

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 assets-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

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.

Data was collected from a variety of sources.

We worked hard to involve interest holders including parents, students, certificated and classified staff, and the principal.

A parent survey was shared with the community in late April of 2023 and 125 parents responded. It was a comprehensive survey based on a WestEd and CDE California School/Parent Survey. Some demographic data was captured along with parents' thoughts on the school environment, quality of school communication, safety of students, and extra-curricular activities.

A student survey was shared with 4th, 5th, and 6th graders in June of 2023. Students were asked what they liked about our school and what they would like to have at our school.

Clarence Ruth staff was surveyed in August of 2023. Staff was asked what are some things we have and appreciate about Clarence Ruth and what are some things they think would make our school better.

ELAC members were asked at an August 25, 2023 meeting what they appreciate about Clarence Ruth and what things they would like to make our school better.

The Clarence Ruth Design Team then met to review the data. Teachers, classified staff, and parents comprise the site Design team. After the data was analyzed the team discussed what assets our school possessed, and ideas to close the gap to meet the community's needs.

Site administrators have met with other school sites at the district level to identify themes in the data shared, and what will be some of the needs across multiple sites for potential shared work. The district is investigating strategic community partnerships including medical, mental health, economic, and education assets.

Taking the strengths and needs into account Clarence Ruth's Design Team identified the following priorities:

1. More family engagement - consistent opportunities to be involved in various school organizations (PTA, SSC, etc.)
2. Extracurricular opportunities for students
3. SEL support and counseling services
4. Intervention support to increase academic achievement
5. Programs to address aggressive behavior and bullying.
6. Alternative learning spaces that are highly engaging (outdoor?)
7. Parent education on how to work with their students. For students aged 2-4 "Mommy & Me?" Parents with students of all ages SEL, academic support, PBIS strategies, etc.

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:

Clarence Ruth is committed to becoming a Community School. The school community is aware of and supportive of the effort. To deepen our understanding, the Design Team delved into the core commitments, and the outcomes are shared below. Although we cannot address all weaknesses immediately, we are committed to intentionally building on strengths and addressing weaknesses. We know that ultimately these core commitments will drive improved student engagement, performance, and success.

The Clarence Ruth Community Schools Design Team reviewed the four core commitments. Each member was asked to provide input regarding the four core commitments; what is something the school does well and an area of improvement in relation to each core commitment.

Also, a survey was shared with staff. Staff was asked to think about things they appreciate about Clarence Ruth and things that would make our school better while considering the four core commitments.

Assets-Driven and Strength-Based Practice

STRENGTHS:

- The staff does not resist involving families and the community.
- Teachers solicit input from parents through conferences and ongoing communication throughout the school year.
- Sometimes family members are asked to share information about their jobs and experience during career week type events.
- Local guest speakers and field trips occur and help students recognize the value of their community
- Strong and growing collaborative team

WEAKNESSES:

- The number of parents here and present in school activities needs improvement.
- Parent/family participation in groups that make decisions such as PTA, SSC, and ELAC is very low.
- Local guest speakers and field trips do not occur with regularity across all grade levels.
- More systematic restorative practices

Racially Just and Restorative School Climates

STRENGTHS:

- CARE Club (Evelin Castaneda) - parents came on campus to learn how to support students and engage in make & takes.
- Low student turnover. Students are able to make meaningful, long-term connections to staff members.
- Cross grade level Reading Buddy activities allow students and staff structured access to develop relationships beyond current classroom walls.
- Students are welcomed on arrival to school and wished well at dismissal by a variety of staff members.
- On-campus school counselor leading SEL activities and lessons
- Staff are willing to support students beyond their student class and continue meaningful relationships with students when they move up in grade level.

WEAKNESSES:

- School climate is negatively impacted by inconsistency among staff members in regard to tone during student interaction.
- Students have few opportunities to talk about life experiences or difficult events due to limited time of staff members.
- Unregulated behavior from some students exhibiting frequent outbursts and other trauma-related
- More parent engagement training for all staff including classified staff.
- Interventions are not consistent across the board when they are placed

Powerful, Culturally Proficient and Relevant Instruction

STRENGTHS:

- Our families are very connected either by relation, friendship, or sports. Very tight knit community. (Interconnectedness)
- Students are encouraged to bring their personal experience to projects in art, writing, and personal expression.
- Families are encouraged to attend school events to view student work and share their experiences.

WEAKNESSES:

- The history of our city, school, and community has not been taught directly in very many classrooms recently most likely due to limited time for social studies lessons. This is a missed opportunity to teach students to take pride in our unique community.

Shared Decision Making and Participatory Practices

STRENGTHS:

- Decision making teams exist at the school. SSC and Leadership.
- The Leadership team consists of grade level representatives and guides school decisions by providing feedback.
- A recent survey generated a significant amount of feedback from families regarding school issues. There is potential that family members wish to share thought and need an access point.

This study of the core commitments informed our selection of the priorities listed at the end of our response to Priority 1. Family engagement, a theme, is a top priority. SEL, academic and behavior supports, and parent education will all be guided by the core commitments.

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

The Clarence Ruth Design team will transition into the site Implementation Team. School Site Council (SSC) members will be updated on the Community Schools work at each meeting. School Site Council members will also be invited to Community School meetings to be part of the work and share in the decision-making process. The same process will occur with our English Language Acquisition Committee (ELAC). ELAC members will be updated on the Community School work at each meeting and members will be invited to take part in Community School meetings to be part of the decision-making process.

The goal is to better integrate the site implementation team, SSC, and ELAC members over time to create Clarence Ruth's Community Schools program. Agenda minutes will document the participation of the varying members included in the Community Schools' work.

We want to continue including more parents in the Community Schools implementation.

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
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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
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Key Staff/Personnel

Staff/Personnel Name	Main Role at the Site Level

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

Priority 6: Strategic Community Partnership

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
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Describe the partnerships you have established or plan to establish, and how your school’s partnerships will be responsive to the vision and priorities of students, staff, families and community members:

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
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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
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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
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