

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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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**District Contact Information**

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 2795 Yard Street
 Oroville, CA 95966
 (530) 532-3000

Oakdale Heights Elementary
 2255 Las Plumas Ave
 Oroville, CA 95966

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.

The primary goal of the OCESD Community Schools initiative is to move from a traditional service-delivery model to a transformational, whole-child approach that eliminates the systemic barriers reflected in our current Dashboard data.

Main Process Goals	Phase-Specific Action Steps
Goal 1: Establish Site-Based Infrastructure Create a sustainable leadership structure that empowers students, families, and staff in shared decision-making.	Onboard CCSPP Director: Appoint a Director to oversee the implementation of the CCSPP Grant district wide. Equip current PPS School Counselor: Equip school counselor to oversee the coordination of the community schools. Ensure systems are in place for implementation. Launch Site-Based Advisory Councils (SBAC): Establish representative councils at each site that include families and students from high-need subgroups to review site-specific data quarterly.

Goal 2: Implement Integrated Student Supports Address the high rates of chronic absenteeism and academic decline through a tiered system of behavior and mental health support.	Expand Basic Needs & Mental Health Access: Continue funding for part time Educational Therapist (Licensed Clinician) to implement clinical services for students needing Tier 3 support. This includes individual counseling, mental health crisis response, suicide risk assessments and response services, supervision for BSW/MSW interns from the local universities, and to collaborate with the PBIS Tier 2&3 and SST teams etc. Integrated Referral System: Continue to develop a streamlined process for staff and families to access community services managed by the Site Coordinator and Certified Wellness Coach. Certified Wellness Coach for Homeless/Foster/Chronically Absent: Given the high level of need within our school community, adding a Community Liaison in the form of a Certified Wellness Coach would significantly strengthen our ability to support both students and families. This person would: • Conduct home visits to build trust and strengthen school-family relationships • Connect families to essential community resources, including mental health services, dental care, health care, and other basic needs such as food support • Organize monthly workshops for parents and families on topics such as social-emotional learning, parenting strategies, and wellness • Improve communication and connection between school and home • Help address chronic absenteeism and tardiness using a tiered approach and the district SART/SARB process A Certified Wellness Coach would bridge the gap between school and home, ensuring families feel supported and empowered.
Goal 3: Cultivate Restorative and Racially Just Climates Reduce the disproportionate use of punitive discipline.	Professional Learning in Restorative Practices: Provide ongoing district-wide training to transition from punitive to restorative discipline that includes but is not limited to evidenced based practices in restorative practices and PBIS.
Goal 4: Transform Teaching and Learning Reverse current academic declines in ELA through community-connected pedagogy.	Increase reading fluency across grade levels: Continue reading specialist positions by highly qualified credentialed teachers to continue to work toward the goal of all students reading at grade level according to state standards.
Goal 5: Ensure Policy Coherence and Sustainability	Initiative Alignment Audit: Cross-walk the CCSPP implementation plan with the LCAP to ensure a "de-siloed" approach to

Braid CCSPP goals with existing LCAP and SPSA mandates for long-term impact.	district-wide student success. Continuous Improvement Cycles: Use quarterly "Data Digs" with the District Steering Committee to monitor progress and adapt strategies based on Dashboard performance.
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Strategy 1: Shared Understanding and Commitment

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?”

Shared Understanding and Commitment 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

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

Background

Oakdale Heights Elementary serves approximately 240 elementary students in a community facing significant socioeconomic challenges (80.56%). Many of our families experience financial hardship, housing instability, and the impacts of substance use, which can make consistent school attendance and emotional stability difficult for students. As a result, our school has made social-emotional wellness a central priority—recognizing that students must feel safe, regulated, and supported in order to learn and thrive.

Our mission is to create and maintain an environment of excellence through Collaboration Communication and Celebration of accomplishment. Our vision is that our community is committed to learning for all. We believe every student has the capacity to learn the essential and valued content of the curriculum and will have his or her achievement formally assessed; and that students’ current successes in learning have a direct bearing on their ability, confidence and expectations for continued independent learning in the future. Our life-ready maxims are “Brave, we rise to challenges; Big-Hearted, we care for each other; and Ready to fly, we reach our goals.”

Assets

The district and Oakdale Heights have adopted state-approved curriculum and textbooks in ELA and mathematics that align with the common core state standards – there is a newly updated math curriculum district-wide, (Into Math by HMH) and Wonders curriculum. The Wonders curriculum also has integrated ELD components to meet the needs of English learners during core instruction. Oakdale also uses SBE - Houghton Mifflin Science for science and Harcourt Brace Reflection for social studies. We have also purchased Mystery Science as a supplemental science program aligned to Next Generation Science Standards (NGSS). This is an online program that provides teachers with NGSS-aligned, grade-level lessons to better prepare our students for middle and high school.

The district has purchased iReady as a computer adaptive intervention system that correlates closely to the SBAC test results. Teachers commit to having their students spend a minimum of 45 minutes a week in the areas of reading and math. The adaptive nature of the software allows us to provide differentiated instruction to better meet all students' needs – lessons progress only as students demonstrate appropriate mastery of math and ELA concepts. iReady also provides printable lessons to help teachers and instructional aides with small-group or one-on-one instruction.

Parents can volunteer in the classrooms to help teachers better meet the instructional needs of all students. We are in the process of hiring an additional instructional aide that will push into classrooms to assist teachers with interventions. All kindergarten teachers receive support from an Instructional Aide for at least three hours each day.

The district also provides a Teacher Specialist to help with academic interventions and teacher coaching. Oakdale Heights has a 50% CR-PBIS/MTSS Teacher Lead and contracts with CORE for ELA coaching for all kindergarten through 3rd grade teachers.

The Principal visits classrooms on a weekly basis. Visits are usually informal and the focus is on behavior-specific praise, a continuum of responses to inappropriate, and engagement and opportunities to respond. Regular evaluations are performed per district mandates for several teachers each year. Teachers have multiple formal and informal evaluations during their evaluation year. Teachers meet an average of twice a month with their grade-level PLC group to review the assessments that are the focus of their planners. Formative and summative assessment results are discussed and may be modified or replaced by more appropriate ones. Teachers also discuss how they will meet the needs of the students that demonstrate interventions are needed, as well as how students are responding to interventions already in place.

Teachers and staff are working to improve climate and culture to create a more positive, safe, and nurturing school environment through frequent social-emotional learning (SEL) instruction for all students, trauma-informed approaches to teaching and behavior management, culturally relevant lessons, and restorative practices. We are working with the educational research firm Inflexion to strengthen school culture and increase student success.

K-5 teachers participate in the Vital West Ed coaching and lesson protocol every other month. Principals participate and collaborate with Threshold Leadership training consultants district as professional development.

Oakdale Heights works with a number of community partners to assist under-achieving students, including the Boys and Girls Club, African American Cultural Center, Strengthening Families, Positive Educational Partnerships. We refer students to Children's Hope for outside counseling when needed. The school provides curriculum aligned textbooks to the community so they can use our curriculum when working with the students. Affinity clubs are also provided to students on campus.

Racially Just, Relationship-Centered Spaces

OCESD is transitioning to a community school model to transform our sites into hubs of wellness that are racially just, relationship-centered spaces that families can come to seek support so they and their children can grow and thrive. We aim to replace punitive discipline with restorative environments. While our districtwide suspension rate improved to 8.4% (Yellow), our 2024-25 data reveals persistent inequities: African American students (13.1%) and Students with Disabilities (14.6%) remain in the Orange status for suspensions.

Oakdale Heights has seen growth in the area of suspensions moving from 5.9% (Red) in 2024 to 5.6% (Yellow). Oakdale Heights would like to use community schools funds to continue and possibly increase services especially in the area of wellness, restorative practices, positive behavior intervention systems (PBIS), multi tiered systems of support (MTSS), and mental health.

The Value of Shared Power and Ownership

At Oakdale Heights we believe that the most sustainable school improvements happen when those most impacted by decisions are the ones making them. Adopting the Community School model is a commitment to transforming our campus into an inclusive environment where leadership is a shared responsibility rather than a siloed task.

By centering our strategy on shared power, we recognize that parents, staff, students, and Oroville community partners are not just "beneficiaries" of our school—they are its architects.

Core Strategies for Deep Engagement

To move from theory to practice, Oakdale Heights will implement specific structural shifts to ensure expertise and commitment are recognized across the board:

- Annual "Data Digs" with Community Focus Groups:
 - Transparency is the foundation of trust. We will host annual sessions where quantitative data is laid bare for community review. By inviting focus groups to analyze assets, achievement, and attendance trends, we move beyond reporting and into collective problem-solving, ensuring our goals reflect the community's lived reality.
- A Multi-Stakeholder Site Advisory Council:
 - Power is formalized through our Site Advisory Council (SAC). Meeting regularly, this council serves as the primary engine for shared decision-making. Composed of diverse representatives, the SAC ensures that no major policy or budgetary shift happens without the input of those it affects most.
- Holistic Data Feedbacks (Dashboards & Climate Surveys):

- We value the "felt" experience of our community as much as our test scores. By utilizing comprehensive dashboards and frequent climate surveys for staff, parents, and students, we create a continuous feedback loop. This data allows us to pivot quickly when the needs of our interest-holders change, ensuring every voice—not just the loudest—is heard.

Classroom-Community Connections

OCESD continues to strive to improve chronic absenteeism. While we saw improvements district wide with our chronic absenteeism rate going from 39.5% in 2024 to 37.6 % in 2025 we still see room for improvement.

Oakdale Heights unfortunately saw an increase in chronic absenteeism. In 2024 absenteeism was at 30.3% and in 2025 it rose to 32.6%. This needs to be addressed. Oakdale hopes to use community school funds to employ a full time Certified Wellness Coach to work with students who struggle with chronic absenteeism, homelessness, and are involved in the child welfare system.

Oakdale Heights offers Art classes from a credentialed teacher to all students every other week.

Rooting Academic Excellence in Local Identity

At Oakdale Heights we are redefining instruction by continuously linking classroom learning to the broader Oroville community. Our goal is to move beyond rote memorization toward engaging, real-world, and project-based learning that draws directly from the assets of our students, families, and local history.

Integrating Real-World Systems & Support

To achieve this deep connection between the classroom and the community, we focus on three core pillars:

- **District-Wide Alignment & Real-World Application:**

- As we adopt our newly updated math curriculum district-wide, (Into Math by HMH) we are moving beyond abstract equations to focus on practical application. By utilizing community-based data and local economic examples, we show students that math is a tool for navigating and improving their own world. This shared curriculum ensures high standards and equitable access for every student across the district.
- Oakdale Heights has seen ELA scores rise from 85 points below standard (PBS) in 2024 to 83.1 PBS in 2025. This shows that our students are needing more support than ever before in the areas of reading and writing. With community school funds, Oakdale hopes to employ a full time credentialed reading specialist to continue to work with students to improve ELA scores.

- **Classroom Community Circles:**

- Belonging is a prerequisite for learning. We utilize Classroom Community Circles as a daily practice to foster social-emotional growth and democratic dialogue. These circles allow students to share their unique perspectives, solve internal conflicts, and build the

communication skills necessary for civic engagement. It is here that local values and student voices are most clearly heard and honored.

- **Campus-Wide PBIS (Tier 1 Expectations & Interventions):**
 - A thriving community requires a shared language of respect and safety. Oakdale Heights has implemented PBIS (Positive Behavioral Interventions and Supports) as our cultural foundation for behavior support. Our Tier 1 team meets monthly to look at site wide data and make improvements.
 - **Consistency:** Tier 1 expectations are taught and reinforced in every corner of the campus.
 - **Incentive:** The use of PBIS points allows staff to recognize and celebrate students who embody our community values.
- **PBIS Tier 2 and 3 Support**
 - PBIS Tier 2&3 team meets monthly to discuss behavior support for students in need using data driven decision rules.

Focus on Continued Improvement

At Oakdale Heights, we believe that excellence is a journey, not a destination. Within the Oroville City Elementary School District (OCESD), we are committed to an ongoing cycle of reflection, analysis, shared learning, and revision. Our focus remains steadfast on improving student learning conditions, fostering well-being, and achieving equitable outcomes for every child we serve.

Cultivating Circles of Support

Central to our mission is the development of circles of support where families feel welcomed and connected to resources so they can grow and thrive. We know that students cannot reach their full potential in isolation. By ensuring that families, school staff, and the broader Oroville community are valued, engaged, and empowered, we create a school environment where everyone has a stake in our collective success.

Data as a Flashlight, Not a Hammer

To achieve true improvement, we must reinvent how we measure success. Oakdale Heights goes beyond traditional metrics to utilize systems of measurement rooted in asset-based, community-driven, and actionable data. * Mutual Accountability: We view data as an instrument for reflection, not a tool for judgment. It is a flashlight that illuminates our path forward, rather than a hammer used for compliance.

- **Shared Access:** We believe data belongs to the community. Through annual "Data Digs" with focus groups and the regular use of dashboard data, we ensure that students, staff, and families can access the information needed to hold us—and each other—accountable.
- **Holistic Feedback:** By implementing climate surveys for all stakeholders, we gain a 360-degree view of our school's health, ensuring our "flashlight" shines on social-emotional well-being as much as academic scores.

Strategic Alignment with OCESD

Our commitment to continued improvement is grounded in the OCESD Strategic Plan. We leverage district-wide initiatives to ensure our improvements are sustainable and rigorous, including:

- **Professional Learning Communities (PLCs):** Where staff engage in the "shared learning" and "revision" phases of our cycle to improve instruction.
- **Universal Screeners & Common Formative Assessments:** Providing the real-time, actionable data necessary to pivot our interventions.
- **Integrated Services:** Aligning our literacy goals and English Learner supports to ensure no student is left out of our improvement cycle.

A Responsive and Empowered Community

All interest-holders are encouraged to actively participate in shaping Oakdale Heights into a responsive institution. This is formalized through our Site Advisory Council, which meets regularly to analyze our progress and suggest revisions to our strategies. By maintaining this transparent cycle of reflection and action, we ensure that our school remains a place where students, families, and staff feel truly empowered to drive the results our community deserves.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

How OCESD will engage the community to identify top priorities and vision.

Interest Group	Engagement Process	Focus Groups/Areas
Families and Caregivers	-Yearly Community Focus Groups w/dinner -Empathy interviews -Climate surveys	Homeless & Foster Youth Families: Conduct 1:1 interviews with willing families who are under our homeless and foster umbrella to understand barriers to the 57.3% chronic absenteeism rate. Community Focus Group: Host Yearly Community Focus group to go over asset mapping and needs

		assessments and provide dinner and childcare Language Access: Ensure all visioning exercises are provided in the primary languages of our families to uplift language as a vital asset.
Students	-Student Advisory Councils -Empathy Interviews -Climate Surveys	Focus on marginalized groups: Conduct empathy interviews with students at each school site and create student advisory councils where students can give their opinions and input on the climate and culture of their school site.
Staff (Certificated/Classified)	-Professional Learning Community (PLC) meetings -Ongoing Restorative Practice Training -Ongoing PBIS Practice Training	Instructional Staff: Find time that works with schedules and engages staff
Community Partners	-Yearly Focus Groups for Asset Mapping and Needs Assessment -Continued Outreach and Connection	Community Schools Director: Attends community partner meetings and participates on advisory boards when possible.

Part B: 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 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 Priorities based on OCESD's 2024-25 Dashboard data.

Priority	Dashboard Data Driver	Alignment with CCSPP Pillars/Cornerstones
1. Integrated Attendance & Basic Needs Support	Homeless students face a 57.3% chronic absenteeism rate. Students in Foster Care face a 35% chronic absenteeism rate. District wide 37.6% of students are considered chronically absent.	Pillar 1: Integrated Student Supports. -Employ a full time Certified Wellness Coach to work with students who fall under the umbrella of chronically absent, homeless, or involved with child welfare. -Look into options for transportation for students who are considered "chronically absent" such as student share like Kango or other vehicle

		purchasing.
2. Restorative & Racially Just School Climates	Disproportionate suspension rates: 13.1% for African American students and 14.6% for Students with Disabilities. 7.3% for Foster Youth, 7.3% for Homeless Youth.	Cornerstone: Racially Just and Restorative Climates. Moving from punitive discipline to restorative practices that sustain connection to school. Continue to employ a part time licensed clinician to deliver mental health services to students needing Tier 3 support. Employ a full time Certified Wellness Coach to support students and families in wellness and care coordination. -Purchase relevant and updated SEL curriculum for school counselors and CWCs
3. Culturally Proficient Academic Recovery	ELA performance for Homeless youth dropped 44.9 points, and English Learner progress declined to 43%.	Cornerstone: Powerful, Culturally Proficient Instruction. Employ a full time, credentialed, reading specialist to work toward reading at state grade level standards. Ensuring teaching is centered in the wisdom, history, and experience of our diverse students.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

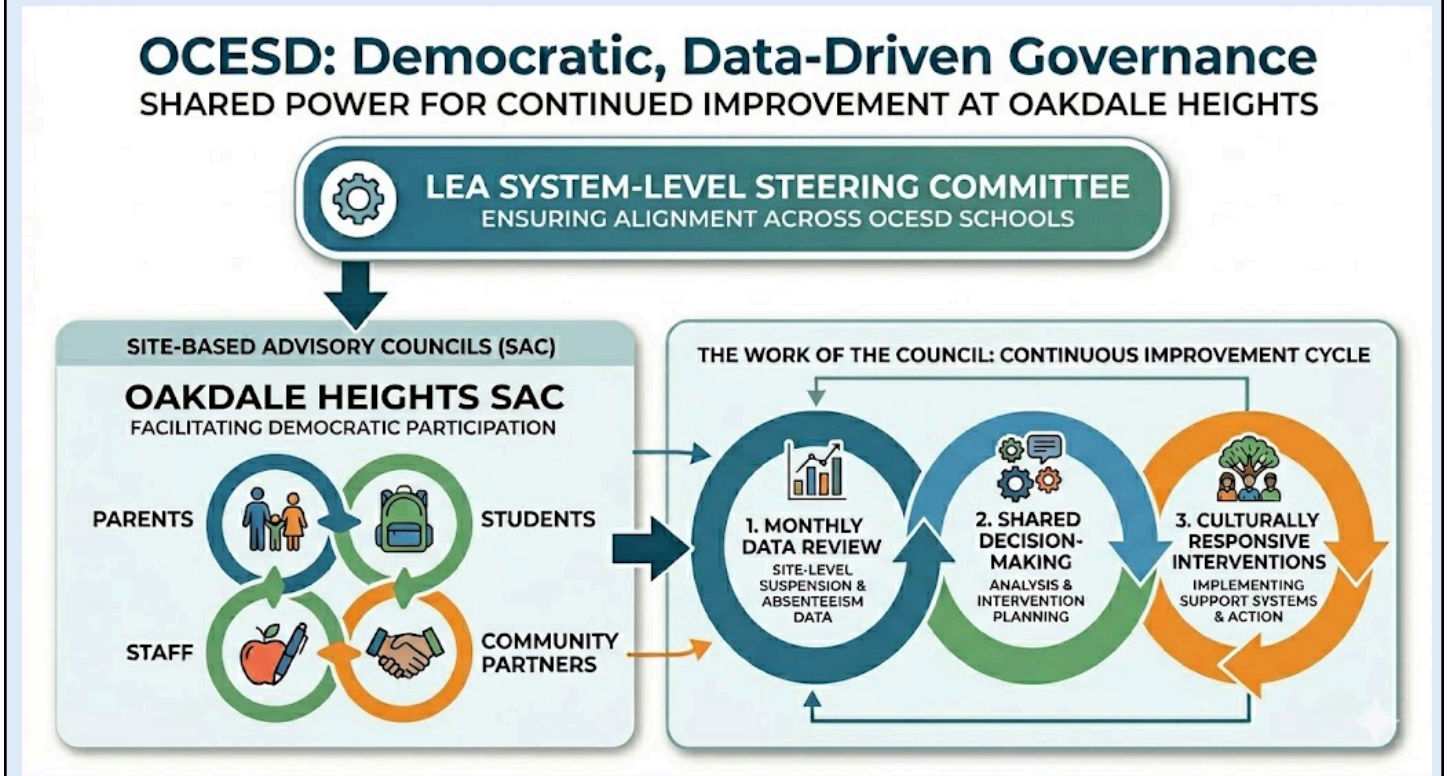
OCESD will strengthen site and district leadership structures to ensure authentic, shared decision-making that includes students, families, and staff.

Goals	Action steps
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Establish and maintain a representative Site-Based Advisory Council (SBAC) at each implementation site.	Conduct a leadership map to identify existing teams (e.g., School Site Council, ELAC) and integrate them into a unified SBAC structure. Recruit parents and students from high-need subgroups, specifically focusing on families of Homeless Youth and African American students. Schedule monthly SBAC meetings to review site-specific suspension and attendance data.
Create a district-level CCSPP Steering Committee to provide oversight and systemic alignment.	Convene a committee consisting of the CS Director, site coordinators, labor partners, and community agency leads. Develop a shared governance charter that defines how the steering committee and SBACs influence budget and programming.

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):

OCESD will launch Site-Based Advisory Councils that include parents, students, and staff to facilitate democratic participation. These councils will be tasked with reviewing site-level suspension and absenteeism data monthly to ensure that shared decision-making leads to culturally responsive interventions. The LEA will establish a system-level steering committee to ensure alignment across all OCESD schools.



Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

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. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

We will "de-silo" our efforts by integrating the CCSPP Plan into the LCAP and SPSA. This ensures CCSPP resources directly fund our MTSS (Multi-Tiered System of Supports) to address the significant academic gaps in Math (85.6 Points Below Standard) and reading (83.1 Points Below Standard).

Our goal is to integrate the community school strategy with the LCAP and SPSA to ensure all district initiatives work toward a single cohesive vision of student success.

Goals	Action steps
"De-silo" existing programs by aligning CCSPP goals with LCAP academic and climate priorities.	• Conduct an audit of current initiatives to identify overlaps between existing frameworks. • Update the LCAP and SPSA to include specific community school metrics, such as reducing the 85.6-point gap in Math and 83.1-point gap in Reading.

Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

OCESD will hire **District-Level Community School Coordinators** at each implementation site to manage partnerships and student case-management. We will also recruit **diverse, multilingual staff** to better serve our

English Learner population, which requires intensive support given recent performance declines. Sustainability will be built by **braiding funding** from the CCSPP grant with Title I, CYBHI, and LCFF supplemental funds.

Goals	Action steps
Establish Director of Community Schools (LEA Level)	Oversees district-wide alignment between the CCSPP and the LCAP. Responsible for grant management, braiding of funds (Title I, LCFF, Medi-Cal), and ensuring policy coherence across all OCESD sites.
Develop a multi-year fiscal sustainability plan.	Identify opportunities to "braid" funding from Medi-Cal billing, community partners, and state block grants. Establish a data-tracking system to demonstrate the ROI of community school staff in reducing costly absenteeism and suspension rates.

Key Staff/Personnel

Staffing	Area of Responsibility
Equip School Social Worker to act as Site-Level Community School Coordinator	Serves as the "linchpin" for the site. Leads the needs/assets assessment, manages MOUs with community partners, facilitates the Site-Based Advisory Council (SBAC), and coordinates the delivery of integrated student supports.
Certified Wellness Coach	Specifically focuses on reaching historically marginalized subgroups to promote wellness and create care plans. Responsible for reducing the 32.6% chronic absenteeism rate by conducting home visits, organizing "Community Cafés," and providing language-access support for English Learner families.
Licensed Mental Health Clinicians	Continue funding for a part time Educational Therapist (Licensed Clinician) to implement clinical services for students needing Tier 3 support. This includes individual counseling, mental health crisis response, suicide risk assessments and response services, supervision for BSW/MSW interns from the local universities, and to collaborate with the PBIS Tier 2&3 and SST teams, etc.
Certificated Reading Intervention Specialist	Employ a certificated reading intervention specialist to work toward reading levels increasing to state standard grade level across all grades.

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

OCESD's sustainability strategy is built on shifting from "grant-funded programs" to "institutionalized systems." We are considering the following steps to ensure the community school model thrives beyond 2030:

- 1. Braiding and Blending Funding Streams:** We will move away from reliance on one-time grant funds by braiding LCFF Supplemental/Concentration funds, Title I, and Expanded Learning Opportunities Program (ELO-P) funds to support core staff roles, such as the Site Coordinators. By aligning the CCSPP plan directly with the LCAP, we ensure these positions become permanent fixtures of our district's basic operation.
- 2. Leveraging Medi-Cal Peer Support and LEA Billing:** To sustain integrated health and mental health services, OCESD will expand its participation in the Medi-Cal LEA Billing Option Program and School-Based Medi-Cal Administrative Activities (SMAA). This will allow us to recoup costs for services provided to eligible students, creating a self-sustaining revenue stream for mental health and wellness staff.
- 3. Formalizing Strategic Partnerships through MOUs:** We are building sustainability through "no-cost" or "shared-cost" MOUs with local Community-Based Organizations (CBOs) and county agencies. By co-locating services (e.g., health clinics, food pantries) on-site, the district provides the space while the partner provides the staffing, ensuring services continue regardless of district grant status.
- 4. Increasing ADA through Improved Attendance:** Our data shows a 32.6% chronic absenteeism rate, which significantly impacts our district revenue. By successfully implementing the CCSPP strategy to reduce absenteeism (particularly among our Homeless youth at 57.3%), the resulting increase in Average Daily Attendance (ADA) funding will be reinvested into the community school infrastructure.
- 5. Capacity Building and Collaborative Leadership:** By investing in intensive professional development now (Strategy 7), we are building the internal capacity of our existing teachers and administrators. Furthermore, by empowering the Site-Based Advisory Councils, we ensure the community "owns" the model. When families and partners are deeply embedded in the governance of the school, the demand for the model's continuation remains high, making it a permanent community expectation rather than a temporary program.

Strategy 6: 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 that 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

We will establish partnerships with local Community-Based Organizations (CBOs) and county health departments to provide integrated student supports. These partnerships will prioritize mental health services to support our goal of reducing suspension rates for Students with Disabilities and African American students. We will also partner with local housing and food agencies to address the barriers causing 57.3% chronic absenteeism among our Homeless student population.

Goals	Action steps
Formalize partnerships with agencies that address top community priorities.	Continue to implement a "Partner Referral System" managed by site coordinators to ensure students receive timely, integrated supports and to specifically target the 57.3% chronic absenteeism rate among Homeless students..
Ensure partners are active participants in continuous improvement.	Include lead partners in quarterly SBAC data reviews to adjust service delivery based on student needs.
Join Community Advisory Boards/Attend Community Meetings	When possible, the Community Schools Director will attend community meetings and advisory boards to remain connected and involved in community outreach and services.

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:

OCESD is building a strategic network of partners categorized by their ability to address our primary "Red" and "Orange" Dashboard indicators. Our partnership ecosystem includes:

- **Integrated Student Support Partners (Mental Health & Wellness):** We will maintain our formalized MOU with Butte County Behavioral Health and local counseling CBOs. These partners provide on-site therapeutic services and crisis intervention, specifically targeting the root causes of the 13.1% suspension rate for African American students and 14.6% for Students with Disabilities.
- **Basic Needs & Housing Partners:** To address the 57.3% chronic absenteeism rate among Homeless students, we are partnering with local housing authorities, family shelters, and food banks. These partners provide essential resources—including laundry facilities, food pantry access, and transportation assistance—directly on or near our school sites.
- **Expanded Learning & Academic Enrichment Partners:** We are collaborating with the Butte County Library and local youth development organizations to provide tutoring and project-based learning. These partners focus on ELA and Math recovery to reverse the 83.1-PBS in ELA and the 85.6-PBS in Math.
- **Cultural & Linguistic Advocacy Partners:** To better serve our English Learner population (which saw progress drop to 43%), we are planning partnerships with cultural community organizations (e.g., Hmong and Hispanic community centers). These partners ensure our outreach and services are linguistically accessible and culturally affirming. Partners include the Promotores Program which promotes mental health awareness, empowerment, and wellness for Hmong and Latino families.

Our partnerships are not "one-size-fits-all" additions; they are intentionally designed to be responsive to the local vision through the following mechanisms:

- **Guided by the Needs and Assets Assessment:** We only enter into formal partnerships that directly address the priorities identified by students, families, and staff during our Strategy 2 assessment process. For example, if families identify "lack of stable housing" as a primary barrier to attendance, our partnership with housing agencies becomes a high-priority "responsive" action.

- **Active Participation in Shared Governance:** Lead partners are invited to participate in the Site-Based Advisory Councils (SBAC) alongside parents, students, and staff. This ensures that those receiving services have a direct voice in how those services are delivered. If students report that a specific mental health service feels "punitive" rather than "supportive," the SBAC has the power to work with the partner to adjust their approach.
- **Continuous Improvement Data Loops:** We will hold quarterly "Partner Data Digs" where community partners join staff and families to review Dashboard progress. If we do not see a reduction in the 41.8% chronic absenteeism rate for African American students, we will collaboratively redesign the partner's intervention strategy to ensure it remains responsive to the community's evolving needs.
- **Bilingual and Bicultural Staffing Requirements:** We prioritize partners who can provide staff who reflect the demographics of OCESD. This is a direct response to family requests for practitioners who speak their languages and understand their cultural histories, moving us toward the "Racially Just and Restorative" cornerstone of the CCSPP Framework.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how 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

Professional learning will continue to focus on restorative practices rather than punitive discipline to directly address the high suspension rates found in the Dashboard data. Additionally, educators will receive coaching on trauma-informed care to better support not only our population of Foster Youth, who, despite showing some suspension improvements, still face significant academic and attendance hurdles, but also all of our students who face significant socioeconomic challenges that can lead to substance abuse, emotional instability, homelessness and other challenges that students struggle with day to day.

Goals	Action steps
Implement district-wide training on restorative justice and racially just school climates for Staff and Families.	Provide intensive coaching for staff on alternatives to suspension, targeting the 13.1% suspension rate for African American students. Continue PBIS initiatives on all three Tiers.

	Facilitate workshops for families on positive parenting classes including Triple P through the Butte County Child Abuse Prevention Counsel.
Annual Site Self Assessment	Conduct the LEA Site Self Assessment annually using the self assessment tool provided by the state.
Annual LEA Self Assessment	Conduct the LEA Self Assessment annually using the self assessment tool provided by the state.
Annual Asset Mapping, Needs Assessment and Gap Analysis Comparison	Conduct annual asset mapping, needs assessments, and gap analysis and compare them to the previous year.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy build on the rich, diverse cultural, and linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

To improve student engagement and academic outcomes (ELA and Math), OCESD will transition toward culturally proficient and relevant instruction. Educators will be trained in project-based learning that utilizes community asset mapping to make lessons more relevant to students' lives. This strategy aims to improve the sense of agency and efficacy among our students, particularly those in subgroups currently showing "Red" or "Orange" status on the Dashboard.

Goals	Action steps
Transition to project-based learning (PBL) that utilizes community assets.	Train teachers to conduct "Community Asset Mapping" to identify local experts and landmarks for curriculum integration. Develop lessons that address local issues, increasing ownership and agency for students in subgroups currently in the "Red" (e.g., Homeless, English Learners).
Enhance cultural proficiency in ELA and Math instruction.	Review and adopt supplemental materials that reflect the diverse backgrounds of OCESD students to help reverse the 12.3-point decline in ELA.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review student outcomes and program effectiveness data, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allow for the celebration of successes and, development of new strategies, structures, and practices, and build stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allow for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

We will develop a continuous improvement process that reviews Dashboard indicators quarterly. Our metrics for success will include:

- Reduction in suspension rate gaps for African American and SWD subgroups.
- Increase in English Learner Progress back toward "Blue" status.
- Improvement in ELA and Math "Points Below Standard".
- Decreased chronic absenteeism for Homeless and Foster youth. We will use these data points to adapt our practices and celebrate our successes with the community.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop a multi-metric evaluation plan rooted in local definitions of success.	Convene interest-holders to define success beyond the Dashboard (e.g., student well-being surveys, family participation rates).	Established "Community Success Dashboard" shared quarterly.
Monitor CA Dashboard indicators for specific subgroups quarterly.	Conduct "Data Digs" with SBACs to track progress on Chronic Absenteeism for Homeless youth and Suspensions for African American students.	10% reduction in suspension disparities for SWD and African American students. 5% increase in EL progress toward "Yellow" status.