School into a community school stems from its unique role as the foundational environment for OUSD students. Mill Street serves transitional Kinder through second grade, a critical developmental stage where early interventions and equitable support systems can have the greatest long-term impact on students.

By adopting the California Community Schools Partnership Program (CCSPP) framework, OUSD will implement the following overarching values in our Community Schools initiative at Mill Street Elementary School:

1. **Racially-just, relationship-centered spaces:** We will prioritize building strong, trusting relationships among students, families, and staff to ensure everyone feels valued and respected. Programs will be designed with cultural responsiveness and inclusivity at the forefront, promoting environments where diversity is celebrated and all voices are heard.
2. **Shared power:** Decision-making processes will involve students, families, staff, and community partners as equal contributors. School Site Council and Leadership teams will transform into individual Site Community Schools Advisory Council and OUSD Community Schools Advisory Council and will ensure all stakeholders have a voice in shaping policies and programs, promoting a sense of shared ownership and responsibility.
3. **Classroom-community connections:** We will bridge the gap between academic learning and community engagement by integrating local resources, partnerships, and real-world experiences into the classroom. This approach will ensure that learning is meaningful and connected to students' lived experiences.
4. **Continuous improvement and possibility thinking:** We will focus on ongoing evaluation and innovation, using feedback and data to move forward towards continuous school improvement. This mindset will help us identify opportunities for growth and inspire creative solutions to challenges.

Plans for Reflecting These Values

To ensure these values are embedded in our Community Schools work, OUSD sites will take the following steps:

1. **Engaging Stakeholders:** Establish racially-just, relationship-centered spaces by conducting empathy interviews, focus groups, and surveys to understand the diverse needs of students, families, and staff. Ongoing training will be provided to ensure culturally responsive engagement practices are used as well as engage historically marginalized student and family groups.
2. **Collaborative Leadership Structures:** As previously mentioned School Site Council teams at each school site will be transforming into Site Community School Advisory Councils that include all stakeholders: students, families, staff, and community partners. These teams will co-create goals, programs, and policies, ensuring shared power in decision-making.
3. **Integrated Services and Support:** Strengthen classroom-community connections by collaborating with local organizations to provide wraparound services, such as mental health support, academic enrichment, and basic needs assistance. These services will be integrated into students' daily lives to foster a strong connection between school and community.
4. **Professional Development:** Provide ongoing training for staff on equity-based practices, trauma-informed care, and culturally responsive teaching to maintain racially-just and inclusive environments.
5. **Data-Driven Improvement:** Utilize continuous improvement practices by collecting and analyzing data to measure the impact of programs and identify areas for growth. Feedback loops with stakeholders will ensure ongoing alignment with community needs and aspirations.
6. **Possibility Thinking:** Create a culture of innovation by encouraging staff and stakeholders to think beyond traditional solutions and explore creative approaches to meeting the needs of students and families.

By aligning our efforts with the CCSPP framework and the values of racially-just spaces, shared power, classroom-community connections, and continuous improvement, OUSD will build a Community Schools program that reflects our commitment to equity, excellence, and partnership. This initiative will empower students, strengthen families, and transform schools into thriving hubs for the entire community.

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.

Throughout the planning grant phase, each school site independently led needs assessments, leveraging existing structures for assessing family/student/staff needs while implementing a variety of methods to deepen understanding. As our county has limited resources available, the RTAC and STAC provided support with asset mapping, providing the LEA with a template that was then shared with each site. Each site then added resources that were available within their site to ensure a comprehensive individualized asset mapping process.

Mill Street Elementary School, serving TK-2 students with 89.2% of the unduplicated pupil count, comprised of English Learners, Hispanic students, Socio-Economically Disadvantaged students, Students with Disabilities, and Non-Hispanic/White students, conducted a comprehensive needs assessment. This assessment involved a diverse range of methods, including LCAP and CHKS surveys and community meetings, to actively engage parents, students, and staff.

As an LEA, we recognize that needs assessments will continue to be mostly implemented at the school site levels. To ensure that each school site continues a thorough and meaningful engagement of all stakeholders, the LEA will provide coaching on needs assessment strategies, facilitating the implementation of those strategies when necessary. The LEA will also provide training on empathy interviews, focus groups, and the data collection in the Year 1 of the implementation. By engaging all stakeholders, families, students, staff and community partners, we will ensure a comprehensive data collection strategy in which all voices can have input.

Engagement will be carefully monitored throughout the process, and strategies will be adjusted when school sites identify a population which is disproportionately represented. By continuously monitoring and adjusting our approach, we will ensure an equitable representation in our data analysis. Best practice strategies, such as interviews, focus groups, home visits, family engagement nights, and surveys, will be utilized.

Additionally, we will leverage community partnership to host multipurpose engagement events, where families can obtain resources or participate in activities previously identified as needs, while simultaneously conducting needs assessments to further inform our community schools efforts. Some examples of such partnerships include campus beautification provided by Cal-Fresh in the form of murals for the school and playground, oral health screenings through the Healthy Smiles, Healthy Kids program provided by Northern Valley Indian Health, Inc, and Family Literacy and Math Nights.

The Community School Educational Coordinator, who will be shared with all sites, will play a vital role in organizing engagement efforts, as well as building trust and engaging families during the needs assessment process. To promote cultural sensitivity and inclusivity in school data gathering, surveys and forms will be available in multiple languages and formats. With the help of Bilingual Translator Services and Bilingual Technology we will be able to support students and families. This approach ensures all families and students, regardless of linguistic or accessibility needs, can fully engage in the data collection process. Furthermore, we will collaborate with community partners to identify and eliminate obstacles to participation. This includes providing childcare, offering food or incentives during events, hosting events later in the day to accommodate working parents.

The LEA prioritizes data equity and will collaborate with school sites to streamline existing needs evaluation processes and increase survey participation among families. To ensure effective and empowering needs assessments at each site, we will implement best practices in data equity and collection including using asset-based and family's first language and implementing accountable reporting methods to ensure transparency in reporting information.

Our commitment to equity and asset-based thinking extends to how we analyze and report data. Acknowledging the historical misuse of demographic data to harm marginalized student and family groups, we will collect such information only when essential and maintain full transparency about its intended use. School sites will adopt collaborative approaches to analyzing data, setting priorities, and creating action plans. These efforts will be led by diverse decision-making teams that include families, students, staff, and community partners, ensuring a broad range of community perspectives is represented. This inclusive framework leverages resources at both the school and district levels, encourages systems thinking, prioritizes user-centered solutions, and fosters shared decision-making. To support these processes, school sites will have access to OUSD staff for consensus-building activities and benefit from partnerships with community organizations. This approach ensures a holistic, equitable, and collaborative needs assessment process that empowers every stakeholder.

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.

Site Draft Collective Priority

Outcome/Indicators you aim to improve

<p>Site Goal 1: Enhance academic outcome by strengthening Tier 1 instruction through Universal Design for Learning (UDL), differentiation, and student-centered strategies to improve student achievement</p>	<ul style="list-style-type: none"> ● Chronic absenteeism ● increase test scores iReady Math/Reading and ELPAC
<p>Site Goal 2: Cultivate a holistic, trauma-informed school environment that prioritizes student well-being by promoting physical, mental and emotional health through integrated support systems and positive school climate strategies</p>	<ul style="list-style-type: none"> ● Chronic absenteeism ● SEL competencies ● School climate surveys (Healthy Kids)
<p>Site Goal 3: Develop and implement inclusive student-family engagement strategies to cultivate partnerships among students, families, staff and community organizations, creating a comprehensive support network within our school system in which all stakeholder voices can be heard and be involved in school decision making</p>	<ul style="list-style-type: none"> ● School climate surveys (Healthy Kids) ● Chronic absenteeism ● Increase family participation and engagement

LEA Draft Collective Priority

Outcome/Indicators you aim to improve

<p>LEA Goal 1: Provide well structured and comprehensive professional development to equip school site staff with the knowledge and skills needed to align with the core principle of community schools</p>	<ul style="list-style-type: none"> ● % of staff completing PD ● Staff climate surveys
<p>LEA Goal 2: Coordinate and align mental, behavioral, and physical health services, along with case management initiatives, to ensure seamless collaboration between community partners and school sites</p>	<ul style="list-style-type: none"> ● Chronic absenteeism ● SEL competencies ● School climate surveys (Healthy Kids)
<p>LEA Goal 3: Develop and execute engagement strategies for families and students that strengthen shared leadership structures</p>	<ul style="list-style-type: none"> ● School climate surveys (Healthy Kids) ● Chronic absenteeism ● Increase family participation and engagement

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.

Orland Unified School District is committed to empowering educators with the knowledge and tools to better understand their students and families while implementing the principles of Community-Based Learning (CBL). This approach, grounded in OUSD's Local Control and Accountability Plan (LCAP) and the Single Plan for Student Achievement (SPSA), celebrates the cultural and linguistic assets of the community and connects classroom learning to real-world experiences. At **Mill Street Elementary**, where students from transitional kindergarten through second grade begin their educational journey, CBL fosters engagement by creating relationship-centered environments that promote a sense of belonging, ownership, and agency.

OUSD will continue to seek and provide professional development workshops that are focused on CBL and culturally relevant pedagogy to help educators to connect academic instruction with students' lived experiences. These workshops will delve into the theoretical roots of CBL, such as relationship-centered teaching and community asset-building, while offering practical strategies for implementation

Teachers continuously will receive resources such as lesson templates, case studies, and guidance materials to integrate students' lived experiences into meaningful classroom projects. To deepen understanding, the district will continue to facilitate partnerships with local organizations, allowing educators to co-design CBL projects that reflect community values and priorities. Regular coaching and feedback sessions will provide ongoing support to help teachers apply CBL principles effectively. By connecting classroom learning to real-world experiences, Orland USD will foster a shared understanding of how CBL can enhance student engagement and promote a sense of belonging.

At Mill Street Elementary we have some programs and events that fall under CBL framework, Dia de los Muertos (Day of the Dead) events are a prime example of how CBL can be brought to life. In collaboration with Fairview Elementary, CK Price Middle School, and community members, the Dual Immersion program leads a celebration honoring loved ones who have passed. Students, families, and staff from multiple schools create altars, participate in activities, and celebrate together. This event builds cultural awareness and strengthens connections among students, families, and the broader Orland community.

Another impactful initiative that can be considered CBL is the Sprouts Scouts program, a collaboration with the Orland High School FFA program. High school agriculture students partner with second-grade buddies to create garden projects at Mill Street Elementary. Together, they plant gardens, build scarecrows, and make bird feeders, while fostering hands-on learning experiences that emphasize teamwork and community pride.

To deepen educators' capacity to implement CBL and create inclusive learning environments OUSD offers continuous training opportunities aligned with the Multi-Tiered System of Supports (MTSS) framework. Training focuses on equity and access, fostering safe and inclusive school climates, and delivering academic, behavioral, and social-emotional support. Educators are taught to use data for decision-making and instructional improvement while exploring innovative tools like

Through these initiatives, Orland USD equips educators to understand and engage with the cultural, social, and academic contexts of their students and families. By leveraging professional development, community partnerships, and innovative approaches, OUSD ensures that learning is relevant, equitable, and impactful. With initiatives like Dia de los Muertos, Sprouts Scouts, and MTSS-aligned training, OUSD fosters a culture of connection, belonging, and academic excellence that empowers students and educators alike.

Site Level Goals and Measures of Progress

Goals

Action Steps

Site Level Goal 1: By the end of Year 3, Mill Street Elementary will expand opportunities for community-based learning (CBL) and culturally relevant instruction. This goal aims to support educators in understanding students' and families' cultural, social, and academic contexts.

Action Steps:

- Professional Development
 - Provide access to workshops and training opportunities through the LEA, focusing on the theoretical foundations and practical implementation of community-based learning (CBL) and culturally relevant pedagogy
 - Facilitate training sessions that emphasize understanding students' lived experiences and how to integrate those into meaningful classroom projects
- Resource Distribution and Support
 - Distribute resources provided by the LEA to assist teachers in designing and implementing effective CBL projects that reflect the unique needs and strengths of students and families
 - Develop guidance materials and templates to streamline the implementation of CBL in classrooms
- Collaboration with Community Partners
 - Encourage and support teachers in partnering with local organization to co-design CBL projects that provide authentic learning experiences
 - Promote student involvement in the design and implementation of these projects to foster agency and a deeper connection to the community

Outcomes:

- Increase implementation of CBL projects that provide students with culturally relevant learning opportunities
- Increase teacher participation in professional development and applying learned strategies in their classrooms
- Create classroom-community connections with stronger partnerships between the school and community organization that will demonstrate students and family engagement in these CBL initiatives

LEA Goal 1: By the end of Year 3 of the implementation grant, 50% of educators in the LEA will have participated in at least one professional development opportunity focused on community-based learning (CBL) and will have integrated CBL principles into their instructional practices. This goal aims to help educators deepen their understanding of students' and families' cultural, social, and academic contexts while equipping them with the theoretical roots and practical strategies necessary for implementing CBL effectively.

Action Steps:

- Professional Development
 - Collaborate with OUSD staff to co-create and deliver professional development workshops that focus on the theoretical foundations and practical elements of CBL and culturally relevant pedagogy
 - Incorporate real-world examples of CBL in action that reflect the unique needs and assets of the local community
- Ongoing Educator Support
 - Provide access to resources such as lesson templates, case studies, and project guides to assist educators in applying CBL principles in their classrooms.
 - Facilitate one-on-one or small group coaching sessions through OUSD staff to support the integration of CBL into instructional practices.
- Community Collaboration
 - Create opportunities for educators to collaborate with local community partners to co-design curriculum and projects that reflect community values and priorities.
 - Encourage educators to involve students and families in the design and implementation of CBL projects, ensuring authenticity and engagement.

Outcomes:

- at least 50% of educator participation in CBL and cultural professional development
- Community-based projects will be developed in collaboration with community partners, reflecting the needs and strengths of students and families.
- Maintain a log of professional development opportunities, educator participation, and ongoing support to track progress and ensure continuous improvement.

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.

Orland Unified School District (OUSD) is dedicated to fostering collaborative leadership and shared decision-making to empower all stakeholders in the transformation process. At the district level, the Leadership Team will transition into the OUSD Community School Advisory Council, ensuring representation from school site teams, families, students, community partners, and other stakeholder groups. This council will provide critical guidance and support to site-level implementers, aligning with the Local Control and Accountability Plan (LCAP) and the California Community Schools Partnership Program (CCSPP).

At the site level, each school will evolve its School Site Council (SSC) into a Site Community School Advisory Council to facilitate democratic participation. Schools will assess existing governance structures, revise their composition to include diverse stakeholder groups, and provide professional development in equity-driven leadership. This structure ensures inclusive engagement, with culturally responsive practices and systems to address barriers like language access, fostering shared power and relationship-centered spaces.

Key actions include regular evaluations of council effectiveness, professional training for new members, and structured communication to ensure alignment across schools and the district. By the end of Year 1, OUSD aims to have fully operational advisory councils at all school sites, strengthened collaboration among stakeholders, and sustainable governance structures that empower the community.

Site Level Goals and Measures of Progress

Goals

Action Steps

Site Level Goal 1: By the end of Year 1, Mill Street will use the School Site Council as the Community School Advisory Council and add appropriate stakeholders to comply with community schools. This goal aims to ensure all stakeholders have a voice, fostering shared power, relationship-centered spaces and creating a sustainable systems change.

Action Steps:

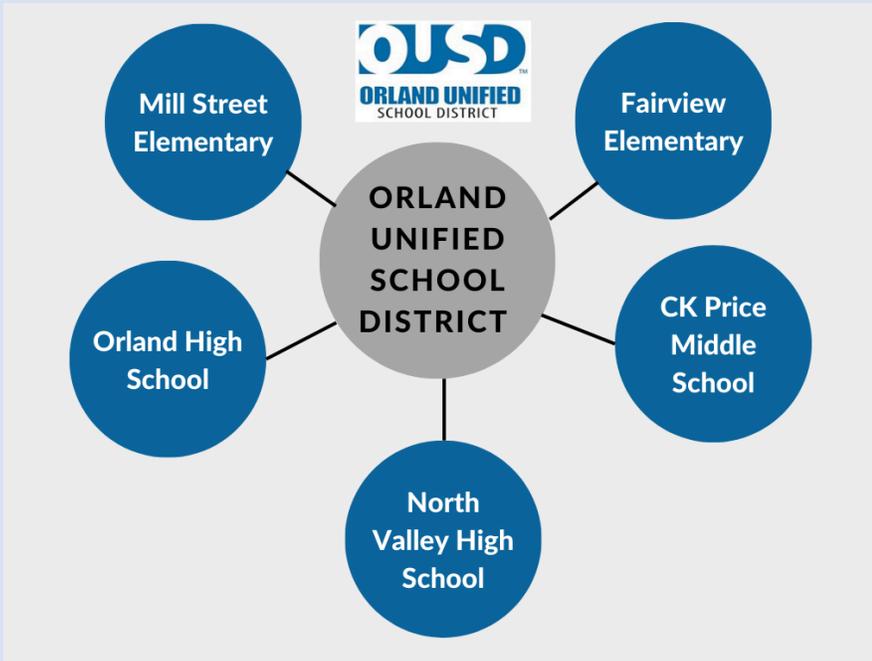
- Transform SSC into CS Advisory Council
 - Conduct assessment of existing SSC and map current governance teams, identifying their roles and responsibilities
 - Revise SSC composition to include stakeholders such as community partners, students, and additional family representatives, establish clear roles and decision-making protocols to support democratic participation and transparency
- Build Capacity for Shared Leadership
 - Provide professional development for council members on collaborative leadership, equity-based decision making, and facilitation skills.
 - Conduct orientation sessions to onboard new stakeholders, ensuring understanding of roles, responsibilities, and goals of the Community Schools initiative
 - Create a consistent meeting schedule, clear agendas and accessible communication
- Facilitate Inclusive Engagement
 - Recruit diverse participants, including those from historically underrepresented groups to ensure inclusive decision making
 - Use culturally responsive practices to engage stakeholders and address language barriers
 - Establish subcommittees or working groups focused on student and family priorities, ensuring these groups have a direct line to council discussions and decisions
- Sustain and Monitor Collaborative Leadership
 - Implement regular assessments of council effectiveness, collecting feedback from all members and stakeholders
 - Use data and feedback to refine processes, ensuring continuous improvement

Outcomes:

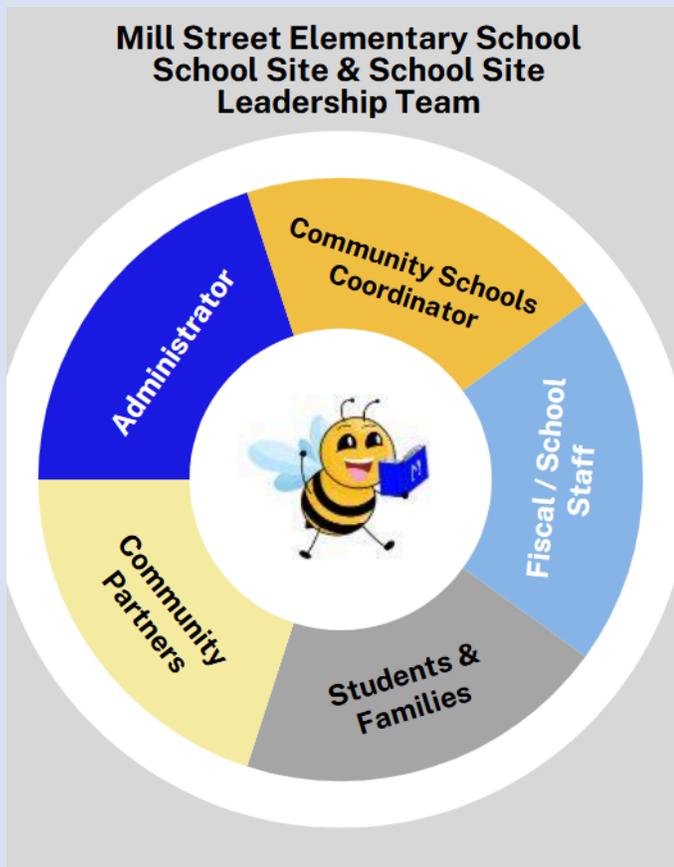
- Each site will have a fully operational CS Advisory Council with diverse stakeholder participation
- Strengthened collaboration among schools, families and community partners, resulting in better-aligned services and programs

	<ul style="list-style-type: none"> ● Long-term governance structures that empower the community and ensure the continuous success for Community Schools
<p>LEA Level Goal 1: By the end of Year 1, the LEA will use the District Leadership Team as the OUSD Community School Advisory Council and ensure that all stakeholders are incorporated. This goal aims to ensure a representative group from school site leadership Teams, OUSD, and stakeholder groups are at the table to provide crucial guidance and support to school-level implementers in our community school initiative.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Transform District Leadership Team into OUSD CS Advisory Council <ul style="list-style-type: none"> ○ Conduct assessment of current District Leadership Team, map and identify roles and responsibilities ○ Revise District Leadership Team composition to include stakeholder groups: community partners, students, and other family representatives. Establish clear roles and decision-making protocols to support democratic participation and transparency ● Ensure Inclusive Representation <ul style="list-style-type: none"> ○ Include families and students from various cultural, linguistic, and socioeconomic backgrounds ○ Provide training and onboarding to new members to equip with skills in collaborative decision-making and equity focused leadership ● Facilitate Meetings <ul style="list-style-type: none"> ○ Ensure meetings focus on providing guidance and alignment to LCAP and Community Schools by using stakeholder input to shape discussions and decisions ● Monitor and Evaluate Progress <ul style="list-style-type: none"> ○ Use regular evaluations to refine council’s structure and processes <p>Outcomes</p> <ul style="list-style-type: none"> ● Inclusive representation opportunities in the councils from all stakeholder groups ● Stakeholder empowerment to contribute to decision-making fostering sustainable, collaborative leadership practices ● Regular communication between council and school-level council with result in cohesive implementation of Community Schools initiatives ● Increased family and student engagement ● Ongoing monitoring will ensure continuous improvement

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



The LEA will use a hub and spoke model of shared leadership and site level governance. The Orland Unified School District, as the LEA, will provide support and guidance to school sites. Each site will be responsible for implementing the community schools model, with autonomy while maintaining district-level coordination and guidance for cohesive implementation that reflects their individual community needs.



This model emphasizes collaboration, shared responsibility, and the importance of diverse stakeholder representation in achieving the community schools goal.

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.

As mentioned previously, Mill Street Elementary serves 89.2% of unduplicated pupil count that include English Learners, hispanic, Socio-Economically Disadvantaged, Students with Disabilities, and Non-Hispanic/white student subgroups.

The school aims to recruit and hire diverse, multilingual staff to address the academic, social, and emotional needs of its students, aligning with the Mill Street Elementary School Plan for Student Achievement (SPASA) and the OUSD Local Control and Accountability Plan (LCAP).

Orland Unified School District has applied a transformational leadership approach when it comes to the involvement of all stakeholders. OUSD believes that we should become a united team, which will establish a sense of purpose and accountability, which will ultimately drive the district's vision and mission.

Site Level Goals and Measures of Progress

Goals

Action Steps

<p>Site Level Goal 1: By the end of Year 1, we will establish a fully functioning Community Schools Advisory Council at Mill Street Elementary with a Community Schools Educational Coordinator who will support the coordination and implementation of our school and LEA community schools strategies that address the unique needs of our student population</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Expand SSC to transform into Advisory Council by adding diverse parents, students and community partners with the support of CSE Coordinator ● Seek community partners to provide training and professional development opportunities to council members, focusing on building leadership capacity, collaborative problem solving, and community engagement ● CSE Coordinator will collaborate with LEA to share best practices and resources to support the development and implementation of the Advisory Councils <p>Outcomes:</p> <ul style="list-style-type: none"> ● Functioning Advisory Council by the end of the school year ● Advisory Council members will participate in at least two professional development opportunities focused on leadership, collaboration, and community engagement. ● CSE Coordinator will actively engage families, community members, and stakeholders in decision-making processes related to the implementation of community schools strategies.
<p>LEA Goal 1: By the end of Year 1, OUSD, the LEA, will establish a OUSD Community Schools Advisory Council to support the school-sites and LEA work, prioritizing collaboration and sustainability</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● OUSD will hire a Community Schools Educational Coordinator to assist school sites with the ongoing implementation of site specific and LEA level work ● Identify areas where new and current positions could support the work of community schools, including restructuring current positions and hiring qualified candidates for new positions to expand the work ● Begin sustainability planning for LEA level work, including assisting school sites with their own sustainability planning <p>Outcomes:</p> <ul style="list-style-type: none"> ● Develop a LEA level braided funding tool to facilitate sustainability planning at both LEA and school site levels ● Conduct annual evaluations of staffing and funding strategies to ensure successful implementation of workplan

Key Staff/Personnel

Samuel Hess, Principal	The principal will assist with coordinating and overseeing the implementation of the community school model at their specific site. In collaboration with the Community Schools Educational Coordinator they will lead the school Site Community Schools Advisory Council, school staff, and community partners to ensure alignment between the Community Schools program and the school's academic, social, and emotional goals, fostering a whole-child approach to education at their site.
Christina Mesker, Social Worker	The Social Worker will address the social and emotional needs of students and families. The social worker will work closely with the Advisory Council to identify and address the needs of students and families, to ensure that the services provided are culturally responsive and meet the needs of diverse communities. Additionally, the social worker helps to foster a positive school climate and a sense of community among students and staff, promoting a safe and supportive learning environment. Her expertise in trauma-informed care and equity-based practices are critical to the program success.
Community Schools Educational Coordinator, TBH	The Community Schools Educational Coordinator will be a full-time position, shared with all sites, dedicated to coordinate district-wide services for targeted disadvantaged students and implementation of teaching and learning efforts to improve and sustain community schools as part of the California Community Schools Partnership Program (CCSPP) initiative, allocating resources as needed to improve community and family engagement.
Community Schools Executive Assistant	The Community Schools Executive Assistant will provide admin support to the Community Schools leadership in the day to day operations of the community schools initiative, managing admin tasks and facilitating the implementation of the community schools vision aimed at addressing the holistic needs of students by engaging families and community partners.

<p>Community Schools Communications Coordinator, TBH</p>	<p>The Community Schools Communication Coordinator will work closely with the Community Schools team and the advisory councils at all OUSD schools and will be responsible for managing and facilitating all communication between community schools and all stakeholders; students, families, staff, community partners and the community to ensure everyone is informed about the school initiatives, programs and important updates.</p>
<p>Jennifer Boone, Chief Business Officer</p>	<p>The Chief Business Officer will oversee the financial management of the community schools model at the school and district levels. The CBO will work closely with the school site administrators and the Community Schools Team to ensure that all funding is allocated appropriately and that expenses are documented and reported. They will monitor the budget and ensure that it aligns with the overall Community Schools goals and objectives.</p>

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

The LEA has taken several steps to build sustainability of the community schools program beyond the designated timeframe of the implementation grant of 2025-2030.

Sustainable Revenue Stream

To ensure long-term sustainability of our community schools initiative, the LEA will collaborate closely with community partners and stakeholders to identify and secure diverse funding streams and resources. A crucial component of this strategy is maximizing existing opportunities, particularly through MediCal billing and reimbursement for MediCal Administrative Activities (MAA). OUSD will continuously seek the expansion of the program, which we are currently handling in-house, enabling the district to optimize reimbursement funding from insurance providers for eligible services provided at our schools. This approach will not only support the ongoing implementation of our community schools model but also create a more resilient and financially sustainable framework for delivering integrated student supports and services.

Also, OUSD has partnered with GCOE and is part of the CYBHI consortium, based on approval we are looking to use this funding as a possible match opportunity in the near future. The LEA will strategically leverage local partnerships to establish sustainable, cost-effective systems of care at school sites. By fostering shared goals and maintaining regular communication among partners, we will create a collaborative framework for seeking funding and implementing strategies that benefit students and families in our community. To enhance sustainability, we will continue to learn from and adapt successful models used throughout our county and region. This includes innovative approaches such as cross-training community schools coordinators as community health workers, enabling them to bill for services and maximize resource utilization. This integrated approach will ensure a comprehensive, efficient, and sustainable community schools model that addresses the diverse needs of our students and families while optimizing available resources.

ELOP funding will serve as a critical resource to sustain and expand the transformative work of the CCSPP framework while also acting as a match to support the growth of the Trojan Champion Camp. This comprehensive summer program, launched last June and July, served students from TK-7th grade, providing extended educational opportunities that bridged the gap between school years and mitigated learning loss. By engaging students in diverse academic and personal development activities, including thirteen athletic department clinics, the camp enriched learning while fostering holistic growth. With the support of ELOP funding and the CCSPP grant, we aim to expand the Trojan Champion Camp to include career exploration, physical education, art and music programs and also to reach more students across the district, ensuring equitable access to high-quality summer programming that strengthens educational outcomes and supports the well-being of all learners.

Capacity Building and Consolidated Services

OUSD will enhance its community schools initiative through targeted capacity building and sustainability efforts. The district will provide comprehensive professional development for staff, council members, and community partners, focusing on best practices in community school implementation, leadership development, and capacity building strategies. This approach will integrate the four pillars of the California Community Schools Partnership Program framework: Integrated Student Supports, Expanded Learning Time and Opportunities, Family and Community Engagement, and Collaborative Leadership Practices. By consolidating services and breaking down silos, OUSD school sites will function as centralized hubs, providing students and families with streamlined access to essential resources. This collaborative model aims to maximize the impact of community school efforts, ensure long-term program sustainability, and ultimately transform educational outcomes for the district's most vulnerable students by fostering holistic connections among children, families, and the broader community.

Alignment

OUSD will integrate the community schools model across all five school sites, aligning it with the California Community Schools Partnership Program (CCSPP) and the districts Local Control and Accountability Plan (LCAP). The district will provide training opportunities that harmonize multiple programs, including the Single Plan for Student Achievement (SPSA), LCAP, and CCSPP, to ensure cohesive implementation. OUSD will offer guidance on funding braiding and alignment strategies to maximize resources and sustain community schools initiatives at all school sites. By embedding the core framework of community schools, the school district aims to create a comprehensive system that addresses student needs through integrated supports, expanded learning opportunities, family engagement, and collaborative leadership. This approach will help OUSD leverage various funding sources, including LCFF and ELOP funds, to support high-needs students and improve educational outcomes. Through these efforts, OUSD will foster a sustainable community schools model that aligns with state priorities and local needs, ensuring long-term success and impact.

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

Site Level Goal 1: Expand community partnerships to address the academic, social, and emotional needs of students and families at the school site level

Action Steps:

- Conduct a needs assessment with input from students, families, staff, and community to identify key areas where community partnerships can support academic and social-emotional development.
- Map existing partnerships and identify gaps in services.
- Collaborate with local healthcare providers, mental health organizations, and academic enrichment programs to establish partnerships addressing identified gaps.
- Define roles, responsibilities, and expected outcomes.
- Work with partners to co-design programs, such as on-site tutoring, mental health services, and extracurricular activities, tailored to the needs of the student population.
- Facilitate regular check-ins with partners to ensure alignment with school priorities and assess service impact.

Outcomes:

- Increased availability of academic and social-emotional supports for students and families.
- Establishment of at least three new partnerships with local organizations to address identified needs.
- Enhanced alignment between partner services and school priorities, resulting in equitable access to resources for all students.

LEA Goal 1: Strengthen relationships with families, students, and staff to hold shared values and address school site challenges collaboratively

Action Steps:

- Organize regular family and student forums to provide opportunities for input on school priorities and challenges.
- Increase school-wide events to quarterly (e.g., Family Literacy Night, Math Night) to promote shared values and celebrate achievements.
- Develop feedback loops (e.g., surveys, listening sessions) to identify common challenges and align solutions with family and student priorities.
- Train staff in relationship-centered communication and cultural competence to enhance interactions with families and students.
- Provide workshops on collaborative problem-solving techniques for addressing site-specific challenges.
- Continue to communicate with social media, OUSD Spotlight Newsletter and OUSD Virtual Pinboard to share school updates, goals, and progress with families and students.
- Use culturally responsive practices to ensure all families have access to information, addressing barriers such as language differences.

Outcomes

- Increased family and student participation in school events and decision-making processes.
- Improved staff understanding of family and student priorities, resulting in actionable solutions for common challenges.
- Strengthened trust between families, students, and staff, leading to enhanced school climate and shared values.

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:

Orland Unified School District (OUSD) has established and plans to build additional partnerships to support the four pillars of community schools, ensuring that all initiatives align with the district's Local Control and Accountability Plan (LCAP) and the California Community Schools Partnership Program (CCSPP) framework. These partnerships reflect the vision and priorities of students, staff, families, and community members, fostering equitable and relationship-centered environments that enhance student learning and well-being.

Partnerships to Support Pillar 1: Integrated Student Supports

OUSD is committed to building a comprehensive system of Integrated Student Supports to meet the diverse needs of students and families. Current services include intervention supports, CASEL rooms, and Discovery Opportunity Programs (DOP), initially funded through the Learning Recovery Emergency Block Grant. To sustain and expand these programs, OUSD is actively forming partnerships with community organizations to provide targeted resources that address academic, health, and social-emotional needs.

Looking ahead, OUSD is adopting a "well-child" approach, expanding partnerships with providers like Northern Valley Indian Health (NVIH) for dental and vision exams and collaborating with GCOE's mental health programs, including the PRISIM program, for counseling and screenings. The district is also partnering with the City of Orland Police Department and GCOE to maintain a School Resource Officer (SRO) who ensures campus safety, fosters positive relationships, and supports a secure learning environment. These initiatives reflect OUSD's dedication to creating a safe, inclusive and equitable environment, leveraging partnerships to holistically support student success.

Partnerships to Support Pillar 2: Expanded and Enriched Learning Time and Opportunities

OUSD provides a wide range of extended learning opportunities through its SPARK afterschool program, funded by the Expanded Learning Opportunities Program (ELOP). Serving TK-8 students at Mill Street Elementary, Fairview Elementary, and CK Price Middle School, SPARK offers activities such as recreation, STEM education, social-emotional learning, arts and crafts, and homework assistance. Partnerships with organizations like Cal-Fresh, Fork Farms, and Northern Valley Catholic Social Service enhance these programs, while initiatives like Ballet Folklorico and the Trojan Champion Camp offer cultural and academic summer learning experiences.

OUSD plans to expand the Trojan Champion Camp to include career exploration, physical activities, and arts and music programming. The district also aims to integrate Active Education into afterschool programs, combining physical activity with hands-on learning in small-group settings. Additionally, an after school academic alignment teacher will bridge district-wide academic initiatives into extended learning programs, ensuring consistent support for student success. These initiatives reflect OUSD’s commitment to culturally responsive programming that supports both academic and social-emotional development, creating opportunities for students to thrive in and beyond the classroom.

Partnerships to Support Pillar 3: Family and Community Engagement

OUSD prioritizes meaningful family and community engagement by involving parents in decision-making and school activities. Events like ELAC/DELAC, Literacy and Math Nights, DI Café, and Día de los Muertos foster collaboration and trust by creating welcoming spaces for families to connect with community partners. Partnerships, such as with the GCOE Success One Adult Education program, provide free English classes for parents, empowering them to support their children’s education and strengthening the connection between home and school.

Looking ahead, OUSD plans to expand partnerships with community organizations to enhance engagement opportunities and increase stakeholder input. Community Schools Coordinators and bilingual translation services will ensure accessibility for all families. Programs like the Dual Immersion Program’s DI Café nights, which offer resources and strategies for learning at home, further strengthen community ties. These efforts reflect OUSD’s commitment to equity and inclusion, fostering strong connections among families, schools, and the broader community.

Partnerships to Support Pillar 4: collaborative Leadership and Practices

OUSD is committed to fostering collaborative leadership through training focused on shared decision-making and equity-driven practices for all stakeholders. School Site Councils will transition into Site Community Schools Advisory Councils, ensuring families, students, staff, and community partners have a voice in decision-making while addressing barriers like language access through culturally responsive practices. Partnerships with local government, healthcare providers, and community organizations will support shared leadership models tailored to student and family needs to avoid duplication of services. Aligned with the LCAP and California Community Schools Partnership Program (CCSPP) framework, these efforts enhance student learning, well-being, and engagement while strengthening connections across the community.

Site Level Goals and Measures of Progress

Goals

Action Steps

Site Level Goal 1: Strengthen and enhance existing community partnerships to maximize their impact on promoting equitable outcomes for students and families

Action Steps:

- Evaluate existing partnerships for effectiveness and areas of improvement.
- Collect feedback on the impact of current services provided by partners.
- Develop regular communication to discuss progress, challenges, and opportunities for growth.
- Provide opportunities for partners to engage with students and families directly, such as hosting workshops or participating in school events.
- Work with existing partners to explore long-term funding opportunities to ensure sustainability beyond the grant period.
- Set measurable goals for improving equitable outcomes for students and families.

Outcomes:

- Improved effectiveness of existing partnerships through feedback-driven enhancements.
- Greater engagement of partners in school activities and decision-making processes.
- Sustained partnerships with clearly defined goals and funding plans, ensuring long-term benefits for students and families.

LEA Goal 1: Foster partnerships with community organizations and stakeholders to support the well-being and success of students, families, and staff

Action Steps:

- Identify and establish partnerships with local businesses, healthcare providers, and non-profits to address academic, social-emotional, and health needs.
- Co-develop programs with community partners to provide wraparound services such as mental health support, job training for parents, and after-school enrichment.
- Expand SSC to include representatives from community organizations, ensuring stakeholder voices are part of decision-making.
- Facilitate regular meetings with partners to review shared goals, assess progress, and address emerging needs.
- Map services provided by community partners to ensure alignment with school priorities and avoid duplication of efforts.
- Clarify partner roles, responsibilities, and expectations.

Outcomes:

- Increased availability of integrated supports and services that address student and family needs.
- Stronger collaboration between schools and community organizations, resulting in aligned goals and coordinated efforts.
- Greater community involvement in school initiatives, fostering a shared commitment to student success.