

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 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 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 and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, 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. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites 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, 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).

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
8. Centering community-based curriculum and pedagogy
9. 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

San José High School
 275 North 24th St., San Jose, CA 95116
 Jeannette Harding, Principal
 (408) 535-6320

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.

Our goal was to conduct a thorough needs and assets assessment to gather valuable data that would assist us in creating interventions and support systems tailored to the specific needs of our students and the school community. Our goal was to foster an open and transparent process, allowing the community members to participate in collaborative decision-making. San Jose High School has a rich history celebrating our diverse community as an urban school. Identifying these key strengths and needs was crucial in ensuring we maintained a secure, inclusive, and effective educational environment for our students and staff. To that end, we conducted an in-depth **Archival Data Review and Needs Assessment**.

Self Report Survey & Focus Groups

- The Wellness & Mental Health Survey for parents was distributed via email in Spanish and English.
- The Wellness & Mental Health Survey was distributed via QR code by teachers during their common learning center.

- Focus Group questions posed during parent leadership groups, PBIS, Student Advisory Group, and the Wellness Center Committee meetings to engage students and parents to address, plan, and support students and families.

Community Mapping

- Conduct community asset mapping to reflect the current local community organizations and resources that surround our community school. We will use the available local resources to refer students and families for their specific needs.

Data Collection

- Our community school staff analyzed the data collected from the School Climate Survey, Tableau, and other data sources to identify the needs and gaps for our students and parents.

The Wellness Center Committee will be our main focus group, as this group will have at least one of each: school administrator, counselor, parent liaison, school nurse, teacher, parent/guardian, and student member that will be involved in the group. This focus group will meet once a month and discuss the needs of students and the current progress of the Wellness Center. Members will share ideas and plan collectively on making improvements and/or recommendations for the Wellness Center to better meet ongoing needs.

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 CCSPP 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:

Commitment 1: With a long history at San Jose High and our rich and diverse community, we are committed to honoring the past and building into the future. In conducting the assessments of our assets, it was confirmed to our team the many resources we already have established on campus. With the goal to complete an assets map of the community, this will allow us to collaborate with School Linked Services more effectively in development of a Wellness Center. Asset mapping will support the identification of current and available local resources to support the needs of our students. In addition, asset mapping can help us identify gaps and will provide better coordination services to provide a safe place for students to access mental and physical health resources, including access to school counselors, referrals to outside partners, and social service agencies.

Commitment 2: SJHS has the largest population of newcomer students of the comprehensive high schools in our district and a history of celebrating our diverse community as an urban school. The commitment to implement restorative practices, training, and professional development for teachers and staff members will better support the potential for unconscious bias or other racial challenges we face. The use of community and restorative circles, restorative discipline and outcomes, and trauma informed practices that consider strategies for reducing our suspension rates while also upholding high standards for conduct will better support this work. Working with staff to create professional development opportunities to learn about restorative practices also supports a positive school climate that responds with more effective trauma informed practices, use of alternatives to suspension, and teachers that have opportunities to learn from their peers in implementing different strategies.

Commitment 3: Being an International Baccalaureate World School, we are committed to upholding our mission to develop inquiring, knowledgeable and caring people who help to create a better and more peaceful world through intercultural understanding and respect. These IB qualities will support students in becoming more well rounded community members. For staff, the ongoing professional development in both the IB curriculum and schema as well as grading for equity instructional strategies and practices promoted by the district will continue to provide additional support outside of the classroom for academic achievement and success. Academic supports including math tutoring, learning center periods, access to [Tutor.com](https://www.tutor.com) (online tutoring platform), and teacher's individual office hours will continue. Teachers also provide ongoing communication with parents and guardians when a student is at risk of receiving a grade below a C during each grading report period as well as academic counseling services for both graduation success and college and career planning.

Commitment 4: As a community school, we commit to continuing and building collaboration between all stakeholders and community partners to provide necessary and uplifting services to all students. We desire to continue our efforts to give voice through school-based communities and governing boards such as School Site Council (SSC), SELAC, Bulldog Foundation, Athletic Boosters, Wellness Advisory Committee, PBIS Committee, Curriculum Council, Student Voices and Intra-district Leadership Committee (ILC) and other student leadership groups. SJHS will ensure that there is opportunity for equitable participation of each group: students, parents, staff, and community members.

Priority 3: Collaborative Leadership

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. 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

Goals	Action Steps	Outcome/Indicators
Expand the current Wellness Advisory Committee with additional members to include at least one parent and one student.	Invite parent/guardian(s) and student(s) to participate.	All committed members will be present at meetings at least 80% of the time.
Wellness Advisory Committee will collaborate closely with other groups including PBIS, SCC, SELAC, and Curriculum Council.	School administrators will support communication among groups and facilitate channels for collaboration and sharing of ideas.	Administrators and/or group members will communicate with each other by sharing meeting minutes.

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):

Using a tiered leadership model:

Advisory Council

- composed of school administrator, counselor, parent liaison, school nurse, teacher, parent/guardian, and student.

Sub tiers

- School Site Council (Oversee school SPSA)
- SELAC Committee (Oversee needs of our EL population)
- Curriculum Council (Oversee teacher/staff needs and develops supports)
- PBIS Committee (Oversee school climate actions)

The Wellness Advisory Council will be the hub that looks at data and disseminates information to other groups. Groups will work at addressing needs and develop interventions and report to the Wellness Advisory Council, which will consider recommendations and bring everything together.

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

Goals	Action Steps	Outcome/Indicators
By June 2024, we will increase students meeting or exceeding	Observe classes weekly and provide feedback to teachers.	Fewer D/F grades in ELA and other subjects.

<p>standard in ELA SBAC by 5%. In the 2022-23 school year, 41% of 11th grade students met or exceeded standard on the ELA SBAC; only 5% of ELs met standard in that year.</p>	<p>Counselors meet with parents/students who are earning Ds and Fs after each grade period. Enroll students in Tutor.com</p>	<p>Increase in SBAC scores</p>
<p>According to 2022-23 enrollment, 33% of students are English Learners (EL). 37% of students are Reclassified Fluent English Proficient (RFEP). By June 2023, we will increase student performance on the ELPAC exam and increase the number of RFEP students by 5%.</p>	<p>Offering ALD English courses for long-term EL students in 9th and 10th grade. ELD students to take mainstream math, science, and history courses rather than the designated ELD classes Education of students/parents on ELPAC exams and their impact, benefits of reclassification, etc. Identifying reclassification eligible students in a timely manner and complete reclass process Focusing teacher PD on cross-curricular EL strategies to ensure student success in these courses. Counselors, staff encouraging EL Newcomers to participate in extracurricular activities to increase language exposure.</p>	<p>Fewer D/F grades for EL students Increase in the number of students demonstrating growth in English skills (increase score from year to year) Increase in the number of students earning an overall score of 4 and becoming eligible for reclassification. Increase students reclassified</p>
<p>The State Dashboard Suspension rate will decline by 5% from the previous year. In the climate survey results for the 2023-24 school year: <ul style="list-style-type: none"> At least 45% of students will report that they can talk to an adult at school about problems. At least 75% of students will report that they fit in with their classmates. </p>	<p>Implementing the 7 Mindsets curriculum during Common Learning Center period. Teachers are continuing to strive to build relationships with students. Students in our leadership program are planning additional activities during and after the school day in order to increase students' sense of belonging. Increase communications opportunities for students/parents to know about events and activities on campus Teachers are given passes for the Wellness Center that students can request to visit for short periods of time Counselors are meeting with students as concerns arise from family members, teachers, staff or other areas and referrals for services are generated as needed.</p>	<p>Increase in student responses on the climate survey Increase attendance and participation in activities Increase in students utilizing Wellness passes. Increase in counselor contacts with students (group or individual)</p>

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

Goals	Action Steps	Outcome/Indicators
Continue to have a Wellness Center Liaison full-time	<ul style="list-style-type: none"> • Funding will be used to continue having a full-time Wellness Center Liaison • Wellness Center Liaison will continue to oversee Wellness Center on campus • Wellness Center Liaison will participate in key focus groups to support the needs of students 	<ul style="list-style-type: none"> • Wellness Center Liaison will provide a welcoming environment to students. Liaison will support students' emotional and physical well-being by providing a variety of resources. • Liaison will help coordinate services and referrals for students and parents with community based organizations. • Using data collected from the Check-In and Check-Out form from the Wellness Center to identify students, their needs, and progress. • Wellness Center Liaison will be a member of the Wellness Center Committee and participate at least 80% of the time.
Hire a Mental Health Specialist full-time	<ul style="list-style-type: none"> • Post position ASAP • Hire qualified candidate by August 2024 	<ul style="list-style-type: none"> • Mental Health Specialist will support students' mental health on campus by providing individual and group therapy. • Mental Health Specialist will support schoolwide prevention and education to students and staff. • Mental Health Specialist will help oversee the Wellness Center.
By January 2025, SJUSD will start fee based billing for behavioral and mental health services provided, in order to fund mental health specialists and Wellness Centers at all secondary high schools.	<ol style="list-style-type: none"> 1. January 2024- Pilot program with SCCOE to bill for Wellness Centers currently in the consortium. 2. January 2024- Grant work with SCCOE to train our current staff on fee-based billing. 3. January 2025- Start fee-based billing. 	Fee based billing will provide enough supplemental income to fund Wellness Centers with Mental Health Specialist at all of our Secondary School Sites.

Key Staff/Personnel

Freda Rossi	SCCOE- Director of Youth Health and Wellness
Corrine Frese	SCCOE- Director of Community Schools and Engagement

Amy Shumway	SJUSD- Manager of Student Services
Laura Berry	Assistant Principal
Eduardo Valladares	Teacher
Yi Ting Chen	Health Clerk
Robert Zapien	Family Liaison
Karina Ballin	School Counselor
Sandra Rodriguez	School Counselor
Geetha Abhay	School Counselor
TBD	Wellness Center Liaison
TBD	Mental Health Specialist

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

San Jose Unified School District is working with the Santa Clara County Office of Education to explore billing options for services provided both in the physical health and mental health areas. Under the Student Behavioral Health Incentives Program (SBHIP), San Jose Unified School District will begin to bill both private insurance and MediCal for services provided to students in school. These funds will be added to our budgets to fund Community School Coordinators, mental health specialists and health services on our campus.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Expand wellness activities on campus for students.	Add one new community-based partner who will lead wellness activities for students.	<p>Increase the number of students who participate in wellness activities.</p> <p>Climate survey data will go from 39% to 45% of students who there is an adult they can talk to on campus.</p> <p>Climate survey data will show that at least 75% of students report that they fit in with their classmates.</p>
By the end of the school year, establish and develop 3 school-community partnerships that provide additional support for families.	<p>Wellness Center Liaison will use asset mapping to identify needs of families and develop potential community partners to meet needs.</p> <p>Use parent survey data to identify parent needs.</p>	<p>Double the number of parents who participate and complete our climate survey from 70 to 140.</p>

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:

<p>Wellness Center, Wellness Center Liaison Room 11, currently houses a calming space and counselors from Gardner & Almaden Valley providing counseling services to all students.</p>
<p>District Department of Family Engagement, Site Family Liaison Provides resources and services to families including: bus tokens, school uniform donations, Spanish translation, Parent Project parenting workshops, etc.</p>
<p>Restorative practices trainings and professional development Trauma informed practices, restorative discipline, healthy relationships, etc.</p>
<p>7 Mindsets Social Emotional Learning Curriculum for students.</p>
<p>School Counseling Department Three full-time staff provide counseling and support for both academic and social/emotional support.</p>
<p>Outside agency social emotional supports Pacific Clinics, Almaden Valley, and Gardner Family Health Plans to expand this to include other local partners including new nearby facilities that can support student mental health.</p>
<p>EL Support Professional Development</p>
<p>IB Career Pathway partnership with San Jose City College Students can take career related courses concurrently with their 11th or 12th grade courses and earn college credits.</p>
<p>IB Career Pathways partnership with SVCTE Students can take career related courses concurrently with their 11th or 12th grade courses and earn graduation credits and career path certifications.</p>
<p>Math Center Math focused academic support</p>

Partnership with SJPD Educating parents and students on safety from local environment, online, and more
RISE Program Supporting alternatives to suspension and restorative alternatives to discipline
ELPAC Preparation Series (supporting EL Learners so that they can pass the ELPAC)

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

Goals	Action Steps	Outcome/Indicators
100% of SJHS Staff will participate in 90% of professional development opportunities	Professional Development Calendar that addresses: Wellness Center services, social emotional learning, restorative practices, school linked services referrals, trauma informed practices, community circles, structured student talks, and best teaching practices. Use community partners to lead professional development opportunities in their field of expertise.	Reduction in suspension and ODR rates School wide expectations modeled in all classrooms through the IB Learner Profile Bulldog POWER (Principled, Open-Minded, Well-Informed, Engaged, Reflective)
Ongoing professional development for clinicians related to mental health needs/trends	Clinician would conduct regular self assessments. Attend pertinent PD trainings and build relationships with staff.	Ability to build and maintain therapeutic relationship with students Ongoing development of therapeutic skills

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

Goals	Action Steps	Outcome/Indicators
All students will take an Ethnic Studies course within their four years at SJHS.	SJHSI offers Ethnic Studies throughout courses in the Social Science and English departments	Students will increase their active social engagement and community building as measured on the Climate Survey. Students will meet their required community service hours required for graduation.

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

Goals	Action Steps	Outcome/Indicators
Increase student engagement in mental health resources	Increase awareness of services referral process for teachers, staff, and students Wellness Center introduction presentation at the beginning of the year & mid-year class assemblies Addition of group focused services	We will use the data from attendance in the Wellness Center and compare it to the number of students who saw a mental health clinician in the 22-23 school year.
A 5% decrease in suspension rates	Implementing school wide restorative practices including RISE program	Tableau data and targeted interventions during peaks in ODR's
Reduce the percentage of students who are chronically absent by 5%	Increase community & parent involvement Utilize our attendance liaison and community partners to better support struggling families	Tableau data, district attendance database
Increase our graduation rate to above 90%	Increase rates of 11th and 12th graders participating in IB pathway courses	Tableau data, district database

	Decrease D/F rates through uniform grading and credit recovery increase student participation in academic recovery and enrichment opportunities.	
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