

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

Instructions

This preliminary CCSPP Implementation Plan 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 School 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.

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 (*More information can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx>*):

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

CCSPP: PRELIMINARY IMPLEMENTATION PLAN

Program Year	LEA Name	County-District-School (CDS) Code
2021-2022	Ravenswood City School District	41-68999-0000000

LEA Program Contact Information

Item	Information
Contact Name:	William Eger
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Participating School Sites

Cesar Chavez Ravenswood Middle School
Los Robles-Ronald McNair Academy
Belle Haven Elementary
Costano Elementary School of the Arts

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 next five years, provide increased opportunities for 100% of students to be able to attend expanded learning opportunities including 1) universal before- or after-school programming; 2) universal summer programming.

Measure of Progress

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the percent of students participating in before or after school programming	SY21-22: 35% of students participated	SY 26-27: 65% of students participate in before- or after-school programming
Increase the percent of students participating in summer programming	SY21-22: 20% of students participated	SY 26-27: 65% of students participate in summer programming

Goal/Priority Action 2

Make transitional kindergarten available to 100% of students and provide the supports necessary to help families learn about when and how to enroll.

Measure of Progress

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of TK spots available in Ravenswood.	SY21-22: 48 seats available	SY 22-23: 100 seats available
Increase enrollment so that TK enrollment matches that of K.	SY21-22: 41 TK vs. 124 K → 33%	SY 24-25: 100 TK vs 130 K -> 75%

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 are a small, tightly knit school district, with a focus on building relationships and strong ties between staff, families, and the wider community. To help expand our engagement efforts as part of our recent central office reorganization we created a new Chief Strategy officer who oversees Talent, Strategy, and Engagement and has already launched a series of campaigns to bring in new community members to the Ravenswood community.

This builds on our effort in SY21-22 we added a communications position to rework our community and family engagement strategy. As part of this, we revamped our website, expanded our use of the ParentSquare platform to connect with families, and built a more robust social media presence. All messages are issued in both English and Spanish. We also want to ensure that all families, especially those who speak languages other than English or Spanish are also fully involved and included in school and district processes and plans, so we are exploring ways to ensure that translation in other languages is made available when needed. Additionally, our Superintendent holds regular office hours open to the public, in addition to various regularly scheduled parent groups (at both school and district level).

We also seek to participate in community events that are located in and around our neighborhoods. We have to go to where our families are located, and not expect them to come to us, in order to serve all families fully and in the ways that best serve them. We will reach out to families at, and participate in the local events, parades, and family-oriented activities. We are exploring ways to invest in our parents and families as ambassadors and leaders in our schools, to be fully participating and encouraging voices amongst other parents and families throughout our district. We currently fall into the emerging developmental phases of our overarching engagement process.

Community School Coordinator:

We self-identify as falling into the emerging developmental phases for the category of community school coordinator, as we do not currently have a specific individual who is the community school coordinator. Rather, we believe that this function is the responsibility of all of our staff members. Still, there are a number of individuals and roles that are worth highlighting as they are highly involved in this essential work.

Using stimulus funds, we added Outreach Coordinators at each school, who work closely with families on a day-to-day basis, as well as a districtwide Parent and Family Engagement Coordinator. In addition to the school site admin, every school also has at least one Campus Relations Coordinator who supports students. All of these Coordinators are critical in ensuring that families and students are connected with the services and supports that they need.

Throughout the pandemic we expanded our meal distribution, making hundreds of thousands of free meals available to our community. We supplement this with free meal kits through our longstanding partnership with Second Harvest. The management and coordination of partnerships and resources that support the needs of our community fall under the purview of staff within the district Talent, Strategy & Engagement department.

Family/Caregiver Engagement:

We currently fall into either the emerging or evolving developmental phases of family engagement, as we provide many opportunities for engagement, however we often receive limited feedback, or we are unable to effectively convert feedback into action.

We value, invest in, and engage with students, families, faculty, staff, and community partners. There are too many types of family engagement to list all of them, but major engagement activities include: regularly scheduled family groups (DAC/DELAC, SSC/ELAC), parent university, “cafecitos” at every site, weekly monday workshops, parent-teacher conferences, staff professional learning and site-based capacity-building to support student academic success, and learning at home.

Our engagement work is driven by the needs of our families. We foster a culture of inclusion, while specifically respecting the diversity of families’ economic, linguistic, and cultural backgrounds. This work is guided by values shared across the district and our community. We respect the needs of students and families of varying ethnic, cultural, educational, and socioeconomic backgrounds.

Our families guide and inform the decisions we make about our curriculum, programs, and practices. All staff are expected to actively bring community voices in, but to support this we have invested in dedicated positions and robust community partnerships to make it easier for us to hear our community. Moving forward, we are creating one primary point of contact for family outreach, and we continue to look for new ways to integrate our schools with our local community.

Educator and Other School Staff Engagement:

We currently fall into the emerging developmental phases of educator and other school staff engagement. There are currently many opportunities for our educators and certificated staff to be a part of the decision-making processes, trainings, and development sessions at school sites and district-wide.

At the beginning of the school year, there is a shared “Welcome Back” day, where all employees across the district come together as a cohesive group. Other non-student days throughout the year are currently focused on professional development and curriculum training for teachers. As we develop environments of inclusion and collaboration, we want to ensure all staff are brought on board, especially as our non-teaching staff are more often already part of the community that they serve. Our bus drivers, custodians, paraeducators, nutrition staff and other classified employees typically have many opportunities for relationship-building and know these students and families well. By bringing together and engaging all staff, we also increase the contact that all staff have with families and the wider communities in and around our district.

With increased communication and collaboration between certificated and classified staff, we can make progress towards the growth and development of all people in all areas, from specific trainings such as “Handle With Care”, to having tough discussions around Diversity, Equity, and Inclusion (DEI), and more. We want to celebrate and understand the wealth of knowledge and experience that each person brings to our community, and how we can collectively use that knowledge and experience to make progress towards our goals.

Community Partner Engagement:

We currently fall into the emerging developmental phase of community partner engagement. With our partners we aim to align and coordinate programming across organizations for improved access, student and family benefit, and funding efficiencies including facilitating various committees and initiatives to support our shared leadership practices.

In collaboration with our partners, we provide extended day and year opportunities to all our students. This includes enrichment and real-world-learning activities across all of our schools, as well as robust academic supports (something we seek to expand through the use of intercession programming). Additionally, we want to serve currently unschooled students through expanding our TK programming, in the face of significant community need. We have long had a collaborative working relationship with our community's preschools and community's families. We currently lease spaces, at heavily discounted rates, to two local early childhood providers - All Five and Family Connections - and seek to explore how we can develop relationships with these families as their children transition from their early childhood provider to TK or K at Ravenswood.

We would like to expand our engagement with our community partners to have more authentic two-way communication and commitment. It is important that we can evaluate and question if the partnership is serving our students, if it is effective and valuable, and if we are truly maximizing the benefit for our community. We want to listen and respond to the feedback that the partner has for us, and also what feedback our families are providing to the partner. Our community partners are most valuable when they embrace the wealth of knowledge that already exists within our students, families, and community, and seek to grow and build upon it.

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:

We consistently try to reinforce that we are approaching all problems from an asset driven lens. This is primarily driven by our continued focus on being an equity driven organization. There are a number of ways that this comes into practice. For example, we have shifted how we report on our district from focusing on more deficit minded aspects (socioeconomic status or the percentage of homeless students) to a more asset minded description.

See for example, the excerpt from our job descriptions:

Ravenswood is proud of its diversity, with 99% of district students identifying as Latinx, African American, Pacific Islander, and/or multiple races, with over half who are multilingual learners. We aim to empower every student to fully engage critically and creatively in their education with the skills and mindset necessary to successfully fulfill their unique potential. Every day, in our quest to achieve this mission, we root our work in and centered around the rich cultures of our students, families, and community.

We are trying to apply this mentality to other areas as well, for example focusing our facilities conversations on building around the nice parts of campuses instead of simply tearing down the less welcoming spaces. Based on these factors, we believe we are in the evolving developmental phase of this assets-driven and strength-based practice.

Racially Just and Restorative School Climates:

For the SY21-22 school year SY22, we partnered with Menlo Park City School District and the County Office of Education (SMCOE) to create an inter-district Diversity, Equity, and Inclusion (DEI) Coordinator. Our DEI Coordinator leads districtwide workshops and affinity groups across the district to support our anti-racist stance and decolonize our curriculum. We have focused on lowering our rates of suspensions, using qualitative 'street data' to track and improve our school climates, and are committed to bringing on staff at all levels of the district who have an anti-racist mindset and have similar backgrounds to our students. Much of our DEI work is held at the leadership level, with the developing involvement of coaches and teacher equity leads. We are looking to expand this work to more fully integrate everyone, holding shared discussions and conversations that include both our classified and certificated staff. We also want to continue to bring families and parents into these conversations around race, racial justice, inclusion, and equity.

In the summer of 2021, Ravenswood invested several hundred thousand dollars on staff professional development. Many educators choose opportunities with SMCOE to pursue professional learning opportunities in effective strategies for creating a welcoming environment including home-school communication, developing cultural competency, and ensuring the inclusion of all students and families. We believe we have made significant strides there and are in the evolving developmental phase of this assets-driven and strength-based practice.

Powerful, Culturally Proficient and Relevant Instruction:

We are in the process of overhauling our curriculum and instructional practices. We recently completed a central office reorganization to refocus our district on instruction. This is accompanied by a focus on regularly executing effective cycles of continuous improvement at both the district and site levels. Some of this is through the required cycles of improvement outlined in the School Plan for Student Achievement (SPSA) and Local Control Accountability Plan (LCAP) processes.

We collect information for this continuous improvement cycle in two major ways. First, as part of our community engagement processes for our initiatives (including SPSAs, LCAP, and our multi-year Strategic Plan), we seek to collect 'street data' to further evaluate our existing actions and progress. This, often qualitative, community feedback – gathered through a large number of local community meetings, emails, newsletters, social media, our website, small group conversations, school-specific outreach coordinators communications, and feedback from our partners – also becomes the basis for identifying new ways to improve.

This work is supplemented by an internal data team that collects, analyzes, and regularly reports on 'satellite data' or 'map data' on student achievement and engagement which includes traditional quantitative metrics such as test scores. We also will rely upon, and analyze, family and student survey data.

For major initiatives, we have engaged with local universities (e.g. Stanford) to conduct independent reviews of an initiatives impact. This has the additional benefit of being able to share the ensuing publication with our community about the work happening in our schools. Given the scale of this partnership, we would consider investing in this kind of independent review. We currently fall into the emerging developmental phase for this practice of powerful, culturally proficient and relevant instruction.

Shared Decision Making and Participatory Practices:

We have dozens of local community organization partners including Ravenswood Reading Partners, StreetCode, VisiontoLearn, East Palo Alto Tennis & Tutoring (EPATT), and Stanford University. With our partners we align and coordinate programming across organizations for improved access, student and family benefit, and funding efficiencies including facilitating various committees and initiatives to support our shared leadership practices. We have long had a collaborative working relationship with our community's preschools and community's families. We currently lease spaces, at heavily discounted rates, to two local early childhood providers - All Five and Family Connections. All Five provides high-quality socioeconomically diverse early childhood education and care for 10 hours per day for 50 weeks per year. Family Connections is a community-based, parent-child enrichment program deeply rooted in the Ravenswood community.

There are too many types of engagement to list all of them, but major engagement activities include: regularly scheduled family groups (DAC/DELAC, SSC/ELAC), parent university, "cafecitos" at every site, weekly workshops, staff professional learning and site-based capacity-building sessions. These are all opportunities where district and site staff can hear from, and come alongside families and community partners to develop goals and plans for the school or district, and utilize the feedback they are hearing to put shared actions and decisions into practice. We currently fall into the emerging developmental phase for this practice of shared decision making and participatory practices.

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