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.

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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:

> Cecil Avenue Math and Science Academy (CAMSA) desires a community school for the following reasons related to the Overarching Values of the California Community Schools Framework:
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> 1) Racially-just, relationship-centered spaces. CAMSA desires a school built on positive relationships between all stakeholders: Students, staff, and community members. Part of developing a relationship-based climate is the improved development of a system of restorative practices, based upon respect and trust. Restorative practices help to provide a non-biased system of support for all students.

2) Shared power. The CAMSA School Site Council (SSC), itself composed of various stakeholders from the school community as well as other stakeholders should provide significant input toward community school decision-making. Community members who are not SSC members shall be invited to provide input toward the CCSPP goal creation/revision process.

3) Classroom-community connections. CAMSA emphasizes, as part of being a Math and Science academy, real-life applications of concepts. When possible, the community is invited to participate in not only decision-making, but in helping inform student instruction as concepts are being taught.

4) A focus on continuous improvement and possibility thinking. The Overarching Values describe an ongoing cycle of reflection, analysis, shared learning, and revision, with a focus on student outcomes. Data shall be utilized to both develop goals, as well as to analyze the efficacy of actions. It is CAMSA's desire to use data to inform all decisions in the CCSPP goal creation/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 will be 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. Additionally, the school will rely on input from the Site Leadership Team, which is composed of teacher leaders, administration, and a classified staff member.

92.1% of CAMSA's students, as indicated on the most recent School Accountability Report Card, are socioeconomically disadvantaged. 41.2% are English Learners. Interpretation and translation services are provided when conducting all school wide communication - including surveys and focus group opportunities. All committees are open to all families, despite any language barriers. One of the priorities/goals of the CCSPP is improved 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
Multiple Modes of Family Communication and Involvement	● Improved attendance at parent/teacher conferences and parent outreach events ● Improved school attendance
Home visits	● Improved student school attendance
Practices that help prevent, reduce, and exclusionary discipline	● Improved suspension rates ● Number of staff trained in restorative practices

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
Improved parent attendance at parent/teacher conferences and parent outreach events	1. Offer student incentives for parent/guardian attendance at parent/teacher conferences and parent outreach events. 2. Offer food and/or child care at parent/teacher conferences and parent outreach events.
Provide restorative practices training to staff members in need of training.	1. Identify staff members in need of restorative practices training. 2. Provide restorative practices training for identified staff members.
Mitigate and prevent chronic absenteeism-related issues.	1. If feasible, hire a staff member to undertake home visits, and coordinate independent study packets for chronic absentees. 2. Provide support for existing staff in undertaking home visits and coordinating independent study packets for chronic absentees.

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	1. Provide food and/or child care if needed at School Site Council meetings. 2. Advertisement through social media and other means of communication of school events at which stakeholder attendance is important.
Improved staff member input regarding Community School process	1. Regularly scheduled Site Leadership Team meetings with Community School process as a regularly provided agenda item.

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):

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.

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
Fund a position in which the employee would be responsible for home visits and coordinating independent study packets, among other duties.	1. Create or revise job description to determine essential job functions. 2. Hire candidate for position.

Key Staff/Personnel

Family Liaison (tentative name for position)	Main role would to be make home visits to homes of chronic absentees and to coordinate independent study packets in order to recuperate attendance. Would also coordinate with teachers of chronic absentees to ensure that classroom work is being completed.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

The duties assigned to this position are one of many to assigned staff. The intent in creating this position is to prioritize the reduction of chronic absenteeism through this position. Beyond the life of the implementation grant, if practicable the position would be maintained through LCAP funding. It should be noted that attendance data would be frequently analyzed to determine whether or not a Family Liaison's duties are significantly impacting attendance rates in a positive manner. If this is the case, it would make a strong case for continuance of the position with alternate funding.

Alternatively, if the creation of this position is not feasible, an alternate method of achieving this goal could be to fund extra time for existing employees to fulfill some, if not all of the job requirements of the proposed position.

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 CCSPP planning	1. Utilize social media and other means to advertise opportunities for stakeholders to participate in CCSPP planning process. 2.

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:

Cecil Avenue Math and Science Academy already has a strong presence on social media, with active Facebook and Instagram pages. Additionally, the program Parent Square is utilized to publicize school initiatives as well. Parent Square is tied to parent cell phones and email, and can be accessed either through its website or a mobile phone application. School events are typically advertised on all three of the aforementioned platforms.

For the upcoming school year, an emphasis will be made on publicizing CCSPP-related events through these platforms. Direct attempts will be made to increase community participation by community members.

Site Level Goals and Measures of Progress

Goals	Action Steps
[Add goals here]	[Add action steps here]
[Add goals here]	[Add action steps here]

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