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

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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:

Local discipline data illustrates that most behavior issues occur outside of the classroom. Students struggle to demonstrate good behavior and choices during non-instructional time, mainly lunchtime. Our goal is to provide students an opportunity to participate in organized activities during lunchtime, specifically intramurals. Intramural sports play a vital role in supporting growth across several key areas aligned with our values and goals. Additionally, we will fund a full-time SSW to support students' mental health needs.

1. Intramurals foster racially-just, relationship-centered spaces by bringing together students from diverse backgrounds in a supportive environment where teamwork and mutual respect are emphasized. This setting encourages authentic connections, breaks down social barriers, and promotes inclusivity, allowing every student to feel valued and seen.
2. The decision on which intramurals to include will be determined based on input for several stakeholder groups. Inviting student input in the creation, organization, and leadership of teams and events ensures that students have a voice in shaping their experiences, reinforcing a sense of ownership and empowerment throughout the program.
3. Additionally, intramural sports strengthen classroom-community connections by bridging social and academic environments. Participation encourages collaboration, communication, and trust among peers, which positively influences students' engagement and relationships back in the classroom. Coaches and teachers often serve as mentors, reinforcing shared goals that extend beyond sports to academic and personal growth.
4. Finally, intramurals nurture a focus on continuous improvement and possibility thinking by emphasizing skill development, personal growth, and teamwork over competition alone. Students learn to set goals, reflect on their progress, and support one another's growth, cultivating a mindset oriented toward learning, resilience, and envisioning new possibilities both on and off the field.

Together, these elements make intramural sports a powerful vehicle for building equitable, connected, and growth-focused school communities.

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.

Including all stakeholders in the decision making process is essential to the success of our efforts. Our goal is to engage the entire community in identifying top priorities and a shared vision for our community school. Administrators and certificated and classified staff will be engaged through structured meetings and surveys. Students and families will also be invited to participate in surveys. Additionally , administration and support staff (such as the Academic Counselor, School Psychologist, and School Social Worker) will utilize individual student conferences to elicit ideas from students,including historically marginalized student and family groups. The goal is to create a process where all voices are heard, valued, and reflected in the final vision. Site leadership has determined that a second round of surveys is needed to ensure all students and families have had ample opportunity in helping to identify our top priorities regarding opportunities for students. A most recent survey included responses from about 50% of students.

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
Positive and Restorative School Climate-Reduce the number of suspendable offenses occurring during non-instructional time (ie lunchtime)	Decreased suspension rates/discipline infractions
Positive and Restorative School Climate-Eliminate exclusionary discipline	Fewer instructional time infractions
Community and Family engagement-Provide opportunities for Family Involvement	Increased number of participating adults at evening events

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
Enhance Understanding of Theoretical Foundation	Provide reading materials and resources: Compile a curated lis of readings, articles, and resources that educators can explore to deepen their understanding of the frameworks behind community-based learning.
Foster Implementation of Practical Elements	Showcase best practices and case studies: Highlight examples of successful community-based learning initiatives through case studies, guest speakers, or site visits. By showcasing real-world examples, educators can gain practical insights and inspiration for their own projects.

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
Quarterly Date Meeting	Share project updates and share data with stakeholders
Quarterly Planning Meetings	Collaborate with site staff regarding effectiveness and forward-thinking models

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):

Shared Governance Organizational Chart

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
Hire young adults who are pursuing a profession in education	Write job description to include qualifications needed
Hire a credentialed Social Worker	Job description to include qualifications for appropriate SSW credential

Key Staff/Personnel

Describe the plans or steps you are considering to build sustainability beyond the life of your 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
Include various community members in data collection	Utilize social media and other forms of communication to ensure community members are aware of planning time
Increase parent participation	Send multiple reminders leading up to events and utilize various platforms to reach parents

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:

Sponsorships from locally owned businesses can play a significant role in supporting school initiatives by providing financial resources,community engagement, promotion, networking opportunities, and customized partnerships. These partnerships benefit not only the school but also the local businesses and the community as a whole. As an established district and school, we often utilize local vendors, rather than larger corporations. This has helped us to establish strong relationships with local businesses. These positive relationships make seeking sponsorships from locally owned businesses a natural endeavor and can be incredibly beneficial for supporting school initiatives through various realms.

Site Level Goals and Measures of Progress

Goals	Action Steps

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