

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

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
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:

Racially-Just, Relationship-Centered Spaces

A community school at Del Vista Math and Science Academy allows us to create an inclusive, racially-just environment that prioritizes relationships. By implementing restorative practices and culturally responsive teaching, we aim to build trust and respect among students, staff, and families. Our commitment to this value is reflected in professional development focused on equity and inclusion, as well as in programs that celebrate cultural diversity and promote understanding.

Shared Power

Our community school framework emphasizes shared power, ensuring that all stakeholders—students, families, teachers, and community members—have a voice in decision-making. This is achieved through the establishment of advisory committees and participatory governance structures where diverse perspectives are valued and included. We plan to facilitate regular meetings and feedback sessions, ensuring that everyone has a platform to contribute to the school’s direction and policies.

Classroom-Community Connections

Creating strong connections between the classroom and the broader community is central to our community school initiative. We integrate community-based learning opportunities, such as service-learning projects and partnerships with local organizations, into our curriculum. This not only enriches the educational experience but also helps students see the relevance of their learning in real-world contexts. Our developmental plans include expanding these partnerships and increasing the number of community-based projects.

Continuous Improvement and Possibility Thinking

At Del Vista Math and Science Academy, we are committed to a culture of continuous improvement and possibility thinking. We use data-driven approaches to identify areas for growth and implement innovative solutions. Regular evaluations and reflections ensure that we are always looking for ways to enhance our practices. This forward-thinking mindset is cultivated through professional learning communities (PLCs) and ongoing training for staff, focusing on the latest educational research and best practices.

Developmental Plans for Reflecting Values

1. **Racially-Just, Relationship-Centered Spaces**
 - **Professional Development:** Ongoing training in cultural competence, equity, and restorative practices.
 - **Student Programs:** Initiatives that celebrate diversity, such as cultural festivals and inclusive curriculum enhancements.
 - **Restorative Practices:** Implementing conflict resolution and peer mediation programs.
2. **Shared Power**
 - **Advisory Committees:** Regular meetings with stakeholders, including parents, students, and community members, to discuss school policies and initiatives.
 - **Participatory Governance:** Structures that allow for meaningful input from all community members, ensuring decisions reflect the collective voice.
3. **Classroom-Community Connections**
 - **Community Partnerships:** Expanding collaborations with local organizations to provide students with experiential learning opportunities.
 - **Service-Learning Projects:** Integrating projects that connect academic learning with community service.
 - **Real-World Applications:** Developing curricula that tie academic concepts to local community issues and opportunities.
4. **Continuous Improvement and Possibility Thinking**
 - **Data-Driven Decisions:** Regularly analyzing data to inform practices and identify areas for improvement.
 - **Innovation and Training:** Providing staff with professional development in innovative educational practices.
 - **Reflective Practices:** Establishing regular reflection periods where staff can discuss what is working and what needs adjustment.

By embedding these overarching values into our community school framework, Del Vista Math and Science Academy is committed to creating a supportive, inclusive, and dynamic educational environment that meets the diverse needs of our students and community.

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.

Del Vista Math and Science Academy is in the process of creating a framework for a steering committee, set to launch at the beginning of the 2024-2025 school year. This committee will include students, families, and community members. Staff members from each grade level and department have been invited to join, ensuring a comprehensive view of our school's needs and assets and providing everyone with a platform to identify areas of focus.

In addition to the steering committee, we will continue conducting site-wide focus groups and surveys to gauge stakeholder needs. Through data analysis, we have identified our marginalized populations and learned that we have a high percentage of students that are English Learners (EL). To better support and engage our EL families, Del Vista Math and Science Academy offers interpretation and translation services for all school-wide communications, including surveys and focus group opportunities. All committees are open to all families, regardless of language barriers. Del Vista Math and Science Academy 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.

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 |
|--|--|
| Implement a positive and restorative school climate. | 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. |
| Develop and offer authentic family and community engagement opportunities. | Engaging families to participate in the school community. We want to increase overall attendance for school events such as conferences, parent education nights, parent involvement activities, fundraisers, School Site Council, and assemblies. District has a Parent Engagement Policy. SSC has created and since revised DVMSA's Parent Engagement Policy. |
| Increase the attendance rate of chronically absent students to at least 90%, thereby reducing the overall number of chronically absent students. | Higher the Attendance percentage to at least 90%. The school developed this goal based on our District Promise 180 motto. We want our students as well as staff to commit to attending 100% of the school year. |

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. | We will offer mentorship through teaching and support staff. |
| Community-Based Curriculum, Pedagogy and Projects | Campus beautification with plants/tiles/garden. |

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 | DVMSA will provide continuous leadership development opportunities through AVID conferences and other Professional Development courses provided through KCSOS and our District Office. |

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
- School Site Staff
- Parent Trainings
- ELAC
- School Site Council
- AVID Leadership

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 CSL position | Advocate with DO personnel on the needs of the school |
| Fund the CSL position | Currently with CS funding - Possible LCAP |

Key Staff/Personnel

| | |
|--|--|
| Community School Lead (Vice Principal) | Support the Community School Grant |
| 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 to collaborate with district staff to explore options for sustaining this program through district funds. If that is not feasible, we will consider splitting the funding for the position using LCAP monies or other grants that become available.

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 the Delano Police Department, School Resource Officers | Invite them to the parent meetings as well as school events. Accompany support staff on home visits. |

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 - uniforms and monetary donations
 Friends Outside - Support for students with incarcerated parents
 Community Connections - Help with bill pay, housing, day care expenses, food bank
 Kern County Human Services - WIC, Food Stamps, Cash Aide, Medi-cal
 Child Guidance- Mental Health Services
 Vision Center- Vision screenings
 Healthy Smiles - Dental Care, screenings, presentations
 Local Fire Department - Provide Fire safety awareness assemblies
 Delano Union High School District- Educational Pathways, coordinate school events, cross school articulation
 Delano PD- Coordinate Community events and provide School Resource Officers
 CVOS- Donate backpacks
 Community Civic Clubs- Provide Scholarships

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