

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM:

## IMPLEMENTATION PLAN for 2024-2025

### for Red Bluff High School

## Instructions

This California Community Schools Partnership Program (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 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support 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 school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (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](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must 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), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

## CA CS 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. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

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**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.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the *Capacity-Building Strategies: A Developmental Rubric*.

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 CA CS Framework](#).

## Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

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## CCSPP: IMPLEMENTATION PLAN

### School Site Contact Information

Red Bluff Joint Union High School District (Rachel Bentley: rbentley@rbhsd.org)

### Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

#### Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

##### Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

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. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

One of the Overarching Values of community schools is to continuously link classroom instruction to the broader community. Instruction is engaging, providing real-world application and opportunities. Red Bluff High School is grounded in the belief that schools belong to all of us—students, families, school staff and community.

One of the developmental values that we are currently working on in order to expand on our classroom-community connections by inviting community experts to engage and inspire our students for life. We are cultivating relationships with people in the community that can share their knowledge and joy for a subject, which could inspire our students to find their passion in life. We will start with After-School and extended learning opportunities.

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RBJUHSD has a strong, diversified CTE coursework program with continuous support from our business community to grow our students both academically and vocationally. We understand that by presenting opportunities available in our area for jobs and careers we will build a solid sense of community with our students and families.

Red Bluff Joint Union High School aims to build trust by bringing people together and authentically valuing diverse cultures, perspectives and strengths. A focus on relationships builds a sense of belonging, safe and caring school climate.

**Part B:** As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Red Bluff Joint Union High School has created several advisory groups to represent needs and diversity in our schools. We have partnered with several community resource groups to create the Family and Community Partnership Committee. This group focuses on creating safe, educational and fun events for families in our community.

We have created a multi-systems of support team to look at the whole child and assess what resources and supports can be offered. This support will allow the student to learn skills and tools to navigate their feelings and behavior. We also are looking at providing more mental and physical health support as we understand that students need to be healthy to be successful.

We held multiple survey opportunities along with Parent Engagement Listening Sessions to collect information about our community and school needs.

We are working on additional monthly parent outreach events that would educate and encourage family engagement.

**Part C:** As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

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One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Powerful Community and Family Engagement	Consistent, effective and equitable communication
Integrated Student Supports	Increase Mental health services to students
Community Based Curriculum	Partner with community agencies and community experts to increase school culture and community engagement

## Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

### Site Level Goals and Measures of Progress

Goals	Action Steps
Community Based Curriculum	Partner with community agencies and community experts to increase school culture and community engagement
Build Apprenticeship Program	Partner with local businesses to build and encourage apprenticeship programs in our community

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## Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

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.

Describe your goals for strengthening collaborative leadership.

### Site Level Goals and Measures of Progress

Goals	Action Steps
Positive Behavioral Supports	Increase awareness of SEL/Behavioral practices and implementation
Teacher, Student Leadership Development Opportunities	Increase Professional Development for a collaborative school climate

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):

We currently have several Advisory Committees to encourage our school leadership team to consider other perspectives. We have student based committees as well as community and parent based boards. Our current school structure allows for opportunities for our teachers and staff to provide on-going suggestions and feedback regarding what programs and systems are working in and out of the classroom. We offer respectful listening sessions to honor everyone's voice.

## Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

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Describe your goals and action steps for ensuring that: staffing serves 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
Increase staffing levels to support targeted student population	Partner with community agencies to provide additional outreach and group setting supports
Student Wellness Center	Create Family Resource Center to support all students and their families

## Key Staff/Personnel

Community School Coordinator	Coordinate, monitor and seek funds to maintain levels of support
Family Outreach Liaisons	Build relationships with students to offer support and resources to families
Mentors and Wellness Coaches	Facilitate student support groups and one on one mentoring

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

Red Bluff Joint Union High School has been chosen to participate in Cohort 1 of the California Youth Behavioral Health Initiative. This initiative will allow RBJUHSD to provide a sustainable funding source for social-emotional and mental health services to all students in our district regardless of economic need.

We have also applied to several grants to build our peer to peer counseling program and create student wellness centers in our schools. We will continue to build our program with grants and community support.

We understand that students will thrive and be successful with whole child support systems including mental, physical, and social emotional support. Once these needs are met, academics and attendance will increase.

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## Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the 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 your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps
Community Advisory Committees	Created Family Community Partnership Committee
Partnership with local Medical agencies	Building relationships with local Medical agencies to provide support to our students and families

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:

Red Bluff High School created the Family and Community Partnership Committee to bring together all local agencies working toward the same goal: be involved in your community and understand the resources available to families.

We are also in the beginning stages of partnering with local Medical agencies to allow better response times for medical needs with our students and families. We understand as a rural community, medical attention can be difficult, we would like to make sure our students have an easier pathway to fulfill those needs and remove barriers to accessible healthcare..



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## Site Level Goals and Measures of Progress

Goals	Action Steps
Student Wellness Center	Create Family Resource Center to build awareness of community resources
[Add goals here]	[Add action steps here]

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