DINUBA UNIFIED SCHOOL DISTRICT

Cultivating Excellence

California Community Schools Partnership Program

Implementation Plan

Ronald Reagan Academy

CCSPP: IMPLEMENTATION PLAN

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Strategies, Priorities and Goals

Strategy 1: Shared Commitment, Understanding, and Priorities

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

Dinuba Unified's Round 3 CCSPP Project will build upon recent efforts to understand and mitigate the impact of school climate and safety on student outcomes. This work has primarily been facilitated by a 2019 U.S. Department of Education School Climate Transformation Grant (SCTG). The SCTG CONNECT Project has promoted supportive academic, disciplinary, and physical environments by (1) hiring additional PPS credentialed staff to provide greater access to school based mental health and counseling services; (2) delivering schoolwide, small group, and individual social and emotional supports to help address student needs identified through a structured referral and assessment process; (3) implementing Restorative Practices and bullying prevention programs to develop students' conflict resolution skills and prevent school and community violence; (4) providing school staff with training on a variety of topics (e.g., trauma-informed practices, suicide prevention) to improve implementation of Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS); and (5) working with Tulare County Office of Education (TCOE) to enhance Tier 2 and 3 interventions targeting violence prevention and intervention, gang involvement, trauma, and substance abuse. The CCSPP Project will leverage the strengths of each of these practices, create greater connections between academic and social-emotional learning programs, and better coordinate the delivery of wraparound services to promote academic achievement and positive youth development.

The Community Schools Coordinator will work with Ronald Reagan Academy to plan professional development that is responsive to school needs in the areas of assets-driven and strength-based practice, restorative practices, culturally responsive instruction, and engaging parents and community Interest-holders. The Ronald Reagan Academy CCSPP Advisory Council will maintain a rubric that tracks (1) CCSPP-related professional development participation; (2) identifies the school's developmental phase (exploration, emerging, evolving, or excelling) for each of the CA Community Schools Framework Overarching Values and Core Commitments; and (3) outlines a plan for improving fidelity of implementation.

In addition to developing new professional development opportunities, DUSD will incorporate review and discussion of the Community Schools Framework into the LCAP Interest-holder engagement process to ensure Implementation Plan alignment with the LCAP Goals, Actions, and Budgeted Expenditures. Current LCAP goals and actions demonstrate shared understanding around the Overarching Values and Core Commitments.

LCAP Goal 1: Improve student achievement in English Language Arts and Mathematics so that all students graduate from high school with the skills necessary to enter college or pursue the career of their choice including technology use and integration. (Assets-Driven and Strength-Based Practice)

LCAP Goal 2: Ensure all facilities are in good repair and provide a safe environment for students, staff and parents and promote a sense of pride in all schools. (Racially Just and Restorative School Climates)

LCAP Goal 3: Enhance the social-emotional well-being of students by providing appropriate supports and services, using evidence-based protocols to improve behavioral practices (PBIS) to reduce suspensions and expulsions and improve pupil attendance and truancy rates. (Racially Just and Restorative School Climates and Powerful, Culturally Proficient and Relevant Instruction)

LCAP Goal 4: Increase parent involvement and engagement by expanding the learning opportunities for parents so that they are better equipped to support the learning of their students. (Shared Decision Making and Participatory Practices)
LCAP Goal 5: Improve the rate at which our English Learners acquire the English Language. (Assets-Driven and Strength-Based Practice, Culturally Proficient and Relevant Instruction)

LCAP Goal 6: Improve student achievement in English Language Arts and Mathematics of DUSD Students with Disabilities. (Assets-Driven and Strength-Based Practice, Culturally Proficient and Relevant Instruction)

Part B: Engaging Interest Holders in the Needs and Asset Assessment Process

To prepare for the proposed CCSPP Project, Dinuba Unified School District (DUSD) established a CCSPP Leadership Team at the district level, led by the Special Student Services Department, to present information about the California Community Schools Framework to school site-level leaders and Interest-holder groups. Site level Advisory Councils were formed at each community school site, featuring a roster of key school leaders, parents, and community representatives. The Leadership Team worked with each Advisory Council to gather school-site information and resources to conduct a needs assessment, asset mapping, and gap analysis to inform the overall CCSPP Project goals and site-level implementation plans. Since the fall of 2022, the CCSPP Leadership Team has partnered with Ronald Reagan Academy leaders to conduct a number of needs assessments, including (1) administering the Center on PBIS School Climate Surveys to students, staff, and parents/families; (2) conducting community schools presentations followed by administering a survey to gather Interest-holder input; and (3) collecting qualitative feedback on the delivery of integrated student supports and extended learning programming during LCAP, ELAC, and SSC meetings. The Leadership Team’s needs assessment has also included the following:

Data Analysis: The Leadership Team compiled and analyzed numerical metrics, which included evaluating standardized assessment results, attendance information, school climate survey results, and similar resources that lend perspective about the scope or intensity of phenomenon that may warrant intervention. These efforts included analysis of school and community data sources related to education, health, student/family characteristics, attendance, behavioral data, health statistics, and many other domains.

Document Review: The Leadership Team collaborated with Ronald Reagan Academy leaders and Interest-holders to gather documentation and artifacts that demonstrate the school's strengths and improvement areas. This included review of the School Accountability Report Card (SARC), PBIS School Climate Surveys, evaluation reports from prior projects (e.g., 2019 U.S. Department of Education School Climate Transformation Grant) related to one or more of the Four Pillars of Community Schools, and Dinuba Unified Local Control and Accountability Plans.

Community Resource Scan: The Leadership Team inventoried community-based service providers operating within district boundaries. This inventory was organized into a "CCSPP Community Schools Partnership Matrix" that outlines the role of each existing partner. In addition to providing a concise summary of active community partnerships, the Matrix also aids in identifying service gaps that may exist or that might contribute to future community schools efforts.

Interest-holder Perspectives: Ronald Reagan Academy and DUSD's CCSPP Leadership Team meaningfully engaged with students, parents, family members, teachers, staff, administrators, and a broad range of key community partners and Interest-holders to better understand the many perspectives of those committed to partnering with Ronald Reagan Academy and the district to support the community schools initiative. Interest-holder perspectives were gathered both formally and informally through community schools meetings, open forum discussions, interviews, and surveys.

The results of the needs and assets assessment were shared with the Ronald Reagan Academy CCSPP Advisory Council and presented at district-level community schools planning meetings, which included broad representation of school and community partner representatives. Through these collaborative planning efforts, DUSD and its community school leaders established four CCSPP goals as well as key activities, responsible personnel, budgeted expenditures, and evaluation mechanisms related to each goal.

(1) Enhance site- and district-level coordination and delivery of integrated student support services in order to improve students' academic achievement, socio-emotional growth, physical health, and mental well-being.

(2) Build the capacity of parents, families, and community members to partner in the education and healthy youth development of DUSD students.

(3) Build the capacity of DUSD teachers, staff, and administrators to collaboratively address the unique academic and developmental needs of DUSD students by enhancing professional development opportunities.

(4) Enhance expanded learning programs to include new academic achievement, socio-emotional growth, and youth development opportunities.

Engaging Historically Marginalized Student and Family Groups

DUSD utilizes various methods of engaging marginalized student and family groups, including formal and informal strategies.

Formal engagement opportunities facilitated by the district include a yearly Parent Voice workshop facilitated by Dr. Hernandez (DUSD Superintendent) and the District English Learner Advisory Committee (DELAC). Parent Voice workshops provide all parents opportunities to provide direct feedback to the Superintendent regarding the school community. DELAC provides parents of English Learners opportunities to provide input into the development of a district master plan for education programs and services for English learners. DUSD provides bilingual translation for all flyers and parent meetings provided at the district and site level.

Formal engagement opportunities facilitated by school site teams include parent teacher conferences, English Learner Advisory Committee (ELAC), Student Support Team Meetings (SST), Individualized Education Plan Meetings (IEP), and Child Family Team Meetings (CFT). Parent teacher conferences are held at least once per year for every student. ELAC meetings, held throughout the year, provide parents of English Learners opportunities to provide input in the most effective ways to support full participation of their children, the most effective ways to ensure regular school attendance, learn more about the programs offered to their children, and participate in the school's needs assessment. IEP meetings are scheduled, at least once a year, for students with disabilities. SST meetings are scheduled, as needed, to support students who may be struggling. CFTs are scheduled, as needed, by Child Welfare Services for students who have been removed (foster youth) or are at-risk for removal from their homes.

DUSD staff also engages in informal one-on-one conversations with parents held during student drop off, pick up, and/or school events. District Community Liaisons and Administrative Assistants are bilingual and provide families with additional support during enrollment and registration to ensure all documents are collected and students are enrolled as soon as possible. District Community Liaisons also connect with families to check in, as needed throughout the year.

Student feedback is also obtained from student counseling sessions, and informal conversations held with students throughout the school day. School sites also work closely with our community-based partner, Campus Life, to ensure marginalized students are engaged and prioritized for mentor support.

Part C: Collection Priorities

Collective Priority	Outcome/Indicators we aim to improve
Priority 1: Enhance site- and district-level coordination and delivery of integrated student support services in order to improve students' academic achievement, socio-emotional growth, physical health, and mental well-being.	To determine success in achieving Priority 1, Ronald Reagan Academy will compare baseline and actual outcomes, including; 1. Standardized test results (e.g., CAASPP, ELPAC) to determine increases in student academic achievement; 2. PBIS School Climate Survey results to assess factors such as school climate, student engagement, and social-emotional development; and 3. multiple measures that assess student behavioral outcomes, such as attendance, dropout rates, suspension rates, expulsion rates, and chronic absenteeism rates.
Priority 2: Build the capacity of parents, families, and community members to partner in the education and healthy youth development of DUSD students.	To determine success in achieving Priority 2, Ronald Reagan Academy will 1. conduct parent, family, and community member surveys and focus groups to obtain qualitative feedback regarding the perceived quality of community school services, access to needed community services, and improved home-school-community engagement and 2. compare year-to-year results of the completed Whole Child and Family Supports Inventory.
Priority 3: Build the capacity of DUSD teachers, staff, and administrators to collaboratively address the unique academic and developmental needs of DUSD students by enhancing professional development opportunities.	To determine success in achieving Priority 3, Ronald Reagan Academy will 1. administer teacher/staff surveys to give educators the opportunity to provide qualitative feedback regarding the perceived quality of professional learning and improvements to the community school's collaborative leadership and shared decision-making structures and processes; 2. compare baseline and actual annual outcomes for student behavioral indicators and PBIS School Climate Survey results to assess factors such as school climate, student engagement, and social-emotional development; and 3. compare year-to-year results of the SWPBIS Tiered Fidelity Inventory to determine the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase educator proficiency in community-based learning (CBL) to support English Language Arts, Mathematics, and English Language Development instruction. (Supports LCAP Goals 1,5,6)	1. Incorporate CBL into professional learning opportunities. 2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs.

Strategy 3: Collaborative Leadership

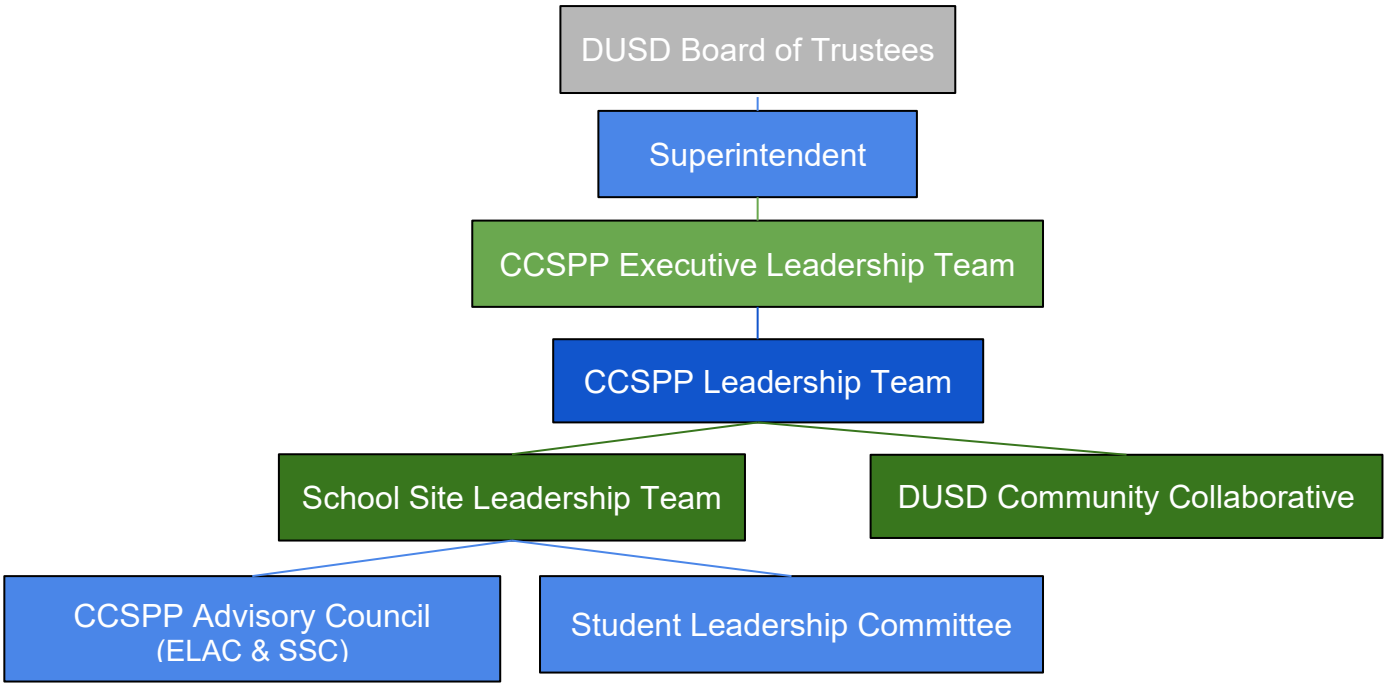
Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports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

Site Level Goals and Measures of Progress

Goals	Action Steps
Meaningfully involve students, parents/families, school personnel, and community partners in community schools decision-making processes. (Supports LCAP Goals 2 and 4)	1. Hold quarterly Leadership Team and Community School Advisory Council meetings. 2. Conduct bi-annual site self-assessment 3. Conduct surveys of students, parents/families, school personnel, and community partners to collect community information on priorities and emerging needs. (annually) 4. Collect qualitative feedback on delivery of integrated student support and extended learning programming during LCAP, ELAC, and SSC meetings. (ongoing) 5. Advisory Council reviews and updates Needs Assessment, Asset Mapping & Gap Analysis Report and Implementation Plan. (annually) 6. Incorporate review and update of Implementation Plan into the LCAP planning process. (annually)

CCSPP Shared Governance and Site-Level Leadership Structure

Dinuba Unified has formalized district-level and site-level CCSPP Leadership Teams to guide districtwide community schools planning and interest-holder engagement. This includes an Executive Leadership Team, CCSPP Leadership Team, Community Schools Collaborative, a School-Site Leadership Team, CCSPP Advisory Council, and Student Leadership Committee. The Executive Leadership Team includes the Community Schools Coordinator, District Leadership, Special Student Services Department Administrators, the Superintendent, and the Project external evaluation consultant. The CCSPP Leadership Team includes the Community Schools Coordinator, Special Student Services Department administrators, and principals from all district CCSPP funded sites. The Community Schools Collaborative includes the Community Schools Coordinator representatives from each DUSD Community School, Learning, Guidance, and Student Support Services Center staff, and representatives from community-based organizations. Ronald Reagan Academy Advisory Council includes the principal, teachers, school counselor, and parents from both the English Learners Advisory Committee and the School Site Council. The district- and site- level leadership teams collaborate and share resources as detailed in the organizational chart below.



Strategy 4: Sustaining Staff and Resources

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Maintain Community Schools Coordinator to lead the CCSPP Project and oversee overall implementation of the community schools process, programs, partnerships, and strategies at the site and district levels. (Supports LCAP Goals 1-4)	1. Fund position through CCSPP and explore new funding sources for sustainability. 2. Approved Job Description on file 3. Signed contract on file.

Key Staff/Personnel

Cynthia Garcia, Community School Coordinator	Serves as the Dinuba Unified lead in implementing the CCSPP Project and oversees the overall implementation of the community schools process, programs, partnerships, and strategies at the site and district levels; chairs district-level CCSPP Leadership Team, supports site Leadership Teams, and Advisory Councils; manages partnerships and communications across DUSD community schools, partners, and interest-holders.
Xochitl Machado, Educational Social Worker	The ESW performs a variety of functions related to the implementation of interventions; and provides resources pertaining to students' academic, welfare, and attendance challenges/concerns; identifies and provides intervention strategies for students and their families, including case management and crisis intervention; consults and collaborates with community liaisons, counselors, psychologists, teachers, administrators, and other school staff regarding social and emotional needs of students; coordinates family, school, and community resources on behalf of students.
Kevin Thomas Principal	Provides site-level community schools leadership and support; serves on the CCSPP Advisory Committee; works with Community School Coordinator on site-level efforts to prospect, cultivate, and secure partnerships and resources.
Damaris Valdez, Community Liaison	Works closely with DUSD health care staff to ensure students with chronic absenteeism issues are not experiencing health issues that would keep them out of school.

Vanessa Villegas, Counselor	Provides individual and group counseling to students; confers as needed with parents, teachers, and others regarding student needs including school achievement, attendance, and behavior; and assists students in acquiring knowledge and skills to enhance their academic, career and personal/social development.
Linzy Sousa. School Psychologist	Provides psychological, intellectual, and behavioral evaluation and recommend appropriate educational and psychological services in terms of the child's unique learning and psychological needs. The Psychologist coordinates Tier 3 interventions, including overseeing mental health clinicians; providing teachers with behavior support and training; conducting psycho-educational and functional behavior assessments to determine eligibility for special education services; and providing case management and psychological services for students and families.

Sustainability Plans

DUSD has formalized a research-informed sustainability plan to ensure core staffing is sustained through long-term funding that includes four primary strategies and is implemented and monitored under the direction of the Community Schools Coordinator and the Leadership Team. First, as documented in the CCSPP Implementation Budget, DUSD has committed a significant level of district matching funds and leveraged resources. This includes (1) release time for teachers to participate in collaborative planning time, (2) contracts with community partners to provide services related to CCSPP Pillar 4: Expanded Learning Time and Opportunities; (3) a contract with Tulare County Office of Education for community schools-related professional development; and (4) staffing of the Learning, Guidance, and Student Services Support Center.

Second, the CCSPP's rigorous evaluation plan will document key outcomes and impacts that will be shared with school and community interest-holders. The Leadership Team will develop formal presentations that highlight program successes and target specific groups of interest-holders (e.g., DUSD Governing Board). These presentations will quantify the CCSPP's return on investment resulting from reduced local expenditures on teacher recruitment and retention, resources needed to support struggling first-year teachers, the need for extra adults in classrooms, along with increased funding due to increased average daily attendance as a result of improved student support.

Third, cost-benefit analyses will be shared to encourage local leaders and interest-holders to reinvest cost savings into the community schools initiative. The Leadership Team will convene at the beginning of each program year to discuss fiscal planning and revise the program budget as necessary, which will include braiding increased financial support generated through cost savings resulting from community schools impacts.

Lastly, the Community Schools Coordinator will collaborate with community partners and government agencies to secure in-kind donations and direct funding from diverse sources, including the LEA MediCal Billing Option Program, the School-Based Medi-Cal Administrative Activities program, and the federal Early and Periodic Screening, Diagnosis and Treatment program.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

Site Level Goals and Measures of Progress

Goals	Action Steps
During the 24/25 school year, prospect and cultivate at least one new partnership with community-based organizations to leverage available community resources that benefit and sustain the community schools initiative. (Supports LCAP Goal 3)	1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually) 2. Formalize partnerships with a written agreement. 3. Engage community partners in DUSD Community Collaborative Team Meetings. (monthly)

Community Schools Partnerships

The Community Schools Coordinator manages existing community schools partnerships, develops new relationships with additional agencies under the guidance of the Leadership Team, and leverages available community schools resources to benefit students, families, and community members. Representatives from community partners were engaged throughout the CCSPP planning process and are invited to monthly Interest-holder meetings to collaboratively review school and community needs, plan and support service delivery, and engage in continuous quality improvement. The following list includes key agencies that collaborate with the DUSD's community schools to provide wraparound services to students and their families and support the implementation of community schools initiatives.

• Parenting Network - Dinuba Family Resource Center provides Dinuba families with case management, parent education, support groups, and help with accessing social services.

• Tulare County Office of Education (TCOE) provides services that improve the quality of DUSD community schools, including coaching and evaluation to support fidelity of PBIS and SEL implementation, and professional development on effective teaching and learning strategies and development of instructional units.

• TCOE Behavioral Health Services provides school-based mental health services for underserved students and supports operation of DUSD's Tier 3–intervention resource classroom for students with significant mental health needs.

• TCOE Choices Afterschool Program and City of Dinuba Youth Services provide resources and staff to lead after school and summer academic assistance and youth enrichment programming.

• Dinuba Children's Services serves as the primary referral for outpatient children's mental health services and provides consultation with school personnel and families on supporting student mental health. Turning Point also supports the district with substance abuse prevention and counseling services.

• Central California Food Bank partners with DUSD to facilitate distribution of food to families in need.

• Campus Life Mentoring Program provides adult mentors for at-risk students to build healthy life skills. Mentors are trained in Character Counts, Youth Mental Health First Aid, Restorative Justice, and CPR.

• Open Gate Ministries coordinates with the Learning, Guidance, and Student Support Services Center (LGSS) to provide housing and support services for homeless DUSD families.

• Dinuba Police Department provides DUSD with two school resource officers to ensure school safety and provide support during mental health crises. The Dinuba Police Explorer Program provides students with positive youth development programming, community leadership opportunities, and career exploration activities.

• Valley Health Team Behavioral Health Program offers a variety of outpatient therapy services, comprehensive case management, and community resource referrals.

• Central Valley Recovery Services, Inc. provides substance abuse counseling for students who have failed a drug screening, were found to be in possession of drugs or alcohol, or who self-report.