

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

Valley Oak High School

Maria L. Cisneros

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707-253-3791

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.

Schools must update the Single Plan for Student Achievement on a yearly basis. In order to complete the process, the school must do a needs assessment. The outcome of the assessment supports the site in creating the academic and social emotional focus for the following year. Teachers, staff, students and parents engage in the process. The focus is aligned to the LCAP goals.

Valley Oak will conduct a Needs and Assess Assessment on to ensure that the supplemental funds target schoolwide goals based on:

- Student Focus Groups
- Student Survey
- Parent Survey
- Site Council
- Back to School Night
- Community Partners (including work-based programs / partners)
- ELAC

The MTSS team will be the working committee of the grant. The feedback will be analyzed and shared with stakeholders (parents, students, site council). Stakeholder groups will have the opportunity to assist staff in identifying priorities.

The data will be analyzed throughout the year with a focus on developing SMART goals as part of the WASC/Single Plan for Student Achievement Annual revision.

- [2022-2023 SPSA](#)
- [Advisory Plan](#)
- MTSS Plan
- [WASC Action Plan](#)
- [Site Council](#)

Key Question for survey: **Why a community school for my 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:

The establish governance structure at VOHS:

- **Admin Team**
- **MTSS Team**
- **Site Council**
- **ELAC**

The following points come directly from staff as an identified need or want at VOHS

5. Assets-Driven and Strength-Based Practice

- More PD on family and student relationship building for staff
- Targeted academic support during Advisory - possibly

6. Racially Just and Restorative School Climates

- Train teachers and staff on trauma-informed care
- Additional time for teachers to implement strategies i.e trauma-informed care and restorative practices
- Use trauma-informed aspects of Character Strong and more PD around it with staff
- Continue to support and build the Ethnic Studies, Chicano Lit and Race and Social Justice courses (guest speakers, field trips, curriculum)

7. Powerful, Culturally Proficient and Relevant Instruction

- Family festivals or opportunities for families to engage with staff/principal
- Teacher led enrichment after school programs / projects - such as Makers,
- Funding for “learning lab” expanded “hands-on” opportunities including renewable energy (human/wind/solar) generation, measurement diagnostics, as well as alternative transportation models for creation and comparison (hybrid vs. electric)
- Earth Day, Peace Day, Career Day and Jobs Fair

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
Valley Oak HS	The MTSS Committee implements progress monitoring at least 2 times per month	<ul style="list-style-type: none"> • Develop progress monitoring plan • Annual Review of implementation and alignment to SPSA and LCAP Goals • Interest Based Problem solving • MTSS Lead analyzes data and shares with the committee • Stakeholder feedback (student, parent, staff, community) 	<ul style="list-style-type: none"> • Participation of key stakeholders in meetings/progress monitoring • Feedback at annual review of goals and data • Mutual agreements and approval of ongoing programming • Data review • Feedback results
[Add school name here, add lines as needed]	[Add goals here]	[Add action steps here]	[Add metrics/indicators of success here]

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 governance will be as followed:
 - Site Admin - Maria Cisneros
 - Site Grant Coordinator - TBA
 - Oversight Committee - MTSS Team
 - Admin
 - Grant Administrator
 - Social Worker
 - Parent Liaison
 - MTSS Lead
 - RS Teacher
 - Gen Ed Teacher
 - Student Rep
 - Nurce
 - School Psychologists
 - Community Partner Rep
- Opportunity to meet to access data and create goals for the year
- Continue to strengthen the relationships with outside providers, Adult School and NVC
- Opportunities for staff to be trained on Ethnic Studies, Trauma-informed, Restorative Practices

- (including IA's)
- Paid time to co-plan culminating team projects/events/curriculum to cover topics across multiple subject areas.

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
VOHS	Provide academic, social, emotional relevancy to engage students	<ul style="list-style-type: none"> • School to work program • CTE Access at Adult Ed • After school tutoring/sup • After school enrichment • PLC • Learning Sprints 	CTE Partnerships Dual Credit with NVC PLC Agenda Learning Sprint Docs Number of participants Increase gpa, credit accrual, reduction of F & D rate, Targeted Math support
[Add school name here, add lines as needed]	Implement an tutorial program to meet students academic needs.	[Add action steps here]	[Add metrics/indicators of success here]

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
VOHS	Hire a full time IA dedicated to tutoring and targeted academic interventions	<ul style="list-style-type: none"> • Train IA on AVID Tutoring strategies • Train Peer Tutors 	<ul style="list-style-type: none"> • Number of students being served • pass rates • reduction of F's and D's • Increase in credit completion • Increase graduation rates
[Add school name here, add lines as needed]	[Add goals here]	[Add action steps here]	[Add metrics/indicators of success here]

Key Staff/Personnel

CCSPP Coordinator	Coordinator Position
Social Worker	Coordinate Community Partners
Instructional Assistant	Provide targeted tutoring during and after school
Admin	Provide Oversight
Counseling	Program Development and Post-Secondary Collaboration
School Psychologists	Supports Ongoing SEL Efforts
MTSS Lead	MTSS Implementation Plan
Community Liaison	Coordinates All Parent Activities/Resources

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

- Partnerships with community agencies
 - Napa Valley College
 - Mental Health Partners
 - College and Career Partners
 - Trades Partnerships
- Site Level FTE
- Instructional Aids
- Additional funds will be sought after to support ongoing services

- Prioritize goals and objectives to support ongoing efforts

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

School Name	Goals	Action Steps	Outcome/Indicators
Valley Oak	<ul style="list-style-type: none"> • Create more CTE/NVC options on campus • Collaborate with COPE and Puertas to outreach to more families to participate in their parenting programs • Continue to offer a wide range of social emotional supports to students on campus 	<ul style="list-style-type: none"> • Meet with NVC/Adult Education to bring programming to campus • Parent Liaison will meet with COPE and Puertas around outreach plan and implementation. • Increase SEL staffing 	<ul style="list-style-type: none"> • Increase student enrollment 10%-15% in the CTE programs • Course offering that allow college credit and CTE pathways • Immediate supports available for all students (no waitlist)
	[Add goals here]	[Add action steps here]	[Add metrics/indicators of success here]

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:

Enrichment / Career Tech Ed programs after school - ideally partnering with NVC (college credits - dual enrollment)

- Senior Seminar / NVC Counseling Class - 1 college credit earned - co-taught by Valley Oak Teacher / NVC Instructor
- Dual Enrollment Digital Media, again, partly co-taught with an NVC Instructor for partial college credit
- Other CTE courses? (Can the grant money go toward stipends for NVC instructors who might co-teach?)

A Trades and a Hospitality CTE path, along with Digital Design, would be ideal

- Food Handling Certificate? Other Hospitality courses? Intro to Welding? - partnering with NVC
- Partner with Puertas Abiertas/COPE: Offering classes on site geared towards our parents and offering resources

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
Valley Oak	<ul style="list-style-type: none"> • Opportunities for staff to be trained on Ethnic Studies, • Trauma-informed, Restorative Practices (including IA's) • AVID Tutoring Strategies Training 	<ul style="list-style-type: none"> • Calendar and provide professional development 2023-2024 - ongoing 	<ul style="list-style-type: none"> • 100% of staff trained in these 3-areas
[Add school name here, add lines as needed]	[Add goals here]	[Add action steps here]	[Add metrics/indicators of success here]

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
Valley Oak HS	<ul style="list-style-type: none"> Ethnic Studies dual enrollment class offering at VOHS Schoolwide cross curricular instruction 	<ul style="list-style-type: none"> Dual Enrollment at NVC for College/HS Credit Provide schoolwide opportunities that focus on local and global issues that impact our daily lives (Earth and Peace Day) College and Career readiness through Career and Jobs Fairs and workshops on campus 	<ul style="list-style-type: none"> Number of students enrolled Number of students participating Number of Students participating Number of students applying
[Add school name here, add lines as needed]	[Add goals here]	[Add action steps here]	[Add metrics/indicators of success here]

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
VOHS	The MTSS Committee implements progress monitoring at least 2 times per month	<ul style="list-style-type: none"> • Develop progress monitoring plan • Annual Review of implementation and alignment to SPSA and LCAP Goals • Interest Based Problem solving • MTSS Lead analyzes data and shares with the committee • Stakeholder feedback (student, parent, staff, community) 	<ul style="list-style-type: none"> • Participation of key stakeholders in meetings/progress monitoring • Feedback at annual review of goals and data • Mutual agreements and approval of ongoing programming • Data review • Feedback results
[Add school name here, add lines as needed]	[Add goals here]	[Add action steps here]	[Add metrics/indicators of success here]

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