

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
2022-2023	Vallecitos Elementary School District	37684376040562

LEA Program Contact Information

Item	Information
Contact Name:	Michelle Peace
Contact Title:	Assistant Principal
Contact Phone:	760-728-7092
Contact Email:	mpeace@vallecitosd.net

Participating School Sites

Vallecitos Elementary School

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

Provide all students access to a full time Social Emotional Learning Specialist who will be available for student socio-emotional support, as well as providing classroom lessons using Second Step socio-emotional lessons.

Measure of Progress

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of SEL Classroom Lessons Provided	1x per month (K-8)	2x per month (K-8)
School Climate Survey Results	TBD	Increased % TBD
# of Student Visits to Specialist	TBD	TBD

Goal/Priority Action 2

Provide all students a Physical Education/Health Teacher who will develop and teach a TK-8 curriculum that aligns to the California State Health and Physical Education Frameworks and Standards.

Measure of Progress

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
An aligned California Health/PE Standards & Framework curriculum	TBD	TBD
# of Lessons Per week	PE 3x a week w/ classroom teach	1-2 times per week

Goal/Priority Action 3

Provide an MTSS Coordinator for the site in order to align site services and supports and maximize efficiency.

Measure of Progress

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
An MTSS site handbook	Currently No Handbook	A completed handbooks for staff and families
Progress on Tier 1 Goals	N/A	PLC formative data
Progress on Tier 2 and 3 Goals	TBD	TBD

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:

We will work with our DELAC, LCAP Advisory, PTO, and students to get feedback on needs, measurement, and action plan items. We will also use surveys through ClassDojo to get input.

Community School Coordinator:

This will be a joint effort between the MTSS coordinator and team which includes a psychologist, reading specialist, EL Specialist, Social Emotional Learning Specialist, and Health/PE teacher.

Family/Caregiver Engagement:

We will recruit as many families as possible to be part of our many advisory committees- LCAP, DELAC, SSC, and PTO.

Educator and Other School Staff Engagement:

Teachers will give feedback at staff meetings and via surveys

Community Partner Engagement:

We will work with CareSolace to connect families to long term counseling providers, local churches to provide a Foodbank, Migrant Ed, and Arc before and after school care services. We are looking for ways to engage even more community partners to be able to meet our community's needs.

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 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:

Evolving- Using PLCs, MTSS, and PBIS, we are working to provide assets-orientated needs based responses for our students and community. We still have work to do but we know where we would like to get to, and are working to embed systems into our practice to ensure we get there.

Racially Just and Restorative School Climates:

Emerging- We are in the process of incorporating restorative practices within our MTSS. We need more work around equity at our site.

Powerful, Culturally Proficient and Relevant Instruction:

Evolving- We are working to incorporate needs-based supports based on input from students and families. We want our students to see themselves in our curriculum and meet them where they are.

Shared Decision Making and Participatory Practices:

Evolving- Vallecitos makes every effort to include all stakeholders in decision making. Through advisory groups, surveys, and community events, we strive to be inclusive.

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