CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (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 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 school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (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 (CA CS Framework), and the Capacity-Building Strategies: A Developmental Rubric. To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must 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), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS 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. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS 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.

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the *Capacity-Building Strategies: A Developmental Rubric.*

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 CA CS Framework.

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed here, and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Arroyo School

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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

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. In your response, be sure to Indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here):

1. Racially-just, relationship-centered spaces (Relationship Focus)
2. Shared power (Shared Input)
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Arroyo School's understanding of what is needed to be a community school is grounded in its foundational philosophy that collaborative and comprehensive efforts, involving all interest-holders, are required to support and develop the whole child. Using the CS Framework' overarching values as our guide, Arroyo will continue to make deliberate decisions regarding our site's day-to-day operations and long-term planning that reflect these values. Value 1: Through our implementation of Positive Behavioral Interventions & Supports (PBIS), Restorative Practices and daily Social-emotional Learning, Arroyo promotes and maintains an environment that is racially-just, and relationship-centered. Through facilitated self-reflection activities, students and staff consider how personal feelings affect their thoughts and behaviors; making way for solutions that repair damaged relationships. Value 2: Shared power is made possible through regular teaming that includes a variety of community voices who meet to make school wide decisions. These teams include members of

administration, teaching staff, families and community partners. These valuable conversations take place during IB planning, staff meetings, PLC meetings, parent advisory committee meetings, MTSS training, SST and IEP meetings among others. Arroyo will increase its meeting times for the coming year to allow for deeper data analysis. Value 3: As an International Baccalaureate World school, classroom and community connections are created daily through instruction (units of inquiry), special projects (Exhibition and Community service), and after school enrichment opportunities offered through Extended Learning Opportunity programs (ELOP) which bring community members to campus regularly. Moving forward, we will initiate new relationships with local agencies and organizations through our 2nd grade classrooms "adopt a cause" project to give back to the surrounding communities. Value 4: A focus on continuous improvement is a central pillar of our Multi-tiered Systems and Supports (MTSS) work. By analyzing data and collecting feedback from interest-holders via surveys and discussions, the team's primary purpose of identifying areas for improvement, implementing needed changes and monitoring their effectiveness will continue in 2025-2026, with a special focus on student voice.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Arroyo School will increase interest-holder input through surveys:

- Community Thought Exchange Survey
- LCAP Thought Exchange Survey
- CA Healthy Kids Survey (CHKS)
- CA School Staff Survey (CSSS)
- PBIS Self-Assessment Survey (SAS)
- PBIS community survey (Tier 1)
- Staff Professional Development Needs Survey
- Extended Learning Opportunities and Programs (ELOP) Survey
- Community Surveys conducted on site during Parent-Teacher Conferences
- PBIS student incentive survey (Fall)

Arroyo School will increase interest-holder parent and community participation, including engaging historically marginalized student and family groups, through the following advocacy groups:

- English Learner Parent Advisory Committee
- Students with Disabilities Parent Advisory Committee
- GATE Parent Advisory Committee
- African American Parent Advisory Committee representation
- Community Schools Council/School Site Council
- Middle School Congress
- Coffee with the Principal events

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

We analyzed our Needs and Assets Assessment data using the following method:
Review of academic data and survey results

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

Core Priorities	Outcome	Indicators
Strengthen Positive Behavioral Supports	Decrease negative student behaviors in grades 6-8 via targeted Tier 1 practices.	*Positive Behavior Intervention and Support (PBIS) Tiered Fidelity Inventory (TFI), Major and Minor Discipline Referrals*
Increase Family Engagement at parent meetings and events	Increase participation at informational events by incorporating student presentations.	*Sign-in sheets at Coffee with the Principal presentations and the use of clicker at the entrance gate of each family event.*
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 performance levels.	*Reading Universal Screener (i-Ready), SEL Universal Screener (Panorama), and Behavior Screener (SWIS)*

We strategically collaborated with community partners on our core priorities.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to

real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Utilize curriculum and promote activities that represent diverse cultures and people	● During weekly IB planning, teachers will identify supplemental materials as needed to provide students experiences representative of diverse cultures and people. ● Coordinate an annual International Family Night, 5th grade exhibition project, and 8th grade community project and invite members of the community on campus to participate.
Embed Community-Based Service Learning into Lesson Planning and IB Unit Development	● Generate a list of possible service projects that could be incorporated easily into everyday IB instruction as well as a focused "adopt-a-cause" project for second grade classrooms. ● Introduce monthly grade-leveled sponsored activities that promote community-based service learning and align with grade-level standards.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

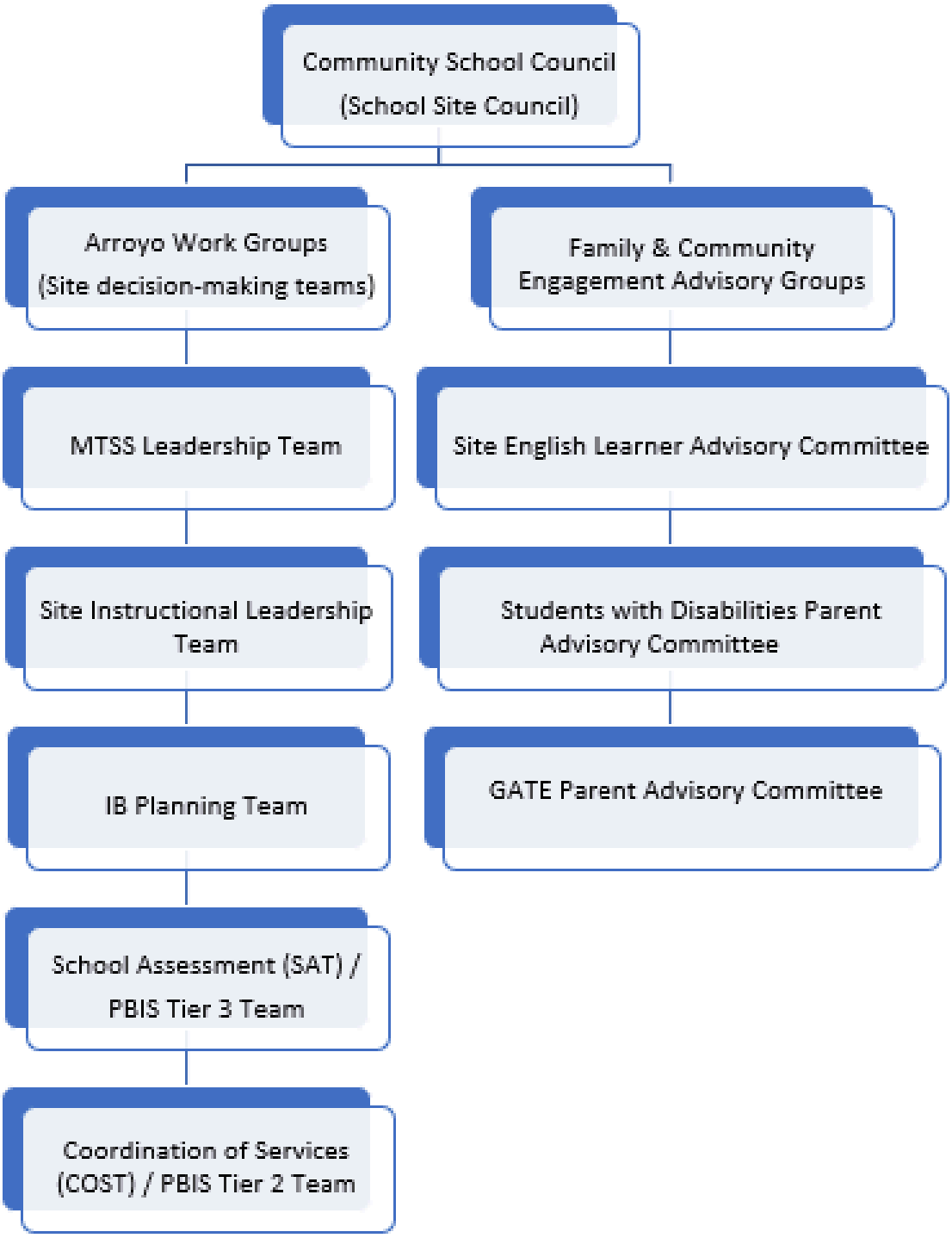
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase the productivity of PLC meetings	Modify the Professional Learning Community (PLC) calendar to allow for critical collaboration twice monthly. Inclusion of additional personnel, such as the Counselor/Outreach consultant, will help educators to identify, implement and evaluate interventions for struggling students earlier and more frequently.
Strengthen Site Leadership Teams by increasing parent participation in the shared decision making process.	Provide incentives for the student(s) of all parents who participate in an advisory committee meeting, and post minutes on Parent Square for other families to review.
Enhance Communication and Transparency	Utilize multiple communication platforms (e.g. newsletters, websites, social media, Parent Square) to keep interest holders informed about school activities and decisions. Promote the school website as a central information hub accessible to all interest holders. Share weekly announcement links with the community once a month.

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):


Community School Council
(School Site Council)
Arroyo Work Groups
(Site decision-making teams)
Family & Community
Engagement Advisory Groups
MTSS Leadership Team
Site English Learner Advisory Committee
Site Instructional Leadership
Team
Students with Disabilities Parent
Advisory Committee
IB Planning Team
GATE Parent Advisory Committee
School Assessment (SAT) /
PBIS Tier 3 Team
Coordination of Services
(COST) / PBIS Tier 2 Team

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves 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
Assess Staffing Needs and Student Demographics	● 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
Community Schools structure, staffing and supports	● 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 sustainability

Key Staff/Personnel

Site-Level Coordinator (Counselor/Outreach Consultant-CORC)	Serves as school-home-services liaison to reduce or eliminate barriers to learning. CORC connects students and families to mental health and case management services, serves as site homeless liaison, leads school-wide efforts to implement PBIS, SEL, and Restorative Practices, and provides site level interventions such as social-skills groups, SEL reteach groups, conflict mediation and individual student check-ins. CORC also supports staff in whole-child progress monitoring and intervention tracking through the Student Success Team process.
School/Family Outreach Assistant	Support the Outreach Consultant with delivering tiered attendance, social-emotional and behavioral interventions, as well as support students and families in need of community resources.

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

In order to build sustainability, Arroyo's MTSS team will utilize a yearlong calendar to monitor the completion of agreed upon tasks related to our Community Schools implementation goals. In addition, Arroyo will integrate Community Schools goals and actions into our Single Plan for Student Achievement (SPSA) in order to ensure that the commitments entered into by interest-holders are honored during our shared decision-making process. Furthermore, Arroyo is working with our LEA's Health & Wellness Services Department to continue to pilot innovative programs available in the State of California such as the Fee Schedule program which is part of Governor Newsom's Master Plan for Kids' Mental Health.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the 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 your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase Community Partnerships	● Inventory current partnerships ● Research partnership ● Opportunities available in our school community ● Reach out to potential new partners
Increase Awareness of Existing Partnerships	● Schedule district staff to present to families and staff members about current resources through established partnerships. ● Community School Coordinator will embed ongoing information into staff and family meetings and post on social media sites to better connect services to those in need.

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:

Our school currently has established partnerships with a variety of local entities that support our students and staff by addressing specific needs. Some eliminate barriers to learning, such as Love for Humanity food packs, Shoes that Fit and Operation School Bell clothing, and Counseling agencies such as Mariposa Counseling center and South Coast Counseling that contract with our district Health and Wellness department to provide mental health services. Arroyo also invites Park Tree dental on site to provide students with dental screenings, and refers families to local optometrist Dr. Yamamoto to secure low cost exams and eyeglasses for students. We also work closely with the Ontario Reign who comes on campus to provide Hockey instruction after school through our ELOP program. Daycare services have been and will continue to be offered through Think Together at Arroyo to provide supervision, meals, and play time for students whose parents are unable to pick them up until the evening. Ontario Police and Fire Departments are frequent visitors to campus to participate in informational events for both students and families. Arroyo is also fortunate to have long-standing partnerships with the Chino Water Basin, Eco-Heroes, and many local high schools, colleges and universities that provide experiential learning for our students through field trips. These partnerships support the vision and priorities for our students, staff, families and community members by addressing identified needs.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.