

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

Murdock 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?—There is a desire for more in the Willows community: more for the students, more for the community, and more for the families. Because of this, families, students, staff, and community members of Willows have a desire for transformation. This has been illustrated by the recent bill passed by the town to increase a sales tax to support recreation in our city. This has been illustrated by the parent run sports programs. This has been illustrated by the number of students who shared that they want their parents involved and want staff who are excited and passionate about what they teach. This has also been illustrated by the volunteers who serve on our advisory committees. Community schools can act as a catalyst to help the Willows community transform and achieve more for its citizens.

The district's LCAP goals illustrate our commitment to the CCSPP Cornerstone Commitments. Future LCAP cycles will integrate community schools' practices to support the full implementation of the California Community Schools Framework.

LCAP Goal #1: Establish a high performing district culture with quality teaching and learning. (A Commitment to Powerful, Culturally Proficient and Relevant Instruction)

Examples:

1.6 Develop Strategies to Improve Access to Technology and Project-based Learning—WUSD will enhance technology access and project-based learning through the development and implementation of the TK-12 WUSD Technology Scope and Sequence.

1.13 Professional Development—Tailor the comprehensive professional development program to target identified needs, ensuring those needs are met, and is accessible; which supports the effective standards-aligned instruction with a focus towards improving literacy across disciplines, strategies from the acceleration of learning, SEL, UDL, and first-best instructional approaches for at-promise pupils and those with exceptional needs.

LCAP Goal #2: All students have access to grade level classes and high school students are enrolled in college or academic/CTE aligned course sequences. At-risk students will be identified by certificated staff using various assessments to provide academic support at each site. (A Commitment to Powerful, Culturally Proficient and Relevant Instruction)

Examples:

2.17-2.19 Implement College and Career Readiness Curriculum

2.21 CTE Pathways—WUSD will continue to investigate the possibility of adding additional CTE Pathways

LCAP Goal #3: The schools and district will develop and maintain a systematic method for partnering with students, parents, county resources, and community members to improve student engagement. (A Commitment to Racially Just and Restorative School Climates, and A Commitment to Shared Decision Making and Participatory Practices)

Examples:

3.3 Community Outreach—Employ two (2) classified Bilingual Community Liaisons to help improve outreach and engagement with our school community.

3.20 Community Outreach—provide technology resources and materials for engagement and outreach activities to support student, parent, and community engagement.

3.21 Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments—develop training and capacity cycle for PBIS to be followed by development and implementation of PBIS framework to build positive school communities and reduce suspension rate.

3.22 Building Positive Inclusive School Culture: Equity, Bias, and Culturally Responsive Practices—Provide professional development in the development of positive and inclusive school cultures (i.e. understanding bias to increase self awareness and cultural competency).

LCAP Goal #4: To promote engagement, academic success, and CTE preparedness for all WCHS students through expanding access to CTE exploration opportunities and facilitating the attainment of industry-recognized certifications. (**A Commitment to Powerful, Culturally Proficient and Relevant Instruction**)

Examples:

- 4.1 Building Student Engagement—Developing and implementing a comprehensive plan to increase student engagement through hands-on, experiential learning opportunities (CTE curriculum, PBL activities, participation in CTE-related clubs, events, and competitions).
- 4.5 CTE Certifications—Provide access to opportunities for students to earn CTE/industry aligned certifications (i.e. OSHA Academy).

A Commitment to Shared Decision Making and Participatory Practices—Throughout the district led listening campaign, it was made evident that trusting relationships between educational partners are key to the success of our efforts. Student success is dependent on families, students, and school staff working together to achieve positive student outcomes. Each partner has an expertise that, if shared, can lead to student success. Recognition of this, and an invitation to share this knowledge, can be a step in the direction of shared power. In addition to parent conferences or student study team meetings, inviting partners to participate on community school advisories, LCAP advisories and DELAC or ELAC advisories, and School Site Councils are opportunities where parents can share their expertise and participate in shared decision-making and collaborative strategies.

A Commitment to Powerful, Culturally Proficient and Relevant Instruction—That trust can also be built as the school works to implement a Community-Based Learning curriculum and projects which celebrate community assets and cultural wealth while connecting classroom learning to the experiences and issues the students and families are experiencing. Incorporating Project-Based Learning will also provide students with hands-on experiences which will increase student engagement and link learning to the real-world. Focusing on what is happening in the Willows community or Glenn County will also help students develop civic engagement and show them that they can have an impact in local matters. We will strengthen ties between the classroom and the community by organizing service-learning projects, inviting community members as guest speakers, and collaborating on local initiatives.

A Commitment to Assets-Driven and Strength-Based Practice—Willows Unified is committed to continually improving our efforts to become a true community school. Throughout the process we will collect data to determine whether or not we are meeting our goals. We will use that data to determine what needs to be adjusted or eliminated. We are also committed to sharing that data with our educational partners so they see the value of sharing their voice and the power that their voice has to guide the direction of the school. This transparency in what we use the data for will further grow the trust between educational partners. We will use data to continually assess and reflect on school practices, using data (academic, behavioral, and emotional) to adjust teaching strategies, school

policies, and support systems to meet evolving needs. We will use collaboration time for teachers and staff to collaborate, share best practices, and engage in continuous learning that aligns with the school's goals of improvement.

A Commitment to Racially Just and Restorative School Climates—Students need a safe place if they are to learn and/or trust the individual teaching them. Families need to trust the educators their children interact with each day. Creating an environment that values diverse cultures, perspectives, and strengths is one that Willows Unified is committed to creating. We want a positive school climate and culture that creates a supportive space where everyone learns and grows together. We will provide ongoing training for staff on racial equity, implicit bias, and culturally responsive teaching to ensure our educators are prepared to create inclusive environments. We will focus on relationship-building and conflict resolution. We will incorporate diverse perspectives and materials that reflect a variety of cultures and histories, ensuring students of all backgrounds see themselves represented. We will create safe spaces for students ensuring that all students feel seen, heard, and valued in the classroom and beyond.

Willows Unified will maintain a rubric that identifies the school's developmental phase for each of the core commitments and the developmental plans.

Table 1. CCSPP Cornerstone Commitments Evaluation Rubric

Cornerstone Commitment	Phase	Evidence	Developmental Plans
Assets-Driven and Strength-Based Practice	Emerging	<ul style="list-style-type: none"> • Parent led Ballet Folklorico club • Cinco de Mayo cultural event • Partnership with NVIH for behavioral health services • Translated materials • 2 Bilingual Parent Liaisons • Resource mapping • Community partners on Community School Advisory • Participation in Glenn County's Children's Interagency Coordinating Council 	<ul style="list-style-type: none"> • Implement parent led Parent Cafes • Start resource/wellness room for parents and students • Train staff on asset-based thinking
Racially Just and Restorative School Climates	Evolving	<ul style="list-style-type: none"> • PBIS and SEL professional development provided for all staff in Fall 2024 	<ul style="list-style-type: none"> • Provide UDL professional development for all staff • Provide full PBIS training for staff • Deliver professional

			development in the areas of restorative practices and trauma-informed care
Powerful, Culturally Proficient and Relevant Instruction	Emerging	<ul style="list-style-type: none"> Some staff members are trained in PBL Increase in instructional coaching Increase in math and reading intervention services 	<ul style="list-style-type: none"> Deliver professional development in the areas of CBL and PBL Incorporate student voice into curriculum and instruction development Connect with community organizations and provide students with opportunities to learn about diverse perspectives and experiences Allocate time for staff to collectively plan locally designed community-based curriculum and learning experiences Modify instructional resources and curriculum to reflect and support CBL
Shared Decision Making and Participatory Practices	Evolving	<ul style="list-style-type: none"> Mapped current decision-making teams Use of a two-way communication platform: ParentSquare Creation of site Community School Advisory SSC, ELAC, DELAC, LCAP engagement, Community School Advisory 	<ul style="list-style-type: none"> Incorporate Community School planning, implementation, and evaluation into all stakeholder engagement opportunities Use feedback (e.g. surveys, focus groups, and empathy interviews) to collaboratively make decisions Create an LEA-level Community School Advisory

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.

Initial Needs and Assets—During the planning phase, the school district conducted initial site surveys with students, parents and community members, as well as classified, certificated, and administrative staff to better understand the community's needs and assets. Additionally, we have held focus groups with parents on a district level and one-on-one interviews with students TK-2nd grade. We have two student representatives on our Community School Advisory. From the information gathered from these sources, we have done follow-up surveys in an effort to learn more about needs identified from that data.

Going Deeper in the Needs and Asset Process and Engaging Groups—As we move further in this journey, Murdock Elementary needs to gain additional input from all educational partners to identify specific types of enrichment the students and families desire. Moving into the implementation phase, these further efforts will be completed at the site-level. As sites take this responsibility on, the district will provide training on empathy interviews, focus groups, home visits, and other data collection methods to ensure data collection uniformity across the district sites and to ensure best practices are implemented. Efforts to connect with community members need to continue as our initial planning efforts have reached a portion of the non-school community. We have two new construction projects happening on campus. Once both are complete, this would be an opportunity to open the site to the public for a ribbon cutting and tour. We can use the event to engage community members and share about our efforts to be a hub to connect our students and families with the resources and support they need to help their children be successful in life.

Additionally, Murdock Elementary will work to create additional partnerships and hold community engagement events to continue the initial work the district has done to connect families and community partners, remove/reduce the barriers to learning, and to ensure the needs of the whole child are met to improve student outcomes. Examples of this include a partnership with Northern Valley Indian Health and a partnership with Glenn County Behavioral Health, who both provide mental health resources to the students of Willows Unified School District, and a partnership with Glenn County Office of Education, Johns Manville, and local hair stylists who all contribute to our back-to-school event.

Processes to Engage Different Groups—From the initial data we know that expanded learning is a desire, but we need to know when they would like to see these additional opportunities, how long they would like these opportunities to be, and what types of enrichment topics they would like to see. We will do additional parent and student surveys to collect this information. We also know that there is a need for access to resources, specifically access to mental health, essential resources like food, clothing, laundry, and academic support. To reduce the number of surveys we are asking our families to take, we will combine the survey questions about this topic with the enrichment topic. We will also create an additional survey to send out to classified and credentialed staff and community members to see what types of skills they have that they might be willing to share with students, whether or not

they would be willing to teach students these skills, and how frequently they would like to teach a class. The staff survey will have additional questions about the resources from which they feel their students would benefit.

Processes to Engage Marginalized Student and Family Groups—To engage historically marginalized student and family groups, we will continue to ensure that the data collection tools are culturally responsive and inclusive. We will continue to collect data in multiple languages and to offer a variety of formats to ensure that all families and students have the opportunity to fully participate. We will conduct some one-on-one interviews and focus groups to identify topics of interest and times that would best work for them. We will also use some of the data we collect at care meetings and Student Support Team (SST) meetings. These are held for students who are struggling academically, behaviorally, socially, emotionally or who have attendance struggles. When our bilingual parent liaisons and Director of Student Attendance make home visits or hold Student Attendance Review Team (SART) meetings, we will incorporate the data collected regarding supports from which the families could benefit. We will also participate in DELAC and ELAC meetings to listen to concerns and ideas expressed in these meetings. We will continue to offer translation services, child care services and food at events in an effort to reduce and/or remove potential barriers to participation. We will investigate the possibility of providing transportation to the meetings. We will use an asset based/people first lens as we draft surveys and focus group questions or analyze data. We will also continue to identify the voices not represented at our advisory meetings and invite those individuals and groups to participate.

We will work with the Director of Curriculum, Instruction, and Assessment to share Community School survey results and Local Control and Accountability Plan (LCAP) survey results. This effort aims to align goals and metrics, reduce isolated initiatives, enhance coordination, and ensure all voices are represented in the LCAP.

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

<p>Goal 1: By the end of year 2, improve student well-being by implementing 2 new mental health programs, providing 3 accessible resources, and increasing the utilization of mental health services by 40%, while ensuring all initiatives promote equity and inclusivity. These programs will be available to 100% of students and evaluated quarterly to ensure effectiveness.</p>	<ul style="list-style-type: none"> • School attendance rates • Chronic absenteeism • California Healthy Kids Survey • Pupil suspension rates • Pupil expulsion rates • Proficiency scores: ELA, ELPAC, and mathematics • School climate surveys that measure feelings of inclusivity and connectedness • Number of students using mental health services
<p>Goal 2: By the end of year 2, expand enrichment opportunities at the elementary level by implementing at least 5 new programs (2 during lunch and 3 after school) that support academic, social, and creative growth. Ensure all programs are diverse, engaging, and accessible to at least 75% of students, fostering curiosity, collaboration, and lifelong learning.</p>	<ul style="list-style-type: none"> • School attendance rates • Chronic absenteeism rates • School climate surveys • Decrease in school suspensions • Proficiency scores: ELA, ELPAC, and mathematics • Local indicators: (e.g. the number of new enrichment programs added, measure the total hours of enrichment available per week, track participation rates over time, student and parent satisfaction surveys)
<p>Goal 3: By the end of year 5, improve student achievement in literacy by implementing targeted interventions and differentiated instruction. Ensure at least a 15% increase in the number of students meeting or exceeding grade-level proficiency, with special emphasis on supporting English Language Learners (ELLs) and students needing additional assistance.</p>	<ul style="list-style-type: none"> • Proficiency scores: ELA, ELPAC, and mathematics • Local indicators: (e.g. the number of students receiving intervention services and local intervention assessment data)

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.

One of the established priorities the Community School Advisory identified was the need to improve student academic achievement. Additionally, feedback collected as part of the needs assessment indicated the desire for hands-on, engaging instruction and activities. This priority and desire

for hands-on, engaging instruction and activities. This priority and desire correlates nicely with the Community-Based Learning focus of Community Schools. Staff can create engaging, Project-Based Learning experiences that connect to real-life experiences and issues relevant to their students' lives. It also correlates with the district's and site's desire to foster open, authentic communication with students, families, and community members. Focusing on Community-Based Learning will provide a natural vehicle for staff to learn about their students' lives and community and connect their instruction and curriculum to those issues and topics.

To assist educators in this endeavor, the school and district will work to provide professional development opportunities. The district will also work with Glenn County Office of Education to provide learning opportunities around the theoretical roots and practical elements of Community-Based Learning. Additionally, the school and district will work to provide staff with time to collaborate with other staff members, families, students and community members and organizations.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: By the end of Year 4, we will expand the availability of community-based learning (CBL) projects and culturally relevant educational opportunities for students and families by 30%.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> Support participation in professional development for teachers on the development and implementation of CBL projects/culturally relevant pedagogy Provide paid time for teachers to collaborate and create grade-level or subject-level CBL projects Distribute resources for teachers to create and implement CBL projects in their classroom Connect educators with community members and partners <p>Outcomes:</p> <ul style="list-style-type: none"> Increase the number of CBL projects and culturally relevant learning opportunities implemented Increase in family and community engagement in the CBL projects and learning opportunities
<p>Goal 2: By the end of Year 3 of the implementation grant, 50% of educators will have engaged in at least one professional development opportunity on community-based learning (CBL) and 30% will have incorporated CBL principles into their teaching practices.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> Identify and co-create professional development opportunities with the Glenn County Office of Education staff focused on CBL and culturally relevant pedagogy for educators Provide professional development opportunities for educators that focus on the theoretical roots and practical elements of CBL Provide support and resources to educators to implement and integrate CBL principles <p>Outcomes:</p> <ul style="list-style-type: none"> Educators have attended a professional development opportunity Educators are provided with opportunities to collaborate with other educators or community partners to develop projects or identify projects and culturally relevant learning opportunities

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.

The district and school site currently have existing collaborative leadership opportunities in place. Participation in these committees and meetings is limited. Starting a Community School Advisory at the site-level has provided an additional opportunity for parents, students, staff, and community members to share their voices and provide direction for the school. Many of our goals focus on strengthening those advisories and incorporating representatives from that group in the School Site Council and ELAC. We will also work to ensure all voices and groups are represented. Lastly, we will work to create a district-level Community School Advisory to coordinate efforts district-wide.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: By June 2026, expand site-level Community School Advisories to ensure representation from at least five stakeholder groups (e.g., parents, students, teachers, community partners, and administrators) at each school. Establish a District Community School Advisory with representatives from all site-level advisories by January 2026 to foster collaboration, align initiatives, and address district-wide needs.</p>	<p>Action Steps:</p> <ul style="list-style-type: none">• Identify groups missing from the existing advisory• Develop a clear messaging campaign• Recruit members• Define roles and objectives for advisories• Select representatives from each site-level advisory• Develop a framework for the district advisory• Provide training and coaching on shared leadership• Promote collaboration advisories• Develop and share resources• Align efforts with district goals <p>Outcomes:</p> <ul style="list-style-type: none">• A stronger sense of ownership and commitment to the school's success• Improved communication and collaboration• Community-driven decision making• Aligned school and district initiatives

Goals

Action Steps

Goal 2: By June 2026, integrate the Community School Advisory into existing governance structures at the school and district levels, including the School Site Council (SSC), DELAC, ELAC, Curriculum Committee, Wellness Committee, and Safety Committee. Achieve this by establishing collaborative communication channels, aligning priorities across committees, and implementing shared decision-making processes.

Action Steps:

- Review and align goals
- Establish clear communication channels
- Coordinate meeting schedules
- Create cross-committee liaisons
- Integrate data sharing and decision-making
- Collaborate on shared initiatives
- Regular updates and reporting

Outcomes:

- A stronger collaboration across governance structures
- Improved communication and information sharing
- Enhanced data-driven decision making
- Unified school and district initiatives
- A stronger culture of collaboration and shared leadership

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):

Willows Unified School District has a system of shared governance. The district level leadership cabinet has administrators from each of the sites. The district also has a District English Learner Advisory Committee (DELAC) which is open to all parents of the district, and has site-specific site-level English Learner Advisory Committees (ELAC) with parents, staff, and an administrator. Additionally, the district has a Local Control and Accountability Plan (LCAP) advisory which is also open to all parents and staff members. Both groups provide input on the plans that are generated out of those meetings. Both of these meetings have translation and child care available for parents. Lastly, the district has a Curriculum, Instruction and Assessment (CIA) Advisory which contains representatives from each of the school sites. Usually these participants are teachers and administrators. The group helps approve textbook adoptions and the purchase of supplemental materials and programs.

The school site has a School Site Council composed of students, staff, parents, and a school administrator. With the development of community partnerships, these individuals will be invited to participate as well. The new Community School Coordinator will also be an additional participant. This group helps write the School Plan for Student Achievement which focuses on improving student performance and achievement and is a step in the continuous improvement cycle.

Because of the district's literacy goal, Murdock Elementary School has also developed a Building Literacy Team (BLT) that has representatives from each grade level team. After analyzing grade level and site level data, together they make decisions or they take information back to their grade-level teams and bring input from those team members back to the literacy team.

Prior to the 2024-2025 school year, the school had a fifth grade student leadership team. Fifth grade moved over to the middle school, and that student leadership team has not been recreated with the fourth grade. This is something we can look at restarting to ensure we are taking advantage of all shared leadership opportunities.

Each site also has a Community School Advisory which is composed of students, staff, parents, a school administrator, community members and partners, and district-level staff. This group uses the data collected from the needs assessment and community map to determine priorities and goals on which to focus. This group informs the creation of the Community Schools Implementation Plan. Translation is available at these meetings.



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.

Willows Unified School District is committed to hiring diverse, multilingual staff to support our site-level Community Schools work. Because our Community School Coordinator will be working directly with families and the community, the ability to speak Spanish is a priority. Additionally, this individual needs to be someone families feel comfortable approaching. Because of this, we are committed to hiring an empathetic individual who can listen to the families. This individual will also be tasked with identifying potential partnerships and funding sources to ensure the long-term sustainability of the programs we hope to implement. The district will work alongside this individual to develop a sustainability plan and identify additional partners and funding opportunities.

Site Level Goals and Measures of Progress

Goals

Action Steps

<p>Goal 1: By August 2025, hire a Community School Coordinator at the site to oversee the coordination and implementation of the Community School Implementation Plan and facilitate the Community School Advisory. Throughout these efforts the coordinator will work to strengthen connections within the community and expand our network of community partners, ensuring we address the diverse needs of our students and create a comprehensive system of support.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Create a job description • Get the union's and board of education's approval of the job description • Post the position, hold interviews, and hire the candidate • Partner with the STAC, RTAC, COE, and LEA to provide training for the new employee • LEA hands over the site community school efforts over to the site community school coordinator <p>Outcomes:</p> <ul style="list-style-type: none"> • A Community School Coordinator is hired • The site is running a functioning, representative Community School Advisory • The number of community partners increases • The number of community members who understand what a community school is increases
<p>Goal 2: By June 2028, identify and implement at least three strategies to braid funding from multiple sources, including grants, local partnerships, and district allocations. Ensure these strategies provide sustainable funding for community school efforts and maximize resources to support students, families, and the broader school community.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Partner with the STAC, RTAC, COE and LEA to identify ways to become sustainable • Work with the Director of Curriculum, Instruction, and Assessment to align the goals, actions, and metrics in the LCAP with the Community School Implementation Plan goals • Identify areas where new and current positions could support the community schools work • Begin sustainability planning <p>Outcomes:</p> <ul style="list-style-type: none"> • Develop/locate a braided funding tool to facilitate sustainability planning • Annually assess/adjust staffing and funding strategies to ensure successful implementation of a work plan

Key Staff/Personnel

District Administrator	The Willows Unified School District Director of Instructional Support Services will work with Site Administrators and site Community School Coordinators to implement the site Community School Implementation Plan. They will also help facilitate the hiring of diverse, multilingual staff to execute site-level work with community members, families, and staff. This individual will also help coordinate and/or provide training for site Community School Coordinators (e.g. tracking and analyzing data related to Community School initiatives). They will also help align initiatives and goals between the district sites, facilitate collaboration between schools, community partners and the district, and identify and secure funding through grants, partnerships, and other resources to sustain community school initiatives.
Site Administrator	The Murdock Elementary School Administrator will coordinate and oversee the implementation of the Community School Implementation Plan at their site. They will partner with the Community School Coordinator and the Community School Advisory to create and execute a comprehensive plan that helps meet the whole-child needs of students and families.
Community School Coordinator, TBD	The Murdock Elementary School Community School Coordinator will work closely with the site administrator and the Community School Advisory to implement the Community School model at Murdock Elementary. They will continue to gather data to identify the needs of our students and families. They will use this information to develop and implement a plan that addresses the identified needs our students and families have—academic, physical, social, and emotional. They will also work with the other community school coordinators in the district and the Director of Instructional Support Services to develop community partners who support students in the district. We will also explore cross-training this individual to become a wellness coach or a certified health worker, increasing the support offered to students and families and increasing long-term sustainability through billing CalAIM and the Statewide Multi-Payer School-Linked Fee Schedule.
School Counselor	The Murdock Elementary School Counselor will assist the Community School Coordinator in connecting students and families with the resources they need. Through working with students, teachers, and the site leadership team, they will be the one to refer students for mental health services and will help facilitate referrals for basic resources.
Wellness Coach	The Willows Unified School District Wellness Coach will work with the School Counselor and Community School Coordinator to connect identified students with Tier 1 and Tier 2 preventative and early intervention wellness services they need. This individual will be able to bill CalAIM and the Statewide Multi-Payer School-Linked Fee Schedule.

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

Willows Unified School District is currently working with Glenn County Office of Education to implement a billing system. With the state's creation of the multi-payer fee schedule for schools, some of the services we are implementing are billable to Medical and private insurance. Our wellness coaches and mental health services are such examples. With the reimbursements we receive from this, we can cover portions of the salaries for those individuals. If we have the community school coordinator cross trained as a certified wellness coach or a certified health worker, this position could be partially sustainable beyond the life of the grant.

To make the mental health services we are planning to offer more sustainable, we may also need to look at hiring our own mental health clinicians to provide our students with mental health services. This would eliminate the need to pay a community partner a scholarship fee, and we would be able to bill for all of the service. Because we do not currently have a way to bill insurance, we are partnering with a third party to provide the clinician and do the billing and record keeping. This makes it easier for the district, but it does not allow us to recoup some of the insurance payments to recoup the cost of the clinician.

To find additional ways to make the program sustainable, we will need to work with the Director of Curriculum, Instruction, and Assessment as they develop the Local Control Accountability Plan (LCAP). We can also work with the Director of Business Services to blend and braid existing resources. If we are able to create alignment in district goals and programs, there may be ways to use general funds to support positions created as part of the implementation grant.

The Community School Coordinator will be tasked with identifying other potential sources of funding whether it is additional grants or additional partnerships. The last resort would be examining existing job descriptions and duties to see if there are ways to assign duties and responsibilities to keep the work moving forward.

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>Goal 1: By the end of year 3, strengthen and expand community partnerships by establishing at least five new collaborations at the school site level and two at the district level. Focus on partnerships that promote equitable outcomes and improve access to resources for students and families.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Continue to identify needs by collecting and reviewing current and relevant data • Create an inventory of current site and district partnerships • Assess the effectiveness and alignment of these partnerships with student and family needs • Build new partnerships by reaching out to local businesses, nonprofit organizations, government agencies, and community groups that align with our identified needs • Formalize the collaboration • Integrate the partnerships into the school programs and activities • Host events that strengthen and/or celebrate the partnerships <p>Outcomes:</p> <ul style="list-style-type: none"> • Enhanced student support and resources for families • Equity in access to resources • An increase in community partners
<p>Goal 2: By June 2026, strengthen and expand our partnership with Northern Valley Indian Health (NVIH) by increasing access to comprehensive mental health support for students. This will include establishing on-site mental health services at 100% of school campuses, conducting at least three mental health awareness workshops annually, and increasing student utilization of these services by 20%.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Designate a school liaison to communicate and collaborate with NVIH representatives • Establish clear communication channels • Communicate regularly to discuss student needs and plan for future initiatives • Implement regular mental health screenings and assessments to identify students who may benefit from additional support • Partner with NVIH to provide professional development on recognizing mental health challenges for teachers, staff, and parents • Train staff on trauma-informed and culturally responsive approaches to support students • Develop small group sessions or workshops focused on stress management, resilience, and social emotional skills • Collect data on the usage and effectiveness of the mental health supports provided by NVIH <p>Outcomes:</p> <ul style="list-style-type: none"> • Enhanced student academic success • Reduction of anxiety and stress • Increased emotional resilience and coping skills • Increased capacity of staff to address mental health concerns • Equity in mental health access • Positive school culture

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:

Willows Unified has mapped our community and has identified potential LEA-wide strategic partners. We will continue to do this to guarantee we don't miss a potential partner as new businesses, organizations, or individuals move into the community or county. To help meet the needs of our students and families, and in an effort to help make our efforts to become a self-sustainable community school, we have sought out partnerships with key educational partners in our community. These partnerships were developed around the four pillars of community schools and are aligned with the cornerstone commitments.

Partnerships to Support Pillar 1: Integrated Student Supports

Access to wellness resources were established as a priority by the data we collected by our educational partners. To provide our students with mental health support, the district has partnered with two local organizations. The district has partnered with Glenn County Behavioral Health to provide one-on-one school-based therapy sessions. Because they have limited capacity to serve students, we have started a partnership with Northern Valley Indian Health (NVIH) to provide school-based services on our campuses. The original MOU signed in 2022 was limited in its scope of who could be served. Students on medicare and with private insurance could have their insurance billed for services, but this provided barriers for some students as there were still copays, deductibles or a lack of insurance. We have revisited our partnership and are now examining ways to provide more equitable mental health service to all students. Additionally, we are examining ways to provide a dedicated NVIH mental health staff member at each of our sites. We are starting with a single dedicated staff member for the district, and then if this new iteration is successful, we will expand to have one NVIH mental health member at each site.

We would also like to find ways to meet the physical health needs of our students. We are searching for partners to provide medical, dental and vision services for our students. We would like to have annual or biannual resource events where we have some of those services offered. We would like to expand our partnership with the local food bank. We have previously worked with them to provide the occasional family with food and clothing, but we would like to expand that partnership to see if they could help supply the resource room we are creating for families and students of Willows Unified.

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

Student achievement is a second priority. As part of our efforts to support the pillar of expanded learning and enriched learning time and increase student achievement, Murdock Elementary is considering ways to partner with parents and community service organizations to offer additional enrichment opportunities during lunch recess and after school. We have sent out a survey to see if this is something parents would be willing to do, and we are in the process of identifying service organizations to contact to see if they would be willing to donate their time. For example, they could choose a day of the week and/or month and commit to running a lunch recess activity.

We will also work with the district to develop an Expanded Learning Opportunity Program (ELO-P) that aligns with the identified needs of our students and families. Other partnerships to explore include 4-H and the Girls Scouts organizations.

Partnerships to Support Pillar 3: Family and Community Engagement

To strengthen our family and community engagement efforts, we will continue to partner with the district engagement team and bilingual parent liaisons to put on events like a wellness walk, a back-to-school resource event, a family STEM night, a cooking with your student night, and a go to school with your student event. We will continue to host things like Parent Institute for Quality Education (PIQE) classes that focus on things like literacy and social and emotional learning. We will continue to find ways to partner with Dr. Jared Garrison, our Glenn County Public Health Officer, to provide information and education on things like ACEs and fentanyl awareness. We will investigate staff interest and willingness to participate in PIQE's Educators' Workshop that focuses on building strong partnerships with families through the Dual Capacity Building Framework.

Partnerships to Support Pillar 4: Collaborative Leadership and Practices

To provide collaborative leadership and practices in our school, we will continue to hold our Community School Advisory meetings. They are off to a good start, but we need to increase the attendance at our meetings. We have a representative sampling with administration, district staff, students, parents, teachers, and community partners. We need to continue to invite others to grow the movement. We also need to find a way to involve the students more in the meetings. For some of the meetings they are unengaged as the content is dense or dull. When we discuss things like ideas for enrichment, they are able to have a voice and are interested. The students are also older elementary students. We need to find a way to continually listen to the younger students to include their voice as we continue to collect data for our needs assessments and continual improvement. We need to find ways to connect what we do with this group with the school site council and staff meetings to include more people and share what the group is going or planning. The data collected can help the advisory group co-create initiatives that can benefit students, families, and the community.

Our participation in the chamber of commerce may provide opportunities for the school site and district to support community-led initiatives like food drives, health clinics, or neighborhood clean ups. It could also provide connections and contacts to service organizations who might be willing to partner and hold drives to gather items (hygiene items, laundry detergent, coats, etc.) for our resource room. These relationships might also illuminate service-learning opportunities where students can learn about and address community challenges. This will also connect students and staff to the civic engagement component at the high school. Both of these topics are areas that surfaced from survey data. We will continue to use the areas of needs and priorities to guide the partnerships we seek and entertain.

The school and district will seek to find partners to help provide training for staff and families. Northern Valley Indian Health and Glenn County Office of Education could be potential partners to co-develop programs such as mental health classes/supports, expanded learning, Glenn 2 Greatness (CTE pathways and internships), Community-Based Learning, and First 5 (parenting education).

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: By June 2026, develop and implement a comprehensive communication strategy to regularly update the community on partnership opportunities, school initiatives, and successes. This strategy will include monthly newsletters, biannual community forums, and an updated website section for real-time announcements.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> Identify stakeholders and their needs Define the purpose of the communication strategy Create a multi-channel communication plan Designate a communication coordinator to manage communications and consistency Provide training on effective communication strategies and tools Develop engaging content Translate materials to ensure inclusivity <p>Outcomes:</p> <ul style="list-style-type: none"> Increased student, community, staff, and family engagement Improved awareness of opportunities Trust and transparency Educational partners feel heard Messages reach the right audience
<p>Goal 2: By year 3, collaborate with at least five local organizations to share facilities, expertise, and resources to create mutually beneficial programs, including two new after-school activities, two family workshops, and one health and wellness initiative.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> Identify community partners Initiate partnerships Develop programs together Provide training and support Promote programs to the community Evaluate program effectiveness Sustain and grow the partnerships <p>Outcomes:</p> <ul style="list-style-type: none"> Enhanced program offerings and availability Increased equity in access Strengthened relationships and partnerships

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

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

Willows Intermediate School

1145 W Cedar Street

Willows, CA 95988

530-934-6633

Principal: Chris Harris

charris@willowsunified.org

District contact: Michelle O'Dell

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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?—There is a desire for more in the Willows community: more for the students, more for the community, and more for the families. Because of this, families, students, staff, and community members of Willows have a desire for transformation. This has been illustrated by the recent bill passed by the town to increase a sales tax to support recreation in our city. This has been illustrated by the parent run sports programs. This has been illustrated by the number of students who shared that they want their parents involved and want staff who are excited and passionate about what they teach. This has also been illustrated by the volunteers who serve on our advisory committees. Community schools can act as a catalyst to help the Willows community transform and achieve more for its citizens.

The district's LCAP goals illustrate our commitment to the CCSPP Cornerstone Commitments. Future LCAP cycles will integrate community schools' practices to support the full implementation of the California Community Schools Framework.

LCAP Goal #1: Establish a high performing district culture with quality teaching and learning. (A Commitment to Powerful, Culturally Proficient and Relevant Instruction)

Examples:

1.6 Develop Strategies to Improve Access to Technology and Project-based Learning—WUSD will enhance technology access and project-based learning through the development and implementation of the TK-12 WUSD Technology Scope and Sequence.

1.13 Professional Development—Tailor the comprehensive professional development program to target identified needs, ensuring those needs are met, and is accessible; which supports the effective standards-aligned instruction with a focus towards improving literacy across disciplines, strategies from the acceleration of learning, SEL, UDL, and first-best instructional approaches for at-promise pupils and those with exceptional needs.

LCAP Goal #2: All students have access to grade level classes and high school students are enrolled in college or academic/CTE aligned course sequences. At-risk students will be identified by certificated staff using various assessments to provide academic support at each site. (A Commitment to Powerful, Culturally Proficient and Relevant Instruction)

Examples:

2.17-2.19 Implement College and Career Readiness Curriculum

2.21 CTE Pathways—WUSD will continue to investigate the possibility of adding additional CTE Pathways

LCAP Goal #3: The schools and district will develop and maintain a systematic method for partnering with students, parents, county resources, and community members to improve student engagement. (A Commitment to Racially Just and Restorative School Climates, and A Commitment to Shared Decision Making and Participatory Practices)

Examples:

3.3 Community Outreach—Employ two (2) classified Bilingual Community Liaisons to help improve outreach and engagement with our school community.

3.20 Community Outreach—provide technology resources and materials for engagement and outreach activities to support student, parent, and community engagement.

3.21 Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments—develop training and capacity cycle for PBIS to be followed by development and implementation of PBIS framework to build positive school communities and reduce suspension rate.

3.22 Building Positive Inclusive School Culture: Equity, Bias, and Culturally Responsive Practices—Provide professional development in the development of positive and inclusive school cultures (i.e. understanding bias to increase self awareness and cultural competency).

LCAP Goal #4: To promote engagement, academic success, and CTE preparedness for all WCHS students through expanding access to CTE exploration opportunities and facilitating the attainment of industry-recognized certifications. (**A Commitment to Powerful, Culturally Proficient and Relevant Instruction**)

Examples:

- 4.1 Building Student Engagement—Developing and implementing a comprehensive plan to increase student engagement through hands-on, experiential learning opportunities (CTE curriculum, PBL activities, participation in CTE-related clubs, events, and competitions).
- 4.5 CTE Certifications—Provide access to opportunities for students to earn CTE/industry aligned certifications (i.e. OSHA Academy).

A Commitment to Shared Decision Making and Participatory Practices—Throughout the district led listening campaign, it was made evident that trusting relationships between educational partners are key to the success of our efforts. Student success is dependent on families, students, and school staff working together to achieve positive student outcomes. Each partner has an expertise that, if shared, can lead to student success. Recognition of this, and an invitation to share this knowledge, can be a step in the direction of shared power. In addition to parent conferences or student study team meetings, inviting partners to participate on community school advisories, LCAP advisories and DELAC or ELAC advisories, and School Site Councils are opportunities where parents can share their expertise and participate in shared decision-making and collaborative strategies.

A Commitment to Powerful, Culturally Proficient and Relevant Instruction—That trust can also be built as the school works to implement a Community-Based Learning curriculum and projects which celebrate community assets and cultural wealth while connecting classroom learning to the experiences and issues the students and families are experiencing. Incorporating Project-Based Learning will also provide students with hands-on experiences which will increase student engagement and link learning to the real-world. Focusing on what is happening in the Willows community or Glenn County will also help students develop civic engagement and show them that they can have an impact in local matters. We will strengthen ties between the classroom and the community by organizing service-learning projects, inviting community members as guest speakers, and collaborating on local initiatives.

A Commitment to Assets-Driven and Strength-Based Practice—Willows Unified is committed to continually improving our efforts to become a true community school. Throughout the process we will collect data to determine whether or not we are meeting our goals. We will use that data to determine what needs to be adjusted or eliminated. We are also committed to sharing that data with our educational partners so they see the value of sharing their voice and the power that their voice has to guide the direction of the school. This transparency in what we use the data for will further grow the trust between educational partners. We will use data to continually assess and reflect on school practices, using data (academic, behavioral, and emotional) to adjust teaching strategies, school

policies, and support systems to meet evolving needs. We will use collaboration time for teachers and staff to collaborate, share best practices, and engage in continuous learning that aligns with the school's goals of improvement.

A Commitment to Racially Just and Restorative School Climates—Students need a safe place if they are to learn and/or trust the individual teaching them. Families need to trust the educators their children interact with each day. Creating an environment that values diverse cultures, perspectives, and strengths is one that Willows Unified is committed to creating. We want a positive school climate and culture that creates a supportive space where everyone learns and grows together. We will provide ongoing training for staff on racial equity, implicit bias, and culturally responsive teaching to ensure our educators are prepared to create inclusive environments. We will focus on relationship-building and conflict resolution. We will incorporate diverse perspectives and materials that reflect a variety of cultures and histories, ensuring students of all backgrounds see themselves represented. We will create safe spaces for students ensuring that all students feel seen, heard, and valued in the classroom and beyond.

Willows Unified will maintain a rubric that identifies the school's developmental phase for each of the core commitments and the developmental plans.

CCSPP Cornerstone Commitments Evaluation Rubric			
Cornerstone Commitment	Phase	Evidence	Developmental Plans
Assets-Driven and Strength-Based Practice	Emerging	<ul style="list-style-type: none"> • Staff and Parent led Ballet Folklorico club • Cinco de Mayo cultural event • Partnership with NVIH for behavioral health services • Translated materials • 2 Bilingual Parent Liaisons • Resource mapping • Community partners on Community School Advisory • Participation in Glenn County's Children's Interagency Coordinating Council 	<ul style="list-style-type: none"> • Implement parent led Parent Cafes • Start resource/wellness room for parents and students • Train staff on asset-based thinking
Racially Just and Restorative School Climates	Evolving	<ul style="list-style-type: none"> • PBIS lite and SEL professional development provided for all staff fall 2024 	<ul style="list-style-type: none"> • Provide a UDL professional development refresher for all staff • Provide full PBIS training for staff

		<ul style="list-style-type: none"> UDL professional development provided for staff 	<ul style="list-style-type: none"> Deliver professional development in the areas of restorative practices and trauma-informed care
Powerful, Culturally Proficient and Relevant Instruction	Emerging	<ul style="list-style-type: none"> Increase in electives like art, dance, nutrition, and Ag Environmental Camp Some staff participate in the GCOE restorative practices and multilingual learner trainings 	<ul style="list-style-type: none"> Deliver professional development in the areas of CBL and PBL Incorporate student voice in curriculum and instruction development Connect with community organizations and provide students with opportunities to learn about diverse perspectives and experiences Allocate time for staff to collectively plan locally designed community-based curriculum and learning experiences Modify instructional resources and curriculum to reflect and support CBL
Shared Decision Making and Participatory Practices	Evolving	<ul style="list-style-type: none"> Mapped current decision-making teams Use of a two-way communication platform: ParentSquare Creation of site Community School Advisory SSC, ELAC, DELAC, LCAP engagement, Community School Advisory, 	<ul style="list-style-type: none"> Incorporate Community School planning, implementation, and evaluation into all stakeholder engagement opportunities Gather feedback (e.g. surveys, focus groups, and empathy interviews) to collaboratively make decisions Create an LEA-level Community School Advisory

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.

Initial Needs and Assets—During the planning phase, the school district conducted initial site surveys with students, parents and community members, as well as classified, certificated, and administrative staff to better understand the community's needs and assets. Additionally, we have held focus groups with 6th, 7th, and 8th grade students at the site, parents on a district level, a site-level parent forum, and one-on-one with students who participate in our Community Engagement Initiative team. From the information gathered from these sources, we have done follow-up surveys in an effort to learn more about needs identified from that original data.

Going Deeper in the Needs and Asset Process and Engaging Groups—As we move further in this journey, Willows Intermediate School needs to gain additional input from all educational partners. Moving into the implementation phase, these further efforts will be completed at the site-level. As sites take this responsibility on, the district will provide training on empathy interviews, focus groups, home visits, and other data collection methods to ensure data collection uniformity across the district sites and ensure best practices are implemented. Efforts to connect with community members need to continue as our initial planning efforts have reached a portion of the non-school community. We have had new construction projects happening on campus. This would be an opportunity to open the site to the public for a ribbon cutting and tour. We can use the event to engage community members and share about our efforts to be a hub or connection for resources to help connect our students and families with the resources and support they need to help their children be successful in life.

Additionally, Willows Intermediate School will work to create additional partnerships and hold community engagement events to continue the initial work the district has done to connect families and community partners, to remove/reduce barriers to learning, and to ensure the needs of the whole child are met in an effort to improve student outcomes. Examples of this include a partnership with Northern Valley Indian Health and a partnership with Glenn County Behavioral Health, who both provide mental health resources to the students of Willows Unified School District, and a partnership with Glenn County Office of Education, Johns Manville, and local hair stylists who all contribute to our back-to-school event.

Processes to Engage Different Groups—From the initial data we know that access to wellness resources are a primary concern for students, staff, and families. This need for mental health access was indicated in local survey results as well as county survey results which led to it being a goal in the Community Health Improvement Plan (CHIP). As a result of this identification, we have made a connection with Northern Valley Indian Health (NVIH). This initial outreach has blossomed into a partnership that will result in NVIH hiring a dedicated staff member to serve the students of our district. We will be identifying ways to make this resource available to all regardless of financial need and insurance status. We will need to communicate this partnership and available resources with our families. Depending on what we find, we may need to do some work to eliminate the stigma that surrounds accepting mental health help. We will also need to determine some way to identify a way

to eliminate existing financial and access barriers. We will do additional parent and student surveys to collect this information as well as additional information to help us determine the specific types of resources the students would benefit from (e.g food, clothing, laundry, academic support).

Lastly, we know that our school climate and culture, specifically communication with district staff, site staff, students, families, and administrators is an area of growth for the site. We have started collecting additional information through surveys to determine the best methods of communication. We need to do additional one-on-one interviews as well. Communication is a topic our Community Engagement Initiative team identified as a problem of practice. Completing a root cause analysis will help us determine why we are having difficulties connecting and communicating with our educational partners. If we can determine evidence based solutions to this problem, we can increase family, student and community member participation in our students' educational goals and student engagement.

We will implement coffee with the principal and monthly newsletters to provide educational partners with avenues to share their insights and concerns. We will also implement parent led Parent Cafes to provide parents opportunities to learn about topics they are interested in and provide leadership opportunities to build the capacity and shared leadership of our parents.

Processes to Engage Marginalized Student and Family Groups—To engage historically marginalized student and family groups, we will continue to ensure that the data collection tools are culturally responsive and inclusive. We will continue to collect data in multiple languages and to offer a variety of formats to ensure that all families and students have the opportunity to fully participate. We will conduct some one-on-one interviews and focus groups to identify topics of interest and times that would best work for them. We will also use some of the data we collect at care meetings and Student Support Team (SST) meetings. These are held for students who are struggling academically, behaviorally, socially, emotionally or who have attendance struggles. When our bilingual parent liaisons and Director of Student Attendance make home visits or hold Student Attendance Review Team (SART) meetings, we will incorporate the data collected regarding supports from which the families could benefit. We will also incorporate data collected from our Monday Student Wellness Team Meetings to help determine current student needs and the success of the implemented wellness resources. We will also participate in DELAC and ELAC meetings to listen to concerns and ideas expressed in these meetings. We will continue to offer translation services, child care services and food at events in an effort to reduce and/or remove potential barriers to participation. We will investigate the possibility of providing transportation to the meetings. We will use an asset based/people first lens as we draft survey and focus group questions or analyze data. We will also continue to identify the voices not represented at our advisory meetings and invite those individuals and groups to participate.

We will work with the Director of Curriculum, Instruction, and Assessment to share Community School survey results and Local Control and Accountability Plan (LCAP) survey results. This effort will aim to align goals and metrics, reduce isolated initiatives, enhance coordination, and ensure all voices are represented in the LCAP.

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
<p>Goal 1: By the end of year 5, the school will improve students' social-emotional well-being by implementing at least two new mental health support programs, including easily accessible resources, stigma-reduction initiatives, and timely intervention services. These programs will be available to 100% of students and evaluated quarterly to ensure effectiveness. Success will be measured by a 15% increase in students' self-reported well-being on annual surveys and a 25% increase in student usage of wellness resources. Baseline student usage will be determined during year 1.</p>	<ul style="list-style-type: none"> • School attendance rates • Chronic absenteeism • School climate surveys • Pupil suspension rates • Pupil expulsion rates • Middle school dropout rates • CA Healthy Kids Survey • Local long-term independent study applications due to mental health needs
<p>Goal 2: By the end of year 5, the school will enhance its climate and culture by implementing a structured communication plan to foster open dialogue and encourage active, collaborative decision-making. This plan will strengthen partnerships with students, parents, county resources, and community members to build a comprehensive support system aimed at improving student engagement. By the end of year five, these efforts will result in a 10% overall increase in student and parent engagement, measured through attendance records, participation in school activities, and annual survey feedback from students, parents, and staff.</p>	<ul style="list-style-type: none"> • School climate surveys • Chronic absenteeism • School attendance rates • Local survey results • Suspension rate • Parent engagement and attendance at school functions
<p>Goal 3: By the end of year 5, the school will integrate hands-on, real-world project-based learning experiences into at least 30% of classroom instruction across all grade levels, with intentional connections to Career Technical Education (CTE) and/or career pathways, to foster student engagement, develop critical thinking skills, and prepare students for future academic and career success.</p>	<ul style="list-style-type: none"> • Percentage of teachers incorporating project-based learning (PBL) activities into the lessons • Frequency of professional development sessions for teachers on PBL and CTE integration • Local survey results indicating greater student engagement • Proficiency scores

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.

One of the established priorities the Community School Advisory identified was the need to improve student academic achievement. Additionally, feedback collected as part of the needs assessment indicated the desire for hands-on, engaging instruction and activities. This priority and desire correlates nicely with the Community-Based Learning focus of Community Schools. Staff can create engaging, Project-Based Learning experiences that connect to real-life experiences and issues relevant to their students' lives. It also correlates with the district's and site's desire to foster open, authentic communication with students, families, and community members. Focusing on Community-Based Learning will provide a natural vehicle for staff to learn about their students' lives and community and connect their instruction and curriculum to those issues and topics.

To assist educators in this endeavor, the school and district will work to provide professional development opportunities. The district will also work with Glenn County Office of Education to provide learning opportunities around the theoretical roots and practical elements of Community-Based Learning. Additionally, the school and district will work to provide staff with time to collaborate with other staff members, families, students and community members and organizations.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: By the end of Year 3 of the implementation grant, we will expand the availability of community-based learning (CBL) projects and culturally relevant educational opportunities for students and families by 25%.</p>	<p>Action Steps:</p> <ul style="list-style-type: none">• Support participation in professional development workshops for teachers on the development and implementation of CBL projects/culturally relevant pedagogy• Provide paid time for teachers to collaborate and create grade-level or subject-level CBL projects• Distribute resources for teachers to create and implement CBL projects in their classroom• Connect educators with community members and partners <p>Outcomes:</p> <ul style="list-style-type: none">• Increase the number of CBL projects and relevant learning opportunities implemented• Increase in family and community engagement in the CBL projects and learning opportunities

<p>Goal 2: By the end of Year 3 of the implementation grant, 50% of educators will have engaged in at least one professional development opportunity on community-based learning (CBL) and 30% of educators will have incorporated CBL principles into their teaching practices.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> Identify and co-create professional development opportunities with the Glenn County Office of Education staff focused on CBL and culturally relevant pedagogy for educators Provide professional development opportunities for educators that focus on the theoretical roots and practical elements of CBL Provide support and resources to educators as they implement and integrate CBL principles into their instruction <p>Outcomes:</p> <ul style="list-style-type: none"> Educators have attended a professional development opportunity Educators are provided with opportunities to collaborate with other educators or community partners to develop projects or identify projects and culturally relevant learning opportunities
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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.

The district and school site currently have existing collaborative leadership opportunities in place. Participation in these committees and meetings is limited. Starting a Community School Advisory at the site-level has provided an additional opportunity for parents, students, staff, and community members to share their voices and provide direction for the school. Many of our goals focus on strengthening those advisories and incorporating representatives from that group in the School Site Council and ELAC. We will also work to ensure all voices and groups are represented. Lastly, we will work to create a district-level Community School Advisory to coordinate efforts district-wide.

Site Level Goals and Measures of Progress

Goals

Action Steps

<p>Goal 1: By June 2026, expand site-level Community School Advisories to ensure representation from at least five stakeholder groups (e.g., parents, students, teachers, community partners, and administrators) at each school. Establish a District Community School Advisory with representatives from all site-level advisories by January 2026 to foster collaboration, align initiatives, and address district-wide needs.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Identify groups missing from the existing advisory • Develop a clear messaging campaign • Recruit members • Define roles and objectives for advisories • Select representatives from each site-level advisory • Develop a framework for the district advisory • Promote collaboration between site and district advisories • Develop and share resources • Align efforts with district goals <p>Outcomes:</p> <ul style="list-style-type: none"> • A stronger sense of ownership and commitment to the school's success • Improved communication and collaboration • Community-driven decision making • Aligned school and district initiatives
<p>Goal 2: By June 2026, integrate the Community School Advisory into existing governance structures at the school and district levels, including the School Site Council (SSC), DELAC, ELAC, Curriculum Committee, Wellness Committee, and Safety Committee. Achieve this by establishing collaborative communication channels, aligning priorities across committees, and implementing shared decision-making processes.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Review and align goals • Establish clear communication channels • Coordinate meeting schedules • Create cross-committee liaisons • Integrate data sharing and decision-making • Collaborate on shared initiatives • Regular updates and reporting <p>Outcomes:</p> <ul style="list-style-type: none"> • A stronger collaboration across governance structures • Improved communication and information sharing • Enhanced data-driven decision making • Unified school and district initiatives • A stronger culture of collaboration and shared leadership where teachers, staff, families, and students work together as partners

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):

Willows Unified School District has a system of shared governance. The district level leadership cabinet has administrators from each of the sites. The district also has a District English Learner Advisory Committee (DELAC) which is open to all parents of the district, and has site-level English Learner Advisory Committees (ELAC) with parents, staff, and an administrator. Additionally, the district has a Local Control and Accountability Plan (LCAP) Parent Advisory which is also open to all parents and staff members. Both groups provide input on the plans that are generated out of those meetings. Both of these meetings have translation and child care available for parents. Lastly, the district has a Curriculum, Instruction, and Assessment (CIA) Advisory which contains representatives from each of the school sites. Usually these participants are teachers and administrators. The group helps approve textbook adoptions and the purchase of supplemental materials and programs.

The school site has a School Site Council composed of students, staff, parents, and a school administrator. With the development of community partnerships, these individuals will be invited to participate as well. The new Community School Coordinator will also be an additional participant. This group helps write the School Plan for Student Achievement which focuses on improving student performance and achievement and is a step in the continuous improvement cycle.

Willows Intermediate also has a student council that allows students to have a voice in the school climate and culture of the campus. Each class has student council members who represent the broader student body, bringing forward their peers' concerns, ideas, and perspectives to school leaders.

Parent organizations are important on this site as well. PTO and athletic boosters groups contribute to the school's climate and culture and provide additional individuals with which we can partner in our efforts to become a community school and implement the CCSPP Framework.

Each site also has a Community School Advisory which is composed of students, staff, parents, a school administrator, community members and partners, and district-level staff. This group uses the data collected from the needs assessment and community map to determine priorities and goals on which to focus. This group informs the creation of the Community Schools Implementation Plan. Translation services are available at these meetings.



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.

Willows Unified School District is committed to hiring diverse, multilingual staff to support our site-level Community Schools work. Because our Community School Coordinator will be working directly with families and the community, the ability to speak Spanish is a priority. Additionally, this individual needs to be someone families feel comfortable approaching. Because of this, we are committed to hiring an empathetic individual who can listen to the families. This individual will also be tasked with identifying potential partnerships and funding sources to ensure the long-term sustainability of the programs we hope to implement. The district will work alongside this individual to develop a sustainability plan and identify additional partners and funding opportunities.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: By August 2025, hire a Community School Coordinator at the site to oversee the coordination and implementation of the Community School Implementation Plan and facilitate the Community School Advisory. Throughout these efforts the coordinator will work to strengthen connections within the community and expand our network of community partners, ensuring we address the diverse needs of our students and create a comprehensive system of support.</p>	<p>Action Steps:</p> <ul style="list-style-type: none">• Create a job description• Get job description approved• Post the position, hold interviews, and hire the candidate• Partner with the STAC, RTAC, COE and LEA to provide training for the new employee• LEA transitions the site Community School efforts to the coordinator <p>Outcomes:</p> <ul style="list-style-type: none">• A Community School Coordinator is hired• The site is running a functioning, representative Community School Advisory• The number of community partners increases• Increase in the number of community members who understand what a community school is

<p>Goal 2: By June 2028, identify and implement at least three strategies to braid funding from multiple sources, including grants, local partnerships, and district allocations. Ensure these strategies provide sustainable funding for community school efforts and maximize resources to support students, families, and the broader school community.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Partner with the STAC, RTAC, COE, and LEA to identify ways to become sustainable • Work with the Director of Curriculum, Instruction, and Assessment to align the goals, actions and metrics in the LCAP with the CCSPP Implementation Plan goals • Identify areas where new and current positions could support the community schools work • Begin sustainability planning <p>Outcomes:</p> <ul style="list-style-type: none"> • Develop a braided funding tool to facilitate sustainability planning • Annually assess/adjust staffing and funding strategies to ensure successful implementation of a work plan
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Key Staff/Personnel

<p>District Administrator</p>	<p>The Willows Unified School District Director of Instructional Support Services will work with Site Administrators and site Community School Coordinators to implement the site Community School Implementation Plan. They will also help facilitate the hiring of diverse, multilingual staff to execute site-level work with community members, families, and staff. This individual will also help coordinate and/or provide training for site Community School Coordinators (e.g. tracking and analyzing data related to Community School initiatives). They will also help align initiatives and goals between the district sites, facilitate collaboration between schools, community partners and the district, and identify and secure funding through grants, partnerships, and other resources to sustain community school initiatives.</p>
<p>Site Administrator</p>	<p>The Willows Intermediate School Administrator will coordinate and oversee the implementation of the Community School Implementation Plan at their site. They will partner with the Community School Coordinator and the Community School Advisory to create and execute a comprehensive plan that helps meet the whole-child needs of students and families.</p>

Community School Coordinator, TBD	<p>The Willows Intermediate Community School Coordinator will work closely with the site administrator and the Community School Advisory to implement the Community School model at Willows Intermediate. They will continue to gather data to identify the needs of our students and families. They will use this information to develop and implement a plan that addresses the identified needs our students and families have—academic, physical, social, and emotional. They will also work with the other community school coordinators in the district and the Director of Instructional Support Services to develop community partners who support students in the district. We will also explore cross-training this individual to become a wellness coach or a certified health worker, increasing the support offered to students and families and increasing long-term sustainability through billing CalAIM and the Statewide Multi-Payer School-Linked Fee Schedule.</p>
School Counselor	<p>The Willows Intermediate Counselor will assist the Community School Coordinator in connecting students and families with the resources they need. Through working with students, teachers, and the site leadership team, they will be the one to refer students for mental health services and will help facilitate referrals for resources.</p>
Wellness Coach	<p>The Willows Unified School District Wellness Coach will work with the School Counselor and Community School Coordinator to connect identified students with Tier 1 and Tier 2 preventative and early intervention wellness services they need. This individual will be able to bill CalAIM and the Statewide Multi-Payer School-Linked Fee Schedule.</p>

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

Willows Unified School District is currently working with Glenn County Office of Education to implement a billing system. With the state's creation of the multi-payer fee schedule for schools, some of the services we are implementing are billable to Medical and private insurance. Our wellness coaches and mental health services are such examples. With the reimbursements we receive from this, we can cover portions of the salaries for those individuals. If we have the community school coordinator cross trained as a certified wellness coach or a certified health worker, this position could be partially sustainable beyond the life of the grant.

To make the mental health services we are planning to offer more sustainable, we may also need to look at hiring our own mental health clinicians to provide our students with mental health services. This would eliminate the need to pay a community partner a scholarship fee, and we would be able to bill for all of the service. Because we currently do not have a way to bill insurance, we are partnering with a third party to provide the clinician and do the billing and record keeping. This makes it easier for the district, but it does not allow us to accept insurance payments to recoup the cost of the clinician.

To find additional ways to make the program sustainable, we will need to work with the Director of Curriculum, Instruction, and Assessment as they develop the Local Control Accountability Plan (LCAP). We can also work with the Director of Business Services to blend and braid existing resources. If we are able to create alignment in district goals and programs, there may be ways to use general funds to support positions created as part of the implementation grant.

The Community School Coordinator will be tasked with identifying other potential sources of funding whether it is additional grants or additional partnerships. The last resort would be examining existing job descriptions and duties to see if there are ways to assign duties and responsibilities to keep the work moving forward.

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>Goal 1: By the end of year 3, strengthen and expand community partnerships by establishing at least five new collaborations at the school site level and two at the district level. Focus on partnerships that promote equitable outcomes and improve access to resources for students and families.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> Continue to identify needs by collecting and reviewing current and relevant data Create an inventory of current site and district partnerships Assess the effectiveness and alignment of these partnerships with student and family needs Build new partnerships by reaching out to local businesses, nonprofit organizations, government agencies, and community groups that align with our identified needs Formalize the collaboration Integrate the partnerships into the school program and activities Host events that strengthen and/or celebrate the partnerships <p>Outcomes:</p> <ul style="list-style-type: none"> Enhanced student support and resources for families Equity in access to resources An increase in community partners
<p>Goal 2: By June 2026, strengthen and expand our partnership with Northern Valley Indian Health (NVIH) by increasing access to comprehensive mental health support for students. This will include establishing on-site mental health services at 100% of school campuses, conducting at least three mental health awareness workshops annually, and increasing student utilization of these services by 20%.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> Designate a school liaison to communicate and collaborate with NVIH representatives Establish clear communication channels Communicate regularly to discuss student needs and plan for future initiatives Implement regular mental health screenings and assessments to identify students who may benefit from additional support Partner with NVIH to provide professional development on recognizing mental health challenges for teachers, staff, and parents Train staff on trauma-informed and culturally responsive approaches to support students Develop small group sessions or workshops focused on stress management, resilience, and social emotional skills Collect data on the usage and effectiveness of the mental health supports provided by NVIH <p>Outcomes:</p> <ul style="list-style-type: none"> Enhanced student academic success Reduction of anxiety and stress Increased emotional resilience and coping skills Increased capacity of staff to address mental health concerns Equity in mental health access Positive school culture

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:

Willows Unified has mapped our community and has identified potential LEA-wide strategic partners. We will continue to do this to guarantee we don't miss a potential partner as new businesses, organizations, or individuals move into the community or county. To help meet the needs of our students and families, and in an effort to help make our efforts to become a lasting and self-sustainable community school, we have sought out partnerships with key educational partners in our community. These partnerships were developed around the four pillars of community schools and are aligned with the cornerstone commitments.

Partnerships to Support Pillar 1: Integrated Student Supports

Access to wellness resources were established as a priority by the data we collected by our educational partners. To provide our students with mental health support, the district has partnered with two local organizations. The district has partnered with Glenn County Behavioral Health to provide one-on-one school-based therapy sessions. Because they have limited capacity to serve students, we have started a partnership with Northern Valley Indian Health (NVIH) to provide school-based services on our campuses. The original MOU signed in 2022 was limited in its scope of who could be served. Students on medicare and with private insurance could have their insurance billed for services, but this provided barriers for some students as there were still copays, deductibles, or a lack of insurance. We have revisited our partnership and are now examining ways to provide more equitable mental health service to all students. Additionally, we are examining ways to provide a dedicated NVIH mental health staff member at each of our sites. We are starting with a single dedicated staff member for the district, and then, if this new iteration is successful, we will expand to have one NVIH mental health member at each site.

We would also like to find ways to meet the health needs of our students. We are searching for partners to provide medical, dental and vision services for our students. We would like to have annual or biannual resource events where we have some of those services offered. We would like to expand our partnership with the local food bank. We have previously worked with them to provide the occasional family with food and clothing, but we would like to expand that partnership to see if they could help supply the resource room we are creating for families and students of Willows Unified.

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

Student achievement is a second priority. As part of our efforts to support the pillar of expanded learning and enriched learning time and increase student achievement, Willows Intermediate School is considering ways to partner with parents and community service organizations to offer additional enrichment opportunities after school. We will survey staff to see if they have a skill or interest they would be interested in teaching to students after school. We will also work with the district to develop an Expanded Learning Opportunity Program (ELO-P) that aligns with the identified needs of our students and families. Other partnerships to explore include 4-H and the Girls Scouts organizations.

We will also work to develop other opportunities for our students. We will investigate service-learning, Community-Based Learning (CBL), and Project-Based Learning (PBL) opportunities for our students. We will dedicate resources to provide PBL and CBL training to staff. Will will also provide collaboration time for staff to work together to develop CBL and PBL units to implement in the classroom.

Willows Intermediate will continue to find ways to offer students electives. We added limited sections of dance, art, nutrition, and Ag Science to the schedule this year. We will also work to align our CTE pathway work. We will investigate ways to continue to offer those as well as expand the offerings to other students.

Partnerships to Support Pillar 3: Family and Community Engagement

Collected partner input indicates the desire for improved school climate and culture. To strengthen our family and community engagement efforts, we will continue to partner with the district engagement team and bilingual parent liaisons to put on events like a wellness walk, a back-to-school resource event, a family STEM night, a cooking with your student night, and a 3-on-3 family basketball event. We will continue to host things like Parent Institute for Quality Education (PIQE) classes that focus on things like literacy and social and emotional learning. We will continue to find ways to partner with Dr. Jared Garrison, our Glenn County Public Health Officer, to provide information and education on topics like ACEs and fentanyl awareness. We will investigate staff interest and willingness to participate in PIQE's Educators' Workshop that focuses on building strong partnerships with families through the Dual Capacity Building Framework. We will also identify parents willing to lead Parent Cafes on topics indicated in our needs assessment.

Partnerships to Support Pillar 4: Collaborative Leadership and Practices

To provide collaborative leadership and practices in our school, we will continue to hold our Community School Advisory meetings. They are off to a good start, but we need to increase the attendance at our meetings. We have a representative sampling with administration, district staff, students, parents, and teachers. We need to continue these efforts. We also need to find a way to involve the students more in the meetings. For some of the meetings they are unengaged as the content is dense or dull for them. We need to find ways to connect what we do with this group with the school site council and staff meetings to include more people and share what the group is going or planning. The data collected can help the advisory group co-create initiatives that can benefit students, families and the community.

Our participation in the chamber of commerce may provide opportunities for the school site and district to support community-led initiatives like food drives, health clinics, or neighborhood clean ups. It could also provide connections and contacts to service organizations who might be willing to partner and hold drives to gather items (hygiene items, laundry detergent, coats, etc.) for our resource room. These relationships might also illuminate service-learning opportunities where students can learn about and address community challenges. This will also connect students and staff to the civic engagement component at the high school. Both of these topics are areas that surfaced from survey data. We will continue to use the areas of needs and priorities to guide the partnerships we seek and entertain.

The school and district will seek to find partners to help provide training for staff and families. Northern Valley Indian Health and Glenn County Office of Education could be potential partners to co-develop programs such as mental health classes/supports, expanded learning, Glenn 2 Greatness (CTE pathways and internships), Community-Based Learning, and First 5 (parenting education).

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: By June 2026, develop and implement a comprehensive communication strategy to regularly update the community on partnership opportunities, school initiatives, and successes. This strategy will include monthly newsletters, biannual community forums, and an updated website section for real-time announcements.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Identify stakeholders and their needs • Define the purpose of the communication strategy • Create a multi-channel communication plan • Designate a communication coordinator to manage communications and consistency • Provide training on effective communication strategies and tools • Develop engaging content • Translate materials to ensure inclusivity <p>Outcomes:</p> <ul style="list-style-type: none"> • Increased student, community, staff and family engagement • Improved awareness of opportunities • Trust and transparency • Educational partners feel heard • Messages reach the right audience
<p>Goal 2: By June 2026, collaborate with at least five local organizations to share facilities, expertise, and resources to create mutually beneficial programs, including two new after-school activities, two family workshops, and one health and wellness initiative.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Identify community partners • Initiate partnerships • Develop programs together • Provide training and support • Promote programs to the community • Evaluate program effectiveness • Sustain and grow the partnerships <p>Outcomes:</p> <ul style="list-style-type: none"> • Enhanced program offerings and availability • Increased equity in access • Strengthened relationships and partnerships

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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

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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?—There is a desire for more in the Willows community: more for the students, more for the community, and more for the families. Because of this, families, students, staff, and community members of Willows have a desire for transformation. This has been illustrated by the recent bill passed by the town to increase a sales tax to support recreation in our city. This has been illustrated by the parent run sports programs. This has been illustrated by the number of students who shared that they want their parents involved and want staff who are excited and passionate about what they teach. This has also been illustrated by the volunteers who serve on our advisory committees. Community schools can act as a catalyst to help the Willows community transform and achieve more for its citizens.

The district's LCAP goals illustrate our commitment to the CCSPP Cornerstone Commitments. Future LCAP cycles will integrate community schools' practices to support the full implementation of the California Community Schools Framework.

LCAP Goal #1: Establish a high performing district culture with quality teaching and learning. (A Commitment to Powerful, Culturally Proficient and Relevant Instruction)

Examples:

1.6 Develop Strategies to Improve Access to Technology and Project-based Learning—WUSD will enhance technology access and project-based learning through the development and implementation of the TK-12 WUSD Technology Scope and Sequence.

1.13 Professional Development—Tailor the comprehensive professional development program to target identified needs, ensuring those needs are met, and is accessible; which supports the effective standards-aligned instruction with a focus towards improving literacy across disciplines, strategies from the acceleration of learning, SEL, UDL, and first-best instructional approaches for at-promise pupils and those with exceptional needs.

LCAP Goal #2: All students have access to grade level classes and high school students are enrolled in college or academic/CTE aligned course sequences. At-risk students will be identified by certificated staff using various assessments to provide academic support at each site. (A Commitment to Powerful, Culturally Proficient and Relevant Instruction)

Examples:

2.17-2.19 Implement College and Career Readiness Curriculum

2.21 CTE Pathways—WUSD will continue to investigate the possibility of adding additional CTE Pathways

LCAP Goal #3: The schools and district will develop and maintain a systematic method for partnering with students, parents, county resources, and community members to improve student engagement. (A Commitment to Racially Just and Restorative School Climates, and A Commitment to Shared Decision Making and Participatory Practices)

Examples:

3.3 Community Outreach—Employ two (2) classified Bilingual Community Liaisons to help improve outreach and engagement with our school community.

3.20 Community Outreach—provide technology resources and materials for engagement and outreach activities to support student, parent, and community engagement.

3.21 Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments—develop training and capacity cycle for PBIS to be followed by development and implementation of PBIS framework to build positive school communities and reduce suspension rate.

3.22 Building Positive Inclusive School Culture: Equity, Bias, and Culturally Responsive Practices—Provide professional development in the development of positive and inclusive school cultures (i.e. understanding bias to increase self awareness and cultural competency).

LCAP Goal #4: To promote engagement, academic success, and CTE preparedness for all WCHS students through expanding access to CTE exploration opportunities and facilitating the attainment of industry-recognized certifications. (**A Commitment to Powerful, Culturally Proficient and Relevant Instruction**)

Examples:

- 4.1 Building Student Engagement—Developing and implementing a comprehensive plan to increase student engagement through hands-on, experiential learning opportunities (CTE curriculum, PBL activities, participation in CTE-related clubs, events, and competitions).
- 4.5 CTE Certifications—Provide access to opportunities for students to earn CTE/industry aligned certifications (i.e. OSHA Academy).

A Commitment to Shared Decision Making and Participatory Practices—Throughout the district led listening campaign, it was made evident that trusting relationships between educational partners are key to the success of our efforts. Student success is dependent on families, students, and school staff working together to achieve positive student outcomes. Each partner has an expertise that, if shared, can lead to student success. Recognition of this, and an invitation to share this knowledge, can be a step in the direction of shared power. In addition to parent conferences or student study team meetings, inviting partners to participate on community school advisories, LCAP advisories and DELAC or ELAC advisories, and School Site Councils are opportunities where parents can share their expertise and participate in shared decision-making and collaborative strategies.

A Commitment to Powerful, Culturally Proficient and Relevant Instruction—That trust can also be built as the school works to implement a Community-Based Learning curriculum and projects which celebrate community assets and cultural wealth while connecting classroom learning to the experiences and issues the students and families are experiencing. Incorporating Project-Based Learning will also provide students with hands-on experiences which will increase student engagement and link learning to the real-world. Focusing on what is happening in the Willows community or Glenn County will also help students develop civic engagement and show them that they can have an impact in local matters. We will strengthen ties between the classroom and the community by organizing service-learning projects, inviting community members as guest speakers, and collaborating on local initiatives.

A Commitment to Assets-Driven and Strength-Based Practice—Willows Unified is committed to continually improving our efforts to become a true community school. Throughout the process we will collect data to determine whether or not we are meeting our goals. We will use that data to determine what needs to be adjusted or eliminated. We are also committed to sharing that data with our educational partners so they see the value of sharing their voice and the power that their voice has to guide the direction of the school. This transparency in what we use the data for will further grow the trust between educational partners. We will also use data to continually assess and reflect on school practices, using data (academic, behavioral, and emotional) to adjust teaching strategies,

school policies, and support systems to meet evolving needs. We will use collaboration time for teachers and staff to collaborate, share best practices, and engage in continuous learning that aligns with the school's goals of improvement.

A Commitment to Racially Just and Restorative School Climates—Students need a safe place if they are to learn and/or trust the individual teaching them. Families need to trust the educators their children interact with each day. Creating an environment that values diverse cultures, perspectives, and strengths is one that Willows Unified is committed to creating. We want a positive school climate and culture that creates a supportive space where everyone learns and grows together. We will provide ongoing training for staff on racial equity, implicit bias, and culturally responsive teaching to ensure our educators are prepared to create inclusive environments. We will focus on relationship-building and conflict resolution. We will incorporate diverse perspectives and materials that reflect a variety of cultures and histories, ensuring students of all backgrounds see themselves represented. We will create safe spaces for students ensuring that all students feel seen, heard, and valued in the classroom and beyond.

Willows Unified will maintain a rubric that identifies the school's developmental phase for each of the core commitments and the developmental plans.

Table 1. CCSPP Cornerstone Commitments Evaluation Rubric

Cornerstone Commitment	Phase	Evidence	Developmental Plans
Assets-Driven and Strength-Based Practice	Emerging	<ul style="list-style-type: none"> • Cinco de Mayo cultural event • Partnership with NVIH for behavioral health services • Translated materials • 2 Bilingual Parent Liaisons • Parent/staff led Ballet Folklorico group • Resource mapping • Community partners on Community School Advisory • Participation in Glenn County's Children's Interagency Coordinating 	<ul style="list-style-type: none"> • Implement parent led Parent Cafes • Start resource/wellness room for parents and students • Train staff on asset-based thinking and incorporate it into daily interactions with students and families

Council			
Racially Just and Restorative School Climates	Evolving	<ul style="list-style-type: none"> • PBIS lite and SEL professional development provided for all staff • Developing an Ethnic Studies course 	<ul style="list-style-type: none"> • Provide a UDL professional development refresher for all staff • Provide full PBIS training for staff • Deliver professional development in the areas of restorative practices, trauma-informed care,
Powerful, Culturally Proficient and Relevant Instruction	Emerging	<ul style="list-style-type: none"> • Some staff members are trained in PBL • Increase in CTE courses like construction and Emergency Medical Response 	<ul style="list-style-type: none"> • Deliver professional development in CBL and PBL • Incorporate student voice into curriculum and instruction development • Connect with community organizations and provide students with opportunities to learn about diverse perspectives and experiences • Allocate time for staff to collectively plan locally designed community-based curriculum and learning experiences • Modify instructional resources and curriculum to reflect and support CBL
Shared Decision Making and Participatory Practices	Evolving	<ul style="list-style-type: none"> • Mapped current decision-making teams • Use of a two-way communication platform: ParentSquare • Creation of site Community School Advisory • SSC, ELAC, DELAC, LCAP engagement, Community School Advisory 	<ul style="list-style-type: none"> • Incorporate Community School planning, implementation, and evaluation into all stakeholder engagement opportunities • Gather feedback (e.g. surveys, focus groups, and empathy interviews) to collaboratively make decisions • Create an LEA-level Community School Advisory

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.

Initial Needs and Assets—During the planning phase, the school district conducted initial site surveys with students, parents, and community members, as well as classified, certificated, and administrative staff to better understand the community's needs and assets. Additionally, we have held focus groups with six sections of students at the site, parents on a district level, and students who participate in our Community School Advisory. From the information gathered from these sources, we have done follow-up surveys and focus groups in an effort to learn more about needs that were identified from that original data.

Going Deeper in the Needs and Asset Process and Engaging Groups—As we move further in this journey, Willows High School needs to gain additional input from all educational partners. Moving into the implementation phase, these further efforts will be completed at the site-level. As sites take this responsibility on, the district will provide training on empathy interviews, focus groups, home visits, and other data collection methods to ensure data collection uniformity across the district sites and ensure best practices are implemented. Efforts to connect with community members need to continue as our initial planning efforts have reached a small population of the non-school community. We have new construction projects happening on campus (e.g. bathroom and front office remodeled and construction of an outside learning space). When they are completed, this would be an opportunity to open the site to the public for a ribbon cutting and tour. We can use the event to engage community members and share about our efforts to be a hub to connect our students and families with the resources and support they need to help their children be successful in life.

Additionally, Willows High School will work to create additional partnerships and hold community engagement events to continue the initial work the district has done to connect families and community partners, to remove/reduce barriers to learning, and to ensure the needs of the whole child are met in an effort to improve student outcomes. Examples of this include a partnership with Northern Valley Indian Health and a partnership with Glenn County Behavioral Health, who both provide mental health resources to the students of Willows Unified School District, and a partnership with Glenn County Office of Education, Johns Manville, and local hair stylists who all contribute to our back-to-school event.

Processes to Engage Different Groups—From the initial data we know that access to wellness resources are a primary concern for students, staff, and families. Over and over we saw mention of a lack of motivation, stress, anxiety, depression, and procrastination. This need for mental health access was indicated in local survey results as well as county survey results which led to it being a goal in the Community Health Improvement Plan (CHIP). As a result of this identified need, we have made a connection with Northern Valley Indian Health (NVIH). This initial outreach has blossomed into a partnership that will result in NVIH hiring a dedicated staff member to serve the students of our

district. We will be identifying ways to make this resource available to all regardless of financial need and insurance status. We will need to communicate this partnership and available resources with our families. Depending on what we find, we may need to do some work to eliminate the stigma that surrounds accepting mental health help. We will also need to identify ways to eliminate existing financial and access barriers. We will do additional parent and student surveys to collect this information. From focus group responses, we learned that we may need to do outreach to the families to help promote the benefits of the resources available because many students said the required parental consent might be a barrier that prevents them from accessing wellness services. We also found that some work around generational trauma is needed. Focus group students also shared that their parents think if they survived the trauma from their childhood, their children can as well. As a result, we are investigating instituting parent-led Parent Cafes to provide peer to peer support and learning which has been found to be powerful for people with high Adverse Childhood Experiences (ACEs) scores which a large portion of Glenn County residents have. Of Glenn County residents, 22.3% of children are exposed to 2 or more ACEs according to the [Glenn County 2024 Community Health Assessment](#). Rural Northern California “has the highest rate of ACEs in the state, per capita” (Kathryn Steward et al. “Adverse Childhood Experience (ACE) Screening in Rural Northern California,” p. 3). Education around ACEs and helping parents gain skills and knowledge to help them break cycles of trauma will be part of our efforts to help our students receive wellness support they need to be successful.

The data collected also illuminated our academic programs as an additional area of need. We saw survey data from students, staff, and parents that indicated a desire for hands-on learning and practical skills. We also noticed data that indicated our students have academic challenges and academic gaps that students, parents, staff, and California Assessment of Student Performance and Progress scores noted. We will need to do further work to identify staff who might be willing to attend Project Based Learning (PBL) training and to identify potential CTE pathways and/or internships we could implement. Students would need to be consulted to identify the types of CTE courses they would be interested in and what types of practical skills they are interested in learning. The site could also work with the county’s Glenn to Greatness initiative to identify businesses that might be willing to partner with the school and provide internships or job shadowing opportunities for students. Additionally, we need to expand the current tutoring offerings and find ways to increase attendance in the tutoring program. Through one-on-one interviews we found out that students want to get tutoring from their own teachers, not someone else, and that they will not go to tutoring if it is just them and the teacher; they want other students in the room. This feedback provides us with ideas on how we can adjust our current offering. Focus group responses illuminated the desire to bring back a Response to Intervention (RTI)/Advisory period. This and the desire for shorter periods (we currently have 87 minute alternating block periods) are two other scheduling items that can be investigated as possible solutions for improving our academics.

Lastly, we know that our school climate and culture, specifically communication with district staff, site staff, students, families, and administrators is an area of growth for the site. We have started collecting additional information through surveys to determine the best methods of communication. We need to do additional one-on-one interviews as well. Communication is a topic our Community Engagement Initiative Team identified as a problem of practice. Completing a root cause analysis will help us determine why we are having difficulties connecting and communicating with our educational partners. If we can determine evidence based solutions to this problem, we can increase family, student and community member participation in our students’ educational goals and student engagement.

We will implement coffee with the principal and monthly newsletters to provide educational partners with avenues to share their insights and concerns. We will also implement parent led Parent Cafes to provide parents opportunities to learn about topics they are interested in and provide leadership opportunities and build the capacity and shared leadership of our parents.

Processes to Engage Marginalized Student and Family Groups—To engage historically marginalized student and family groups, we will continue to ensure that the data collection tools are culturally responsive and inclusive. We will continue to collect data in multiple languages and to offer a variety of formats to ensure that all families and students have the opportunity to fully participate. We will conduct some one-on-one interviews and focus groups to identify topics of interest and times that would best work for them. We will also use some of the data we collect at care meetings and Student Support Team (SST) meetings. These are held for students who are struggling academically, behaviorally, socially, emotionally, or who have attendance struggles. When our bilingual parent liaisons and Director of Student Attendance make home visits or hold Student Attendance Review Team (SART) meetings, we will incorporate the data collected regarding supports from which the families could benefit. We will implement weekly student wellness meetings to gather data on the newly implemented initiatives and procedures and determine whether they are successful. We will also participate in DELAC and ELAC meetings to listen to concerns and ideas expressed in these meetings. We will continue to offer translation services, child care services, and food at events in an effort to reduce and/or remove potential barriers to participation. We will investigate the possibility of providing transportation to the meetings. We will use an asset based/people first lens as we draft survey and focus group questions or analyze data. We will also continue to identify the voices not represented at our advisory meetings and invite those individuals and groups to participate.

We will work with the Director of Curriculum, Instruction, and Assessment to share Community School survey results and Local Control and Accountability Plan (LCAP) survey results. This effort aims to align goals and metrics, reduce isolated initiatives, enhance coordination, and ensure all voices are represented in the LCAP.

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
<p>Goal 1: By the end of year 2, improve the social-emotional well being of our students through increased access to mental health supports by implementing 3 easily accessible resources and 2 programs that promote emotional well-being, reduce stigma, and provide timely interventions, ensuring every student has the tools and support they need to thrive academically and personally.</p>	<ul style="list-style-type: none"> • School attendance rates • Chronic absenteeism • School climate surveys • Pupil suspension rates • Pupil expulsion rates • High school dropout rates • California Healthy Kids Survey • Local long-term independent study applications due to mental health needs
<p>Goal 2: By the end of Year 3, the school will integrate hands-on, real-world project-based learning experiences into at least 30% of classroom instruction across all grade levels, with intentional connections to Career Technical Education (CTE) and/or career pathways, to foster student engagement, develop critical thinking skills, and prepare students for future academic and career success.</p>	<ul style="list-style-type: none"> • Proficiency scores, ELA, math, science and ELPAC • High School dropout rates • Local measures (e.g. NWEA MapGrowth math and ELA scores, tutoring sign-ins, and increase in tutoring opportunities) • Percentage of teachers incorporating project-based learning (PBL) activities into the lessons • Frequency of professional development sessions for teachers on PBL and CTE integration
<p>Goal 3: By year 5, improve the school climate and culture by actively increasing stakeholder engagement through regular communication, community events, and opportunities for collaboration, aiming for 25% participation of all stakeholders in at least one school sponsored event by the end of year 5.</p>	<ul style="list-style-type: none"> • School climate surveys • Chronic absenteeism rates • School attendance rates • School suspension rate • Attendance numbers at events like back to school and open house increase

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.

One of the established priorities the Community School Advisory identified was the need to improve student academic achievement. Additionally, feedback collected as part of the needs assessment indicated the desire for hands-on, engaging instruction and activities. This priority and desire correlates nicely with the Community-Based Learning focus of Community Schools. Staff can create

engaging, Project-Based Learning experiences that connect to real-life experiences and issues relevant to their students' lives. It also correlates with the district's and site's desire to foster open, authentic communication with students, families, and community members. Focusing on Community-Based Learning will provide a natural vehicle for staff to learn about their students' lives and community and connect their instruction and curriculum to those issues and topics.

To assist educators in this endeavor, the school and district will work to provide professional development opportunities. The district will also work with Glenn County Office of Education to provide learning opportunities around the theoretical roots and practical elements of Community-Based Learning. Additionally, the school and district will work to provide staff with time to collaborate with other staff members, families, students and community members and organizations.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: By the end of Year 4, we will expand the availability of community-based learning (CBL) projects and culturally relevant educational opportunities for students and families by 30%.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> Support participation in professional development workshops for teachers on the development and implementation of CBL projects/culturally relevant pedagogy Provide paid time for teachers to collaborate and create grade-level or subject-level CBL projects Distribute resources for teachers to create and implement CBL projects in their classroom Connect educators with community members and partners <p>Outcomes:</p> <ul style="list-style-type: none"> Increase the number of CBL projects and culturally relevant learning opportunities implemented Increase in family and community engagement in the CBL projects and learning opportunities
<p>Goal 2: By the end of Year 3 of the implementation grant, 50% of educators will have engaged in at least one professional development opportunity on community-based learning (CBL) and 30% will have incorporated CBL principles into their teaching practices.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> Identify and co-create professional development opportunities with the Glenn County Office of Education staff focused on CBL and culturally relevant pedagogy for educators Provide professional development opportunities for educators that focus on the theoretical roots and practical elements of CBL Provide support and resources to educators as they implement and integrate CBL principles into their instruction <p>Outcomes:</p> <ul style="list-style-type: none"> Educators have attended a professional development opportunity Educators are provided with opportunities to collaborate with other educators or community partners to develop projects or identify projects and culturally relevant learning opportunities

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.

The district and school site currently have existing collaborative leadership opportunities in place. Participation in these committees and meetings is limited. Starting a Community School Advisory at the site-level has provided an additional opportunity for parents, students, staff, and community members to share their voices and provide direction for the school. Many of our goals focus on strengthening those advisories and incorporating representatives from that group in the School Site Council and ELAC. We will also work to ensure all voices and groups are represented. Lastly, we will work to create a district-level Community School Advisory to coordinate efforts district-wide.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: By June 2026, expand site-level Community School Advisories to ensure representation from at least five stakeholder groups (e.g., parents, students, teachers, community partners, and administrators) at each school. Establish a District Community School Advisory with representatives from all site-level advisories by January 2026 to foster collaboration, align initiatives, and address district-wide needs.</p>	<p>Action Steps:</p> <ul style="list-style-type: none">• Identify voices and groups missing from the existing advisory• Develop a clear messaging campaign• Recruit members• Define roles and objectives for site and district advisories• Select representatives from each site-level advisory• Develop a framework for the district advisory• Promote collaboration between site and district advisories• Develop and share resources• Align efforts with district goals <p>Outcomes:</p> <ul style="list-style-type: none">• A stronger sense of ownership and commitment to the school's success• Improved communication and collaboration• Community-driven decision making• Aligned school and district initiatives

Goal 2: By June 2026, integrate the Community School Advisory into existing governance structures at the school and district levels, including the School Site Council (SSC), DELAC, ELAC, Curriculum Committee, Wellness Committee, and Safety Committee. Achieve this by establishing collaborative communication channels, aligning priorities across committees, and implementing shared decision-making processes.

Action Steps:

- Review and align goals
- Establish clear communication channels
- Coordinate meeting schedules
- Create cross-committee liaisons
- Integrate data sharing and decision-making
- Collaborate on shared initiatives
- Regular updates and reporting

Outcomes:

- A stronger collaboration across governance structures
- Improved communication and information sharing
- Enhanced data-driven decision making
- Unified school and district initiatives
- A stronger culture of collaboration and shared leadership

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):



Willows Unified School District has a system of shared governance. The district level leadership cabinet has administrators from each of the sites. The district also has a District English Learner Advisory Committee (DELAC) which is open to all parents of the district, but also has site-level English Learner Advisory Committees (ELAC) with parents, staff, and an administrator. Additionally, the district has a Local Control and Accountability Plan (LCAP) Parent Advisory which is also open to all parents and staff members. Both groups provide input on the plans that are generated out of those meetings. Both of these meetings have translation and child care available for parents. Lastly, the district has a Curriculum, Instruction, and Assessment (CIA) Advisory which contains representatives from each of the school sites. Usually these participants are teachers and administrators. The group helps approve textbook adoptions and the purchase of supplemental materials and programs.

The school site has a School Site Council composed of students, staff, parents, and a school administrator. With the development of community partnerships, these individuals will be invited to participate as well. The new Community School Coordinator will also be an additional participant. This group helps write the School Plan for Student Achievement which focuses on improving student achievement and is a step in the continuous improvement cycle.

Willows High School also has student leadership that allows students to have a voice in the school climate and culture of the campus. Each class has student council members who represent the broader student body, bringing forward their peers' concerns, ideas, and perspectives to school leaders.

Parent organizations are important on this site as well. Athletic and band boosters groups contribute to the school's climate and culture and provide additional individuals with which we can partner in our efforts to become a community school and implement the CCSPP Framework.

Each site also has a Community School Advisory which is composed of students, staff, parents, a school administrator, community members and partners, and district-level staff. This group uses the data collected from the needs assessment and community map to determine priorities and goals on which to focus. This group informs the creation of the Community Schools Implementation Plan. Translation is available at these meetings.

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.

Willows Unified School District is committed to hiring diverse, multilingual staff to support our site-level Community Schools work. Because our Community School Coordinator will be working directly with families and the community, the ability to speak Spanish is a priority. Additionally, this individual needs to be someone families feel comfortable approaching. Because of this, we are committed to hiring an empathetic individual who can listen to the families. This individual will also be tasked with identifying potential partnerships and funding sources to ensure the long-term sustainability of the programs we hope to implement. The district will work alongside this individual to develop a sustainability plan and identify additional partners and funding opportunities.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: By August 2025, hire a Community School Coordinator at the site to oversee the coordination and implementation of the Community School Implementation Plan and facilitate the Community School Advisory. Throughout these efforts the coordinator will work to strengthen connections within the community and expand our network of community partners, ensuring we address the diverse needs of our students and create a comprehensive system of support.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Create a job description • Get the union's and board of education's approval of the job description • Post the position, hold interviews, and hire the candidate • Partner with the STAC, RTAC, COE, and LEA to provide training for the new employee • LEA hands over the site Community School efforts over to the site coordinator <p>Outcomes:</p> <ul style="list-style-type: none"> • A Community School Coordinator is hired • The site is running a functioning, representative Community School Advisory • The number of community partners increases • The number of community members who understand what a community school is increases
<p>Goal 2: By June 2028, identify and implement at least three strategies to braid funding from multiple sources, including grants, local partnerships, and district allocations. Ensure these strategies provide sustainable funding for community school efforts and maximize resources to support students, families, and the broader school community.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Partner with the STAC, RTAC, COE, and LEA to identify ways to become sustainable • Work with the Director of Curriculum, Instruction, and Assessment to align the goals, actions and metrics in the LCAP with the Community School Implementation Plan goals • Identify areas where new and current positions could support the community schools work • Begin sustainability planning <p>Outcomes:</p> <ul style="list-style-type: none"> • Develop/locate a braided funding tool to facilitate sustainability planning • Annually assess/adjust staffing and funding strategies to ensure successful implementation of a work plan

Key Staff/Personnel

District Administrator	The Willows Unified School District Director of Instructional Support Services will work with Site Administrators and site Community School Coordinators to implement the site Community School Implementation Plan. They will also help facilitate the hiring of diverse, multilingual staff to execute site-level work with community members, families, and staff. This individual will also help coordinate and/or provide training for site Community School Coordinators (e.g. tracking and analyzing data related to Community School initiatives). They will also help align initiatives and goals between the district sites, facilitate collaboration between schools, community partners and the district, and identify and secure funding through grants, partnerships, and other resources to sustain community school initiatives.
Site Administrator	The Willows High School Administrator will coordinate and oversee the implementation of the Community School Implementation Plan at their site. They will partner with the Community School Coordinator and the Community School Advisory to create and execute a comprehensive plan that helps meet the whole-child needs of students and families.
Community School Coordinator, TBD	The Willows High Community School Coordinator will work closely with the site administrator and the Community School Advisory to implement the Community School model at Willows Intermediate. They will continue to gather data to identify the needs of our students and families. They will use this information to develop and implement a plan that addresses the identified needs our students and families have—academic, physical, social, and emotional. They will also work with the other community school coordinators in the district and the Director of Instructional Support Services to develop community partners who support students in the district. We will also explore cross-training this individual to become a wellness coach or a certified health worker, increasing the support offered to students and families and increasing long-term sustainability through billing CalAIM and the Statewide Multi-Payer School-Linked Fee Schedule.
School Counselors	The Willows High School Counselors will assist the Community School Coordinator in connecting students and families with the resources they need. Through working with students, teachers, and the site leadership

	team, they will be the one to refer students for mental health services and will help facilitate referrals for basic resources.
Wellness Coach	The Willows Unified School District Wellness Coach will work with the School Counselor and Community School Coordinator to connect identified students with Tier 1 and Tier 2 preventative and early intervention wellness services they need. This individual will be able to bill CalAIM and the Statewide Multi-Payer School-Linked Fee Schedule.

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

Willows Unified School District is currently working with Glenn County Office of Education to implement a billing system. With the state's creation of the multi-payer fee schedule for schools, some of the services we are implementing are billable to Medical and private insurance. Our wellness coaches and mental health services are such examples. With the reimbursements we receive from this, we can cover portions of the salaries for those individuals. If we have the community school coordinator cross trained as a certified wellness coach or a certified health worker, this position could be partially sustainable beyond the life of the grant.

To make the mental health services we are planning to offer more sustainable, we may also need to look at hiring our own mental health clinicians to provide our students with mental health services. This would eliminate the need to pay a community partner a scholarship fee, and we would be able to bill for all of the service. Because we do not currently have a way to bill insurance, we are partnering with a third party to provide the clinician and do the billing and record keeping. This makes it easier for the district, but it does not allow us to accept insurance payments to recoup the cost of the clinician.

To find additional ways to make the program sustainable, we will need to work with the Director of Curriculum, Instruction, and Assessment as they develop the Local Control Accountability Plan (LCAP). We can also work with the Director of Business Services to blend and braid existing resources. If we are able to create alignment in district goals and programs, there may be ways to use general funds to support positions created as part of the implementation grant.

The Community School Coordinator will be tasked with identifying other potential sources of funding whether it is additional grants or additional partnerships. The last resort would be examining existing job descriptions and duties to see if there are ways to assign duties and responsibilities to keep the work moving forward.

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>Goal 1: By the end of year 3, strengthen and expand community partnerships by establishing at least five new collaborations at the school site level and two at the district level. Focus on partnerships that promote equitable outcomes and improve access to resources for students and families.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> Continue to identify needs by collecting and reviewing current and relevant data Create an inventory of current site and district partnerships Assess the effectiveness and alignment of these partnerships with student and family needs Build new partnerships by reaching out to local businesses, nonprofit organizations, government agencies, and community groups that align with our identified needs Formalize the collaboration Integrate the partnerships into the school programs and activities Host events that strengthen and/or celebrate the partnerships <p>Outcomes:</p> <ul style="list-style-type: none"> Enhanced student support and resources for families Equity in access to resources An increase in community partners
<p>Goal 2: By June 2026, strengthen and expand our partnership with Northern Valley Indian Health (NVIH) by increasing access to comprehensive mental health support for students. This will include establishing on-site mental health services at 100% of school campuses, conducting at least three mental health awareness workshops annually, and increasing student utilization of these services by 20%.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> Designate a school liaison to communicate and collaborate with NVIH representatives Establish clear communication channels Communicate regularly to discuss student needs and plan for future initiatives Implement regular mental health screenings and assessments to identify students who may benefit from additional support Partner with NVIH to provide professional development on recognizing mental health challenges for teachers, staff, and parents Train staff on trauma-informed and culturally responsive approaches to support students Develop small group sessions or workshops focused on stress management, resilience, and social emotional skills Collect data on the usage and effectiveness of the mental health supports provided by NVIH <p>Outcomes:</p> <ul style="list-style-type: none"> Enhanced student academic success Reduction of anxiety and stress Increased emotional resilience and coping skills Increased capacity of staff to address mental health concerns Equity in mental health access Positive school culture

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:

To help meet the needs of our students and families, and in an effort to help make our efforts to become a community school lasting and self-sustainable, we have sought out partnerships with key educational partners in our community. These partnerships were developed around the four pillars of community schools and are aligned with the cornerstone commitments.

Partnerships to Support Pillar 1: Integrated Student Supports

Access to wellness resources were established as a priority by the data we collected by our educational partners. To provide our students with mental health support, the district has partnered with two local organizations. The district has partnered with Glenn County Behavioral Health to provide one-on-one school-based therapy sessions. Because they have limited capacity to serve students, we have started a partnership with Northern Valley Indian Health (NVIH) to provide school-based services on our campuses. The original MOU signed in 2022 was limited in its scope of who could be served. Students on medicare and with private insurance could have their insurance billed for services, but this provided barriers for some students as there were still copays, deductibles, or a lack of insurance. We have revisited our partnership and are now examining ways to provide more equitable mental health service to all students. Additionally, we are examining ways to provide a dedicated NVIH mental health staff member at each of our sites. We are starting with a single dedicated staff member for the district, and then if this new iteration is successful, we will expand to have one NVIH mental health member at each site.

We would also like to find ways to meet the health needs of our students. We are searching for partners to provide medical, dental, and vision services for our students. We would like to have annual or biannual resource events where we have some of those services offered. We would like to expand our partnership with the local food bank. We have previously worked with them to provide the occasional family with food and clothing, but we would like to expand that partnership to see if they could help supply the resource room we are creating for families and students of Willows Unified.

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

Student achievement is a second priority. As part of our efforts to support the pillar of expanded learning and enriched learning time and increase student achievement, Willows High School will continue to identify additional CTE classes and pathways to offer our students. This year we have started a construction class where students will learn basic plumbing, electrical, and construction skills. We have increased our health services pathway offerings by adding an Emergency Medical Responder class. We will continue to gather data to help us further understand what students meant in the survey responses when they indicated they wanted to do more hands-on classwork and learn practical skills. We will use this information to guide future staff development and course offerings.

We will also work to develop other opportunities for our students. We will investigate service-learning, Community-Based Learning (CBL), and Project-Based Learning (PBL) opportunities for our students. We will dedicate resources to provide PBL and CBL training to staff. Will will also provide collaboration time for staff to work together to develop CBL and PBL units to implement in the classroom.

Our new partnership with Northern Valley Indian Health and our certified wellness coach could provide small groups that focus on regulation skills, resilience, executive functioning skills, and interpersonal skills which the students identified in their focus group and survey responses as a need.

Partnerships to Support Pillar 3: Family and Community Engagement

Collected partner input indicates the desire for improved school climate and culture. To strengthen our family and community engagement efforts, we will continue to partner with the district engagement team and bilingual parent liaisons to put on events like a wellness walk, a back-to-school resource event, a family STEM night, a cooking with your student night, and a 3-on-3 family basketball night. We will continue to host things like Parent Institute for Quality Education (PIQE) classes that focus on things like literacy and social and emotional learning. We will continue to find ways to partner with Dr. Jared Garrison, our Glenn County Public Health Officer, to provide information and education on topics like ACEs and fentanyl awareness. We will investigate staff interest and willingness to participate in PIQE's Educators' Workshop that focuses on building strong partnerships with families through the Dual Capacity Building Framework. We will also identify parents willing to lead Parent Cafes on topics indicated in our needs assessment.

Partnerships to Support Pillar 4: Collaborative Leadership and Practices

To provide collaborative leadership and practices in our school, we will continue to hold our Community School Advisory meetings. They are off to a good start, but we need to increase the attendance at our meetings. We have a representative sampling with administration, district staff, students, parents, and teachers. We need to continue these efforts to gather more parent participation. We need to find ways to connect what we do with this group with the school site council and staff meetings to include more people and share what the group is going or planning. The data collected can help the advisory group co-create initiatives that can benefit students, families, and the community.

Our participation in the chamber of commerce may provide opportunities for the school site and district to support community-led initiatives like food drives, health clinics, or neighborhood clean ups. It could also provide connections and contacts to service organizations who might be willing to partner and hold drives to gather items (hygiene items, laundry detergent, coats, etc.) for our resource room. These relationships might also illuminate service-learning opportunities where students can learn about and address community challenges. This will also connect students and staff to the civic engagement component at the high school. Both of these topics are areas that surfaced from survey data. We will continue to use the areas of needs and priorities to guide the partnerships we seek and entertain.

The school and district will seek to find partners to help provide training for staff and families. Northern Valley Indian Health and Glenn County Office of Education could be potential partners to co-develop programs such as mental health classes/supports, expanded learning, Glenn 2 Greatness (CTE pathways and internships), Community-Based Learning, and First 5 (parenting education).

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: By June 2026, develop and implement a comprehensive communication strategy to regularly update the community on partnership opportunities, school initiatives, and successes. This strategy will include monthly newsletters, biannual community forums, and an updated website section for real-time announcements.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> Identify stakeholders and their needs Define the purpose of the communication strategy Create a multi-channel communication plan Designate a communication coordinator to manage communications and consistency Provide training on effective communication strategies and tools Develop engaging content Translate materials to ensure inclusivity <p>Outcomes:</p> <ul style="list-style-type: none"> Increased student, community, staff, and family engagement Improved awareness of opportunities Trust and transparency Educational partners feel heard Messages reach the right audience
<p>Goal 2: By year 3, collaborate with at least five local organizations to share facilities, expertise, and resources to create mutually beneficial programs, including two new after-school activities, two family workshops, and one health and wellness initiative.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> Identify community partners Initiate partnerships Develop programs together Provide training and support Promote programs to the community Evaluate program effectiveness Sustain and grow the partnerships <p>Outcomes:</p> <ul style="list-style-type: none"> Enhanced program offerings and availability Increased equity in access Strengthened relationships and partnerships

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

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

Willows Community High School

823 West Laurel Street

Willows, CA 95988

530-934-6605

Principal: Emmett Koerperich

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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?—There is a desire for more in the Willows community: more for the students, more for the community, and more for the families. Because of this, families, students, staff, and community members of Willows have a desire for transformation. This has been illustrated by the recent bill passed by the town to increase a sales tax to support recreation in our city. This has been illustrated by the parent run sports programs. This has been illustrated by the number of students who shared that they want their parents involved and want staff who are excited and passionate about what they teach. This has also been illustrated by the volunteers who serve on our advisory committees. Community schools can act as a catalyst to help the Willows community transform and achieve more for its citizens.

The district's LCAP goals illustrate our commitment to the CCSPP Cornerstone Commitments. Future LCAP cycles will integrate community schools' practices to support the full implementation of the California Community Schools Framework.

LCAP Goal #1: Establish a high performing district culture with quality teaching and learning. (A Commitment to Powerful, Culturally Proficient and Relevant Instruction)

Examples:

1.6 Develop Strategies to Improve Access to Technology and Project-based Learning—WUSD will enhance technology access and project-based learning through the development and implementation of the TK-12 WUSD Technology Scope and Sequence.

1.13 Professional Development—Tailor the comprehensive professional development program to target identified needs, ensuring those needs are met, and is accessible; which supports the effective standards-aligned instruction with a focus towards improving literacy across disciplines, strategies from the acceleration of learning, SEL, UDL, and first-best instructional approaches for at-promise pupils and those with exceptional needs.

LCAP Goal #2: All students have access to grade level classes and high school students are enrolled in college or academic/CTE aligned course sequences. At-risk students will be identified by certificated staff using various assessments to provide academic support at each site. (A Commitment to Powerful, Culturally Proficient and Relevant Instruction)

Examples:

2.17-2.19 Implement College and Career Readiness Curriculum

2.21 CTE Pathways—WUSD will continue to investigate the possibility of adding additional CTE Pathways

LCAP Goal #3: The schools and district will develop and maintain a systematic method for partnering with students, parents, county resources, and community members to improve student engagement. (A Commitment to Racially Just and Restorative School Climates, and A Commitment to Shared Decision Making and Participatory Practices)

Examples:

3.3 Community Outreach—Employ two (2) classified Bilingual Community Liaisons to help improve outreach and engagement with our school community.

3.20 Community Outreach—provide technology resources and materials for engagement and outreach activities to support student, parent, and community engagement.

3.21 Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments—develop training and capacity cycle for PBIS to be followed by development and implementation of PBIS framework to build positive school communities and reduce suspension rate.

3.22 Building Positive Inclusive School Culture: Equity, Bias, and Culturally Responsive Practices—Provide professional development in the development of positive and inclusive school cultures (i.e. understanding bias to increase self awareness and cultural competency).

LCAP Goal #4: To promote engagement, academic success, and CTE preparedness for all WCHS students through expanding access to CTE exploration opportunities and facilitating the attainment of industry-recognized certifications. (**A Commitment to Powerful, Culturally Proficient and Relevant Instruction**)

Examples:

- 4.1 Building Student Engagement—Developing and implementing a comprehensive plan to increase student engagement through hands-on, experiential learning opportunities (CTE curriculum, PBL activities, participation in CTE-related clubs, events, and competitions).
- 4.5 CTE Certifications—Provide access to opportunities for students to earn CTE/industry aligned certifications (i.e. OSHA Academy).

A Commitment to Shared Decision Making and Participatory Practices—Throughout the district led listening campaign, it was made evident that trusting relationships between educational partners are key to the success of our efforts. Student success is dependent on families, students, and school staff working together to achieve positive student outcomes. Each partner has an expertise that, if shared, can lead to student success. Recognition of this, and an invitation to share this knowledge, can be a step in the direction of shared power. In addition to parent conferences or student study team meetings, inviting partners to participate on community school advisories, LCAP advisories and DELAC or ELAC advisories, and School Site Councils are opportunities where parents can share their expertise and participate in shared decision-making and collaborative strategies.

A Commitment to Powerful, Culturally Proficient and Relevant Instruction—That trust can also be built as the school works to implement a Community-Based Learning curriculum and projects which celebrate community assets and cultural wealth while connecting classroom learning to the experiences and issues the students and families are experiencing. Incorporating Project-Based Learning will also provide students with hands-on experiences which will increase student engagement and link learning to the real-world. Focusing on what is happening in the Willows community or Glenn County will also help students develop civic engagement and show them that they can have an impact in local matters. We will strengthen ties between the classroom and the community by organizing service-learning projects, inviting community members as guest speakers, and collaborating on local initiatives.

A Commitment to Assets-Driven and Strength-Based Practice—Willows Unified is committed to continually improving our efforts to become a true community school. Throughout the process we will collect data to determine whether or not we are meeting our goals. We will use that data to determine what needs to be adjusted or eliminated. We are also committed to sharing that data with our educational partners so they see the value of sharing their voice and the power that their voice has to guide the direction of the school. This transparency in what we use the data for will further grow the trust between educational partners. We will also use data to continually assess and reflect on school practices, using data (academic, behavioral, and emotional) to adjust teaching strategies,

school policies, and support systems to meet evolving needs. We will use collaboration time for teachers and staff to collaborate, share best practices, and engage in continuous learning that aligns with the school's goals of improvement.

A Commitment to Racially Just and Restorative School Climates—Students need a safe place if they are to learn and/or trust the individual teaching them. Families need to trust the educators their children interact with each day. Creating an environment that values diverse cultures, perspectives, and strengths is one that Willows Unified is committed to creating. We want a positive school climate and culture that creates a supportive space where everyone learns and grows together. We will provide ongoing training for staff on racial equity, implicit bias, and culturally responsive teaching to ensure our educators are prepared to create inclusive environments. We will focus on relationship-building and conflict resolution. We will incorporate diverse perspectives and materials that reflect a variety of cultures and histories, ensuring students of all backgrounds see themselves represented. We will create safe spaces for students ensuring that all students feel seen, heard, and valued in the classroom and beyond.

Willows Unified will maintain a rubric that identifies the school's developmental phase for each of the core commitments and the developmental plans.

Table 1. CCSPP Cornerstone Commitments Evaluation Rubric

Cornerstone Commitment	Phase	Evidence	Developmental Plans
Assets-Driven and Strength-Based Practice	Emerging	<ul style="list-style-type: none"> Partnership with NVIH for behavioral health services Translated materials 2 Bilingual Parent Liaisons Resource mapping Community partners on Community School Advisory Participation in Glenn County's Children's Interagency Coordinating Council 	<ul style="list-style-type: none"> Implement parent led Parent Cafes Start resource/wellness room for parents and students Train staff on asset-based thinking and incorporate it into daily interactions with students and families
Racially Just and Restorative School Climates	Evolving	<ul style="list-style-type: none"> PBIS lite and SEL professional development provided for all staff in fall 2024 	<ul style="list-style-type: none"> Provide a UDL professional development refresher for all staff Provide full PBIS training for staff Deliver professional development in the areas of restorative practices, trauma-informed care,

Powerful, Culturally Proficient and Relevant Instruction	Emerging	<ul style="list-style-type: none"> • Increase in CTE access like construction • Increase in CTE certifications 	<ul style="list-style-type: none"> • Deliver professional development in CBL and PBL • Incorporate student voice into curriculum and instruction development • Connect with community organizations and provide students with opportunities to learn about diverse perspectives and experiences • Allocate time for staff to collectively plan locally designed community-based curriculum and learning experiences • Modify instructional resources and curriculum to reflect and support CBL
Shared Decision Making and Participatory Practices	Evolving	<ul style="list-style-type: none"> • Mapped current decision-making teams • Use of a two-way communication platform: ParentSquare • Creation of site Community School Advisory • SSC, ELAC, DELAC, LCAP engagement, Community School Advisory 	<ul style="list-style-type: none"> • Incorporate Community School planning, implementation, and evaluation into all stakeholder engagement opportunities • Gather feedback (e.g. surveys, focus groups, and empathy interviews) to collaboratively make decisions • Create an LEA-level Community School Advisory

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.

Initial Needs and Assets—During the planning phase, the school district conducted initial site surveys with students, parents and community members, as well as classified, certificated, and administrative staff to better understand the community's needs and assets. Additionally, we held focus groups with students at the site, parents on a district level, and one-on-one with students who participate in our Community School Advisory. From the information gathered from these sources, we have done follow-up surveys in an effort to learn more about needs identified from that data.

Going Deeper in the Needs and Asset Process and Engaging Groups—As we move further in this journey, Willows Community High School needs to gain additional input from all educational partners. Moving into the implementation phase, these further efforts will be completed at the site-level. As sites take this responsibility on, the district will provide training on empathy interviews, focus groups, home visits, and other data collection methods to ensure data collection uniformity across the district sites and to ensure best practices are implemented. Efforts to connect with community members need to continue as our initial planning efforts have reached a small portion of the non-school community. Additionally, Willows Community High School will work to create additional partnerships and hold community engagement events to continue the initial work the district has done to connect families and community partners, remove/reduce the barriers to learning, and to ensure the needs of the whole child are met to improve student outcomes. Examples of this include a partnership with Northern Valley Indian Health and a partnership with Glenn County Behavioral Health who both provide mental health resources to the students of Willows Unified School District and a partnership with Glenn County Office of Education, Johns Manville, and local hair stylists who all contribute to our back-to-school event.

Processes to Engage Different Groups—From the initial data we know that access to wellness resources are a primary concern for students, staff, and families. Over and over we saw mention of a lack of motivation, stress, anxiety, depression, and procrastination. This need for mental health access was indicated in local survey results as well as county survey results which led to it being a goal in the Community Health Improvement Plan (CHIP). As a result of this identified need, we have made a connection with Northern Valley Indian Health (NVIH). This initial outreach has blossomed into a partnership that will result in NVIH hiring a dedicated staff member to serve the students of our district. We will be identifying ways to make this resource available to all regardless of financial need and insurance status. We will need to communicate this partnership and available resources with our families. Depending on what we find, we may need to do some work to eliminate the stigma that surrounds accepting mental health help. We will also need to identify ways to eliminate existing financial and access barriers. We will do additional parent and student surveys to collect this information.

The data collected also illuminated our academic achievement as an additional area of need. We saw survey data from students, staff, and parents that indicated a desire for hands-on learning and practical skills. We also noticed data that indicated our students have academic challenges and academic gaps that students, parents, staff, and California Assessment of Student Performance and Progress scores noted. We also noted our school attendance rates, chronic absenteeism rates, and our high school graduation rates need attention. Completing a root cause analysis to identify what some of the causes for these issues would be a next step. From that we will need to do further work to identify evidence based programs that could help us identify practices to implement at an alternative education site to help improve the student achievement.

We could also work with staff to attend Project Based Learning (PBL) training and to identify potential CTE pathways and/or internships we could implement. Students would need to be consulted to identify the types of CTE courses they would be interested in and what types of practical skills they are interested in learning. Students expressed a desire for CTE courses to be offered on site rather than at Willows High School. We will work to implement CTE courses at the alternative education site. The site could also work with the county's Glenn to Greatness initiative to identify businesses that might be willing to partner with the school and provide internships or job shadowing opportunities for students. The site will work with Willows High School and Butte Community College to determine the viability of implementing dual enrollment college course offerings at the site.

Some of our students graduate early, before they are 18. Our school counselor and some of our students have noted that this makes it difficult to get a job. This illuminates the need to identify potential wrap-around services we could provide students (e.g. transition to the community college, internships, life skills) and if possible, implement some of those identified services.

Processes to Engage Marginalized Student and Family Groups—To engage historically marginalized student and family groups, we will continue to ensure that the data collection tools are culturally responsive and inclusive. We will continue to collect data in multiple languages and to offer a variety of formats to ensure that all families and students have the opportunity to fully participate. We will conduct some one-on-one interviews and focus groups to identify topics of interest and times that would best work for them. We will also use some of the data we collect at care meetings and Student Support Team (SST) meetings. These are held for students who are struggling academically, behaviorally, socially, emotionally, or who have attendance struggles. When our bilingual parent liaisons and Director of Student Attendance make home visits or hold Student Attendance Review Team (SART) meetings, we will incorporate the data collected regarding supports from which the families could benefit. We will implement student wellness meetings to assess student wellness needs and determine the efficacy of the supports we've implemented. We will also participate in DELAC and ELAC meetings to listen to concerns and ideas expressed in these meetings. We will continue to offer translation services, child care services, and food at events in an effort to reduce and/or remove potential barriers to participation. We will investigate the possibility of providing transportation to the meetings. We will use an asset based/people first lens as we draft survey and focus group questions or analyze data. We will also continue to identify the voices not represented at our advisory meetings and invite those individuals and groups to participate.

We will work with the Director of Curriculum, Instruction, and Assessment to share Community School survey results and Local Control and Accountability Plan (LCAP) survey results. This effort aims to align goals and metrics, reduce isolated initiatives, enhance coordination, and ensure all voices are represented in the LCAP.

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
<p>Goal 1: By the end of year 2, improve the social-emotional well being of our students through increased access to mental health supports by implementing 3 easily accessible resources and 2 programs that promote emotional well-being, reduce stigma, and provide timely interventions, ensuring every student has the tools and support they need to thrive academically and personally.</p>	<ul style="list-style-type: none"> • School attendance rates • Chronic absenteeism • California Healthy Kids Survey • School climate surveys • Pupil suspension rates • Pupil expulsion rates • High school dropout rates
<p>Goal 2: By the end of year 5, promote engagement, academic success, and CTE preparedness for all WCHS students through expanding access to CTE exploration opportunities and facilitating the attainment of industry recognized certifications.</p>	<ul style="list-style-type: none"> • School attendance rates • Chronic absenteeism rates • High school graduation rates • School Climate surveys • College and career readiness CA Dashboard indicator • Number of CTE opportunities • Number of certifications students obtain
<p>Goal 3: By year 5, the school will foster a positive culture by organizing at least five inclusive activities, three collaborative events, and two initiatives to amplify student voice each semester. These efforts will aim to increase student engagement by 15%, as measured by participation rates, school climate survey results, and student feedback, ensuring every student feels valued, connected, and empowered to contribute to the school community.</p>	<ul style="list-style-type: none"> • School attendance rates • Chronic absenteeism rates • High school graduation rates • California Healthy Kids Survey • School Climate surveys

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.

One of the established priorities the Community School Advisory identified was the need to improve student academic achievement. Additionally, feedback collected as part of the needs assessment indicated the desire for hands-on, engaging instruction and activities. This priority and desire correlates nicely with the Community-Based Learning focus of Community Schools. Staff can create engaging, Project-Based Learning experiences that connect to real-life experiences and issues relevant to their students' lives. It also correlates with the district's and site's desire to foster open, authentic communication with students, families, and community members. Focusing on Community-Based Learning will provide a natural vehicle for staff to learn about their students' lives and community and connect their instruction and curriculum to those issues and topics.

To assist educators in this endeavor, the school and district will work to provide professional development opportunities. The district will also work with Glenn County Office of Education to provide learning opportunities around the theoretical roots and practical elements of Community-Based Learning. Additionally, the school and district will work to provide staff with time to collaborate with other staff members, families, students and community members and organizations.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: By the end of Year 4, we will expand the availability of community-based learning (CBL) projects and culturally relevant educational opportunities for students and families by 30%.</p>	<p>Action Steps:</p> <ul style="list-style-type: none">• Support participation in professional development workshops for teachers on the development and implementation of CBL projects/culturally relevant pedagogy• Provide paid time for teachers to collaborate and create grade-level or subject-level CBL projects• Provide resources to create and implement CBL projects• Connect educators with community members and partners <p>Outcomes:</p> <ul style="list-style-type: none">• Increase the number of CBL projects and culturally relevant learning opportunities implemented• Increase in family and community engagement in the CBL projects and learning opportunities
<p>Goal 2: By the end of Year 3 of the implementation grant, 50% of educators will have engaged in at least one professional development opportunity on community-based learning (CBL) and 30% will have incorporated CBL principles into their teaching practices.</p>	<p>Action Steps:</p> <ul style="list-style-type: none">• Identify and co-create professional development opportunities with the Glenn County Office of Education staff focused on CBL and culturally relevant pedagogy for educators• Provide professional development opportunities for educators that focus on the theoretical roots and practical elements of CBL• Provide support and resources to educators as they implement and integrate CBL principles into their instruction <p>Outcomes:</p> <ul style="list-style-type: none">• Educators attend professional development opportunities• Educators are provided collaboration opportunities to develop projects or identify projects and culturally relevant learning opportunities

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.

The district and school site currently have existing collaborative leadership opportunities in place. Participation in these committees and meetings is limited. Starting a Community School Advisory at the site-level has provided an additional opportunity for parents, students, staff, and community members to share their voices and provide direction for the school. Many of our goals focus on strengthening those advisories and incorporating representatives from that group in the School Site Council and ELAC. We will also work to ensure all voices and groups are represented. Lastly, we will work to create a district-level Community School Advisory to coordinate efforts district-wide.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: By June 2026, expand site-level Community School Advisories to ensure representation from at least five stakeholder groups (e.g., parents, students, teachers, community partners, and administrators) at each school. Establish a District Community School Advisory with representatives from all site-level advisories by January 2026 to foster collaboration, align initiatives, and address district-wide needs.</p>	<p>Action Steps:</p> <ul style="list-style-type: none">• Identify voices and groups missing from the advisory• Develop a clear messaging campaign• Recruit members• Define roles and objectives for site and district advisories• Select representatives from each site-level advisory• Develop a framework for the district advisory• Promote collaboration between site and district advisories• Develop and share resources• Align efforts with district goals <p>Outcomes:</p> <ul style="list-style-type: none">• A stronger sense of ownership and commitment to the school's success• Improved communication and collaboration• Community-driven decision making• Aligned school and district initiatives

<p>Goal 2: By June 2026, integrate the Community School Advisory into existing governance structures at the school and district levels, including the School Site Council (SSC), DELAC, ELAC, Curriculum Committee, Wellness Committee, and Safety Committee. Achieve this by establishing collaborative communication channels, aligning priorities across committees, and implementing shared decision-making processes.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Review and align goals • Establish clear communication channels • Coordinate meeting schedules • Create cross-committee liaisons • Integrate data sharing and decision-making • Collaborate on shared initiatives • Regular updates and reporting <p>Outcomes:</p> <ul style="list-style-type: none"> • A stronger collaboration across governance structures • Improved communication and information sharing • Enhanced data-driven decision making • Unified school and district initiatives • A stronger culture of collaboration and shared leadership
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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):

Willows Unified School District has a system of shared governance. The district level leadership cabinet has administrators from each of the sites. The district also has a District English Learner Advisory Committee (DELAC) which is open to all parents of the district, but has site-level English Learner Advisory Committees (ELAC) with parents, staff, and an administrator. Additionally, the district has a Local Control and Accountability Plan (LCAP) Parent Advisory which is also open to all parents and staff members. Both groups provide input on the plans that are generated out of those meetings. Both of these meetings have translation and child care available for parents. Lastly, the district has a Curriculum, Instruction, and Assessment (CIA) Advisory which contains representatives from each of the school sites. Usually these participants are teachers and administrators. The group helps approve textbook adoptions and the purchase of supplemental materials and programs.

The site also has a Community School Advisory which is composed of students, staff, parents, a school administrator, community members and partners, and district-level staff. This group uses the data collected from the needs assessment and community map to determine priorities and goals to focus on. This group informs the creation of the Community Schools Implementation Plan. Translation is available at these meetings.



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.

Willows Unified School District is committed to hiring diverse, multilingual staff to support our site-level Community Schools work. Because our Community School Coordinator will be working directly with families and the community, the ability to speak Spanish is a priority. Additionally, this individual needs to be someone families feel comfortable approaching. Because of this, we are committed to hiring an empathetic individual who can listen to the families. This individual will also be tasked with identifying potential partnerships and funding sources to ensure the long-term sustainability of the programs we hope to implement. The district will work alongside this individual to develop a sustainability plan and identify additional partners and funding opportunities.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: By August 2025, hire a Community School Coordinator at the site to oversee the coordination and implementation of the Community School Implementation Plan and facilitate the Community School Advisory. Throughout these efforts the coordinator will work to strengthen connections within the community and expand our network of community partners, ensuring we address the diverse needs of our students and create a comprehensive system of support.</p>	<p>Action Steps:</p> <ul style="list-style-type: none">• Create a job description• Get the union's and board of education's approval of the job description• Post the position, hold interviews, and hire the candidate• Partner with the STAC, RTAC, COE, and LEA to provide training for the new employee• LEA hands over the site Community School efforts over to the site coordinator <p>Outcomes:</p> <ul style="list-style-type: none">• A Community School Coordinator is hired• The site is running a functioning, representative Community School Advisory• The number of community partners increases• The number of community members who understand what a community school is increases

<p>Goal 2: By June 2028, identify and implement at least three strategies to braid funding from multiple sources, including grants, local partnerships, and district allocations. Ensure these strategies provide sustainable funding for community school efforts and maximize resources to support students, families, and the broader school community.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Partner with the STAC, RTAC, COE, and LEA to identify ways to become sustainable • Work with the Director of Curriculum, Instruction, and Assessment to align the goals, actions, and metrics in the LCAP with the Community School Implementation Plan goals • Identify areas where new and current positions could support the community schools work • Begin sustainability planning <p>Outcomes:</p> <ul style="list-style-type: none"> • Develop/locate a braided funding tool to facilitate sustainability planning • Annually assess/adjust staffing and funding strategies to ensure successful implementation of a work plan
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Key Staff/Personnel

<p>District Administrator</p>	<p>The Willows Unified School District Director of Instructional Support Services will work with Site Administrators and site Community School Coordinators to implement the site Community School Implementation Plan. They will also help facilitate the hiring of diverse, multilingual staff to execute site-level work with community members, families, and staff. This individual will also help coordinate and/or provide training for site Community School Coordinators (e.g. tracking and analyzing data related to Community School initiatives). They will also help align initiatives and goals between the district sites, facilitate collaboration between schools, community partners and the district, and identify and secure funding through grants, partnerships, and other resources to sustain community school initiatives.</p>
<p>Site Administrator</p>	<p>The Willows Community High School Administrator will coordinate and oversee the implementation of the Community School Implementation Plan at their site. They will partner with the Community School Coordinator and the Community School Advisory to create and execute a comprehensive plan that helps meet the whole-child needs of students and families.</p>

Community School Coordinator, TBD	<p>The Willows Community High Community School Coordinator will work closely with the site administrator and the Community School Advisory to implement the Community School model at Willows Intermediate. They will continue to gather data to identify the needs of our students and families. They will use this information to develop and implement a plan that addresses the identified needs our students and families have—academic, physical, social, and emotional. They will also work with the other community school coordinators in the district and the Director of Instructional Support Services to develop community partners who support students in the district. We will also explore cross-training this individual to become a wellness coach or a certified health worker, increasing the support offered to students and families and increasing long-term sustainability through billing CalAIM and the Statewide Multi-Payer School-Linked Fee Schedule.</p>
School Counselors	<p>The Willows High School Counselor will assist the Community School Coordinator in connecting students and families with the resources they need. Through working with students, teachers, and the site leadership team, they will be the one to refer students for mental health services and will help facilitate referrals for resources.</p>
Wellness Coach	<p>The Willows Unified School District Wellness Coach will work with the School Counselor and Community School Coordinator to connect identified students with Tier 1 and Tier 2 preventative and early intervention wellness services they need. This individual will be able to bill CalAIM and the Statewide Multi-Payer School-Linked Fee Schedule.</p>

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

Willows Unified School District is currently working with Glenn County Office of Education to implement a billing system. With the state's creation of the multi-payer fee schedule for schools, some of the services we are implementing are billable to Medical and private insurance. Our wellness coaches and mental health services are such examples. With the reimbursements we receive from this, we can cover portions of the salaries for those individuals. If we have the community school coordinator cross trained as a certified wellness coach or a certified health worker, this position could be partially sustainable beyond the life of the grant.

To make the mental health services we are planning to offer more sustainable, we may also need to look at hiring our own mental health clinicians to provide our students with mental health services. This would

eliminate the need to pay a community partner a scholarship fee, and we would be able to bill for all of the service. Because we do not currently have a way to bill insurance, we are partnering with a third party to provide the clinician and do the billing and record keeping. This makes it easier for the district, but it does not allow us to accept insurance payments to recoup the cost of the clinician.

To find additional ways to make the program sustainable, we will need to work with the Director of Curriculum, Instruction, and Assessment as they develop the Local Control Accountability Plan (LCAP). We can also work with the Director of Business Services to blend and braid existing resources. If we are able to create alignment in district goals and programs, there may be ways to use general funds to support positions created as part of the implementation grant.

The Community School Coordinator will be tasked with identifying other potential sources of funding whether it is additional grants or additional partnerships. The last resort would be examining existing job descriptions and duties to see if there are ways to assign duties and responsibilities to keep the work moving forward.

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>Goal 1: By the end of year 3, strengthen and expand community partnerships by establishing at least five new collaborations at the school site level and two at the district level. Focus on partnerships that promote equitable outcomes and improve access to resources for students and families.</p>	<p>Action Steps:</p> <ul style="list-style-type: none">• Continue identifying needs by collecting and reviewing current relevant data• Create an inventory of current site and district partnerships• Assess the effectiveness and alignment of these partnerships with student and family needs• Build new partnerships by reaching out to local businesses, nonprofit organizations, government agencies, and community groups that align with our identified needs• Formalize the collaboration• Integrate the partnerships into the school programs and activities• Host events that strengthen and/or celebrate the partnerships <p>Outcomes:</p> <ul style="list-style-type: none">• Enhanced student support and resources for families• Equity in access to resources• An increase in community partners

<p>Goal 2: By June 2026, strengthen and expand our partnership with Northern Valley Indian Health (NVIH) by increasing access to comprehensive mental health support for students. This will include establishing on-site mental health services at 100% of school campuses, conducting at least three mental health awareness workshops annually, and increasing student utilization of these services by 20%.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Designate a school liaison to communicate and collaborate with NVIH representatives • Establish clear communication channels • Communicate regularly to discuss student needs and plan for future initiatives • Implement regular mental health screenings and assessments to identify students who may benefit from additional support • Partner with NVIH to provide professional development on recognizing mental health challenges for teachers, staff, and parents • Train staff on trauma-informed and culturally responsive approaches to support students • Develop small group sessions or workshops focused on stress management, resilience, and social emotional skills • Collect data on the usage and effectiveness of the mental health supports provided by NVIH <p>Outcomes:</p> <ul style="list-style-type: none"> • Enhanced student academic success • Reduction of anxiety and stress • Increased emotional resilience and coping skills • Increased capacity of staff to address mental health concerns • Equity in mental health access • Positive school culture
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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:

To help meet the needs of our students and families, and in an effort to help make our efforts to become a community school lasting and self-sustainable, we have sought out partnerships with key educational partners in our community. These partnerships were developed around the four pillars of community schools and are aligned with the cornerstone commitments.

Partnerships to Support Pillar 1: Integrated Student Supports

Access to wellness resources were established as a priority by the data we collected by our educational partners. To provide our students with mental health support, the district has partnered with two local organizations. The district has partnered with Glenn County Behavioral Health to provide one-on-one school-based therapy sessions. Because they have limited capacity to serve students, we have started a partnership with Northern Valley Indian Health (NVIH) to provide school-based services on our campuses. The original MOU signed in 2022 was limited in its scope of who could be served. Students on medicare and with private insurance could have their insurance

billed for services, but this provided barriers for some students as there were still copays, deductibles, or a lack of insurance. We have revisited our partnership and are now examining ways to provide more equitable mental health service to all students. Additionally, we are examining ways to provide a dedicated NVIH mental health staff member at each of our sites. We are starting with a single dedicated staff member for the district, and then, if this new iteration is successful, we will expand to have one NVIH mental health member at each site.

We would also like to find ways to meet the health needs of our students. We are searching for partners to provide medical, dental, and vision services for our students. We would like to have annual or biannual resource events where we have some of those services offered. We would like to expand our partnership with the local food bank. We have previously worked with them to provide the occasional family with food and clothing, but we would like to expand that partnership to see if they could help supply the resource room we are creating for families and students of Willows Unified.

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

Student achievement is a second priority. As part of our efforts to support the pillar of expanded learning and enriched learning time and increase student achievement, Willows Community High School is partnering with Willows High School to provide its students with access to CTE classes like construction. We are also working with the Willows High School college and career technician to provide Willows Community High School students with access to courses and modules so they can obtain industry certifications (e.g. food handlers permit, CPR/First Aid certification, and Cal/OSHA certifications). We are also looking at ways to bring Dual Enrollment community college classes to the site.

We will also work to develop other opportunities for our students. We will investigate service-learning and project-based learning opportunities for our students. We will find ways to expand our field trip offerings. We currently do a snowshoeing trip and a canoeing trip, but we could incorporate more nature based learning at some of the more local locations like the Sacramento National Wildlife Refuge.

Our new partnership with Northern Valley Indian Health could provide small groups that focus on regulation skills, resilience, and interpersonal skills which the students of this alternative education setting need.

Partnerships to Support Pillar 3: Family and Community Engagement

Collected partner input indicates the desire for improved school climate and culture. To strengthen our family and community engagement efforts, we will continue to partner with the district engagement team and bilingual parent liaisons to put on events like a wellness walk, a back-to-school resource event, a family STEM night, a 3-3 basketball night, and a cooking with your student night. We will continue to host things like Parent Institute for Quality Education (PIQE) classes that focus on things like literacy and social and emotional learning. We will continue to find ways to partner with Dr. Jared Garrison, our Glenn County Public Health Officer, to provide information and education on topics like ACEs and fentanyl awareness. We will investigate staff interest and willingness to participate in PIQE's Educators' Workshop that focuses on building strong partnerships with families through the Dual Capacity Building Framework. We will also identify parents willing to lead Parent Cafes on topics indicated in our needs assessment.

Partnerships to Support Pillar 4: Collaborative Leadership and Practices

To provide collaborative leadership and practices in our school, we will continue to hold our Community School Advisory meetings. They are off to a good start, but we need to increase the attendance at our meetings. We have a representative sampling with administration, district staff, students, and site staff. We need to continue these efforts and recruit parents and community members to attend this site's advisory. We also need to find a way to involve the students more in the meetings. We need to find ways to listen to additional students. We will try doing more empathy interviews to elicit more candid and detailed responses. The data collected can help the advisory group co-create initiatives that can benefit students, families and the community.

Our participation in the chamber of commerce may provide opportunities for the school site and district to support community-led initiatives like food drives, health clinics, or neighborhood clean ups. It could also provide connections and contacts to service organizations who might be willing to partner and hold drives to gather items (hygiene items, laundry detergent, coats, etc.) for our resource room. These relationships might also illuminate service-learning opportunities where students can learn about and address community challenges. This will also connect students and staff to the civic engagement component at the high school. Both of these topics are areas that surfaced from survey data. We will continue to use the areas of needs and priorities to guide the partnerships we seek and entertain.

The school and district will seek to find partners to help provide training for staff and families. Northern Valley Indian Health and Glenn County Office of Education could be potential partners to co-develop programs such as mental health classes/supports, expanded learning, Glenn 2 Greatness (CTE pathways and internships), Community-Based Learning, and First 5 (parenting education).

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: By June 2026, develop and implement a comprehensive communication strategy to regularly update the community on partnership opportunities, school initiatives, and successes. This strategy will include monthly newsletters, biannual community forums, and an updated website section for real-time announcements.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> Identify stakeholders and their needs Define the purpose of the communication strategy Create a multi-channel communication plan Designate a communication coordinator to manage communications and consistency Provide training on effective communication strategies and tools Develop engaging content Translate materials to ensure inclusivity <p>Outcomes:</p> <ul style="list-style-type: none"> Increased student, community, staff, and family engagement Improved awareness of opportunities Trust and transparency Educational partners feel heard Messages reach the right audience
<p>Goal 2: By the end of year 3, collaborate with at least five local organizations to share facilities, expertise, and resources to create mutually beneficial programs, including two new after-school activities, two family workshops, and one health and wellness initiative.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> Identify community partners Initiate partnerships Develop programs together Provide training and support Promote programs to the community Evaluate program effectiveness Sustain and grow the partnerships <p>Outcomes:</p> <ul style="list-style-type: none"> Enhanced program offerings and availability Increased equity in access Strengthened relationships and partnerships

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