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

Terrace Elementary School

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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.

Currently, our site is in the visioning state of the CCSPP grant. We have been able to meet with our School Site Council Committee to discuss the CCSPP grant and what we have implemented so far. We are proud to acknowledge that we have increased our Social and Emotional well-being supports with various programs and hiring a full time Social Worker for our site only. We have also began implementing our PBIS store that supports positive behavior.

After many Leadership Team meetings and School Site Council discussions, parents and staff felt that we needed to provide more academic intervention for our struggling students. There is still some academic loss due to the pandemic that can be sustained with more intervention. Therefore, we added a goal of a SEL Support Staff member whose sole duty will be to identify through data our struggling academic students. The SEL support staff will provide classroom intervention, as well as afterschool tutorial. The main focus will be reading development and strategies.

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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:

> At each Leadership Team Meeting we discussed the grant and how to implement it. We also met with our School Site Council committee and reviewed the parameters of the grant.

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
Provide Loving Solution Parental Classes all year long.	New administration will attend tra purchase necessary parent guid several Loving Solution parent c 2024.	1) Parent support will increase and show with higher attendance in rates in school activities. 2) Chronic Absentee will decrease due to parental support 3)Behavior Intervention strategies/skills will implemented daily in the classrooms
Implement the Komichi Soc Learning program and Calr grade levels.	Implement Komichi Lessons and in all grade levels. Provide stude from outside companies. Implen activities to help support Tier 2 a school garden, cooking classes,	1) Chronic Absentee will decrease due to parental support 2)Behavior Intervention strategies/skills will implemented daily in the classrooms
SEL Support Staff	SEL Support Teacher to be immedi begin academic intervention in all g	1) Chronic Absentee will decrease due to parental support 2) Behavior Intervention strategies/skills will implemented daily in the classrooms

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):

Principal-Vice Principal-SSW-SRO-Leadership Committee-SSC

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
Terrace School aims to actively involve parents in the school/learning community to enhance the success of our students. By providing diverse opportunities for parental engagement throughout the academic year, we seek to foster a collaborative environment where parents, teachers, and students work together synergistically to support holistic growth and achievement.	1. Provide parents the opportunity to be providing activities such as Coffee with 1 Meetings, School Site Council and EI topics are discussed and parents are g opportunity to ask questions and provic are held in English and Spanish. 2. Maintain a positive school culture thr such as Fall/Spring Carnival, Winter Pr Concerts etc. 3. Recognize student achievements by and students the opportunities to partic celebrations where we honor students achievements, character counts, royal roll. 4. Provide Parent Education events dur year. 5. SAT meetings will be held when nee support parents with intervention for un students or students with excessive ab: subs will be provided so that teachers r 6. Provide translators for parents of Er Students. Translators will be provided meetings, conferences, and any schoo parents will be able to understand the i them during these activities.	State Priority-Parental Involvement: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups as relates to: Culture and Climate, Equity, and Family and Community as measured by sign in sheets, attendance to events, logs, surveys, etc.

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
SEL Support Staff	SEL Support Teacher to be immediately utilized and begin academic intervention in all grade levels.	1) Chronic Absentee will decrease due to parental support and remain under 5%. 2) Behavior Intervention strategies/skills will implemented daily in the classrooms

Key Staff/Personnel

Jasmine Garcia	SEL Support Teacher to be immediately utilized and begin academic intervention in all grade levels
Nancy Robles	SEL Support Teacher to be immediately utilized and begin academic intervention in all grade levels

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

Math: Terrace math scores for the 22-23 school year was 39 points below standard. To enhance overall math performance on standardized tests at Terrace School, we aim to bolster foundational mathematical skills in primary grades while targeting a 5-point increase in math scores for grades 3 through 5 on the California Dashboard.
ELA: For the 22-23 school year, our students' overall score was 23 points below standard. They did, however, increase a total of 8 points from the previous year. Our school's overarching objective is to establish robust foundational skills for all students spanning from Kindergarten to second grade. These foundational skills are crucial for their success in reading and performance on the CAASPP as they progress into grades three through fifth. Our specific aim is to achieve a 5-point increase on the California Dashboard.

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
Terrace School recognizes the necessity to address chronic absenteeism as revealed by the significant decline in the absenteeism rate by 18.3% in 2023, dropping from 37% to 18.7%. To effectively tackle this issue, it's imperative to emphasize the role of parent involvement in contributing to improved attendance rates. Research has shown that active parental engagement can positively influence student attendance by fostering a supportive home environment, encouraging regular communication between parents and school staff, and promoting a sense of accountability for attendance. Therefore, enhancing parent involvement initiatives is crucial for sustaining the downward trend in absenteeism and ensuring that students consistently attend school, thereby maximizing their academic success and overall well-being.	Home visits re	Chronic absenteeism will decrease and remain under 5%.
Child Guidance Referrals for students who need Tier 3 services after Tier 1 and 2 services have been in place and Behavior concern is still evident.	Tier 3 Referra	Behavior concerns will decrease with less infractions and referrals from the previous school year.

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:

1. The current practice we have is the SRO and VP will make home visits based on the Kern Integrated Data System Chronic Absenteeism list.
2. During SAT meetings or SSW referrals, Child Guidance information will be offered to students who are qualifying for Tier 3 services.

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
Staff will participate and enroll in upcoming Professional Development opportunities within the site, district, county, and state in ELA, ELD, and Math.	1. Provide staff with opportunities to participate in STPT's where they can analyze data through DATA Walks. Based on the data information, staff will attend trainings to support their area of need.	Increase in both ELA, ELD, and Math state scores.
Staff will participate in SEL PD (ie trauma informed PD, Restorative Practice) within the site, district, and county.	1. School Site Social Worker (SSW) will provide trauma based Trainings once every quarter.	Behavior concerns will decrease with less infractions and referrals from the previous school year.

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
Sown To Grow	Students in TK-5 will participate in lessons once a week.	Behavior concerns will decrease with less infractions and referrals from the previous school year.
Komochi	Students in TK-5 will participate in lessons once a week.	Behavior concerns will decrease with less infractions and referrals from the previous school year.
2nd Step	Students in TK-5 will participate in lessons once a week.	Behavior concerns will decrease with less infractions and referrals from the previous school year.

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
Decrease in Chronic Absenteeism percentage	Terrace School recognizes the n chronic absenteeism as revealed decline in the absenteeism rate t dropping from 37% to 18.7%. To this issue, it's imperative to emph parent involvement in contributin attendance rates. Research has parental engagement can positiv student attendance by fostering a environment, encouraging regula between parents and school staf sense of accountability for attenc enhancing parent involvement in for sustaining the downward tren and ensuring that students consi school, thereby maximizing their and overall well-being.	Chronic Absenteeism will stay under 5% for the 24-25 academic school year.
Decrease in Referrals	1. Behavior assemblies once a Semester. 2. Implemented weekly behavior lessons (Komichi, Sown to Grow, 2nd Step, Peace Path) 3. SSW continue weekly and daily student services. 4. SSW provide weekly classroom lessons) 5. Continue PBIS store	Behavior concerns will decrease with less infractions and referrals from the previous school year.

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