

# 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.

## PLAN School Site Contact Information

Ina Arbuckle Elementary, Norma Arvayo, Principal

## 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.

Ina Arbuckle Elementary utilizes a wide variety of general and specific tools to collect data at the site level.

Surveys:

At the site level the Local Control Accountability Plan - LCAP surveys for students, parents, educators, and educational partners are administered annually to help inform the development of the Single School Plan for Student Achievement.

The School participates in the Panorama survey held twice a year. This survey is administered twice a year and is completed by every student and teacher. The data is used to address the needs impacting positive school culture.

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to students at grade six. It enables our school to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Focus Groups: Ina Arbuckle has advisory groups. (School Site Council, English Language Advisory Council, GATE – gifted and talented, and SEPAC – Special Education Parent Advisory Committee). They are utilized as respective focus groups at Ina Arbuckle to inform decision making and the development of the SPSA. Community Schools Cohort 1 has been conducting additional focus groups with school communities to further inform the greater school communities through the lens of community schools. Ina Arbuckle's Community Schools teacher on special assignment has been trained in restorative practices and has played a role using circles for building community and enhancing conversation in focus groups. A focus group was conducted at Ina and Chronic Absentee families was the target group to seek representation.

Committees: The Teacher on Special Assignment, TSA, participated in the Educational Partners Equity Committee, which was facilitated by the Director of Education Equity. This committee developed action plans that delve deep in addressing gaps with the following student populations: African American, Homeless, Foster Youth, English Learners, and Special Education. The TSA is a member of the African American Parent Advisory Group.

The Director of Student Welfare and Supports attendance worked with attendance teams at Ina Arbuckle to engage the community to identify barriers and needs to support an increase in attendance and decrease in chronic absenteeism.

Ina Arbuckle has established a Positive Behavior Interventions and Supports team to promote positive, predictable, safe environments for everyone in the school.

Ina Arbuckle has also established connections with Neighborhood Healthcare. We have been working with Neighborhood Healthcare to expand school based dental services with the use of a mobile unit to provide service to students. Community Health Systems will also have a mobile unit to help support services. Healthy Jurupa is a local collaborative of nonprofit and governmental agencies that is a resource for our school site. Sigma Beta Xi will provide courses for our African American students and families to promote family bonds and the culture.

This ongoing community engagement supports the development of new relationships providing services at Ina Arbuckle. As a result, our Parent Involvement and Community Outreach, PICO, department has a community resource guide, which is available to all sites. (<https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx>).

## 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:

Ina Arbuckle is currently evolving in being asset - driven and strengths based. The focus of starting with family strengths and collective experiences has always been driven by surveys, professional development surrounding culturally relevant instruction. Ina Arbuckle focuses on utilizing and communicating about the protective factors under the Strengthening Families Framework. This is the first year we have implemented this program.

Ina Arbuckle’s TSA attended a Restorative Practice training this year as a way to support the school site with this practice. It is needed to support racially just and restorative school climates. We are evolving in this practice. The district has mandated a two-day restorative practices certification training for all administrators and support staff and they offer module training for all certificated and classified staff focusing on practices that help with self-reflection to guide response systems in adults thus building relationships and de-escalating conflict.

Ina Arbuckle is establishing a Community Schools Council as well as providing bylaws. The meeting will take place four times next year, and the council will provide feedback on the Implementation Plan.

### 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
Continue to meet with all the above current parent advisory groups.	<ul style="list-style-type: none"> <li>• Calendar regular meetings</li> <li>• Communicate with parents and other committee members</li> <li>• Invite/ Re-invite a variety of education partners</li> </ul>	Meeting agendas Meetings minutes
Establish Community Schools Committee	<ul style="list-style-type: none"> <li>• Utilize District Sample Bylaws to form site based community school advisory including a minimum of four meetings per year.</li> <li>• Schedule for committee to</li> </ul>	Meeting agendas Meetings minutes Focus Group Artifacts and established dates of focus groups

	present findings at School Site Council annually.	Sign in Sheets
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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):

The Community Schools Advisory Council at Ina Arbuckle will consist of a minimum two teachers from the school site. Ina Arbuckle's Advisory Council will engage the community through the lens of the community schools pillars to support alignment with the community schools implementation plans and the site Single Plan for Student Achievement. The community school teacher on special assignment will hold a position on this council and is responsible for the ongoing community engagement of educational partners at the school site to help inform the development and sustainability of community schools. Additionally, the site assigned mental health therapist will also be on this council. The National Education Association further supports our community schools teams through Jurupa's participation in the NEA Community School Institute. This council will conduct an annual needs assessment utilizing our Panorama Survey, Community Schools Needs Tools, LCAP, and focus groups, with site based parent groups and site leadership to inform and support the updating of the implementation plan which will be posted online.

## 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.

Goals	Action Steps	Outcome/Indicators
Utilize all survey applicable data to engage in focus groups from a community schools lens to inform the development of the SPSA	Timeline of implementation of focus groups for presenting to SSC for SPSA input.	asset / needs mapping artifacts sign ins, minutes, agenda
Create a community schools implementation plan which is posted online and reviewed throughout the year.	Timeline for creation / review and sharing data.	Schedule for data gathering, focus groups, plan review.

## 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
Hire appropriate staffing to support the community school.	Mental Health staff Community schools TSA (site coordinator)	Job Postings
Build sustainability of mental health staff through Early and Periodic Screening Diagnostic Treatment or other billing	Present on available services to reduce stigma for mental health services and increase EPSDT referrals	Presentation schedules Referrals

### Key Staff/Personnel

Norma Arvayo	School Site Principal
Shawn Brandon	Teacher on Special Assignment
Maria Gadsden	Community Schools TSA
Jose Campos	Director, Parent Involvement and Community Outreach
Monica Leon	Pupil Services Coordinator
Vanessa Avalos	Behavioral Health Therapist/Associate



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

Jurupa Unified School District - JUSD is currently working on sustainability of integrated services through a variety of leveraged funding sources and partnerships. These include the following;

1. Expanding its current contract with Riverside University Health System - Behavioral Health under EPSDT, Early and Periodic Screening Diagnostic Treatment, billing. The goal is for any Behavioral Health Staff funded by community schools to shift to EPSDT funding. We have already seen an increase in our contract with previous grant funding. a. Under Medical services are now reimbursable for case management services.
2. Co-located substance abuse treatment and prevention programs provided by Riverside University Health System - Behavioral Health.

Jurupa Unified plans to explore the following funding streams

3. Managed Care Plans. With CalAIM (Medical) and mental health reform at the state level there is momentum for school districts to become contract providers of managed care plans.
4. Private Insurance: We currently have plans to submit a proposal to Kaiser Permanente to become an approved provider for mental health services. This is pending JUSD employing a sufficient number of Licensed Therapists and being able to meet the need of its existing Medi-Cal based and uninsured referrals. Community Schools Funding would accelerate this work by increasing the mental health workforce to meet current needs.
5. Mental Health Pathways: Currently, in partnership with Riverside County Office of Education, Moreno Valley Unified School District, Beaumont School District, and Cal Baptist University, we are planning to establish dual enrollment in the field of social work / mental health. This Federal School Based grant funding will support pathways to social work / mental health and will provide paid internship opportunities. This aligns with the current internally developed Student Support Services Action Plan (artifact 11).

## 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
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Explore new partnerships.	Community School TSA to engage the community groups listed in the narrative.	Meeting Agenda Program descriptions
Expand existing partnerships	Engage with all Federally Qualified Health Center partners (FQHC).	Determine appropriate MOUs / insurance requirements needed for FQHC's to provide services. Determine best outreach / marketing for engaging the community in participating in services.
Establish collaborative relationships and ways to engage new partners.	List all collaborative groups including elected officials for community schools teachers on special assignment (coordinators) to engage with.	Group meeting dates. Minutes. MOUs with new partnerships.

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:

Ina Arbuckle Elementary has collaborated with Riverside Community Health System, Reach Out focused on Community Health, Equity, and Wellness, Marriage and Family Institute Recovery, Vision Y Compromisos, Jurupa Area Recreation and Park District, Wiley Center Triple P, Neighborhood Health Care, Training Occupational Development Educating Communities, CalFresh, Seeking Strength Riverside University Health Services (Suidice Prevention), Kaiser Theatre Student Wellness, Set for School (Dinosaur School/Incredible Years). Staff leadership have sat on the County Behavioral Health Commission, Children's Commission, the Riverside Community Health Foundation, the board of local Federally Qualified Health Centers, the child abuse prevention council and other services organizations which have helped build a true network to serve our communities and to collaborate to address current needs. Below is a brief list of organizations / contracts which allow us to provide services. All these relationships have been built over time through our committed involvement. As a result, we annually update our community resource guide, which is available to all sites. (<https://jurupausd.org/our/district/ps/pico/Pages/Resources.aspx>)

- Riverside University Health System - Behavioral Health:
  - System of Care / EPSDT: This is our current specialty mental health contract reimbursing Jurupa Unified for services rendered. Staffing includes clinicians, a parent partner, and peer specialist for Transitional Aged Youth (TAY).
  - Substance Abuse Prevention & Treatment (SAPT): We are currently in plans to integrate and co-locate Riverside County Staff members into wellness centers at our secondary schools to provide onsite Substance Use and Prevention Treatment. Community schools Cohort 1 planned for the use of Wellness Centers.

The first one was put into operation this first year and the second one is set for construction with match dollars over the summer. We plan to expand Wellness Centers to Cohort 2 schools if funded.

- Mental Health Service Act / Prevention and Early Intervention: Suicide Prevention Training is provided annually for JUSD staff.
  - Mental Health Service Act / Prevention and Early Intervention: CBITS or Cognitive Behavioral Intervention for Trauma in Schools is funded for JUSD staff to provide these services in our schools for grades 6-9.
  - MFI Recovery- Marriage and Family Institute Recovery: is mental health and substance treatment agency we provide referrals to. MFI provides parent outreach and education regarding substance use prevention.
  - Vision Y Compromiso provides *promotoras* (Community Health Workers) to provide parent education and support through a variety of programs. Vision Y Compromiso is a lead grass roots organization based out of Los Angeles which has expanded to the Inland Empire with funding from the Mental Health Service Act and the Mexican Consulate to provide culturally relevant engagement of our communities and families.
  - Cal Baptist University provides mental health graduate interns and is a lead partner of the School Based Mental Health initiative. Their role is to provide a pathway utilizing dual enrollment and paid internships for our school district to then be able to hire and retain mental health professionals.
  - Riverside University Health System - Public Health provides a Medical Mobile Unit for access and immunization at four of our school sites.
  - Community Health Systems Federally Qualified Health Center provides both a medical mobile unit and integrated mental health support.
  - Neighborhood Health Federally Qualified Health Center provides a dental mobile unit across all campuses and screens our Head Start / Preschool students.
  - First 5 Riverside contracts JUSD as one of the region's largest home visitation providers and a member of the Riverside County Family Resource Center.
  - Alma Family Services is an EPSDT provider co-located at JUSD's Children & Family Services location and provides school based EPSDT mental health services.
  - Wylie Center provides parenting classes
  - Americas Best Eyeglasses allow JUSD's PICO office to provide four referrals a month for free vision exams and eyeglasses.
  - Youth Enrichment Services provides regular donations of backpacks, school supplies, new clothes, and hygiene kits for JUSD to provide students accessed by school staff.
- <https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx>

## 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>To increase all staff capacity in equitable culturally responsive practices, restorative practices, trauma informed practices, and social emotional learning through professional development and coaching to address inequitable student outcomes as measured by: self reporting, attendance, academics, discipline data.</p>	<ul style="list-style-type: none"> <li>● Schedule Restorative Practices</li> <li>● Schedule training with WestEd consultants training teachers on strategies supporting English Language Learners and Long Term English Learners (LTEL)</li> <li>● Schedule Trauma Informed training for school staff.</li> <li>● Offer training on Universal Design for Learning - UDL and Inclusion training with Katie Novak</li> <li>● Implement ongoing Positive Behavior Intervention Supports PBIS training / implementation for school sites.</li> <li>● Train and monitor all staff in 2nd Step social emotional learning curriculum</li> </ul>	<p>Sign-in sheets Agenda</p> <p>Community Schools Needs Assessment Surveys and Panorama Data</p>

<p>Increase opportunities for parent engagement at school sites by building trust, strengthening relationships and respect among all educational partners by increasing and improving communication and developing a culture of exceptional customer service.</p>	<ul style="list-style-type: none"> <li>● Increase the availability and times that Parent Engagement Leadership Initiative is offered to the community.</li> <li>● African American Parent Advisory Council AAPAC Leadership Training,</li> <li>● Schedule and Mandate Customer Service Training for Office Staff</li> <li>● Schedule and Mandate Systems of Support training for all staff groups to increase awareness of support services available to students, families, and community.</li> </ul>	<p>Panorama Survey and LCAP data analysis</p>
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## 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
To ensure we are culturally relevant in community schools.	Provide PD on the importance of culturally relevant practices	Meeting agendas Sign-in sheets
Provide in class presentations to address school community needs.	Provide PD for Trauma Informed and Restorative Practices	Meeting agendas Sign-in sheets
Provide training to address mental health stigma.	Ensure key staff members are training on Applied Suicide Intervention Skill Training. Provide presentations on mental health topics to staff and students.	Survey/post-training feedback Agenda/ sign-in sheet

## 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
Schedule ongoing focus groups with all advisory committees previously mentioned.	Calendar meetings Review the implementation to continually solicit feedback.	Meeting agendas Meeting notes
Coordinate and schedule all site and district survey data.	Meet with site staff to review results	Survey (Panorama, LCAP, Community School Needs) results Survey completion percentage

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