

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

Maple High School

4010 Jupiter Avenue, Lompoc, CA 93436

Phone: (805) 742-3150

Principal: Laurel Ciervo ciervo.laurel@lUSD.org

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.

Needs and Assets Assessment

Focus Groups with School and Community Partners

For the 2022-2023 school year, Maple High School's leadership, staff, student, and parent communities spent time collaborating with other, similar high schools to develop best practices for student success in and out of school. Staff visited other schools, met with other alternative education staff, and attended trainings. A community team was established to begin developing top priorities. This team met once a month and then, in the spring, every other week to start developing a vision based on the needs that were established in the focus groups and input sessions.

Back to School Night Parent Input Session

In the fall of 2023, most students and families were new to Maple High School. This session gave families an overview of the work the committee had finished last year and facilitated input based on progress and any new insights and ideas.

Parent Survey

A parent survey was sent home over Parent Square and given at Back to School Night.

Student Survey

A student focus group and principal's advisory student group were developed in the fall of 2022. The results from this focus group and input from the student advisory were used to develop goals.

Priority Topics

Data from the needs and assets assessments conducted throughout 2022 and 2023 revealed several areas of need for Maple High School. The priority topics that need to be addressed include increased access for families to mental health, physical health, and social services (including the need for a mobile medical and/or mental health response team), community-based learning through internships and field trips, improved facilities, access to transportation and services beyond school hours, access to food pantries and other nutrition services, increased family engagement, and community partnerships in school.

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:

We believe that high school graduates must know how to reason, problem-solve, and be active members of the community. As a Big Picture Learning school, there is no canon of information that all students must know. In a world where available information is growing exponentially, we believe that the most important thing a student needs to know is how to learn. Integral to the Big Picture Learning design are five Learning Goals, a framework for looking at concepts, skills, and abilities, and a guide for creating personalized curriculum. The Five Learning Goals are:

- Personal Qualities Communication Quantitative Reasoning Empirical Reasoning Social Reasoning

Assets-Driven and Strength-Based Practice

In order to commit to the cornerstone of Assets-Driven and Strength-Based Practice, Maple High School commits to making classes available that reflect community input and offer real-world skills and support for students. This would include in-class opportunities like hosting community guest speakers, but it also extends to opportunities outside of the classroom that would allow students to connect to community partners through community events, field trips, and internships. Making internships available for students will increase student engagement throughout all school subjects and district-required courses, in addition to teaching them skills that can be applied to their future careers. This focus on community learning through internships will also help Maple High School to support students with their next steps after graduation by providing them with connections to the community and giving them a head start on being a part of the local workforce.

Maple High School also commits to giving our students the opportunity to be leaders. Students will have input on school policies and events through surveys and principal's advisory meetings. We will commit to providing students with leadership courses and workshops that will highlight their tenacity and already strong characters. We also commit to highlighting student success and progress regularly through awards, positive reinforcements, and positive school culture activities like spirit weeks and other fun events during the school year.

Racially Just and Restorative School Climates

In order to commit to the cornerstone of Racially Just and Restorative School Climates, Maple High School commits to creating an environment that emphasizes cultural awareness and focuses on finding similarities and building connections. We aim to do this by adding more literature of different cultures, races, and experiences into our curriculum. We will also incorporate intercultural communication through history education with an emphasis on exploring marginalization and finding ways to eliminate it. In addition, we will be utilizing California's new Ethnic Studies framework sooner than is required to implement culturally-responsive educational practices.

In addition to these upgrades to our curriculum, Maple High School commits to continue using restorative practices through PBIS and getting our staff additional training on the topic. We also commit to becoming a trauma-informed staff so we can better meet the needs of our students. This will include providing psychoeducation and/or counseling for both staff and students as well as a basic needs program on campus.

We also commit to creating support groups or clubs on campus that celebrate different cultures. We will include families in culturally significant school activities. We also commit to creating more Leave to Learn experiences for our students, both in their community and outside of the city. Maple would also like to involve the community in creating a racially just and restorative school climate by bringing in guest speakers that can speak to these topics and motivate students with success stories. We will also incorporate community volunteer opportunities for our students to help them feel more connected to their culture and community.

Powerful, Culturally Proficient and Relevant Instruction

In order to commit to the cornerstone of Powerful, Culturally Proficient and Relevant Instruction, Maple High School commits to creating curriculum and programs to address topics such as life skills and basic needs, mental health, and individual safety. Life skills and basic needs curriculum and programs will include topics such as nutrition, fitness, hygiene, sex education, parenting, and other information for launching into adulthood. Mental health curriculum and programs will provide resources and information on getting help for substance abuse issues and how to access mental health resources. Individual safety curriculum and programs will provide resources and information for students who want to leave gang life as well as human trafficking education and resources.

These curriculum and programs will be crafted to be culturally responsive. Maple High School staff commits to being supportive adults that students can rely on to help them navigate adolescence and early adulthood. We will not shy away from modern topics for discussion and will provide truthful information for all student inquiries.

Shared Decision Making and Participatory Practices

In order to commit to the cornerstone of Shared Decision Making and Participatory Practices, Maple High School commits to giving students and parents more of a voice. Although students and parents are already included in decision-making at Maple High School, we commit to improving these relationships by hosting regular family events that focus on establishing and maintaining relationships that last long after our students graduate. (Bilingual) events like potlucks, open houses, movie nights, and educational seminars will allow our school to make positive contact with parents and families and maintain an open line of communication. Feedback from these events will be utilized to make any necessary changes to school policy and culture. Increased family participation via these events will also be used as a recruiting tool to generate more family participation in school site council meetings.

Students specifically will be given shared decision making power so that they can be involved with decisions that directly impact them. This will include creating a student council and leadership classes and workshops. We also commit to reaching out to our community partners so that students can participate in internships that will help them develop real-world skills. Staff and students will also form close relationships through our advisory program. Staff will use the feedback received during advisory class discussion and one-on-one meetings to further inform our educational practices.

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 or other graphic):

Shared Decision-Making Leadership Structure

The School Leadership Team guides the other teams and committees in a shared decision-making process throughout the school year. Leadership meetings are held monthly, Faculty Advisory Team meetings are held weekly, Big Picture Steering Committee meetings are held monthly and School Advisory Meetings are held once a quarter.

School Leadership Team

Principal

2 Teachers

1 Counselor

Faculty Advisory Team

Principal

All teachers

School Safety Liaison

School Counselors

Big Picture Steering Committee

Principal

3 Teachers

Counselor (CHS)

Assistant Principal (LHS)

Community members

Business owners

Students

Parents

School Advisory Committee

Principal

3 Teachers

1 Counselor

1 Parent

1 Student

School Resource Deputy

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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