

# 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

Albany Park Elementary School (agonzalez2@duesd.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 (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:

A community school with a well developed framework aids in supporting the gaps that a traditional school fails to address; such as the need for a collaborative understanding that a student's success is not solely based on an award winning curriculum. Student success begins when we collectively understand that foundational human needs must first be met.

Albany Park Elementary School, following the implementation of the CA CS Framework, has propelled forward as a whole, as there is a continued understanding by all stakeholders that a focus on continuous improvement is imperative to our student's success.



The community schools framework through the overarching values has allowed for inclusivity by promoting access to the education of diverse cultures- providing everyone with a deeper understanding of diverse cultures without leaving the country or the classroom.

At Albany Park Elementary School we continue to emphasize the critical need for our parents to shift from their traditional school parent role to a community school parent role with the formation of decision making committees. Students, families, school staff, and the community are empowered and encouraged to share their ideas, concerns, and opinions with the school for the betterment of our students.

**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.

#### What are the needs and assets from last year with POG?

Albany Park Elementary School is currently developing a framework for a steering committee that will be implemented in the beginning of the 2024-2025 school year. The steering committee will be composed of students, families, and community. Staff members have been invited to join, with the goal of having at least one member from every grade level. This will allow for a wide-lense view of what our sites' needs and assets are while giving everyone a platform to identify areas of focus.

In conjunction with a steering committee, we will continue conducting focus groups & surveys site-wide to gauge the needs of our stakeholders. As a site, we have studied the data to gain perspective as to who our marginalized population is. Based on our demographics we have learned that our site's population consists of EL students and students with disabilities are a good percentage of our school. To better support and engage our EL families Albany Park Elementary School offers interpretation and translation services when conducting all school wide communication - including surveys and focus group opportunities. All committees are open to all families, despite any language barriers. To better support and engage our students with disabilities, Albany Park School Elementary will offer accommodations for those families during all events. Albany Park Elementary is committed to being an inclusive school.

**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.

#### Literacy Focus

1. Teacher training 3 priorities for literacy
2. PD -based on data
3. Teacher pulling data to determine how to pull small groups
4. From Community schools areas we will focus on
  - a. Academic Support
  - b. MTS Literacy
  - c. A continuous system of literacy support that is built over these 5 years

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.

Where is literacy based on our needs? Where are these schools, and is the desires of the ? Which families have been on the low end of reading

Draft Collective Priority	Outcome/Indicators you aim to improve
Increase in parent/community engagement	Albany Park will focus on promoting parent/community engagement events more, so that the attendance for the events improves. We would also like to add additional events for the upcoming school year.
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) and that teacher social-emotional skills (SEL curriculum and mindfulness practices)	We will have a system to track the number of incidences in order to have a better understanding of the type of behaviors and use PBIS strategies to reduce exclusionary discipline. We will have a full time SSW on site to support social and emotional skills.
Reduce the number of chronically absent students and promote positive attendance incentives	We will work closely with families and students to create plans to better support the attendance of the chronically absent students. We will also continue to promote attendance by continuing attendance incentives.

## 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
SAT Team to ensure students are supported.	We will ensure SAT meetings are a priority in order to support our students with needs that include, academic, behavior. We will also ensure that our students that are part of the McKinney Vento population have a SAT in place.
Community-Based Curriculum, Pedagogy and Projects	Campus beautification with plants/tiles/garden, etc.

Focus on Real-life experiences and Riasec and Careers and Beable Create personalized engaging lessons; utilize Ecadence - create activities based on real life experiences

How can we support our families to help our families support literacy at home?

Link to LCAP Goals

Pull in POG and Raisec

## 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.

District-wide - System-level steering committee and give crucial guidance about decision-making - Include the attorney to help create this group - Agenda to learn and give guidance to the schools and using Brian to gather school data from families.

1. This is why this issue literacy
2. This is what families want to happen
3. This group gives feedback on principal plans
4. We adjust accordingly

## Site Level Goals and Measures of Progress

Goals	Action Steps
Parent Leadership Development and Opportunities	Parents participate in community events and trainings (ie. police)
Teacher Leadership Development and Opportunities	Teachers are given training opportunities

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 Site Staff  
Parent Trainings  
ELAC  
School Site Council

## 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
To maintain the SSW position	Advocate with DO personnel on the needs of the school
Fund the SSW position	Currently with CS funding

**Key Staff/Personnel**

Community School Lead	Support the Community School Grant
Principal/Vice Principal	All Site Functions
Counselor	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 on working with district staff to see how we can sustain this program through district funds.



## 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 Operation School Bell	Meet to discuss school needs and support
Work with Community Connections Center and Child Guidance	Invite them to the parent room/meeting

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:

Operation School Bell - clothes and shoes  
 Child Guidance- family counseling  
 Community Connections Center- food and personal needs  
 Esperanza Rising- monetary donation to help pay bills  
 Shop with a Cop- Christmas gifts  
 Toys for Tots- Gifts for Christmas

### Site Level Goals and Measures of Progress

Goals

Action Steps


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