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

Marisela Gudino

1133 Coombsville Road

Napa, CA 94558

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. 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 gathered input from our different parent groups we have, such as Site Council/Community School Advisory team, our ELAC parents as well as Parent Faculty Club.

We also engage our Muti-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, we have a COST team as well made up of our wellness support team (Counselors,

Wellness Coach, Nurse, Social Worker) as well as myself, and our family liaison.

For our ANA this year, we really tried to obtain as much feedback from our community. 1:1 conversations were held with parents, a survey was sent out and posted multiple times in our weekly newsletter, we talked about it at our site council/community schools advisory, ELAC meetings, PCF, staff meetings, during homeroom for students, etc… After our community found common themes and what our needs seemed to be, the information was made into a presentation that was then presented to our community.

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 Silverado Middle School we have a clear and established governance structure which includes an Administrative Team, Teacher Leadership Team, MTSS Team, School Site Council/Community Schools Advisory, ELAC, as well as a Parent and Faculty Club (PFC).

We also utilized PBIS school wide expectations and provide Second Step SEL weekly lessons in advisory.

We currently work as part of a network of schools serving at-promise youth through the S.H. Cowell Grant which focuses on school and community. Our LAYLA class works to support a positive school culture and climate while giving back to our community through service projects. Our students will enter Napa High School and continue the work. We partner with On the Move, a community based organization.

Lastly, we have transformed our counseling office into a Wellness Center utilizing social worker services and outside community agencies to provide wrap around services for students and families.

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

1. All student groups will increase achievement in ELA and math as measured by Star Renaissance and CAASPP performance.
   Strategies:
   PLC collaboration, teacher training, resources (AVID, Lexia, inclusion)
   Part-time interventionist teacher
   Hands-on / real-word learning experiences (i.e. Design Lab)

2. Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.

   Strategies
   Professional development for all teachers in supporting MLL students
   Newcomer academy ELD teacher
   Bilingual Instructional Aid position
   ELPAC bootcamp after-school sessions
   AVID Excel ELD resource

3. Grow and strengthen family engagement in support of improvements in student achievement for all student groups.
   ● Increase ParentSquare use and engagement

- Increase ELAC, SSC, Community School Advisory and PFC participation

    Strategies
    Family classes and supports
    Volunteer opportunities
    Liaison role
    Translation / communications

4. Decrease our chronic absenteeism rate to 25% or below overall and across subgroups.
    Strategies
    PBIS, restorative practices, SEL, engagement, and training
    High-interest elective offerings (including dance, percussion, art, music, theater)
    Community events and orientation

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
Silverado Middle School	Establish a stronger implementation team	Work to expand the MTSS team in order to monitor grant specific goals to ensure all leadership teams are coordinated and working together with purpose. Continue finding ways to offer more students more supports.	Key stakeholder meetings data review feedback results
Silverado Middle School	Recruit more family members to take part of our parents clubs and committees.	Have our current members table at events Work with our feeder schools to determine what parents are participating that may want to continue doing so throughout middle school as well.	Data review, reviewing sign in sheets and comparing them to last year to see if there is an increase.
[Add school name here, add lines as needed]		[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 of other graphic):

The implementation Team will collaborate with current governance structure (described below) and will consist of the following members:
1. Admin
2. Grant Administrator
3. Social Worker
4. Parent Liaison
5. MTSS Lead
6. MLL Lead
7. Teacher
8. Credentialed Nurse
9. School Psychologist
10. Counselor

Current Leadership Structure:
School Leadership Team (SLT) -This team consists of teacher leaders in grade level and content along with site administrators. The topics covered in the SLT meetings are then shared with our content teams and

grade level teams. These topics range from school culture survey results to site safety.

Multi Tiered System of Support (MTSS)- Our MTSS team consists of our social worker, counselors, nurse, school psychologist, parent liaison and Assistant Principal. The MTSS team discusses topics relating to kids attendance, social emotional needs, Strengths and Difficulties Questionnaire, behavior referrals and make data driven decisions based on Aeries Analytics, to assign needs and services.We bring others to meetings as well depending on topics. For instance if attendance is going to be a topic for the day we have our attendance clerk join us to give us insight.

School Site Council (SSC)- SSC is a committee that involves the site principal, one assistant 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, our ANA results to find themes, and SDQ.

Parent Faculty Committee (PFC)- This committee consists of parents, faculty, parent liaison, myself and the site principal. The PFC 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, myself 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
Silverado MS	Provide academic supports for students to increase ELA and Math scores	Content Team support- Learning Walks Grade Level Team support - interdisciplinary teams - classroom interventions Afterschool math and MLL tutoring MTSS referrals Afterschool Bootcamps	Decrease achievement gap increase math and ELA scores on local and state assessments Increase pre-interventions for students
Silverado MS	Decrease Chronic Absenteeism Rates	Home visits Parent Meetings - SART/SARB Community partners providing on campus services for student and families Restorative Practices	Decrease chronic absenteeism Decrease suspension rates Increase student and family engagement

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
Silverado MS	Keep grant administrator .60 percent of time Continue employing a full time social worker and full time wellness coach	Coordinate services and establish implementation team Home visits Direct management of the Wellness Center	[Decrease chronic absenteeism to 25% or below increase student connectedness to school as measure by CHKS and universal screener (SDQ)
[Add school name here, add lines as needed]	[Add goals here]	[Add action steps here]	[Add metrics/indicators of success here]

Key Staff/Personnel

Getza Yepez	Parent and Community School Liaison
Alejandra Del Agua	School Social Worker

Marisela Gudino	Grant Program Administrator
Anne Vallarga	School Principal

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 and time.

Responsibilities and resources being shared amongst staff so that multiple people share information.

Having different staff members on different teams and meetings so that information can be known by various members.

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
Silverado MS	Collaborate with more outside organizations Provide increase direct therapeutic services via Aldea and school site social worker	Parent Liaison will meet with organizations about what supports are offered and implementation.	Immediate support available for more students, minimal to no waitlists. Data of how many students and families are utilizing services
[Add school name here, add lines as needed]	[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:

Partnerships that have been established:
- ACE afterschool support
- ACE during the school mentoring program with AmeriCorp (Although Americorps is now gone, they were with us most of the year.)
- Mentis
- LGBTQ Connections
- NEWS: Youth Matters
- Adea SUDS
- Mariposa
- Cope
- CBIT

Partnerships that plan to establish:
- Increased Mentis services

With increased partnerships, our goal is to be able to offer more services as well as create a Wellness Center that is not only accessible to our students, but increase our accessibility to our families and community. We have seen what a huge impact this school supports have been for our students.

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
Silverado MS	Opportunities to provide training for staff in the following areas: Culturally responsive classrooms trauma -informed schools SEL School wide literacy	Provide training for teachers content, grade level, and faculty meeting times Continue bringing back info from professional development and presenting that information to staff at our all staff meetings.	Increased classroom (tier 1) support for students Seeing more tier 1 supports in place to prevent more tier 2 and 3 students
[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
Silverado Middle School	Increase leadership opportunities for students Increase opportunities for parents to engage with SMS	Expand the LAYLA Leadership class to be more community focused. Host additional family events to further engage families Invite families to participate in our parent clubs. Survey parents, talk to parents about parent opportunity and work together to have them engage in our school.	Number of students and families participating
[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
Silverado MS	The MTSS Committee continue working on following up on referrals and progress monitoring	- Strengthen progress monitoring plan - Annual Review of implementation and alignment to SPSA and LCAP Goals - MTSS Lead analyzes data and shares with the committee - Stakeholder feedback (student, parent, staff, community) - Strengthen feedback from parents and students in particular	- 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]			

Developed by the California Department of Education and State Transformational Assistance Center, February, 2023.