

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): PRELIMINARY IMPLEMENTATION PLAN TEMPLATE

Instructions

This preliminary CCSPP Implementation Plan must be submitted to the California Department of Education (CDE) prior to funds disbursement. E-mail this completed plan to CCSPP@cde.ca.gov. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of the community schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes.

As long as reasonably possible, alignment with overarching local educational agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and Single Plans for Student Achievement (SPSAs) is strongly recommended, to build on existing objectives for community school sites. We recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

The Lead LEA is responsible for creating, reviewing, and updating a CCSPP Implementation Plan every school year. LEAs are encouraged to work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually or twice a year.

In the first year of the CCSPP implementation grant, each community school is expected to develop a site-based implementation plan. 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:

Four Pillars of Community Schools

1. Integrated Student Supports
2. Family and Community Engagement
3. Collaborative Leadership and Practices for Educators and Administrators
4. Extended Learning Time and Opportunities

Four Key Conditions for Learning in a Community School

1. Supportive environmental conditions that foster strong relationships and community.
2. Productive instructional strategies that support motivation, competence, and self-directed learning.
3. Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior.
4. System of supports that enable healthy development, respond to student needs, and address learning barriers.

Four Cornerstone Commitments of Community Schools

1. A commitment to assets-driven and strength-based practice.
2. A commitment to racially just and restorative school climates.
3. A commitment to powerful, culturally proficient and relevant instruction.
4. A commitment to shared decision making and participatory practices.

Four Proven Practices of Community Schools

1. Community Asset Mapping and Gap Analysis
2. A Community School Coordinator
3. Site-Based and LEA-Based Advisory Councils
4. 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>.

CCSPP: PRELIMINARY IMPLEMENTATION PLAN

Program Year	LEA Name	County-District-School (CDS) Code
2022	Santa Clara County Office of Education (SCCOE)	43-10439-0000000

LEA Program Contact Information

Item	Information
Contact Name:	Dr. Chaunise Powell
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Participating School Sites

Eliot Elementary, Lairon College Preparatory Academy, Luther Burbank School, Mariano Castro Elementary, Santee Elementary, SCCOE Court School, Aptitud Academy, Leroy Anderson Elementary, SCCOE Opportunity Youth Academy

Goals/Priorities

Describe the 2–3 main goals/priority actions for the LEA's community schools initiative. Include how progress toward each goal will be measured (i.e. SMART goal).

Goal/Priority Action 1

Over the duration of the grant period (2022-2027), each of the 10 community schools included in this grant will demonstrate increased knowledge and capacity related to the community schools framework, as evidenced by the development of infrastructure aligned with best practices to implement community schools. Six of the 10 schools included in this grant received initial CCSPP grant funding prior to California releasing a community schools framework.

Measure of Progress

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Wellness Center Community of Practice (CoP) Participation	0% of schools are familiar with the statewide community schools framework.	By the end of the 22-23 school year, 100 % of the 10 schools included in this grant will know and understand the community schools framework, as well as best practices to implement community schools.
Community & Youth Engagement	<p>0% of schools have a formalized executive steering committee inclusive of key stakeholders.</p> <p>0% of schools have a formalized Youth Advisory Group assessment that includes both the school and community.</p>	<p>By the end of the 22-23 school year, 100% of the 10 schools included in this grant will have an executive steering committee inclusive of key stakeholders, including bargaining units, community based organizations, students, and other partners.</p> <p>By the end of the 22-23 school year, 100% of the 10 schools included in this grant will also have a formalized Youth Advisory Group.</p>
Identify person to hold roles/ responsibilities of Community Schools Coordinator	0% of schools have a Community Schools Coordinator; this is a new position.	By the end of the 22-23 school year, a Community Schools Coordinator job description will be developed and will include corresponding roles, responsibilities & compensation details.

Goal/Priority Action 2

Over the duration of the grant period (2022-2027), each of the 10 community schools included in this grant will complete and/or review planning elements related to the implementation of a community school in order to ensure alignment with the framework; this will be evidenced by the completion of a comprehensive school and community needs assessment, asset map, and referral pathway process map.

Measure of Progress

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School & Community Asset Map	0% of schools have completed a formalized asset map that includes both the school and community.	By the end of the 22-23 school year, 100% of the 10 schools included in this grant will have a completed, comprehensive school and community asset map.
School & Community Needs Assessment	0% of schools have completed a formalized needs assessment that includes both the school and community.	By the end of the 22-23 school year, 100% of the 10 schools included in this grant will have a completed, comprehensive school and community needs assessment.
Referral Pathway Process Map	60% of schools have a referral pathway map that reflects coordination amongst partners and resources.	By the end of the 22-23 school year, 100% of the 10 schools included in this grant will have a completed referral pathway process map that reflects coordination amongst partners and resources.

Goal/Priority Action 3

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Measure of Progress

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Community Engagement

Describe the school community engagement process for establishing the goals/priorities described above. How are students engaged? How are families/caregivers engaged? How are educators and other school staff engaged? How are community partners engaged?

An LEA's and each community school's engagement process will be continually improved to ensure responsiveness and effectiveness of community schools initiatives. Please indicate the developmental phase of the community engagement process for each area below: i.e. exploring, emerging, evolving, or excelling.

Overarching Engagement Process:

School communities have engaged in the process of establishing the goals/priorities indicated above through a series of community schools implementation meetings that have included both exploration and planning; during these meetings, strengths, needs, and priorities have been identified.

Additional information about each community school is being gathered through community asset mapping and needs assessment, which will then inform collaboration opportunities between the community school's invested parties, including students, caregivers, families, educators, staff, and community partners. Invested parties will engage in the process of school transformation through their participation in advisory teams, where collaborative leadership and shared decision making actively shape implementation and result in a community school that is co-constructed, tailored, and brought to life in alignment with best practices and community vision. Advisory teams include Youth Advisory Groups; School Site Advisories; and Coordination of Care Teams.

The two goal areas represent priorities that span across each community school included within the CCSPP Implementation grant, and, importantly, are also in alignment with the community schools framework.

Developmental phase of the community engagement process: emerging

Community School Coordinator:

Each community school will identify a community schools coordinator. The role of community schools coordinator will be explored with each LEA to determine if the role already exists and/or to learn if the LEA intends to fund this role as a 1.0 FTE or stipended position. Further assessment is warranted since many schools currently have a separate staff member for each of the community schools pillars. Support will be provided to LEAs in order to develop a plan that moves toward the community schools coordinator position and promotes funding sustainability.

Community school coordinators will engage in the process of school transformation through their participation in a Community Schools Community of Practice. Coordinators will also engage in the process of school transformation through their participation and co-leadership in advisory teams.

Advisory teams specific to community school coordinator engagement include Youth Advisory Group (students, community schools coordinator, Wellness Center staff, educator, other school staff, and/or community partners); School Site Advisory (educators, staff, families, community schools coordinator, Wellness Center staff, community partners); Coordination of Care Team (multidisciplinary team inclusive of Wellness Center staff, community schools coordinator, school psychologist, teacher(s), administrator(s), counselor(s), nurse(s), community partner(s), and/or parent(s)/caregiver(s)).

Developmental phase of the community engagement process: exploring

Family/Caregiver Engagement:

Families and caregivers will engage in the process of school transformation through their participation and co-leadership in advisory teams, where collaborative leadership and shared

decision making actively shape implementation and result in a community school that is co-constructed, tailored, and brought to life in alignment with best practices and family/caregiver input and vision.

Advisory teams specific to family/caregiver engagement include School Site Advisory (educators, staff, families, community schools coordinator, Wellness Center staff, community partners) and Coordination of Care Team (multidisciplinary team inclusive of community schools coordinator, Wellness Center staff, school psychologist, teacher(s), administrator(s), counselor(s), nurse(s), community partner(s), and/or parent(s)/caregiver(s)).

Families and caregivers will also engage in the process of school transformation through their participation in a Community Schools Executive Steering Committee. A plan for their continuous engagement will be developed as part of the strengths and needs assessment.

Families and caregivers will also be encouraged to provide input and feedback related to wellness workshops and events, which will then be utilized by the advisory committee to reflect, assess, and inform community school implementation.

Developmental phase of the community engagement process: exploring

Educator and Other School Staff Engagement:

Educators and other school staff will engage in the process of school transformation through their participation and co-leadership in advisory teams, where collaborative leadership and shared decision making actively shape implementation and result in a community school that is co-constructed, tailored, and brought to life in alignment with best practices and educator/staff input and vision.

Advisory teams specific to educator and other staff engagement include Youth Advisory Group (students, Wellness Center staff, educators, other school staff, and/or community partners); School Site Advisory (educators, staff, families, community schools coordinator, Wellness Center staff, community partners); Coordination of Care Team (multidisciplinary team inclusive of community schools coordinator, Wellness Center staff, school psychologist, educator(s), administrator(s), counselor(s), nurse(s), community partner(s), and/or parent(s)/caregiver(s)).

Educators and other school staff will also engage in the process of school transformation through their participation in a Community Schools Executive Steering Committee. A plan for their continuous engagement will be developed as part of the strengths and needs assessment.

Educators and other school staff will also be encouraged to provide input and feedback related to wellness workshops and events, which will then be utilized by the advisory committee to reflect, assess, and inform community school implementation.

Developmental phase of the community engagement process: exploring

Community Partner Engagement:

Community partners will engage in the process of school transformation through their participation and co-leadership in advisory teams, where collaborative leadership and shared decision making

actively shape implementation and result in a community school that is co-constructed, tailored, and brought to life in alignment with best practices and community partner input and vision.

Advisory teams specific to community partner engagement include Youth Advisory Group (students, community schools coordinator, Wellness Center staff, educator, other school staff, and/or community partners); School Site Advisory (educators, staff, families, community schools coordinator, Wellness Center staff, community partners); Coordination of Care Team (multidisciplinary team inclusive of community schools coordinator, Wellness Center staff, school psychologist, teacher(s), administrator(s), counselor(s), nurse(s), community partner(s), and/or parent(s)/caregiver(s)).

Community partners will also engage in the process of school transformation through their participation in a Community Schools Executive Steering Committee. A plan for their continuous engagement will be developed as part of the strengths and needs assessment.

Developmental phase of the community engagement process: emerging

Core Commitments

Central to building effective community schools is a commitment to working from a set of core principles of practice.

Describe the LEA's commitment to the implement the following core principles: (Please indicate the developmental phase for each of the principles of practice below: i.e. exploring, emerging, evolving, or excelling.)

Assets-driven and Strength-based Practice:

The SCCOE is an asset-driven and strengths-based organization, rooted in the understanding that when assets and strengths are engaged, results improve. This commitment is reflected in both our internal and external processes. Internally, all team members complete a strengths assessment as part of the hiring process, and once onboarded, are routinely presented with opportunities to further learn, reflect, and leverage strengths. This serves as an important foundation for how we approach work across our entire organization, from professional learning and instructional supports to educational services and more. Externally, our processes reflect a commitment to honoring and amplifying assets and strengths across our work, including with the implementation of community schools. Family and community members are viewed as partners and co-leads in our implementation journey, and processes are being developed and refined to ensure active participation and true partnership. We also take an asset-driven and strengths-based approach to the community asset mapping and needs assessment processes, identifying existing strengths and resources that can be honored and expanded upon.

Developmental phase for the principle of practice: evolving

Racially Just and Restorative School Climates:

The SCCOE is deeply committed to transforming our schools into racially just hubs of the community that promote restorative practices and create cultures of belonging for students, staff, families, and community members. Our work as an organization has resulted in the expansion of Restorative Justice practices, character education, social emotional learning, and high quality alternative, court, and special education programs. It has also resulted in the creation of tools and

resources that promote racially just and restorative school climates, such as the “Ways 2 Equity Playbook”, which is a navigation tool for districts and school sites that was developed in collaboration with the California Collaborative for Educational Excellence. Our core values of equity, diversity, inclusion, and partnership are foundational to the work we engage in, including our commitment to establishing and promoting community schools.

Developmental phase for the principle of practice: emerging

Powerful, Culturally Proficient and Relevant Instruction:

The SCCOE is committed to improving access to inclusive, equitable, high-quality education. Our School Climate, Leadership, and Instructional Services department works diligently to help educators, other school staff, and administrators understand and be able to deliver high quality, relevant instruction that is rooted in equity and reflective of cultural proficiency. Some of our program offerings include Access for All (a comprehensive multi-year professional learning system designed to build the capacity of districts and school sites related to academic and language success of English learners in the 21st century classroom); Parent/Caregiver Engagement (support for districts in the development of equitable parent/caregiver leadership and voice that meaningfully contributes to district and school governance and the academic growth of all students); Positive Behavior Interventions & Supports (Regional Technical Assistance Center, leading the selection, integration, and implementation of evidence-based behavioral practices for improving outcomes for all students with equity and access at the center); and Artspiration (partnership with public schools, arts organizations, and the greater community to foster equitable and transformative education through the Arts). Across the expansive work of our organization, common threads include critical reflection, whole child approaches, equity, and access, including through universal design. Through our Wellness Centers for Santa Clara County Schools initiative, we are also working diligently to increase access to school-based supports that are timely, responsive, culturally proficient, and address holistic needs; thereby promoting the wellness of students and community, and ultimately increasing the amount of time where students are in class and able to engage in their learning. Within this work, we are increasing access to non-traditional therapeutic modalities, shaped by campus community voice and interest.

Developmental phase for the principle of practice: evolving

Shared Decision Making and Participatory Practices:

The SCCOE’s core values include collaboration and leveraging collective capacity. As an organization, we are committed to collaborative leadership and shared decision making. With regard to our community schools work, we are designing and refining processes, and partnering with organizations who hold this specific area of expertise, to ensure authentic engagement for all invested parties. We have a Santa Clara County Student Wellness Advisory Group (SWAG), comprised of youth from across our county; members of this group shared input and co-created the vision for our school-based wellness centers, and they continue to help us shape and build out our wellness center structures and offerings. Our SWAG structural processes are also being refined and expanded upon to include more peer-based leadership and youth decision making opportunities, which are being driven by this year’s student lead and co-lead. Additionally, we are engaging our district and school site partners in shared decision making processes related to expanded learning opportunities that include summer mental health and wellness programming.

Developmental phase for the principle of practice: emerging

Developed by the California Department of Education, July 2022