

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: CARL E. GILBERT ELEMENTARY 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

Carl E. Gilbert Elementary, 7255 Eighth St. Buena Park, CA 90621-2203, (714) 522-7281

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:

Our community is committed to fostering racially-just, relationship-centered spaces within our schools. We recognize that true educational equity requires dismantling systemic barriers and addressing the unique needs of all students, particularly those from marginalized communities. Through deep listening and authentic relationship-building, we aim to cultivate an environment where every individual feels seen, heard, and valued.

In alignment with the California Community Schools (CA CS) Framework, our commitment to shared power is paramount. We understand that meaningful change cannot occur without the active participation of all stakeholders, including students, families, educators, and community members. By actively engaging these stakeholders in decision-making processes, we empower them to shape the direction of our community schools and ensure that their voices are heard and respected.

Furthermore, our approach emphasizes the importance of classroom-community connections. We believe that learning extends beyond the walls of the classroom and that strong ties between schools and communities are essential for student success. Through partnerships with local organizations and businesses, we provide students with opportunities to apply their learning in real-world contexts and to gain a deeper understanding of their role within their community.

As we work towards these goals, we remain committed to continuous improvement and possibility thinking. We understand that creating racially-just, relationship-centered spaces requires ongoing reflection, learning, and adaptation. Through regular assessment and evaluation, we will identify areas for growth and implement strategies to further enhance our community schools' impact.

In the coming months, we will continue to develop our plans for ensuring these values are reflected in our community schools' work. This will include providing professional development opportunities for staff, establishing advisory committees of diverse stakeholders, and integrating culturally responsive practices into our curriculum and instructional strategies. By prioritizing these values and committing to their implementation, we are confident that our community schools will serve as models of equity and excellence for years to come.

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.

As we transition from the planning phase to the implementation of our community school initiative, it's crucial to deepen our understanding of needs and assets by engaging the entire community in identifying their top priorities and vision for our community schools. To ensure comprehensive participation, we will employ a variety of strategies tailored to the diverse needs and perspectives of different stakeholder groups.

Administrators: We will convene meetings with school leaders to gather their insights and perspectives on community school priorities. Additionally, we will encourage administrators to participate in visioning exercises and provide feedback on proposed initiatives.

Certificated Staff: We will conduct one-on-one interviews or focus groups with teachers and other certificated staff to gather their input on community school priorities. We will also offer opportunities for staff to participate in visioning exercises and provide feedback through surveys or open forums.

Classified Staff: Recognizing the valuable contributions of classified staff, we will engage them through targeted outreach efforts, such as staff meetings or focus groups, to gather their perspectives on community school priorities. We will ensure that their voices are heard and valued throughout the process.

Students: To ensure student voices are central to our planning efforts, we will facilitate student-led focus groups, surveys, and interactive visioning exercises. By actively involving students in the decision-making process, we empower them to shape their educational experience and contribute to the development of a vibrant community school environment.

Family Members: We will utilize multiple communication channels, including parent-teacher meetings, family engagement events, and multilingual surveys, to solicit input from families. Additionally, we will host community forums specifically designed to gather feedback from parents and caregivers on community school priorities and vision.

Community Members and Partners: Engaging community members and partners will be essential to building strong, sustainable partnerships that support our community schools. We will host collaborative meetings, focus groups, and networking events to gather input from local organizations, businesses, and residents on their priorities and vision for our community schools.

Historically Marginalized Student and Family Groups: Recognizing the importance of equitable representation, we will employ culturally responsive engagement strategies to ensure historically marginalized student and family groups have a voice in the planning process. This may include targeted outreach efforts, culturally relevant focus groups, and partnerships with community-based organizations serving these populations. Additionally, we will provide interpretation services and accommodate diverse communication preferences to ensure accessibility for all stakeholders.

By employing a multi-faceted approach to engagement and prioritizing the voices of all stakeholders, including historically marginalized groups, we are committed to developing a community school initiative that reflects the diverse needs, strengths, and aspirations of our entire community.

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
Behavioral support for scholars	Reduction in discipline referrals & suspension
Academic support for scholars	Increase in scholar growth on local assessments
Professional learning opportunities for staff	Elevate core instruction, SEL support, and behavior support across the school's tiers of support

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
Increase Educators' Understanding of Students and Families	Facilitate Community Engagement Activities: Organize opportunities for educators to engage with students, families, and community members outside of the classroom. This may include hosting community events, participating in cultural celebrations, or visiting local cultural institutions.
Enhance Educators' Understanding and Community-Based Learning	Develop Curriculum Resources: Create curriculum guides and lesson plans that integrate community-based learning principles and practices across subject areas and grade levels. These resources will provide educators with practical tools and examples for designing and implementing engaging, culturally relevant learning experiences.

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
Enhance Shared Decision-Making Processes	Establish a School Advisory Council/team: Form a diverse advisory council/team comprising representatives from various stakeholder groups, including educators, administrators, students, families, community members, and local organizations. Task the council/team with conducting exploration activities to assess current decision-making structures and practices within the district and provide guidance on fostering shared power and collaborative leadership.
Foster Collaborative Leadership at the Site Level	Collaborate with school leaders, staff, families, and community members to establish or revise site-level shared leadership structures that facilitate democratic participation and decision-making. Ensure that these structures are inclusive, transparent, and representative of the diverse perspectives and interests of all stakeholders involved in the school community.

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):



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
Ensure Staffing Alignment with Target Student Population	Conduct a Needs Assessment: Identify specific needs and challenges faced by different student groups, including those related to language, culture, socio-economic status, and learning abilities.
Establish Sustainable Staffing Practices	Create Funding Sustainability Plans: Collaborate with the district and community partners to develop sustainability plans that ensure core staffing positions, including site-level positions, are sustained through long-term funding sources. This may involve exploring grant opportunities, leveraging community partnerships, and integrating staffing needs into strategic budget planning processes.

Key Staff/Personnel

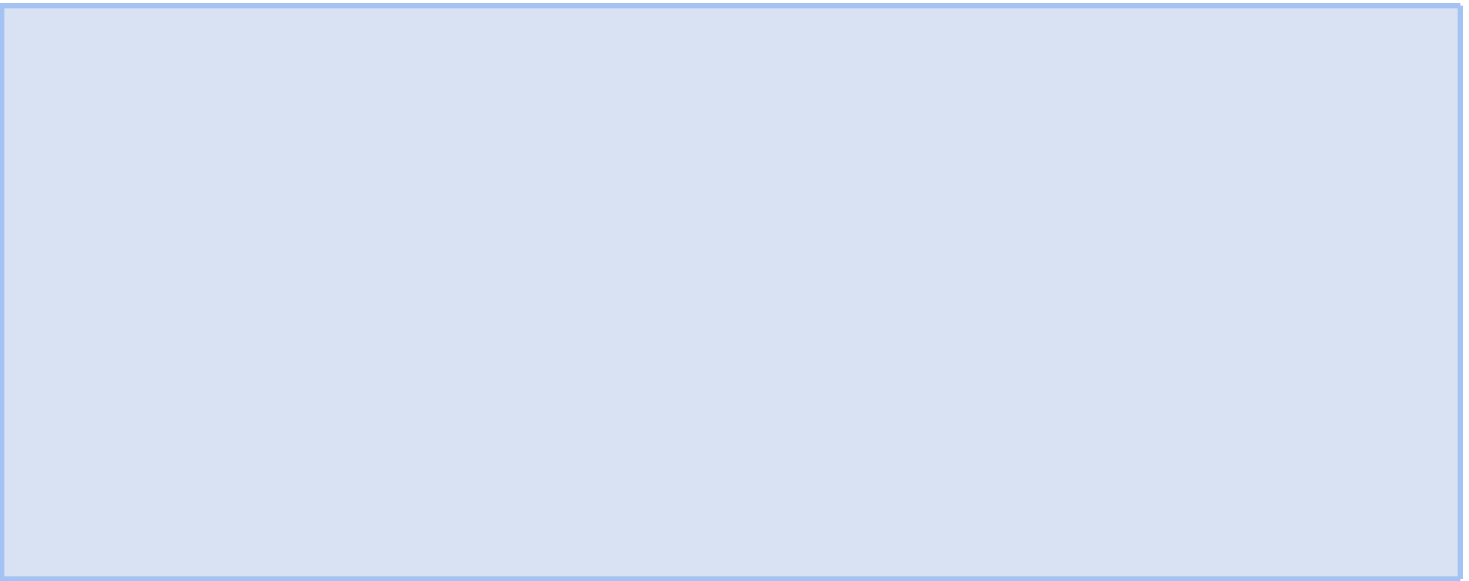
Leslie Chavez	Oversees the implementation of all school-wide programs, partnerships, and the development and support of all staff and students.
Program Specialist	The program specialist assists classroom teachers in implementation of multi-tiered systems and support (MTSS) aligned to the California State Standards including academic and behavior expectations.

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

Building sustainability beyond the life of an implementation grant requires foresight, strategic planning, and the establishment of long-term partnerships and resources. Here are some plans and steps to consider:

1. **Diversifying Funding Sources:** Reduce reliance on grant funding by diversifying revenue streams. This could involve pursuing alternative funding sources such as public-private partnerships, philanthropic donations, and corporate sponsorships. Develop a comprehensive fundraising strategy that identifies potential funding sources aligned with the organization's mission and priorities.
2. **Institutionalizing Practices:** Integrate successful practices and initiatives into institutional policies, procedures, and culture to ensure their continuation beyond the grant period. This may involve embedding strategies for staffing, student support, and sustainability planning into district or organizational policies, strategic plans, and professional development frameworks.
3. **Building Capacity:** Invest in building the capacity of staff, leaders, and stakeholders to sustain and scale successful initiatives independently. Provide ongoing training, coaching, and technical assistance to empower individuals and teams to effectively implement and manage programs, monitor progress, and adapt strategies as needed.
4. **Fostering Community Ownership:** Engage stakeholders, including parents, students, educators, community members, and local organizations, in the planning, implementation, and evaluation of initiatives. Foster a sense of ownership and investment in the success of the programs, empowering stakeholders to become advocates and partners in sustaining positive outcomes over time.
5. **Leveraging Partnerships:** Forge strategic partnerships with key stakeholders, including government agencies, non-profit organizations, businesses, and community-based organizations, to leverage resources, expertise, and networks for sustainability efforts. Collaborate on joint funding proposals, shared service agreements, and cross-sector initiatives to maximize impact and reach.
6. **Monitoring and Evaluation:** Establish robust monitoring and evaluation mechanisms to track progress, assess impact, and identify areas for improvement. Use data-driven insights to inform decision-making, allocate resources strategically, and demonstrate the effectiveness and value of initiatives to funders, policymakers, and stakeholders.
7. **Succession Planning:** Develop succession plans to ensure continuity of leadership and key roles within the organization. Identify and groom emerging leaders, provide professional development opportunities, and document institutional knowledge to facilitate smooth transitions and prevent disruptions in operations.

By implementing these plans and steps, organizations can create a solid foundation for sustainability beyond the initial grant period, ensuring that positive outcomes and impact endure over the long term.



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
Establish Meaningful School-Community Partnerships	Conduct Needs and Asset Assessment: Collaborate with stakeholders to conduct a comprehensive needs and asset assessment to identify the strengths, challenges, and opportunities within the school community. Gather input from students, families, educators, community members, and local organizations to inform partnership priorities and strategies.
Foster Active Involvement in Planning and Continuous Improvement	Create Collaborative Planning Structures: Establish collaborative planning structures, such as school-community partnership committees or working groups, to facilitate ongoing communication, coordination, and decision-making among stakeholders. Ensure representation from diverse perspectives, including students, families, educators, community members, and partner organizations.

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:

Our school recognizes the importance of fostering strong partnerships with various stakeholders to fulfill our shared vision of providing a supportive and inclusive learning environment that meets the diverse needs of our students, staff, families, and community members. Here are some partnerships we aspire established or plan to establish, and how they align with our collective vision and priorities:

Local Community Organizations: We plan to establish greater partnerships with local community organizations that offer a range of support services, such as afterschool programs, mental health resources, and tutoring services. These partnerships will directly respond to the identified needs of our students and families, providing them with access to essential resources and support systems that contribute to their overall well-being and academic success.

Parent and Family Engagement Groups: We strive to prioritize building partnerships with parent and family engagement groups to ensure that the voices and perspectives of families are central to our decision-making processes. Through regular meetings, workshops, and collaborative initiatives, we seek to empower parents and caregivers to actively participate in their child's education and advocate for their needs within the school community.

Local Businesses and Industry Partners: We recognize the importance of preparing students for future success in an increasingly interconnected world. To this end, we are forging partnerships with

local businesses and industry partners to provide students with real-world learning opportunities, mentorship programs, and career exploration initiatives. These partnerships align with our vision of equipping students with the skills, knowledge, and experiences they need to thrive in the workforce and contribute meaningfully to society.

Cultural and Arts Organizations: Our school values diversity and celebrates the rich cultural heritage of our community. We plan to partner with cultural and arts organizations to integrate cultural competency and diversity awareness into our curriculum, programming, and school-wide events. These partnerships will promote a more inclusive and culturally responsive learning environment where students feel valued, respected, and represented.

Higher Education Institutions: We plan to establish partnerships with local colleges and universities to provide students with access to academic resources, enrichment programs, and college readiness support. These partnerships would align with our vision of fostering a college-going culture and ensuring that all students have equitable opportunities to pursue higher education and achieve their academic goals.

Overall, our partnerships are intentionally designed to be responsive to the vision and priorities of our students, staff, families, and community members. By collaborating with diverse stakeholders and leveraging their collective expertise, resources, and perspectives, we aim to create a vibrant and supportive learning community where every individual can thrive and succeed.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Strengthen Partnership Alignment with School Vision and Priorities</p>	<p>Establish Partnership Criteria and Selection Process: Develop clear criteria and a transparent selection process for identifying and evaluating potential partners. Prioritize partnerships that demonstrate a strong alignment with the school's vision, mission, and strategic priorities, as well as a commitment to equity, inclusivity, and community engagement. Engage stakeholders in the decision-making process to ensure their voices are heard and valued.</p>
<p>Foster Meaningful Collaboration and Mutual Benefit</p>	<p>Facilitate Regular Collaboration Meetings: Schedule regular collaboration meetings between school representatives and community partners to foster ongoing communication, coordination, and collaboration. Provide opportunities for stakeholders to share updates, exchange ideas, and brainstorm solutions to common challenges. Encourage a collaborative approach to decision-making and problem-solving that prioritizes mutual benefit and shared accountability.</p>

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