

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

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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.

Each year we do a needs assessment when we build our School Plan for Student Achievement (SPSA). The School Plan for Student Achievement (SPSA) is a comprehensive document providing details about the school's planned actions and expenditures to support student outcomes and overall performance, and how these actions connect to the District's Local Control Accountability Plan (LCAP), which lays out goals for the entire district. We met with the school site council and teacher leaders to develop the plan. In addition, we also gather interest and needs when building the Safety Plan from school leaders, parents, local law enforcement, and our district. Data is used as well to determine goals. We look at data throughout the course of the school year, analyze progress and set goals.

We also engage our Multi-tiered Systems of Support Team (MTSS) as we start to think about expanding our

work with our families. Their feedback includes the need for additional mental health services for students, the need for additional support in the front desk in order to triage and provide wellness services, the team would like more time for training of staff, and additional support for families in the form of parent education activities and meetings.

In addition, our Leadership Team has identified the need for more tier one support for students in the classroom, more training around community circles led by our Culture and Climate team, pre-interventions and culturally responsive work needs to be expanded. We have looked at data from our SDQ survey, and received feedback for ELAC outreach and community outreach (ex: PU and Cool School). We receive regular input and feedback through school hosted parent involvement meetings ranging from Google and paper surveys. Our parent liaison regularly connects with families in one on one settings to provide us with the immediate needs and feedback from our families.

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:

At Irene M. Snow Elementary School we have a clear and established governance structure which includes an Administrative Team, Teacher Leadership Team, MTSS Team, School Site Council, Community School

Advisory, ELAC, Culture Climate Team, Attendance Team, Student Advisory Leadership, as well as a Parent and Teacher Organization.

Our foundational work was first done with Dr. Victor Rios and the Ecosystems of Carino, focusing on the following topics:

1. The Power of Educators
2. The Damage of Deficit Thinking
3. Classrooms of Prosperity and Ecosystems of Carino
4. Demonstrating Unconditional Belief
5. Practical Applications for Connecting with Students
6. Masbloom: Fusing Maslow's Hierarchy of Needs with Bloom's Taxonomy

To build on this PD, we also utilized PBIS school wide expectations and provided Second Step, Community Circle push-in support, Toolbox and character traits SEL weekly lessons.

Lastly, we have transformed a classroom into a Wellness Room utilizing social worker services and school counseling to provide wrap around services for students and families. The Wellness and Community Room are also utilized by community partners to further serve students and families.

Community partners:

Parent University
Intervention Specialists
Partnerships
Mentis
Burnett
COPE
Napa County

The following include needs we continue to have as identified by our leadership and parent teams:

1. Increased parent engagement
 - a. Increased parent education classes and support
 - b. Increased ELAC participation and engagement
2. Increased support for culturally responsive, positive behavior intervention support (PBIS) school wide expectations, and social / emotional classroom supports.
 - a. Continued time for teacher training on culturally responsive classrooms and trauma informed care.
 - b. Continued time for teacher training around school wide expectations
 - c. Continued time for teacher training so that we have more social and emotional support for students in the classroom deepening our work with community circles and Second Step.
3. Increased time for social worker/s to provide services to students to support
 - a. home visits
 - b. increased on site therapeutic care

Increase capacity for teachers to work with Multilingual Learner- Transform integrated and designated ELD and increased newcomer support through district Teacher on Special Assignment, parenting classes, and newcomer academic and wellness groups.

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
Irene M. Snow Elementary	Robust Communication, Community Engagement and Advocacy	Through partnership with Parent University and community outreach, flyers, and ParentSquare, parents will receive ongoing communication regarding the importance of daily attendance.	Chronic absenteeism will decrease from 46% to under 20%.
Irene M. Snow Elementary			

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

Current shared governance:
 School Site Council
 Community School Advisory Team
 ELAC
 PTO

The implementation Team will collaborate with current governance structure (described below) and will consist of the following members:

1. Administrator
2. Social Worker
3. Parent Liaison
4. MTSS Lead
5. Teacher
6. Credentialed Nurse
7. School Psychologist
8. Parent Leaders
9. Student Leaders

Current Leadership Structure:

School Leadership Team -This team consists of teacher leaders in grade level -along with site administrators. The topics covered in both Cultural and Climate, and Leadership meetings are then shared with grade level teams. These topics range from school culture survey results to academic to site safety.

Multi Tiered System of Support (MTSS)- Our MTSS team consists of our principal, social worker, nurse, school psychologist, interventionist, Ed specialist, school pathologist, parent liaison and program administrator. The MTSS team discusses topics relating to kids attendance, social emotional needs, Strengths and Difficulties Questionnaire, social emotional referrals and make data driven decisions based on Aeries Analytics, to assign needs and services.

School Site Council (SSC)- SSC is a committee that involves the site principal, office manager, three site teachers and 4-5 parents. The SSC gives feedback and helps make decisions on the site safety plan and single plan for student achievement (SPSA). This council will also look at site data like culture survey and SDQ.

Community School Advisory Team- This committee works together to strengthen our community school to assure representatives from all stakeholders can reflect and collaborate on improving our progress towards our goals. With data from our asset and needs assessment, we work together to gain a wide reach, to bring innovative ideas to address gaps in goal progress, and to celebrate and build on successes.

Parent Teacher Organization (PTO)- This committee consists of parents, faculty and the site principal. The PTO helps organize fundraisers, give input on school goals and organize activities for students and staff.

English Language Advisory Committee (ELAC)- ELAC consists of 1 site administrator, parent liaison and parents of english learners or multilingual learners. This committee covers topics that relate to our English language students such as ELPAC testing, school attendance and the NVUSD master plan for Multilingual learners.

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
Irene M. Snow Elementary	Students Thrive Socially, Emotionally and Academically	All students will receive all of the Toolbox, and Second Step lessons from all stakeholders.	Reducing chronic absenteeism by 10% across all subgroups
Irene M. Snow Elementary	Students Graduate College- and/or Career- Ready	All teachers and students will set goals in math and reading with planned action step to reach their goals (learning sprints). Interventionists will address and support goals as well. Parent University and our parent liaison will support literacy classes.	Students will increase their proficiency by 10%

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
Irene M. Snow Elementary	Robust Communication, Community Engagement and Advocacy	Our Parent Liaison will provide outreach and communication to parents through phone calls and personal invitations regarding the importance of attendance. Our Community School Program Administrator will provide outreach and communication. We will use Parent Square to advise parents of Parent University classes. We will hold attendance seminars for parents throughout the year.	Chronic Absenteeism Rate for 2023-2024. By June 2024, decrease the Chronic Absenteeism Rate to under 20% in all subgroups.
Irene M. Snow Elementary	Students Thrive Socially, Emotionally and Academically	All teachers and support staff will conduct Community Circles in the classroom. We will have healthy events for our students throughout the year, and any costs associated with the events will be covered. We will use our MTSS team to identify students who need more academic or social emotional support and refer them to Mentis counseling, our counselor, our Social Worker, interventionists, or other outside services.	California Dashboard Data - 2022 Reducing chronic absenteeism by 10% across all subgroups

Key Staff/Personnel

Jessica Mautner	Principal
Melissa Phillips	Community School Program Administrator
Monica Casarrubias	Parent and Community School Liaison
Jennie Aguilera	School Social Worker

Suellen Beijos	School Counselor (50%)
April Major	School Psychologist (40%)
Mary Ann Bennett	Interventionist
Jeannette Salinas-Bernal	Office Manager
Sean Pramuk	Instructional Aid

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

Working with additional staff will help us to build capacity amongst the current teaching, clerical and wellness staff. Having an additional administrator will help to coordinate staff professional learning content, support, and time. All of which can be utilized in the future. Trainings for staff throughout the year will build instructional capacity and cultural understanding such as newcomer support, MTSS pre-referral efficiency, instructional coaching and strategies for tier two, and community circle push-ins. Partnering with families for education classes will also strengthen our collaboration with classes focusing on attendance, student wellness, and supporting multilingual learners at home for math, literacy, and ELPAC preparation. We will prioritize continuation of school and community activities that foster collaboration and shared decision-making.

Increase site level FTE
 We have increased our Parent Liaison from 50% to 100%, and are paying our Instructional Aid and instructional aid using our Title 1 Funds.

We saw the need to increase FTE for our School Social Worker from .5 to 1 and used CCSPP funds for it as well.

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
Irene M. Snow Elementary	Grow External and Internal Mapping	Meet with all Stakeholders	The External and Internal Maps
Irene M. Snow Elementary	Strengthen Needs and Asset Assessment	Meet with all Stakeholders	70% participation of all stakeholders.

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:

External Partnerships that have been established:

- Cool School after school support
- Cool School during school mentoring program with AmeriCorps
- Mentis
- Migrant Education
- AG 4 Youth
- First5 Network
- Community Health Initiative
- On the Move/Parent University
- Cope Family Center
- AG 4 Youth
- Burnett Behavioral Services

With increased partnerships, our goal is to be able to offer more services as well as create a Wellness Resource support that is not only accessible to our students, but increase our accessibility to our families and community.

To build our ANA, partnering with Parent University is an asset to increase focus groups conducted and inputted surveys. We also plan to continue to build our Student Advisory Leadership up to get them more involved by making outreach videos and conducting focus groups for the younger grades in TK-2.

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
Irene M. Snow Elementary	Students Experience Responsive, Engaging Pedagogy	<p>Newcomer Support Training from district TOSA. Classes for parents and families for supporting English Learners. All English Learners will be served by our focus on integrated and designated ELD throughout the day. ELs performing at ELPAC overall levels 1, 2, or 3 will receive targeted intervention support services.</p> <p>Imagine Literacy and Language Learning program to be used for all ELLS.</p> <p>Provide feedback to teachers based on the percentage of teacher talk versus student talk focusing on Quality Interactions.</p> <p>Monitor students using our MTSS team.</p> <p>Administration district TOSA, social worker and Interventionists will monitor and facilitate PD and PLC.</p>	At least 60% of English Learners will achieve at least one level of growth on the annual ELPAC assessment.

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
Irene M. Snow Elementary	Increase leadership opportunities for students	Create, implement and strengthen the student advisory team to give student voice on what events and activities represent the student population.	Number of students participating
Irene M. Snow Elementary	Increase opportunities for parents to engage with Snow Elementary	Host additional family events to further engage families Host parent learning series through Parent University to support parents	Number of families participating

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
Irene M. Snow Elementary	The MTSS Team 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
Irene M. Snow Elementary			

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