

# 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

Princeton Street Elementary (661)721-5080

## 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:

A community school for our school represents a transformative approach to education that aligns deeply with the California Community Schools Framework's overarching values.

Our commitment to creating racially just and relationship-centered spaces means recognizing and addressing the diverse cultural, racial, and socioeconomic backgrounds of our students and their families. A community school provides a supportive environment where every student feels valued and understood, promoting equity and inclusivity.

By fostering shared power, we aim to include students (ASB and other representatives), parents, teachers, and community members in decision-making processes. This collaborative approach ensures that the voices of all stakeholders are heard and respected, leading to more democratic and effective solutions that benefit the entire school community.

Strengthening classroom-community connections is vital. A community school bridges the gap between academic learning and real-world experiences by integrating local resources, partnerships, and services. This holistic approach enriches the educational experience and supports the well-being of students and families.

Our dedication to continuous improvement encourages innovation and resilience. We are committed to regularly assessing our practices, learning from our experiences, and seeking new opportunities for growth. This mindset helps us adapt to changing needs and fosters a culture of optimism and proactive problem-solving.

**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.

In order to go deeper into the needs and asset assessment process, every stakeholder must be engaged and allowed to voice their views/opinions/beliefs. In order to engage in the various groups, Administrators must make sure to schedule regular public meetings and strategic planning sessions. It will be up to administrators to facilitate discussions and lead all stakeholders in the right direction with a focused vision and goals. Certificated staff must complete surveys, participate in focus groups, and be willing to make their practice public and open to constructive criticism and work collaboratively with other educators in order to increase collective teacher efficacy at our school site. Classified staff will complete interviews with parents and various community stakeholders and participate in surveys and feedback sessions too. It is important to gather their views and insights on the operational needs and student support that the school needs. Students must complete surveys and participate in focus groups and interviews. Family members and community members/partners will complete surveys, attend public community meetings and seminars, and accept home visits for interviews from educational employees. The school will listen and understand family perspectives on what they want and expect for their children's education, what their needs are, and how they plan on being involved with the process.

To effectively engage historically marginalized student and family groups, we will collaborate with community organizations and use school data to identify key groups, such as low-income families, English language learners, and students with disabilities. Our outreach will be culturally relevant, using community liaisons, translated materials, and accessible meeting times/locations to build trust and encourage participation. We will ensure inclusive participation by hosting small group discussions, focus groups, and listening sessions tailored for these groups, using interpreters and cultural brokers to facilitate communication. Continuous feedback loops, follow-up meetings, and transparent communication will be employed to show that their feedback is valued, leading to tangible changes and maintaining ongoing 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.

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
Increasing student reading comprehension.	We will adopt best practices for reading comprehension, provide reading intervention, and engage in teacher collaboration and professional development to increase collective teacher efficacy at the school site.
Increase parent engagement with the school community.	We will increase the number of parent education and parent involvement activities held at our school site.
Increase student's resiliency, self-advocacy, and sense of belonging in the school community.	We will utilize our school social worker and various SEL curriculum to foster a strong set of coping skills for student's mental health and resilience to create confident students who persevere through challenges.

## 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
Student-Led Projects	Design CBL projects that allow students to take the lead in identifying community issues, researching solutions, and presenting their findings.
Community-Based Curriculum, Pedagogy and Projects	Campus beautification with plants/tiles/garden, etc. This will be used to provide at risk students with jobs and responsibilities as well as beautify the campus.

## 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
Creating a clear vision	Create a clear vision statement that will drive the work of the collaborative meetings.
Create Open Communication channels	Establish meeting norms that encourage open and honest communication and which use various channels of communication (such as newsletters, email, and texts) to keep all stakeholders informed.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):



Principal  
 Vice Principal  
 School Site Staff  
 Parent Trainings  
 School Site Council  
 AVID Leadership  
 Grade Level Chairs

## 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
Needs Assessment	conduct thorough needs assessments at the site to identify the specific staffing requirements that align with the needs of the target student population on a consistent basis.
Support and Training	Provide comprehensive onboarding and ongoing professional development for site-level coordinators to ensure they are equipped to meet their responsibilities.

### Key Staff/Personnel

Community School Lead	Support the Community School Grant
Principal	All Site Functions
School 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 have several steps planned for securing funding and building sustainability beyond the grant. We would like to secure partnerships with local universities and non-profit organizations in order to get services, resources, expertise, internships, and learning opportunities provided by those community partners. Additionally, we will need to have strategically planned resources management. We must optimize the use of available resources by prioritizing essential services and programs that have the highest impact. Additionally, we will use data-driven decision-making to identify the most effective and efficient use of funds. Lastly, we will try to secure funding from the General Fund or other LCFF funding sources to meet the needs of our community school.

## 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
Conduct a Stakeholder Mapping Exercise	Identify and map out key community organizations, businesses, non-profits, local government entities, and other potential partners who align with the school's mission and goals.
Contact Community Partners	Find a minimum of 3 partners to work with this school year.

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:

Kern Dental- Dental Care, screenings  
 Used Book Store- Providing supplies and resources  
 Community College- Provide parent education and training

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