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

Harvest Elementary School

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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:

Harvest Elementary understands that learning extends beyond the classroom and a community school allows us to support the whole student and offers us resources to ensure that students receive comprehensive support, addressing their academic needs, social emotional needs, and physical needs essential for student success. We strive t o have a positive impact on our community and reflect our commitment to the overarching values of the California Community Schools Framework.

Racially -Just, Relationship -Centered Spaces : The community school helps Harvest Elementary to foster positive rel ationships between all stakeholders in a racially -just environment. Our community school seeks to build and maintain strong relationships between students, families, teachers, and community partners that are based on trust and support. Our commitment to th is is reflected in our culturally diverse programs, our professional development, and our unbiased systems of support.

Shared Power: Our community school framework reflects a shared power where stakeholders which include teachers, parents, staff members, students, and community members play a part in the decisions. The groups include our school site council, site leadership team, Site AVID team, MTSS team, and our ASB.

Classroom -Community Connections: The community participates in various capacities on our campus and at schoolwide community events. This will be an area of focus for Harvest Elementary as we seek to build upon this withi n our school programs.

Continuous Improvement and Possibility Thinking: Data will be used to identify and develop our goals. This data will be used to improve on our practices, provide professional development on areas of need, reflect on the process, and make adjustments as needed.

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.

Harvest Elementary will continue to rely on our school site council composed of school staff, parents, and admin. Parents are elected by the school community. Harvest will continue to also rely on our site leadership team of teachers, cl   assified staff, and admin to provide input. Other school groups that provide input include our MTSS team, our Site AVID team, and our ASB. Staff, students, and families receive surveys throughout the school year, and we rely on this information. Our school   site council meetings are open to the public and others are invited to attend. Translation services are provided when conducting all schoolwide communication. We hope to encourage and increase parent involvement with the development of our community schoo l.

As reported in our School Accountability Report Card, 82.9% of our students are socioeconomically disadvantaged, 30.4% are English learners, and 15.6% of our students have been identified as students with disabilities.

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
Reduce chronic absenteeism through increased student learning opportunities, daily check-ins, home visits and phone calls home as needed, Parent/student conferences to support positive attendance.	Reduce the students that are chronically truant by 3% or more. Provide incentives and create student learning opportunities to reduce absenteeism. Utilize staff to connect with parents after school hours that staff is unable to reach regarding absences during the school day. This can help us connect parents to resources they may need and reduce the unexcused absences.
Restorative Justice/conflict resolution Training among staff and students to give all students the tools to solve minor student discipline concerns and increasing learning time in the classroom.	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 MTSS/PBIS strategies to reduce exclusionary discipline.
Programs and practices that teach social emotional skills (e.g., SEL curriculum, mindfulness practices, coping strategies) Increase positive student engagement and build student resilience by acknowledging student successes, building social emotional learning and capacity, building calming corner as emotionally safe spaces, and teaching coping strategies to help students recognize their feelings and communicate their needs based on those feelings.	We will have a full time social worker on site to support students with social and emotional skills. She will work with social skills in small groups and support students individually to build student resilience.

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 Provide Conflict Resolution Training.
Community-Based Curriculum, Pedagogy and Projects	Campus beautification with plants/tiles/garden, etc. create a school garden as an outdoor sensory based calming space.

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	Provide AVID training and other district trainings throughout the year. Provide training in student conflict resolution, and student coping strategies.

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):

Principal
School Site Council
ELAC
Site Leadership Team
Site AVID Team
MTSS TEam
Parent Trainings

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 LCFF?

Key Staff/Personnel

Community School Lead-Vice Principal	Support the Community School Grant
Principal	All Site Functions
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 plan on working with district staff to see how we can sustain this program through district funds. If not, we may be able to work with them to split funds for the position with LCFF monies or other grants that come our way.

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 Delano Police Dept., School Resource Officers	Invite them to Parent Meetings, School Events, Home Visits
Bakersfield College/CSUB	Invite them to School events, Classroom Visits/ Arrange Field trips

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 County Fire Department-1st grade/SPED fire safety education
Kiwanis of Delano-student books
Toys for Tots-student gifts
Delano Police Department-SRO/Shop with a Cop
Aera Energy-Book Vending Machine

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