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

Lighthouse Community Day School, Gary Lewis, Principal, glewis@fbusd.us

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 needs assessment will be conducted using practices that help to provide both qualitative and quantitative data that inform our work. We have engaged in some of this work in the planning process for our CCSPP Implementation Grant. Our methods of data collection so far have included:

Parent Meetings- Alternative Education School Site Council (quarterly)

Student Meetings- Alternative Education has a student leadership team with representation from each program on site

Parent Engagement- Parents have the opportunity to engage with students at learning exhibitions each trimester

Parent, Student, and Staff Surveys are administered at least annually. These surveys focus on the school climate and culture as well as providing space for specific feedback about our programs and services. Our response rate is about 12% for parents, 50% for staff, and 75% for students. We hope to increase this response rate through the CCSPP work.

Interviews are conducted on an informal basis in less structured formats. Often we seek input from parents when we have the opportunity to engage them for any reason. We would like to formalize our parent interview

processes to get additional feedback about our work, the benefits for students, and how our programs can better serve them.

The LEA will also support Lighthouse Community Day School by providing town hall and equity listening sessions for community members to provide guidance and feedback about our community school programs.

Once the guidance and feedback is garnered from each of these interactions, the site and district level Community Schools Coordinators with support from the administrators will refine the implementation of our plans. The plans will be refined quarterly based and revised annually.

Our community partners will be a part of the feedback and planning cycles. We will meet with our community partners on a monthly basis to ensure the implementation of the plans is successful. With the support of our community partners, we will continue to assess, modify, and implement our planned actions.

As we move through the continuous improvement cycle, we will prioritize our actions based on the effect they have for our students and community. The actions with the greatest impact will be the top priority for continuation beyond the end of the grant.

Support for student sexual health services are offered through a partnership with Mendocino Coast Clinics. Students can access the services on campus on Wednesdays, our early release day. Expanding these services to provide more times and to include mental health services is a priority.

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:

School systems were not designed with equity in mind. The inherent issues with the systems mean students are not provided with an equitable chance for success. At FBUSD Alternative Education, we believe that the community schools work will positively impact our system as a whole. Through this work, we will be able to target students who have been traditionally underserved and provide meaningful supports to help them remove the predictability of success (or lack thereof) simply by being a member of any group.

At Lighthouse Community Day School, we believe in the community schools approach to ensure our students have access to the services and high quality instruction that supports them as the whole human being they are. We look forward to the opportunity to hear the voices of all of our families and amplify them using the power structures that are inherent.

We will support our community in arriving at a shared vision of our school by offering the following:

High quality educational opportunities for all students. These opportunities will be based in student interests using practical problem solving approaches to ensure the development of 21st century learning and community engagement using the Big Picture Learning philosophy.

Professional Development for teachers to become culturally proficient in their daily work. These growth opportunities will have the support of the district leadership, including the Board of Trustees and the District and Site level administration. The goal of the professional development is to support our capacity to monitor equity and make continuous improvements in our processes.

Restorative circles are a part of each school day. At the end of the week, the entire campus gathers to have a closing circle for the week.

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
By the end of the first year and each year annually, shared leadership teams will meet on a regular basis, but not less than quarterly. These leadership structures will include School Site Council and Site Leadership.	Recruit members to shared leadership teams that are representative of the student population. Provide equity training to shared leadership teams to ensure a common focus on equitable outcomes for all students in a culturally proficient environment. Provide training for shared leadership teams to ensure high functioning teams are maintained.	Leadership Team Rosters Surveys Agendas Minutes Training Materials

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):

As the site leader, the principal is the connection among all of the shared leadership teams. The principal serves as an advisor and facilitator for Site Council. The principal serves as the Chairperson of the Site Leadership team. The principal supports creating community connections to support student internships.

The Site Council is comprised of parents, classified, and certificated staff members. They provide guidance regarding the adoption of plans and provide direction for the school leadership in compliance and other areas. Site Council meets quarterly.

The Site Committee is made up of staff representing each program as well as the counselor. This committee meets to determine site priorities and direction and meets monthly.

Student Leadership consists of students elected by their peers to provide input on how the school is functioning and to advocate for improvements in the larger community.

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
By May of 2025, the site level plans will align with LEA level plans. They will be revised annually throughout the implementation process.	Educate the shared governance teams about the district level goals and the role that the school plays in helping to meet those goals. Align data collection practices to inform both site level and district level decision making.	Agendas and Minutes from Meetings Common data collection protocols throughout the site and LEA Site level data reported to the Board of Trustees at least twice a year
Monthly throughout the life of the grant, Site leadership will act as a conduit for data and information between the site level shared leadership teams and the LEA.	Site level leadership teams will decide what topics of advocacy should be with the district and communicate them with the site leadership. The LEA will use site level data to build programs that support the common needs at each site.	Agendas, minutes, communications Inclusion of site priorities in the LCAP and other district documents

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
Starting in 2024-2025 and onward, the site family liaison will meet with families and students throughout the school year to ensure healthy and engaged students and families and reduce the chronic absenteeism rates within the school.	By the end of the first month and each month afterward, reach out to parents with students who are considered chronically absent or at risk of becoming so. Ensure awareness of the available support services. On a bi-weekly basis, reach out to families of students who experiencing homelessness or have circumstances that may inhibit school success At least four times annually, host parent nights on topics relevant to parent needs	The number of student and family contacts should increase until reaching at least 30% of students in any given year. The number of parents attending parent night meetings School Level Chronic Absenteeism rate The number of successful connections to community resources.
Based on feedback from the educational staff, the counselor will meet with at promise students within the first month and will continue to monitor students throughout the school year on a monthly basis.	On an as needed basis, meet with student study teams to identify students in need. On an as needed basis, work with students for a limited time, typically 2-6 weeks, to determine if needs are short term or long term. When other forms of intervention have not fully support students, refer the student to community services or Tier III counseling supports when necessary.	Number of student contacts Number of successful connections to community counseling Meeting schedules

Key Staff/Personnel

Gary Lewis	Principal
Kathryn Bernsdorf	Counselor
Undetermined	Site Family Liaison

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

The staff funded through the implementation grant will be funded using supplemental and concentration funds in the future. In addition, the services provided to students through outside agencies will be coordinated at the school site to be delivered at the community hub, at the school site, or as close to the school as possible. Additional funding sources will be identified and could include Medi-Cal reimbursement, local and state grants, and connections with community based organizations with external funding streams.

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
By the end of the 2024-2025 school year, identify and continue to develop community partnerships across the many opportunities within the community.	Once a partner is identified, the LEA will conduct outreach. The LEA will establish an outline of the benefits of the partnership and develop MOUs to support ongoing partnerships. The school site will uses the partnership MOUs to establish protocols for services on site. The site leadership will determine which students need access to the services provided and prioritize access to any services with limited availability (i.e. psychiatric services).	MOUs Meeting agendas and minutes Statistics of students using the services

By the end of the 2025-2026 school year, develop protocols for supporting families in accessing the community hub.	Work with parents to identify what services would be the most valuable for this age range. Identify where these services can be delivered within the space. Family liaisons connect with the service providers to schedule services appropriately. LEA Community Schools Coordinator to identify, allocate, and replenish resources to support these activities.	Schedules for use of the Community Hub Statistics on the number and frequency of visits to the Community Hub Budgets for access to resources
At least quarterly in each school year, community based organizations will provide family engagement nights including topics based on parent interest and identified needs.	Parent surveys and engagement meetings held to determine topics of interest. Family liaison will connect with community based organizations to determine the most appropriate presenters and schedule events. Family Liaison will arrange for food, staffing for child care, and ensure materials are prepared for events.	Sign in rosters from events Flyers advertising events Agendas and minutes from meetings

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:

We have partnerships with Thrive Counseling to support Tier III counseling for students. At any given time, Thrive is providing services to 20- 25 students on campus.

Mendocino Coast Clinics will develop services for students to support physical and mental health services at our community hub and in their clinics.

Nicole Anderson Consulting will provide site teacher leaders with training to ensure equitable practices within the classroom and school. They will also work with LEA staff to facilitate a community equity committee.

Mendocino College provides opportunities for students to engage in dual enrollment college classes and evening college classes for our students

Our ASSETS after school program provides support for students in completing homework, tutoring, and enrichment through a partnership with Flockworks.

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
By the Summer of 2025 and each summer thereafter, at least 70% of teachers will take part in the professional development institute for the full five days.	Identify the presenters to support Universal Design for Learning Identify presenters to support 5Cs and 21st Century learning skills Schedule the institutes Recruit teachers Implement institutes	Teacher surveys (identify specific topics and feedback regarding institutes) Agendas and training materials Rosters
By Fall 2025 and each year thereafter, use feedback from the institutes to plan for PD in the school year and for the next summer institute.	Identify topics that resonated with staff and use common meeting time to identify avenues to capitalize on this connection Have staff identify and track metrics in staff meetings throughout the year Report the metrics out to shared leadership teams.	Agendas from common meeting times Reports from staff meetings Presentations shared with leadership teams
At staff meetings throughout the year starting in 2025, identify and share at least one strategy or resource.		Staff meeting rosters Presentations

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
By Spring 2025, coordinate visits to community partner sites to ensure students have access to field trips, special presentations, and other cultural experiences in our community.	Connect with community partners to provide opportunities to explore: • Career Exploration • Community Service • Internships • Local Arts • Social Emotional Services	Student participation numbers Agendas for field experiences Schedule of presentations Student feedback surveys

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
Starting in Fall 2024, Teacher meetings will document areas that students need support and creating action plans to support the needs.	Schedule meetings Establish agendas Provide action plan template	Agendas Action plans Prioritized student data
Throughout the 2024-2025 school year and beyond, Shared leadership teams will review the data and make site level decisions regarding universal and tiered supports at the school site.	Compile data and teacher recommendations Share aggregate data with leadership teams Identify focus areas based on the data Generate high impact solutions responding to the data Share with teachers and parents for feedback and refinement	Data reports Meeting agendas Meeting rosters Draft solutions Feedback surveys Updated plans
In May 2024, student data (performance, anecdotal, and survey) will be analyzed in teacher meetings to identify successful strategies. In areas needing more support, plans for the following school year will be developed.	Conduct student interviews to determine the impact of strategies Collate achievement data from existing sources Create action plans	Interview notes Data Reports Action Plans

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