CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM:
IMPLEMENTATION PLAN TEMPLATE

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:

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.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Morningside Elementary School

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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 (Relationship Focus)
2. Shared power (Shared input)
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:

Morningside School recognizes that meaningful learning goes beyond the classroom. As a Community School, we are committed to supporting the whole child by providing resources and services that address not only academic achievement but also students' social-emotional and physical well-being. This comprehensive approach ensures that all students have the conditions they need to thrive. Our efforts aim to positively impact our school community and demonstrate our commitment to the core values of the California Community Schools Framework.

Racially-Just, Relationship-Centered Spaces: As a community school, Morningside is committed to fostering positive, inclusive relationships among all stakeholders within a racially-just environment. We are working intentionally to build and sustain strong, trust-based connections between students, families, staff, and community partners. This commitment is reflected in our culturally responsive programs, ongoing professional development, and equitable systems of support designed to meet the diverse needs of our school community.

Shared Power: The Community School framework at Morningside embraces a model of shared power, where decision-making is inclusive and collaborative. Teachers, parents, staff, students, and community members all have a voice in shaping our school's direction. This shared leadership is reflected in the active participation of groups such as our School Site Council, English Learner Advisory Committee, Site Leadership Team, and Associated Student Body (ASB), ensuring that diverse perspectives inform our priorities and practices.

Classroom-Community Connections: Morningside School recognizes the importance of meaningful partnerships between the classroom and the broader community. While families and community members currently engage with the school through various roles and events, we acknowledge the need to deepen these connections. Strengthening collaboration between school programs and community partners will remain a key area of focus as we work to enhance student support and ensure that learning is reinforced both inside and outside the classroom.

Continuous Improvement & Possibility Thinking: We are committed to using data to inform and guide our goals. Ongoing analysis will help us strengthen instructional practices, identify areas for targeted professional development, and reflect on the effectiveness of our strategies. By continuously evaluating our efforts and remaining open to adjustments, we ensure that our work is both responsive and aligned with the evolving needs of our students and staff.

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.

We regularly gather feedback from staff, students, and families through surveys administered throughout the year. This input is essential in helping us evaluate programs, guide decisions, and adjust practices to better meet the needs of our school community.

School Site Council meetings are open to the public, and all stakeholders are encouraged to attend. Translation services are provided for all schoolwide communications to ensure access and understanding for all families. As we continue to grow as a Community School, we remain committed to increasing parent involvement and strengthening partnerships that support student success.

According to our most recent School Accountability Report Card, 78.3% of our students are socioeconomically disadvantaged, 19.3% are English Learners, and 9.9% of students have been identified as having disabilities—underscoring the importance of inclusive and responsive engagement practices.

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.

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
Reduce absenteeism through increased learning opportunities, daily check-ins, home visits, and phone calls home. Parent and student meetings to support positive attendance.	Reduce absenteeism(chronically truant) by at least 3%. Incentives and learning opportunities will be created to reduce absenteeism. Staff will connect with parents after school hours when parents have not been reached during the regular school day. This will allow us the opportunity to connect parents to resources they may need and potentially reduce unexcused absences.
Restorative justice/conflict resolution. Training for staff and students to allow all students to have the tools needed to solve minor student discipline concerns and in turn increase learning time in the classroom.	We will implement a system to track the number of incidents so we have a better understanding of the type of behaviors and use PBIS strategies to reduce exclusionary discipline.
Programs and practices that teach social emotional skills (e.g. SEL curriculum, mindfulness practices, coping strategies.) Increase positive student engagement and support the development of student resilience by recognizing and celebrating student successes, strengthening social-emotional learning, and fostering emotionally safe environments. This includes the continued use of classroom calming corners, which provide students with a supportive space to self-regulate. In addition, students will be taught coping strategies to help them identify their emotions and effectively communicate their needs in a constructive manner.	We have a full-time social worker on site dedicated to supporting the social and emotional development of our students. She provides targeted small group instruction focused on building social skills and also offers individualized support to strengthen student resilience. In addition, she collaborates with teachers by sharing strategies that can be integrated into classroom routines to promote a supportive and emotionally responsive learning environment.

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
Advisory system to ensure every student has a home base/family group and an advisor who knows them well.	Mentorship through teaching and support staff will be offered. Provide Conflict Resolution Training.
Community-based curriculum, pedagogy, and projects	Campus beautification with plants/tiles/garden to create a school garden as an outdoor sensory based calming space.

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
Parent leadership development and opportunities	Parents participate in community events and trainings.
Teacher leadership development and opportunities.	Provide AVID training as well as other district trainings throughout the year. Provide training in student conflict resolution and student coping strategies.

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):

Principal
Vice Principal
School Social Worker
School Site Council
English Learners Advisory Community
Site leadership team
AVID team
Parent Trainings
ASB

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.

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
Maintain school social worker position	Advocate with district office personnel on the needs of the school
Fund school social worker position	Currently CS funded

Key Staff/Personnel

Community School Lead	Support the Community School Gran
Principal	All site functions
Social Worker	Provide counseling services to students and families

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

We plan to collaborate with district leadership to explore options for sustaining this program through district funding. If full funding is not feasible, we will work with the district to consider cost-sharing opportunities using LCFF funds or other available grant sources.

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
Work with Delano Police Department and School Resource Officer	Invite to attend/participate in school events, home visits, and parent meetings
Work with Community Connections and Child Guidance Center	Invite them to attend back to school night and other schoo events.

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:

Community Connections - help with bill paying, housing, day care, food bank
Child Guidance - Mental Health Services
Vision Center - Vision Screening
Healthy Smiles - Dental screenings
Toys for Tots - holiday gifts for students
Delano Police Department - SRO / Shop with a Cop
Esperanza Rising - financial help for housing, bills, etc during holidays (targeted for agricultural families)
Delano Fire Department - Fire Safety Awareness presentations
Safe Routes to Schools - Safety practices when walking/biking to school
Central Valley Office Supplies - Backpack donations
Delano Union High School District - Coordinate of school activities (i.e. Red Ribbon Week, cultural events)