

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: **THELA** 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

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:

When asked, "Why a community school for our site?", our answer is rooted in the belief that every child deserves to feel seen, supported, and empowered—not just academically, but socially and emotionally. As a Title I elementary school serving a diverse and multilingual population, we see the community school model as a pathway to create racially-just, relationship-centered spaces where families, staff, and students work together to support the whole child.

Our site implements *The Leader in Me* program to empower all students to find their voice and actively contribute to the school community. Through this approach, students take ownership of their learning and environment by leading school events, tracking personal goals, and even starting their own clubs based on their strengths and interests. This directly aligns with our community schools work by promoting **shared power** and cultivating a culture where student agency and leadership are foundational.

Family partnership is equally central. Our needs assessment data shows 100% of families view themselves as partners in their child's education, and 98% feel welcomed and valued at our school. Through the creation of a dedicated community room, families now have access to a warm and inclusive space where they can attend multilingual workshops, connect with staff, and access support services. Communication has also improved through tools like ParentSquare and translated outreach efforts.

We are building **classroom-community connections** by embedding enrichment into our academic priorities, including writing, and bringing in community partners to support both student clubs and family learning. The addition of a second counselor has expanded our capacity to support Tier 2 and Tier 3 needs through home visits, goal-setting, and wellness outreach.

Together, these efforts reflect a deep commitment to **continuous improvement and possibility thinking**—ensuring every member of our school community feels connected, valued, and empowered to lead.

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.

What are the needs and assets from last year with POG?

As we transition from the planning phase to implementation of the Community Schools grant, we recognize the importance of deepening our understanding of the evolving needs and assets within our school community. Our initial Needs and Assets Assessment, informed by a 57% family participation rate, highlighted strong school climate indicators—98% of families feel welcomed and valued, and 100% see themselves as partners in their child’s education. However, open-ended responses also revealed key areas for growth, including more consistent translation services, increased access to enrichment for younger students, and expanded communication strategies.

To build on this foundation, one of our key goals for the 2025–2026 school year is to host a series of **focus groups specifically** designed to elevate the voices of historically marginalized communities. These will include **English Learner families, families experiencing homelessness, and parents of students with disabilities**. Focus groups will be conducted in families’ home languages, with interpretation and childcare provided to ensure full access and engagement.

In addition to focus groups, we will use **surveys, visioning exercises, and structured interviews** to engage other key interest-holders, including students, administrators, certificated and classified staff, and community partners. Meetings will be held in various formats—virtual, in-person, and through existing structures like ELAC, School Site Council, and the Community School Advisory Council—to gather a wide range of perspectives and priorities.

This next phase of engagement will ensure that our Community School vision reflects shared priorities and values, particularly those of families and students whose voices are often underrepresented. By centering inclusivity, shared power, and ongoing listening, we will continue to evolve our work to meet the real needs of our school 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
Strengthen Multilingual Communication and Inclusive Family Engagement	Alignment: Authentic Family and Community Engagement (Whole Child and Family Supports Inventory) While 98% of families feel welcomed and 100% believe they are partners in their child’s education, survey feedback identified a need for more consistent interpretation services, earlier event communication, and flexible scheduling. This priority will focus on ensuring all families—particularly multilingual families—receive timely, accessible communication and feel fully informed and included in school life.
Expand Equitable Access to Enrichment and Leadership Opportunities	Alignment: Extended Learning Time and Opportunities Families praised existing clubs and enrichment but requested increased access, especially for younger students and across more of the year. With 97% of students enjoying school activities and 98% having leadership opportunities, this priority aims to deepen engagement by expanding after school programs, rotating club access, and integrating student leadership into enrichment and school-wide events.
Enhance School Climate Through Clear Expectations and Whole-Child Supports	Alignment: Positive and Restorative School Climate While 97% of families feel their child’s physical, social, and emotional needs are supported, only 68% are familiar with PBIS, and some requested stronger supervision and clearer action on bullying. This priority focuses on increasing awareness of school-wide expectations (e.g., ROAR), reinforcing positive behavior supports, and continuing to build a culture of safety, trust, and inclusion.

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
Equip all teachers with evidence-based instructional strategies that support language development, cultural inclusion, and academic success for multilingual learners and historically marginalized student groups.	Provide Project GLAD training for all classroom teachers c 2025–2026 school year. Offer ongoing coaching and demonstration lessons to su implementation of GLAD strategies. Facilitate PLCs focused on Zaretta Hammond's <i>Cultural Teaching and the Brain</i> to deepen teacher understanding o equity and asset-focused instruction. Develop and use student data profiles that include cultural background to inform instruction. Integrate GLAD and culturally responsive strategies into Tie planning and walkthrough tools.
Design and implement CBL experiences that build on students' cultural wealth, connect learning to real-world issues, and promote student voice and leadership.	Train staff on the principles and practices of Community- including funds of knowledge, cultural wealth, and indigenou Facilitate visioning and planning sessions to help grade-l standards-based CBL projects tied to community issues or s Include family and community voices in project planning t interviews, classroom guest speakers, and community walks Integrate student-led clubs and enrichment activities into instructional vision, linking leadership development with CBL Showcase student work through community exhibitions or reinforcing relevance, pride, and shared ownership.

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
Expand the number and diversity of community partners and local stakeholders actively participating in the Community School Council to ensure broader representation and shared ownership of school priorities.	Identify and invite additional community-based organizations, local businesses, and service providers to join the council—prioritizing groups aligned with student and family needs (mental health, housing, youth programs, etc.). Host an informal community partner interest session twice a year to share the role and purpose of the council and invite new participation. Create a Community School Council interest form (digital and paper) available at events, in the front office, and on the school website. Recognize community partners publicly (e.g., newsletters, events) to reinforce value and visibility of their contributions. Ensure council meetings include agenda items relevant to community expertise (e.g., upcoming events, service coordination, program alignment).
Ensure that the entire school community—including families, staff, and students—is aware of the Community School Council’s work, membership, and impact.	Include a Community School Council section in monthly news on the school website with updates, meeting dates, and highlights. Provide translated, family-friendly explanations of the council opportunities to engage in ELAC, SSC, and back-to-school events. Share meeting agendas and minutes publicly through Parents’ boards to increase transparency. Host a year-end showcase or presentation during a family event to share accomplishments and invite broader input. Use student leadership groups to help communicate updates to the community through assemblies, school videos, or club presentations.

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):

At THE Leadership Academy, our shared governance structure promotes inclusive decision-making through three key groups. The **School Site Council (SSC)** makes final decisions on the school budget and site plan, informed by recommendations from two advisory bodies: the **English Learner Advisory Council (ELAC)** and the **Community Schools Advisory Council (CSAC)**. ELAC focuses on the needs of multilingual learners and their families, while CSAC includes staff, students, family members (including ELAC and SSC reps), and community partners. This structure ensures all interest-holders have a voice and aligns school decisions with student, family, and community needs.

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
Sustain Core Community School Staffing Roles Beyond Grant Funding	Collaborate with district leadership to integrate key positions (e.g., Community School Resource Teacher, counselor) into long-term funding plans through LCAP, Title I, or general funds. Document and share the impact of staffing roles (e.g., attendance gains, family engagement growth) to build support for sustained investment. Develop a multi-year staffing plan that includes timelines and alternative funding sources (e.g., grants, partnerships) for each role.
Strengthen Partnerships and Leadership Support Long-Term Coordination	Maintain and grow the Community School Council, ensuring continued participation from students, families, staff, and community partners. Formalize partnership agreements (MOUs) that outline roles, responsibilities, and shared outcomes to ensure continuity despite leadership or staff turnover. Continue participating in districtwide Community School Coalition meetings and bi-monthly site lead sessions to ensure aligned efforts and collective learning. Create a community school sustainability plan that includes governance structures, data review cycles, and long-term partnership strategies to institutionalize the work.

Key Staff/Personnel

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

1. Demonstrate Impact Through Data

- Collect and analyze data showing how each role contributes to student success, such as:
 - Improved attendance, behavior, and academic performance (counselor)
 - Increased student access to intervention/enrichment and improved student outcomes on assessments (intervention teacher)
- Use qualitative data as well—testimonials, family feedback, and teacher observations—to show value.
- Include this data in LCAP input sessions, SPSA reviews, and school board presentations.

2. Advocate for Inclusion in District or Site Funding Priorities

- Work with district leadership to identify ways to reclassify these roles as essential and fund them through general fund, Title I, or LCAP allocations.
- Prepare a multi-year budget projection that phases in district-level funding as grant support tapers off.
- Highlight alignment of these roles with district goals (e.g., social-emotional learning, MTSS, UDL, literacy, etc.).

3. Build Community and Partner Investment

- Explore partnerships with local foundations, city programs, or mental health agencies to co-fund or sponsor the counselor role.
- Position the Enrichment/Intervention Teacher as a hub for community-based learning or arts/STEM programming that may attract outside investment or donor support.

4. Embed Roles into School Culture and Systems

- Ensure both roles are integrated into school-wide systems such as the MTSS team, data cycles, PLCs, and family engagement initiatives.
- Build shared leadership structures where these roles are seen as essential, not supplemental, by staff, families, and students.

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
Ensure Community Partners Are Actively Engaged in the Planning and Continuous Improvement of the Community School	Maintain and strengthen the role of community partners in the Community School Council, ensuring they have a standing seat and opportunity to co-create priorities and provide feedback on implementation. Invite partners to participate in data reflection activities, including reviewing needs assessment results, student/family feedback, and program impact data to inform next steps. Create an annual partner reflection survey to gather input on what's working, what's needed, and how the partnership can grow in alignment with student and family needs. Host a Community Partner Roundtable each spring to collaboratively assess partnership alignment, sustainability, and emerging needs for the following school year.
Align New and Existing Partnerships to the Site's Holistic Vision of Student, Family, and Community Well-Being	Use feedback from the family focus groups and needs assessments to identify service gaps or cultural needs not currently being addressed (e.g., language-specific mental health services, immigration support, etc.). Establish an equity-focused partnership intake process that ensures new partners align with school values, support whole-child development, and reflect the cultural and linguistic strengths of our families. Develop and maintain a partnership map that clearly outlines which organizations support academic, wellness, and family services, and update it annually to ensure comprehensive support. Highlight partner contributions through newsletters, events, and school social media to build awareness and strengthen community trust and engagement.

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:

At THE Leadership Academy, our community school partnerships are rooted in the belief that schools thrive when students, families, staff, and community members work together to support the whole child. Our partnerships are intentionally aligned with priorities identified through family needs assessments, student voice, and staff input—including access to basic needs, physical and mental health services, academic enrichment, and leadership development.

As a **Leader in Me Lighthouse School**, our partnership with **Franklin Covey** supports our vision of empowering students as leaders who take ownership of their learning, set goals, and participate in interest-based clubs and leadership opportunities. This aligns with our community school commitment to voice, agency, and culturally affirming school experiences.

To meet basic needs, we partner with **Got Your Back Food for Kids**, which provides 27 food boxes weekly to support families facing food insecurity, and the **Assistance League**, which has provided books, new shoes, socks, and toiletries through their “Footsteps” program.

We’ve also built a strong network of **health and wellness partners**:

- **OneSight** provides annual vision screenings and glasses.
- **Vista Community Clinic’s A+ Dental Mobile Clinic** delivers on-site dental care.
- **ERMHS and North County Lifeline** offer weekly counseling and referral services.
- **Elizabeth Hospice** provides grief counseling as needed.
- **Healthy Campus**, through a districtwide MOU, delivers on-site counseling services to students and families requiring additional mental health support.

Since becoming a community school, we’ve expanded partnerships with organizations such as **TrueCare**, which shares community health resources, and **Tri-City Dental**, a member of our Community School Council and event sponsor.

Additionally, the **Food for Thought Farmer’s Market** supports nutrition education and distributes fresh produce to students annually.

These partnerships reflect our continued commitment to meeting the needs of the whole child and will continue to grow based on feedback from our students, families, and Community School Council.

Site Level Goals and Measures of Progress

Goals	Action Steps
If we enhance family engagement through accessible, multilingual workshops and strategically increase school branding and visibility, then we will strengthen family-school partnerships, build trust with new community partners, and ensure families' academic, emotional, and basic needs are met.	Host at least 25 multilingual workshops, including topics identified through family feedback (parenting, technology, English classes). Launch a multilingual outreach campaign using ParentSquare, flyers, and social media to increase awareness of events and school initiatives. Create and display school branding visuals (e.g., banners, flyers, signage) that reflect school values and student voice. Develop a community resource map and display it in the community room and online to connect families with services. Disaggregate workshop attendance data by home language to monitor access and adjust strategies as needed.
If we provide targeted professional learning and classroom support to strengthen writing instruction for all students—emphasizing evidence-based strategies for English Learners—then we will improve Tier I instructional practices and reduce the percentage of students, particularly ELs, scoring below standard on the CAASPP Writing claim by at least 10% by the end of the 2025–2026 school year.	Provide all teachers with professional development in evidence-based writing strategies and Zaretta Hammond's <i>Culturally Responsive Teaching and the Brain</i>. Ensure all teachers are trained in Project GLAD to support integrated ELD and writing instruction. Facilitate PLCs focused on writing instruction, data analysis, and student work calibration across grade levels. Monitor progress using CAASPP interim assessments and writing rubrics, with targeted support for EL students. Highlight student writing through publishing opportunities (e.g., school displays, student-led conferences, school newspaper).
If we expand and clearly communicate enrichment opportunities for all grade levels, then we will ensure equitable access, increase participation among underrepresented groups, and strengthen student leadership, engagement, and school connection.	Expand enrichment programs to at least 30 student clubs, including sports, arts, and student-led leadership groups. Partner with PLAY Sports, AM/PM program, and community organizations to offer clubs and supervision for younger students (TK–2). Track student participation disaggregated by grade level and student group to ensure equity in access. Integrate student voice in planning clubs and events, using interest surveys and leadership roles to shape offerings.

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