

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 asset-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

Justin Ingram / Cecil Avenue Math and Science Academy

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:

Cecil Avenue Math and Science Academy (CAMSA), a public charter school, envisions a community school for several reasons closely aligned with the Overarching Values of the California Community Schools Framework: 1) Racially Just, Relationship-Centered Spaces: CAMSA seeks to foster a school environment built on positive relationships among all stakeholders—students, staff, and community members. Developing a relationship-focused climate involves implementing a comprehensive system of restorative practices founded on respect and trust. These practices aim to create an unbiased support system for all students.

2) Shared Power: The CAMSA School Site Council (SSC), which consists of various stakeholders within the school community, should play a significant role in community school decision-making. Additionally, community members who are not part of the SSC will be encouraged to provide input in the creation and revision of CCSPP goals.

3) Classroom-Community Connections: As a Math and Science academy, CAMSA places a strong emphasis on real-life applications of concepts. Whenever possible, the community will be invited to participate in decision-making and contribute to shaping student instruction as concepts are taught.

4) Continuous Improvement and Possibility Thinking: The Overarching Values represent an ongoing cycle of reflection, analysis, collaborative learning, and revision, all aimed at enhancing student outcomes. Data will be utilized to establish goals and to assess the effectiveness of actions taken. CAMSA is committed to leveraging data to inform all decisions throughout the CCSPP goal creation and revision process.

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.

The decision-making process shall primarily fall under the purview of the CAMSA School Site Council, which comprises teachers, other staff members, parents, and the site principal. Parents and family members are democratically elected by the school community. Furthermore, the school will solicit input from the Site Leadership Team, which consists of teacher leaders, administrative personnel, and classified staff members. According to the most recent School Accountability Report Card, 93.9% of CAMSA's students are classified as socioeconomically disadvantaged, and 32.8% are English learners. Interpretation and translation services are provided to facilitate all school-wide communications, including surveys and focus group opportunities. All committees are open to all families, regardless of any language barriers. One of the key priorities and goals of the Continuous Collaborative School Plan (CCSPP) is to enhance parent involvement.

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
Priority 1: Effectively integrate services within a multi-tiered system of supports to meet the academic, social-emotional, and the mental/behavioral health needs of all Cecil Avenue Math and Science Academy's students.	<ul style="list-style-type: none"> ● Increase mental health and social emotional support, measured by the "PBIS" family surveys. ● Increase in person Math and ELA support, measured by state testing.
Priority 2: Improve family and community engagement and build the capacity of Cecil Avenue Math and Science Academy's parents and families to partner in their children's healthy development.	<ul style="list-style-type: none"> ● Develop a strong understanding around highly effective family and student engagement. ● Connect family engagement opportunities to student learning outcomes, measured by family member attendance to teacher led opportunities
Priority 3: Build the capacity of Cecil Avenue Math and Science Academy's teachers, staff, students, and families to participate in collaborative leadership and decision-making that improves the lives of all students and their families.	<ul style="list-style-type: none"> ● Increase parent and teacher participation in the School Site Council. ● Develop a Cecil Avenue Math and Science Academy's Community School Advisory Council and Cecil Avenue Math and Science Academy's Community Schools Leadership Team

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 a 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
Improved parent attendance at parent/teacher conferences and parent outreach events	<ol style="list-style-type: none"> 1. Offer student incentives for parent/guardian attendance at parent/teacher conferences and parent outreach events. 2. Offer food and/or childcare at parent/teacher conferences and parent outreach events.
Provider of restorative practice training to staff members.	<ul style="list-style-type: none"> ● Provide PBIS (Positive Behavioral Interventions and Supports) training staff on evidence-based practices, data-driven decision-making, and the implementation of systems that support student success. ● Provide restorative practices training for identified staff members. School climate data and other measures have highlighted this as an important step. Alternatives to suspension have been used as part of the MTSS process, but additional support is needed.
Provide more partnerships and connections to build out Community-Based Learning.	<ul style="list-style-type: none"> ● Build out our directory of partners with family and community members who will educate, mentor, and partner with students for extended opportunities ● Identify and share direct connections to the real world in the scope and sequence of the curriculum

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
Improved stakeholder attendance at School Site Council Meetings	<ol style="list-style-type: none"> 1. Provide food and childcare during School Site Council meetings. 2. Advertisement through social media and other means of communication of school events at which stakeholder attendance is important.
Improve staff member and student input regarding the Community School process	<ol style="list-style-type: none"> 1. Regular scheduled Site Leadership Team meetings with the Community School process as a regularly provided agenda item. 2. Invite students to speak and voice their opinions during School Site Council meetings.

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): The decision-making process is primarily the responsibility of the CAMSA School Site Council, which is composed of teachers, other staff members, parents, and the site principal. Parents (family members) are elected democratically by the school community. Stakeholders are welcome and invited to School Site Council meetings, at which they are free to provide input. Additionally, the school will rely on input from the Site Leadership Team, which is composed of teacher leaders, administration, and a classified staff member. Furthermore, students will be invited to attend meetings where they can offer insight into the range and effectiveness of learning opportunities available.

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
Continue to train, support, and retain the staff necessary to ensure that Cecil Avenue Math and Science Academy has adequate human resources to effectively implement the community schools initiative. This effort will help establish a lasting culture and framework for the community schools.	<ul style="list-style-type: none"> ● Assess roles in light of changes to implementation ● Provide training and ongoing support to all community schools personnel ● Assess job descriptions annually, working in community schools language ● Build a culture of being a community school, working together in all departments
Hire, train, support, and retain the staff necessary to ensure that Cecil Avenue Math and Science Academy Schools have sufficient human resources to effectively support the school's initiatives. This effort will help establish a strong foundation for sustaining the community school culture and framework.	<ul style="list-style-type: none"> ● Assess roles in light of changes to implementation ● Provide training and ongoing support to all community schools personnel ● Assess job descriptions annually, working in community schools language ● Build a culture of being a community school, working together in all departments

Key Staff/Personnel

Leader of Community Schools

Community Schools Leader will

- (1) Lead community schools and community development work at Cecil Avenue Math and Science Academy
- (2) oversight of the Community School, Community Engagement and Community and all funded programs and activities
- (3) Collaborate closely with school leaders, teachers, and support staff to implement the California Community Schools Framework
- (4) frequently assess Cecil Avenue Math and Science Academy's needs in cooperation with administration, the community, families, students, and agencies to leverage services and resources that meet identified needs
- (5) work with the Community Schools Leadership Team and collaborate with CAMSA's school Community School Advisory Council
- (6) serve as Cecil Avenue Math and Science Academy's lead liaison to community partners
- (7) guide continuous quality improvement efforts in partnership with the Leadership Team
- (8) Oversight and development of Community-Based Learning

School Social Worker,

The School Social Worker will

- (1) support student social-emotional wellbeing and build a positive school climate;
- (2) work collaboratively with schools and families to coordinate and allocate resources that meet the social-emotional needs of students, with targeted support to students with the greatest need (e.g., multilingual learners, students of varied abilities, foster and homeless students)
- (3) provide professional learning and support to students, teachers, and staff to build their capacity to effectively integrate social-emotional learning strategies and practices into classrooms (topics such as positive interventions and supports, social-emotional learning, and classroom management, calming corners)
- (4) design and implement school-wide positive reinforcement systems to ensure academic and social success
- (5) coordinate school-wide events related to social-emotional and academic achievement to assist students in meeting high standards.

Community Schools Teacher Team

The Teacher Team will lead efforts in Community-Based learning at. They will provide resources, connections, and support for teachers integrating community-based and project-based learning into the classroom, and will be part of the Community Schools Advisory Council. They will work on creating and implementing pathways for students.

Hit Tutors

The Hit Tutor will support teachers in evaluating student progress and identifying students requiring targeted academic intervention in order to meet grade-level standards, particularly in Math and ELA.

Describe the plans or steps you are considering to build sustainability beyond the life of your Strategy

- Cecil Avenue Math and Science Academy's Community School Advisory Council and Cecil Avenue Math and Science Academy's Community Schools Leadership Team will collaboratively complete assessment efforts recommended by the State Transformational Assistance Center for Community Schools (S-TAC) and California Department of Education, such as the Capacity Building Strategies Developmental Rubric, Whole Child and Family supports Inventory, and Implementation Plan annual revision.
- Braid into "LCAP", which includes Community School goals and 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
Increased stakeholder participation in Cecil Avenue Math and Science Academy's Community School Advisory Council and Cecil Avenue Math and Science Academy's Community Schools Leadership Team	Utilize social media, offer incentives, and other means to encourage stakeholder participation.
Establish an increasing number of new community partnerships in order to leverage community resources that benefit and sustain the community school initiative.	<ul style="list-style-type: none"> ● Identify new partners that align with Cecil Avenue Math and Science Academy's vision ● Recruit new partners from within the community. ● Establish partnership agreements as needed

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:

Through various events, Cecil Avenue Math and Science Academy expanded our partnerships significantly. For example, we held a very successful Career Day, bringing many businesses, community members, and colleges to our school site. Also, through the Delano Police Department, we were offered a School Resource Officer who provided students and families with a presentation on gang and drug awareness. Cecil Avenue Math and Science Academy will continue to seek out partnerships within the community that have,

1. Shared vision
2. Learning + action
3. Creative capacity to find solutions together
4. Partnerships that benefit all involved.