

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

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 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

Elderberry 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.

Our school's plan for conducting a deep Needs and Assets Assessment included leveraging the following data collection methods to inform our community school strategy:

- Community Thought Exchange Survey
- LCAP Thought Exchange Survey
- CA Healthy Kids Survey (CHKS)
- CA School Staff Survey (CSSS) surveys
- PBIS Self-Assessment Survey
- Staff PD Needs Survey
- ELOP Survey
- Elderberry specific parent/family survey
- Site English Learner Parent Advisory Committee
- Site Students with Disabilities Parent Advisory Committee
- GATE Parent Advisory Committee
- African American Parent Advisory Committee
- School Site Council

- Multi-Tiered System of Support (MTSS) Team

We analyzed our Needs and Assets Assessment data by reviewing the survey results and other data in our various meetings.

We then identified and developed the following core priorities that emerged:

Core Priorities	Outcome	Indicators
Strengthen Positive Behavioral Supports	Decrease negative student behaviors	PBIS Tiered Fidelity Inventory (TFI), MTSS Fidelity Integrity Assessment (FIA), and number of major discipline referrals
Reduce and eliminate exclusionary practices	Increase student access to learning environment	CA Healthy Kids Survey (CHKS)
Identify students in need of academic, behavior, and/or social-emotional tiered support and provide interventions matched to need	Increase academic, behavior, and social-emotional student outcomes	Reading Universal Screener (i-Ready), SEL Universal Screener (Panorama), and Behavior Screener (SWIS)

We strategically collaborated with community partners on our core priorities.

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:

Our site's understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments as evidenced as follows:

- **Assets-Driven and Strength-Based Practice:** focus on continuous improvement includes ongoing reflection on strengths, analysis, shared learning, and revision through our Multi-Tiered System of Support (MTSS) Plan-Do-Study-Act cycle using data as a tool for improvement to ensure our students, families, school staff, and the community are valued, engaged, and empowered. We also ensure all Coordination of Services Team (COST) and Student Study Team (SST) meetings and plans are built on strengths valuing the history, culture, and language of our families.
- **Racially Just and Restorative School Climates:** ongoing implementation of Restorative Practices, Positive Behavior Intervention and Support (PBIS), Social-Emotional Learning (SEL), and Trauma-Informed practices.
- **Shared Decision Making and Participatory Practices:** engaging our school community in democratic spaces building shared ownership with deep engagement through School Site Council, School MTSS Leadership Teams, PBIS Teams, PLC meetings, grade-level planning meetings, staff meetings, and other family and community meetings.

To ensure these commitments are reflected in our school's work, we provide ongoing professional development, support, resources, and services for students, staff, and families.

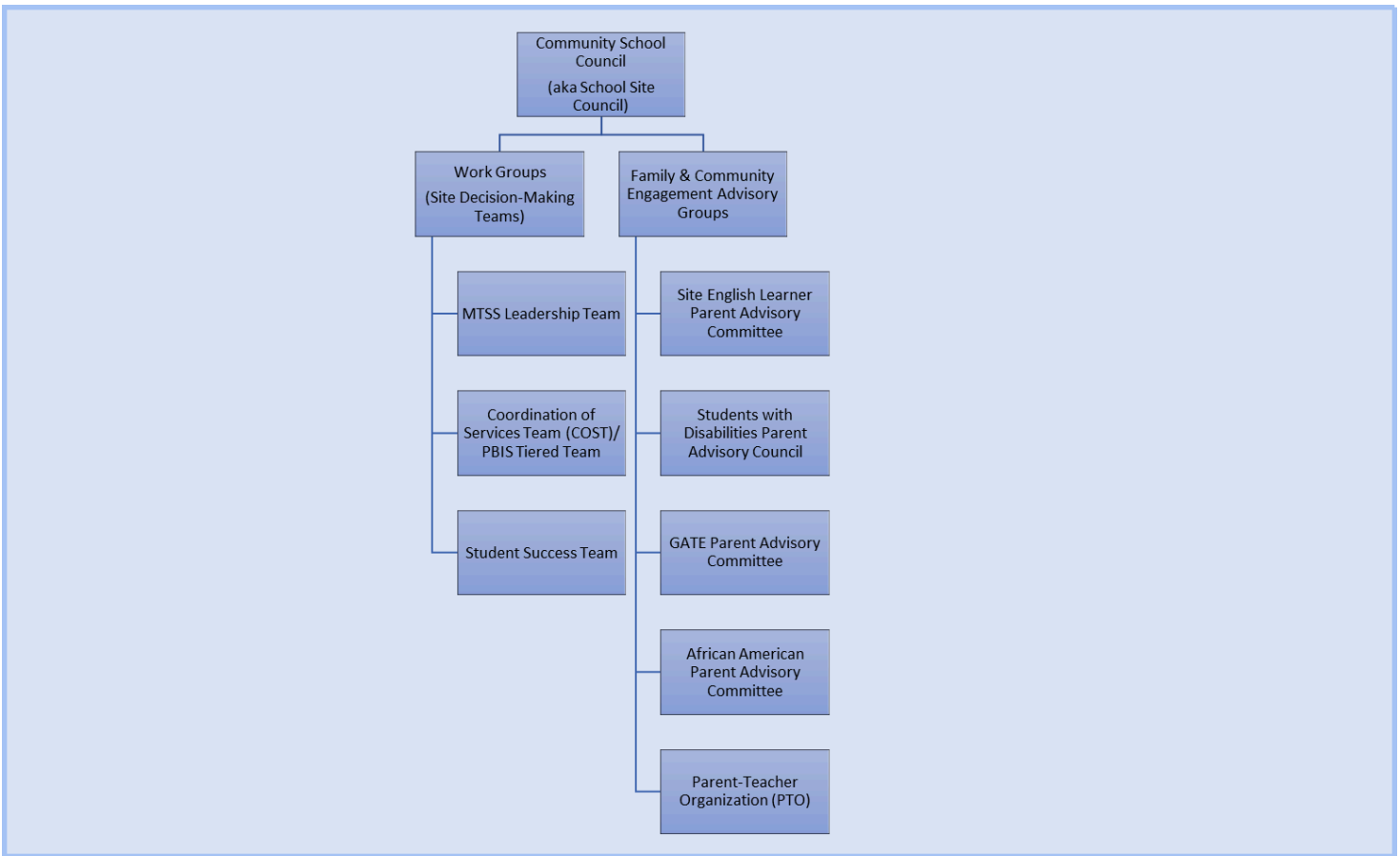
Priority 3: Collaborative Leadership –

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
<p>Increase parent and family involvement opportunities for all students through a variety of offerings, such as parent advisory meetings including English Learners, Students with Disabilities (SWD) and GATE advisory groups, parent education opportunities, parent-teacher conferences, surveys, volunteering, and family events by 5% or maintain participation above 80 % as evidenced by event calendars, sign-in sheets, survey participation data and registration logs.</p>	<ul style="list-style-type: none"> ● Increase parent engagement by providing opportunities for meaningful opportunities for parent education and involvement. ● Identify parents to participate in the Annual District Parent Leadership Conference. ● Provide materials and resources to support parent education programs and meetings. ● Provide interpretation for parent meetings, conferences and parent training. 	<p>Outcome: Parent participation to increase annually.</p> <p>Indicators: (Baseline Data):</p> <p>Parent Meetings and Number of Participants: SSC - School Site Council meetings - 3 SELPAC - Site English Learner Parent Advisory Committee 2 GATE Advisory Committee 9/9/19 - 5 9/17/19 - 0 SWD - Students with Disabilities Advisory Committee 9/10/19 - 2 Coffee with the Principal 9/17/19 -1</p> <p>Thought Exchange Participation (LCAP Input) 30 thoughts shared. Increase to 40+ thoughts shared</p> <p>Elderberry Parent/Guardian Survey 160 surveys completed (2023). Increase to 175</p>

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):



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
Alignment of the LCAP, SPSA, and Community School Plan so as to represent one cohesive plan .	<ul style="list-style-type: none"> Ensure SPSA goals are aligned to LCAP Align Community School goals, actions, and outcomes with the SPSA goals, strategies, and measurable outcomes. 	<p>Outcome: Integration of the community school strategy with other annual school-wide strategic plans such as the SPSA.</p> <p>Cohesive SPSA and Community School plan</p> <p>Indicators: LCAP-SPSA-Community School achievement of alignment</p>

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. **Schools hire site-level coordinators.** Both sites and systems develop sustainability plans to **ensure core staffing is sustained** through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Assess Staffing Needs and Student Demographics	<ul style="list-style-type: none"> Conduct thorough analysis of student population, including demographic diversity, language proficiency, and needs Identify key areas where staffing adjustments are necessary to better serve target student population 	<p>Outcome: Recruit and hire diverse, multilingual, staff to support school reflect of student and family population</p> <p>Indicators: Increase percentages of staff population to match student and family population demographic</p>
Community Schools structure, staffing and supports	<ul style="list-style-type: none"> Collaborate with LEA’s Health & Wellness Services department to ensure continuity of staffing Identify funding sources beyond CCSPP for staff Research additional grant opportunities for sustainable funding 	<p>Outcome: Sustain Community Schools structure, staffing and supports</p> <p>Indicators: Identify additional funding resources to sustain positions</p>

Key Staff/Personnel

Site-Level Coordinator Counselor/Outreach Consultant (CORC)	Serve as school-home-services liaison to connect students and families to mental health and case management services, service as site homeless liaison, lead school-wide implementation of PBIS, SEL, and Restorative Practices, provide site level interventions such as social-skills groups, support staff in whole-child progress monitoring and intervention tracking
School/Family Outreach Assistant (SFOA)	Support the Outreach Consultant with delivering tiered social-emotional and behavioral interventions, and supports to students.

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

Our school is working with our LEA's Health & Wellness Services Department to apply for and implement additional funding sources to sustain beyond the life of our CCSPP implementation grant. Currently, this includes the Department of Health Care Access and Information (HCAi) Certified Wellness Coach Employer Support Grant and the Fee Schedule program as part of the Children & Youth Behavioral Health Initiative (CYBHI), which is part of Governor Newsom's Master Plan for Kids' Mental Health. In addition, we are infusing Community Schools goals and actions into our SPSA to ensure long-standing commitments as part of our shared decision-making process.

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
<p>Maintain or increase Community Partnerships to meet the needs of our students and their families.</p>	<ul style="list-style-type: none"> ● Inventory current partnerships ● Coordinate with our LEA's Health and Wellness Services Department in terms of identifying unmet needs or additional possible partnerships. 	<p>Outcome: Our school will have established community partnerships matched to the needs of our school community to be available when appropriate.</p> <p>Indicators: List of partnerships, key contacts & needs: Bus & gas cards for families of homeless students; "Buckle Up for Life" for car seats; "Operation School Bell" for school clothing for qualifying students; "Shoes that Fit" for free pair of shoes for students; "Social and Emotional & Mental Health Resources for Staff"; Crisis response through San Bernardino County Community Crisis Response Team (CCRT); "KIDS PACK" food program; "Love for Humanity" food program;</p>
<p>Increase Awareness of Existing Partnerships</p>	<ul style="list-style-type: none"> ● Counselor Outreach Consultant (CORC) will ongoingly embed information into staff and family meetings to better connect services to those in need 	<p>Outcome: Staff, students and families will be connected to services and resources when in need.</p> <p>Indicators: Log of family needs/requests and service connections made.</p>

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Through our LEA's Health & Wellness Services department, our school has established partnerships with the City of Montclair, City of Ontario, Foothill Family Shelter, ParkTree Medical Clinic, Children's Fund, Assistance League, California Universities, Inland SoCal United Way, Shoes that Fit, Love for Humanity, Isaiah's Rock, Victor Community Services, Catholic Charities, Kaiser Permanente, Molina Medical, Inland Empire Health Plan (IEHP), and Soroptimist.

These partnerships support the vision and priorities for our students, staff, families and community members by enabling our CORC (Counselor/Outreach Consultant) to connect services to our families in need.

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
<p>Social-Emotional Learning Curriculum</p>	<ul style="list-style-type: none"> ● Provide professional development for all staff on how to use the Elderberry specific SEL curriculum developed for each grade level. 	<p>Outcome: Increased staff capacity to provide Social-Emotional Learning (SEL) that fosters skills, habits and mindsets that enable academic progress, efficacy and productive behavior.</p> <p>Indicators: Anecdotal data from classroom walkthroughs.</p> <p>Increase favorable response on student Self-Efficacy SEL Screener by 5% from Fall to Spring.</p>
<p>Collaborative Practices and Shared Decision Making</p>	<ul style="list-style-type: none"> ● Provide professional development and coaching to support ELA instruction, ECRI, ELA/ELD Wonders, engagement strategies, best first instruction, and intervention. ● Provide structured planning time for all teachers to analyze student data and determine next steps in instruction, including English Learners, Hispanics, socioeconomically disadvantaged, and students with disabilities (SWD). ● Provide teachers with staff development and planning time to support students with disabilities in the classroom through data analysis, setting goals for students and planning instruction. ● Data Coach to provide support to staff and students for all district assessments and state assessments as well as curriculum planning support and PD for staff. 	<p>Outcome: Collaborative decisions being made by staff and administration based on shared learning, information and data.</p> <p>Indicators: Positive teacher and staff feedback at individual check-ins at the end of the year with the principal.</p> <p>Collaborative decisions indicated on the MTSS Leadership agenda and minutes.</p> <p>Team decision-making agendas and minutes (e.g. PLCs and grade-level meetings).</p> <p>Increased community voices heard through Elderberry specific survey results incorporated into MTSS decisions.</p>

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
<p>Continue to support a robust library of class sets of books that are culturally relevant, and are responsive to community values, language, and environments for teachers to select for their reading groups every 6 - 8 weeks. Books are listed not only by content, but also by Lexile levels. [Note: library of class sets began in 2022-2023 and has continued to expand as teachers request.]</p>	<ul style="list-style-type: none"> In grade-level planning meetings discuss book choices for each classroom based on student needs, values, cultural relevance, local history, etc. for every 6- 8 week period. Maintain and strive for continuous improvement of the system for teachers to select and then have delivered to their classroom the book set of choice. 	<p>Outcome: Teachers select engaging, and culturally relevant books for their students based on appropriate Lexile levels.</p> <p>Indicators:</p> <ul style="list-style-type: none"> Teacher feedback on book availability and access. Student feedback to teachers on interest and relevance of books. iReady data for reading

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
Math Achievement	<ul style="list-style-type: none"> • Use CAASPP results to identify students in need of intervention • Provide tiered Math intervention based on area of need as measured by i-Ready • Evaluate interventions based on i-Ready data • Adjust intervention groups as needed 	<p>Outcome: Increase student Math achievement and growth</p> <p>Indicators: Via i-Ready, increase by 20% the number of students as “Early on Grade Level” or “Above” in Math.</p> <p>Increase Students at Met/Exceeding Standards by 5% in Math on CAASPP.</p>
Reading Achievement	<ul style="list-style-type: none"> • Use CAASPP results to identify students in need of intervention • Provide tiered Reading intervention based on area of need as measured by i-Ready • Evaluate interventions based on i-Ready data • Adjust intervention groups as needed 	<p>Outcome: Increase student Reading achievement and growth</p> <p>Indicators: Via i-Ready, increase by 20% the number of students as “Early on Grade Level” or “Above” in Reading.</p> <p>Increase Students at Met/Exceeding Standards by 5% in ELA on CAASPP.</p>
Student Self-Efficacy	<ul style="list-style-type: none"> • Plan and deliver foundational SEL instruction • Administer Fall SEL Survey assessment and study results • Act to identify small group and individual intervention groups • Repeat Plan-Do-Study-Act cycle with Winter and Spring SEL Screener Assessment 	<p>Outcome: Students will increase self-efficacy to positively impact academic achievement</p> <p>Indicators: Increase favorable responses to student Self-Efficacy by 5%</p>
Chronic Absenteeism	<ul style="list-style-type: none"> • Identify previous year’s students who were chronically absent and provide tiered support to minimize absences • Monitor absence rates and provide tiered support to identified students 	<p>Outcome: Reduce chronic absenteeism rates</p> <p>Indicators: Reduce by 0.5% or maintain a 2.5% or less rate.</p>

<p>Staff Climate</p>	<ul style="list-style-type: none"> ● Review previous year's CSSS data ● Provide training and support in response to needs ● Administer current year CSSS ● Share results with staff ● Determine additional needs to increase staff positive climate 	<p>Outcome: Increase positive staff climate</p> <p>Indicators: 100% staff participation by staff on CA School Staff Survey (CSSS)</p>
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