

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

Instructions

This 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 Cohort 2 implementation applicants with the requirement of submitting an implementation plan (per site) as part of their Request For Application (forthcoming). Request for Application (RFA Attachment II), and to support California Community School Partnership Program (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 schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes.

The Implementation Plan should be guided by the California Community Schools Framework and the Community Schools Implementation Growth Chart . As long as reasonably possible, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended, to build on existing objectives for community school sites. We recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

The Lead LEA is responsible for creating, reviewing, and updating a site-based CCSPP Implementation Plan(s) every school year. LEAs are encouraged to 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 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).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools 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.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and asset-building school transformation program.

Adopted in 2022, the California Community Schools 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.

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 CCSPP Framework](#).

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning**, **engaging**, and **transforming**) and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning Centering community-based curriculum and pedagogy
8. Progress monitoring and collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

CCSPP: IMPLEMENTATION PLAN**School Site Contact Information**

Weed Elementary School, 575 White Ave Weed, CA 96097

Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Envisioning, Engaging and Transforming

At the Weed Elementary School, we have a variety of groups, along with the majority of students, parents, community organizations and businesses, that meet on a regular basis and utilize interviews, surveys, and focus groups to complete on-going deep needs and asset assessment of our students, parents, and community. This process will follow the Implementation Growth Chart to ensure sustainability and fidelity. These groups will also be responsible for developing community school priorities, asset building, skills and vision. These groups include the Weed Union Elementary School District (WUESD) Task Force, MTSS (Multi-Tiered System of Support), Expert Groups meetings monthly, Leadership Team meetings monthly, Site Council meetings monthly, Cub Power meetings monthly, twice weekly Administrative Meetings, and weekly Rotary meetings. It is our goal to utilize parents, community members, Community based organizations and agencies to develop a common agreed priorities and curriculum. With these grant funds we will be able to expand our community schools partnerships, services and student opportunities.

Ongoing Needs Assessment Focus Groups

WUESD Task Force: Mr. Ray, Weed Elementary Superintendent/Principal, created the (WUESD)Task Force, a focus group of ethnically diverse parents, teachers, classified staff, bi-lingual staff, community, church, and business members. The Task Force has assessed the school's mental health needs and the social and emotional support needs of students, their families, and the WUESD teachers and staff. Based on the recommendations of the Task Force, an on-campus Wellness Center was created to bridge the gap between student, parent, staff needs, and community resources.

*see Artifact 4

MTSS - Weed Elementary is participating in the MTSS training grant program:

- To capture qualitative information of sites' progress in social-emotional learning/addressing the social-emotional needs of pupils, trauma screening, trauma-informed practices, and culturally relevant, affirming, and sustaining practices.
- To capture the latest School Climate information and data including the name of the survey/tool, copy of the items/questions, dates of administration and with which grades/stakeholders, results or reports showing progress over time, and data files (if requested).
- To capture for each participating site: 1) the number of discipline referrals (not resulting in suspension or expulsion) for fighting or aggression, theft, cheating, disruption or defiance, and all other categories, and 2) the number of students referred to Special Education and the number of students who qualified for Special Education.

Site Council - these monthly meetings include administrators, teachers, classified staff, parents, and community members. The Site Council drafts and approves the LCAP and determines LCAP goals and assesses and develops response strategies for students, parents, and the community. Site Council reviews surveys and gives input on surveys and survey data. This council will be involved in developing our needs assessment and the development of our new unified community school policies and procedures.

Student Attendance Review Board (SARB) - WUESD has started developing the community schools agenda by creating and partnering with Siskiyou County District Attorney and Chief Probation Officer to create our own local SARB board that meets on campus to address 95% attendance barriers.

Cub Power - is composed of staff members, parents, community members, and business owners. This group is designed to assess student and parents needs and provide resources for students, parents, and the community. The Wellness Center partnered with Cub Power to assess and provide services and support for families impacted by the Mill Fire.

Wellness Center and Amin Meetings - These twice-weekly meetings include the Wellness Center staff and the WUESD administrative team. These meetings identify student, family, and community needs and develop community partnerships to address those needs. We are contracting with the Weed Health Care Clinic starting this year to provide physicals for students and parents involved in our Summer Program, intersession activities and extended learning opportunities.

Rotary - Wellness Center Staff attends weekly Rotary meetings to discuss community needs and service projects involving youth. We are in the process of developing a Rotary Interact Club for 7th-12th grade youth in partnership with Weed High School. The Wellness Center partnered with Rotary to provide needs assessment and assistance to families impacted by the Mill Fire.

Collective Priorities

1. Reduce suspensions and expulsions by using the coaching model of See, Be, Do to provide an opportunity for self-reflection and develop their own action plan for moving forward.
2. Create a Wellness Center on campus staffed by a Licensed Clinician and Wellness coach.
3. Provide whole child social-emotional wellness support services to every TK-8th grade student and their families, not just targeted students.
4. Provide Clubs, Summer/Intersession activities to reduce the stigma of coming to the Wellness Center for needs.
5. Provide one-on-one outreach (coffee, breakfast, lunch) to build relations and assess needs, and build opportunities for parent participation in the new education delivery system and training (Parent Academy) to parents to increase their opportunities to be involved in the educational delivery system on campus.
6. Partner with community businesses, non-profits, county, and government agencies and be a “part of the community,” not just “in the community.”

Data Collection and Outcome Assessments

MTSS - Coaching/Technical Assistance Feedback Survey

- Online survey that captures site feedback on 1) Coaching and technical assistance quality, relevance, and usefulness, and 2) to measure changes in confidence or efficacy to a) implement envisioned changes, b) access resources to bring about changes, and c) build capacity to transform and sustain

SWIFT-Fidelity Integrity Assessment (FIA)

- To examine the current status of schoolwide practices that successfully include all students who live in the school community

- Self-assessment conducted by the site

School-wide Implementation Tool (SIT)

- To examine the current status in addressing the four domains necessary for schools to improve their climate and culture

- Self-assessment conducted by the site

LEA Self-Assessment (LEASA)

- To identify the current status of systemic practices/components of effective district systems
- Self-assessment completed by the District Leadership Team (DLT)

Panorama Survey- The Wellness Center uses the national Panorama platform to conduct a Social Emotional Wellness Survey of the 3rd-8th grade students three times throughout the year. This data is used to identify needs and provide progress outcome measures for intervention strategies. This data is also used in developing Social Emotional Wellness classes on campus and Clubs/Activities that will benefit the student population

*see Artifact 5

Expert Group Breakouts - These are groups of administrators, teachers, classified staff, and Wellness Center staff that meet monthly to discuss absenteeism, tardiness, suspensions, and expulsions. These groups brainstorm on identifying needs and implementing strategies to reduce the above categories.

Leadership Team Meetings- these teams include administrators, teachers, classified staff, and Wellness Center staff that meet monthly to discuss the needs of the students, parents, staff, and community. They develop response strategies and recommendations. Leadership teams discuss budgeting and LCAP allocations. Leadership discusses school schedules, implements and reviews parent surveys, and any new software programs that could be brought into the school, such as Panorama, NWEA Map, and Success For All.

*see Artifact 1

Expansion: Once we receive this grant, we would like to bring the Community School Planning framework to the agendas of the Chamber of Commerce, City Council, Ministerial Association, College of the Siskiyous Board, Weed High School Board, Rotary, Resource Centers, and other appropriate agencies/organizations. We would also like to hold town hall meetings, interviews and community school planning focus groups to develop new educational curriculum ideas, and facilitate needs assessments, input and administer newly developed outcome surveys and provide Community schools planning progress reports. This Community School Planning will include available resources from our Siskiyou County Office of Education (SCOE), other LEA's, Regional Technical Assistance Center, California Department of Education (CDE).

Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

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. Indicate how your site’s understanding of community schools reflects its commitment to the Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Evaluation Needs Criteria:

- The LEA’s and participating school site(s) total enrollment for the 2021–22 school year.
337
- The LEA’s and participating school site(s) Unduplicated Pupil Count for school year 2021–22.
337
- The LEA’s and participating school site(s) Dropout Rate for the 2021–22 school year.
N/A
- The LEA’s and participating school site(s) Suspension Rate for the 2021–22 school year.
8.2%
- The LEA’s and participating school site(s) Expulsion Rate for the 2021–22 school year.
0 Expulsions

- The LEA's Locale Code.
33 = Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area
- The LEA's Non-Stability Rate for the 2021–22 school year.
20.9%
- The LEA's Non-Stability Rate for foster youth for the 2021–22 school year.
N/A
- The LEA's Non-Stability Rate for homeless pupils for the 2021–22 school year.
45%
- The LEA's Child Find rate for the 2021–22 school year.
9.5%
- The LEA's compliance status for overall disproportionality for the 2021–22 school year.
Compliance: Yes
- The LEA's compliance status for disproportionality by disability type.
Compliance: Yes
- As of January 31, 2023, the cumulative COVID-19 number of cases per 100K (7-day average) for the county where the LEA is located.
3.6 cases per 100k
- December 2022 unemployment rate for the county as a proxy for measuring housing insecurity and other impacts related to job loss.
5.7% Unemployment
- October 2020 food insecurity rate for the county.
19.7% food insecurity rate

Weed Union Elementary School (WUESD) is located in a low-income (14.5 % poverty level which is higher than the state and federal percentages with children under 18 at 25% poverty rate, 81.5% Free and Reduced and 50 Food backpacks and food insecurity as evidenced by the recently administered locally developed social and emotional wellness survey indicating that 33% of students snacks instead of three healthy meals a day) rural distant community (population density is 7.2), is wanting to address the high rate of tardiness and absenteeism (10.5% - actually higher with COVID

related absences), suspensions, expulsions, and learning disruption events like COVID 19, three wildfires that destroyed 80 homes and resulted in 2 deaths, facility closures due to Black Mold, community and family losses due to violence, drugs and alcohol (Adult excessive drinking 23%, fatal alcohol related deaths 34% which are all higher than the state and federal rates. These events have created a social and emotional trauma Tsunami that has negatively impacted learning equity resulting in individual, state, and federal education goals not being met so that the students are, in general, at a 32% grade level of performance. WUESD's student population is 59% white, 8% black, 2% Native American, 4% Asian, 2% multi-racial multi, and 26% Hispanic.

The Wellness Center, since 2019, has been working on laying down the foundations to be a community school. We will be able to expand our efforts and vision with this grant. We have implemented alternative reflective and restorative interventions in order to reduce suspensions and expulsions, expand after school learning opportunities and build relationships with parents, community organizations and members to create opportunities for them to be a part of the education delivery system.

1. Assets-Driven and Strength-Based Practice

WUESD has a diverse culturally certified teacher and classified staff and ethnically and gender diverse Wellness Center staff. We partner with our parents, business owners, and community members from various ethnic backgrounds. We value the whole student, whole parent, and whole community strengths, values, and assets. We have used parents not only in the classroom but in the Wellness Center to provide activities/classes and experiences unique to their historical, cultural, and life experiences.

2. Racially Just and Restorative School Climates

WUESD is focused and committed to moving from a punitive system of suspensions and expulsions to a system involving increased communication and conflict resolution stemming from social-emotional wellness training and following the coaching model. This model promotes student accountability for their actions and restoration necessary to build strong relationships. The coaching model consists of a See, Be, Do outline. On campus Wellness Coaches will walk students through the process of seeing where they are at, identifying where they would like to be, and coming up with one action step that they can do that week or that day to reach where they want to be. This empowering approach is based on the belief that the answers lie within the student, parent, family, or community member. This coaching system is racially just and equally applied no matter the age, gender, or ethnic background of the student. This practice allows the student, parent, family, or community member to bring their cultural and/or historical perspective in resolving conflicts and issues. This fosters a school climate that promotes a growth mindset.

3. Powerful, Culturally Proficient and Relevant Instruction

WUESD has cultural day activities focusing on history and cultural practices. Many of our teachers and classified staff have grown up in Weed, CA, and are able to connect students to the town's history, community, and culture. Should we get the funding, we would like to expand our community and cultural learning activities on and off campus. WUESD would like to sponsor community wide cultural activities and events. WUESD would like to increase opportunities for students to participate in cultural activities through College of the Siskiyous and other community organizations. For example - students can learn to play Bocce Ball, an Italian bowling game that is a popular and long

standing tradition in Weed. Feedback from parent, staff, and community surveys will be used to identify appropriate powerful cultural activities and potential organizations or community members that would provide proficient and relevant instruction.

4. Shared Decision Making and Participatory Practices

At the Weed Elementary School, decisions are “bottom-up” as we want the school to be led by grassroots input and suggestions. We believe this will create opportunities for the process and participants to be fully informed while developing the community schools plan and curriculum. We have a variety of groups that meet on a regular basis to discuss the needs of our students, parents, and community. These groups include the WUESD Task Force (quarterly meetings), MTSS (Multi-Tiered System of Support), Expert Group meetings monthly, Leadership Team meetings monthly, Site Council meetings monthly, Cub Power meetings monthly, twice weekly Administrative Meetings, and weekly Rotary meetings. School administrative surveys enable parents, staff, and community members to play an active and influential part in decisions that affect the school. Parent surveys are utilized to inform decision-making of school schedules and activities on campus.

Priority 3: Collaborative Leadership

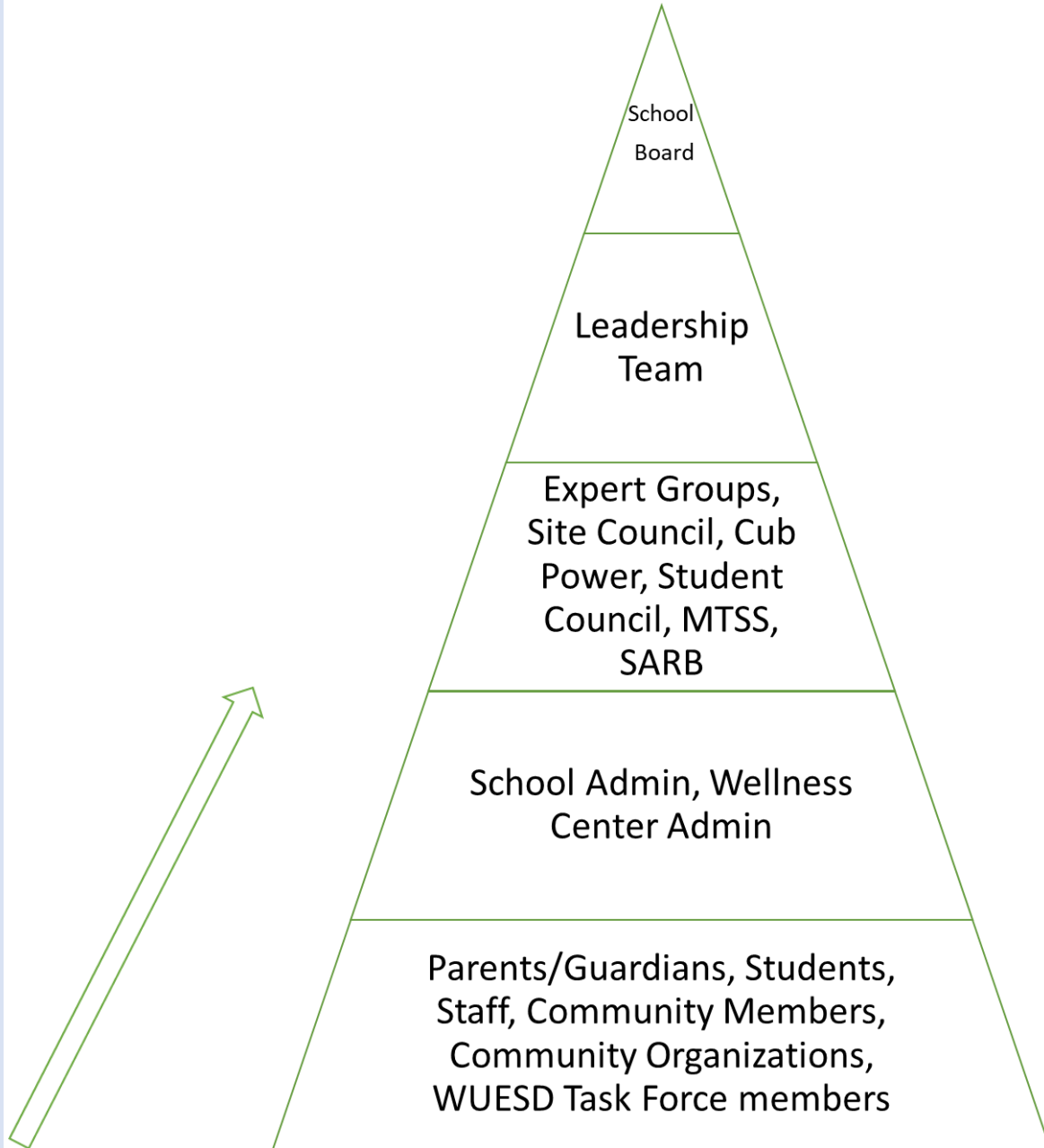
At the system level, LEAs establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building 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. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Weed Union Elementary School	Expand the WUESD Task Force	Meet quarterly starting in August 2023	Add 5 members to the task force with a 90% participation rate to quarterly Task Force meetings.
Weed Union Elementary School	Expand Site Council to include student membership	Identify 3 students - 1 from each grade of 6th, 7th, and 8th to meet monthly	Add 3 students with a 90% participation rate to monthly Site Council meetings.

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

Our expert groups, composed of certified teachers and classified staff identify needs and solutions that are recommended to the leadership team and the site council for implementation strategies.



As demonstrated by this pyramid, WUESD is committed to involving our whole community in a grass roots up leadership model. Input and feedback regarding the development of the community schools plan, social emotional wellness, educational goals, policies and procedures, and program development ideas begin with our Parents/Guardians, Students, Staff and Community members and organizations..

The School and Wellness Center admin assess the data, needs assessments and suggested response options. This information is then agendized and distributed to the appropriate group in the

next level of leadership for discussion and planning.

These specialized groups will review assessments and survey data, discuss community schools planning and implementation strategies, and develop and implement measurement outcome tools. Their recommendations will then be elevated to the Leadership Team for review and approval. The Leadership Team will make recommendations to the School Board for review and approval.

Once the School Board approves a unified community schools plan, the implementation and outcome data collection will begin.

In the future these teams will continue to meet to ensure that the implemented changes to policies and procedures are sustained beyond the life of the grant.

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Weed Union Elementary School	Have the Leadership Team review and modify the school wide strategic plan and the school improvement plan to match the Community Schools Framework.	Starting in August 2023 add this goal to the Leadership Team Agenda. Review and adopt the new cohesive plan.	By October the new cohesive plan will be complete and published for staff and parents to review. This plan will be on the November school board meeting agenda for adoption.

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Weed Elementary School	Hire 2 bilingual Wellness Coaches	When there is a staff opening the job announcement will identify “Bilingual” as a priority	By 2024-25, have 2 bilingual staff members.
Weed Elementary School	Expand Wellness Team to a total of 10 coaches including 2 bilingual coaches.	Continue applying for additional grants beyond the CCSPP Implementation Grant.	By 2024-25, have 10 Wellness Coaches on staff.

Key Staff/Personnel

Jon Ray	Superintendent/Principal
Allison Blankenship	Assistant Principal
Arden Carr, LMFT	Community School Coordinator, Wellness Center Clinical Director
Anna Christie	Wellness Center Deputy Director

Describe the plans or steps you’ve taken to build sustainability beyond the life of your implementation grant:

The Wellness Center was started with Covid Funds in March 2021 for the 2021-22 school year. The plan has been to use those one-time funds to get the Wellness Center up and running with the goal of becoming financially self-sustaining through government grants, foundation donations, and community support.

For the **2022-23** school year Weed Elementary and the Wellness Center have been awarded **\$518,835** in grants and funding support.
 Multi-Tiered System of Support (MTSS) Grant - \$25,000
 Learning Communities for School Success Program (LCSSP) Grant - \$17,000
 SEL in Action - \$30,000
 Ford Family Foundation - \$175,000
 California Community Schools Partnership Program Planning (CCSPP) Grant - \$100,000
 Weed Union Elementary School District - \$171,835

For the **2023-24** school year Weed Elementary and the Wellness Center have been awarded **\$408,507** in grants and funding support.
 Multi-Tiered System of Support (MTSS) Grant - \$25,000

Learning Communities for School Success Program (LCSSP) Grant - \$17,000
Ford Family Foundation - \$250,000
Extended Learning Opportunities Funding (ELOP) - \$116,507

Pending Grant Applications of \$1.125 Million

California Community Schools Partnership Program Implementation (CCSPP) Grant - \$250,000
Department of Health Care Services (DHCS) - \$375,000
Roseburg Mill local community donation (2.5 Million over 5 years) - \$500,000

For the **2024-25** school year Weed Elementary and the Wellness Center have been awarded **\$17,000** in grants and funding support.

Learning Communities for School Success Program (LCSSP) Grant - \$17,000

Pending Grant Applications of \$1.175 Million

California Community Schools Partnership Program Implementation (CCSPP) Grant - \$250,000
Department of Health Care Services (DHCS) - \$375,000
Roseburg Mill local community donation (2.5 Million over 5 years) - \$500,000
Additional Grant Applications: \$50,000

Future Outlook:

We are continually looking for multi-year funding streams to support our Wellness Center at Weed Elementary. As the Wellness Center becomes more well-known in the community we anticipate increased community support from foundations, businesses, and organizations. In order to reduce access barriers, provide treatment and educational, social and emotional support services delivered by local community members, we will not be utilizing the Medi-Cal funding at this time. We will continue to re-assess each year.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding 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 that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Weed Union Elementary School	Partner with parents, community members, or organizations that have skill sets to teach a class to students. Including but not limited to: art, music, and drama	Wellness Center Asset Mapping Assessment will be implemented at the following events: Science Fair, Back to School Dinner, Quarterly Dessert Award Assemblies, Summer Staff/Family Events. Kindergarten Round Up and Graduation, Volunteer Tea Dessert, Open House Dinner Celebration. This also include partnering with our local Rotary Charter	By 2023-24, have 5 parents, community members, or organizations that we are partnered with for extended learning classes.
Weed Union Elementary School	All students will participate in at least one after school activity.	Partner with community businesses and organizations to provide rewards for students that participate in after school activities or classes.	By 2024-25, Partner with 10 local businesses and community organizations.

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:

Established Partnerships:
Arden Carrsulting, INC - provides Wellness Center leadership, 1 Licensed Clinical Therapist, 4 Wellness Coaches, social emotional wellness support services, clubs/classes/activities
College of the Siskiyous - WE Parent Academy, facility use for clubs/activities
Rotary - community needs identification, educational tools such as dictionaries for 3rd graders, student recognition by Student of the Quarter awards, provided lunches for summer program activities
Mountain Valley Health Clinic (MVHC) - provide physicals for students/parents/guardians participating in Equine Experiential Learning.
Healthrapy, INC - provides Equine Experiential Learning program
Behavioral Health Services - provides medication assessment and treatment, suicide assessment, and placement recommendations.
Southern Baptist Church, Mt. Shasta - facility use for cooking projects
Youth Empowerment Siskiyou (Y.E.S.) - camps for at risk youth, provide support for parent/guardian needs, homeless youth shelter and counseling
Weed Berean Church - provides housing vouchers for parents/guardians in crisis
Great Northern Services - provides food boxes, turkeys, and housing assistance to our families in need.

Weed High School Athletics - provides the Wellness Center the use of their school vans for summer activities and athletes to supervise and coach elementary school flag football tournament event.
Avalanche Awareness - presented Avalanche Awareness workshop for 3rd-8th graders on campus.
Mt. Shasta Fish Hatchery - fish ecosystem and reproductive education for 3rd-8th graders with hands on fish feeding and fish pond exploration.
Humanity for Horses - rescue livestock facility educational tour, common ailments, types of animals, food/water distribution, personality types
Siskiyou County Health Department - education on food handling and opportunity for 6th-8th grade Build My Future Club to get food handler cards.

Plan to Establish:

College of the Siskiyous - college mentors, child care providers for our parents during Parent Academy nights and other activities, music and art classes for our S.A.F.E. program, MakerSpace Program
Rotary - Interact Club for 7th-12th graders
Chamber of Commerce - job experience, career exploration, mentorship
South County Ministerial Association - expand our Church resources, help develop a Men’s Support and Activity Group for fathers, grandfathers, and male guardians of Weed Elementary students.
Community Businesses - job experience, career exploration, mentorship
First 5 Siskiyou- partner for Parent Academy trainings and workshops, childcare, and dinners
Siskiyou Child Care Council - childcare and activities for TK-2
Avalanche Awareness - partner for a hands-on winter survival course for 3rd-8th graders at Bunny Flats.
Weed High School - create a mentorship program for High Schoolers to mentor Elementary Students, create Interact Club. This will help 8th graders transition to High School and create leadership and community service activities.
Colleges - go to college campuses for career exploration
Butte College - printmaking, 3D printing, MakerSpace

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Weed Union Elementary School	90% of administrators, teachers, classified staff, and other school staff will complete the MTSS training program. This program supports building relationships within community schools, collaborative thinking, community involvement and culturally-affirming/relevant asset based environment.	Coordinate with the MTSS trainer by August 2023 to begin certified MTSS training with Wellness Center staff.	Wellness Center staff will have completed their MTSS training by August of the 2024-25 school year.
Weed Union Elementary School	Provide twice monthly WE Parent Academy training for Parents, Guardians, and Family Members with the goal of them being part of the educational delivery system on campus and creating a new school climate that includes a reimagining of teaching and learning.	Create Parent Academy Training Program that leads to a certificate complete with a graduation ceremony.	By 2024-25, have 1 certified parent that can be a part of the educational delivery system on campus.

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Weed Union Elementary School District	Increase opportunities for community members, organizations, parents, and businesses to participate in the educational delivery system through community based curriculum.	Provide after-school tutoring and after-school enrichment curriculum to support the after-school program and provide students with expanded learning opportunities. Provide two PM Wellness Coaches to provide after school expanded learning opportunities/classes in music, art and drama.	By the end of 2024-25 school year there will be 2 PM Wellness coaches that have partnered with at least 2 community organizations/members to provide after school learning opportunities. Organization examples: College of the Siskiyou, First 5, Parents with liberal arts skills and experience, etc as evidenced by sign in sheets.
Weed Union Elementary School District.	Provide training opportunities for teachers and staff about CBL that is responsive to local history, knowledge, values, language, literature, institutions, environments.	Have PLC's and Expert Groups discuss implementation strategies that involve a slow integration of these values and philosophies.	By 2024-25, have 100% of staff complete 2 CBL trainings

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Weed Elementary School	LCAP Goal: 100% of the teachers will participate in staff development related to Community Based Learning instruction and implementation.	Professional Development: Provide high quality professional development and collaboration for staff through Professional Learning Communities and expert committees	Through Professional Development records, lesson plans, classroom observations 100% of the teachers will participate in staff development related to Community Based Learning instruction and implementation and participate in an expert PLC group in either Small Group Instruction, Classroom Engagement, Positive School Culture, or Developing a District Writing Program. Expert Groups will develop and carry out goals for improvement.
Weed Elementary School	Create an assessment tool, covering each CCSPP goal and measurement, that will be reviewed by the Leadership team quarterly to gauge success and guide our Community School Implementation.	Contact other LEA's, Siskiyou County Office of Education, Regional Technical Assistance Centers, and the California Department of Education for guidance on building an assessment tool.	By 2023-24, a Community School Implementation plan assessment tool will be brought to the Leadership Team for review.

Developed by the California Department of Education and State Transformational Assistance Center, February, 2023.