

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

Westpark Elementary
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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:

At Westpark Elementary, our “why” for becoming a community school is to create an environment where every child is known, valued, and supported—academically, socially, and emotionally. We recognize that our students and families bring diverse strengths, cultures, and experiences, and we aim to honor these through relationship-centered spaces and shared decision-making. Our staff, families, and community partners are united in our belief that education should be racially just, culturally affirming, and rooted in continuous improvement.

We are aligned with SKUSD’s vision to teach and support the **Whole Child** through equitable, community-based practices. Our shared understanding includes:

- **Racially-just, relationship-centered spaces:** Building trust through restorative practices and ongoing cultural competency training.
- **Shared power and continuous improvement:** Engaging families and partners as leaders in decision-making, with data-driven reflection cycles that honor community voice.
- **Classroom-community connections:** Using real-world and culturally relevant learning to enrich academics, supported by weekly PLC collaboration and extended/expanded learning opportunities that include arts and STEM enrichment.

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.

Building on our initial needs and assets assessments, we plan to go deeper by engaging our full school community in meaningful, culturally responsive ways. We will:

- **Utilize multiple engagement methods:** Surveys, one-on-one interviews, focus groups, family nights, and culturally relevant events to ensure all stakeholders have a voice.
- **Extra support for historically marginalized groups:** Proactively reach out to families of English learners, students with disabilities, low-income families, foster youth, and homeless youth, using trusted messengers and home visits.
- **Student voice and leadership:** Incorporate student focus groups and leadership councils to elevate youth perspectives.
- **Build culturally responsive communication:** Provide materials and interpretation in English and Spanish to ensure language isn’t a barrier to participation.
- **Collaborate with community partners:** Co-host events and integrate feedback from PIQE, the PTA, and others to make programs more relevant and equitable.

These processes will help us identify the root causes behind persistent challenges like chronic absenteeism and gaps in EL achievement, ensuring our goals and actions reflect the lived experiences of our 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
Enhance English Learner Success	<p>Outcome: Increase the percentage of English learners making progress on the ELPAC from 37.5% to at least 50% over two years.</p> <p>Metrics: ELPAC data, frequency of ELD instruction, participation in ELAC, and teacher PD hours focused on EL strategies.</p>
Reduce Chronic Absenteeism and Strengthen Engagement	<p>Outcome: Lower the chronic absenteeism rate from 22.3% to below 15% by identifying and addressing root causes such as transportation challenges and family health issues.</p> <p>Metrics: Attendance data, number of students qualifying for Achiever Trips, and family engagement metrics from home visits and A2A (Attention2Attendance) efforts.</p>

<p>Cultivate a Positive School Climate through PBIS</p>	<p>Outcome: Decrease incidents of disruption/defiance and violence by 15%, while increasing positive behavior recognition and a sense of belonging.</p> <p>Metrics: Behavior referral data, climate survey results, and fidelity of PBIS implementation.</p> <p>Support students through groups like Hope Squad.</p> <p><i>Aligned with SKUSD’s district-wide focus on Tier 1 universal supports, Westpark’s PBIS plan will integrate Character Strong social-emotional learning, clear behavioral expectations, and proactive recognition systems to create a positive school culture for all.</i></p>
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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

<p>Strengthen connections between classroom instruction and our students' lived experiences.</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Teachers will participate in weekly PLCs to design culturally relevant, project-based learning that honors student backgrounds and community assets. • Collaborate with partners (e.g., local museums, Rosamond Historical Society) for authentic learning experiences. • Integrate field trips and guest speakers into lessons to deepen relevance.
<p>Expand extended and expanded learning opportunities that support the whole child.</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Offer after-school programs and summer enrichment—aligned with SKUSD's priorities—that include academic support, arts programming, and ELD summer classes. • Explore new partnerships to bring visual and performing arts into after-school and intersession programs.
<p>Build educators' understanding of community-based learning.</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Provide professional development on integrating community knowledge and culturally relevant pedagogy into daily instruction. • Share best practices and celebrate successful classroom-community connections in staff meetings and newsletters.

<p>Support student ownership of learning.</p>	<p>Actions:</p> <ul style="list-style-type: none"> ● Provide opportunities for students in co-creating community-based learning projects. ● Use student feedback to adapt and refine lessons.
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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
<p>Sustain inclusive, shared leadership structures that empower all voices.</p>	<p>Actions:</p> <ul style="list-style-type: none"> ● Continue monthly Community School Grant Team and ELAC meetings with active participation from families, staff, students, and partners. ● Incorporate insights shared by student responses from forums and surveys to honor youth perspectives.
<p>Strengthen data-informed decision-making.</p>	<p>Actions:</p> <ul style="list-style-type: none"> ● Regularly review academic, behavioral, and attendance data in leadership meetings to identify areas for adjustment. ● Utilize data from the Kern Integrated Data System (KiDS), climate surveys, and student learning benchmarks to inform decisions and track progress on goals. ● Provide clear updates to staff, families, and community partners about progress and next steps through multiple communication channels.

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):



Site-Level Leadership Structure for Westpark Elementary



Principal and Assistant Principal

Community School Coordinator

Grade-level PLC Leads

ELAC and family representatives

Student leadership (student council, student focus groups)



Key community partners (e.g. PIQE, local agencies)



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
<p>Retain high-quality staff and ensure alignment with our community school goals.</p>	<p>Actions:</p> <ul style="list-style-type: none"> ● Provide targeted professional development through Kern County Superintendent of Schools and English 3D for teachers working with English learners. ● Support staff wellness through Character Strong resources, restorative practices, and staff appreciation initiatives. ● Use feedback from staff to refine professional development priorities. ● Build sustainability by integrating roles like the Community School Coordinator into LCAP and exploring ongoing funding sources beyond the grant.
<p>Sustain key staff roles like our CCSPP Grant Coordinator and hire a dedicated Community School Site Coordinator.</p>	<p>Actions:</p> <ul style="list-style-type: none"> ● Work with the district to secure long-term funding through the LCAP and other grant opportunities. ● Highlight the coordinator and site representative’s impact in progress reports and community celebrations to build continued investment in these roles. ● The current stipend-based role of CCSPP Site Representative is not a sustainable solution given the scope, complexity, and demands of the position. To ensure long-term success this role will be transitioned into a permanent position with adequate compensation and support.

Key Staff/Personnel

<p>Fallon Mitchell, Community School Coordinator</p>	<p>Oversee partnerships, implementation, and family engagement, serving as the key point of contact for community-based initiatives and supports.</p>
<p>Grade-Level Leads: Kaycie Ament, Assistant Principal</p>	<p>Provides leadership for site based programs including PBIS implementation, community-based learning, and collaborative planning with teachers and staff.</p>

<p>Grade-Level Leads</p>	<p>Guide grade-level Professional Learning Communities (PLCs) to integrate community school strategies into daily instruction.</p>
<p>Stephanie Gonzales, Site Representative and School Nurse:</p>	<p>Acts as a vital bridge between the district and Westpark Elementary. As the school nurse, she sees and builds strong connections with every student, which allows her to advocate for students and families in the most meaningful ways. Her daily interactions with students and close collaboration with staff ensure that health and wellness initiatives are aligned with our broader community school goals.</p>
<p>ELAC, SSC, and Family Representatives</p>	<p>Amplify family voices and priorities, ensuring culturally responsive engagement and decision-making.</p>
<p>Key Community Partners</p>	<p>Which include but is not limited to the following:</p> <ul style="list-style-type: none"> ● Parent Institute for Quality Education (PIQE) – parent engagement and leadership development. ● Grocery Outlet – provides support for family needs, events, and incentives for Achiever Trips. ● Starbucks – community support and donations for staff and family events. ● Rosamond Municipal Advisory Council – civic engagement and partnership in local community initiatives. ● Rosamond Historical Society – enriching students’ understanding of local history and heritage. ● Rosamond Branch – Kern County Library – supports literacy and community events. ● District mental health and behavioral support providers – enhance student well-being and family support. ● Westpark Elementary PTA – provides direct support for student events, teacher appreciation, and community-building activities.

	<p>These partnerships play a crucial role in supporting the health, well-being, and academic success of our students, while enriching the overall school culture and community.</p>
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

At Westpark Elementary, we recognize that the community school model's true impact and success are built on long-term commitment and sustainability. To ensure our efforts continue beyond the implementation grant period, we are developing a comprehensive plan focused on several key areas:

1. **Embedding Community School Principles into Daily Practice**

We are weaving community school strategies—such as community-based learning, shared decision-making, and wraparound supports—into our core instructional and operational frameworks. By making these practices part of our daily school culture and routines, they become a natural part of how we serve students and families.

2. **District and Site Funding Alignment**

We are working with our district leadership to advocate for inclusion of community school staffing and programs in the Local Control and Accountability Plan (LCAP) and district budget planning. By aligning funding priorities at the district level, we can secure ongoing financial support for critical roles like the Community School Coordinator, as well as programs like Achiever Trips and professional development and English Learner support.

3. **Leveraging Partnerships**

Our strong partnerships—with local businesses (Grocery Outlet, Starbucks), civic organizations (Rosamond Municipal Council, Historical Society), and cultural institutions (Rosamond Branch Library)—will be sustained through ongoing collaboration and mutual benefit. These relationships are already embedded in our work and will continue to provide valuable resources and enrichment for our students.

4. **Staff Capacity Building**

We are investing in professional development for staff on community-based learning, culturally responsive teaching, and data-driven decision-making. By building the capacity of our teachers and staff, we ensure they have the skills and confidence to continue leading this work, regardless of changes in funding.

5. **Family and Student Leadership**

We will continue to grow and empower family and student leadership through Hope Squad, ELAC, the PTA, and SSC. These groups provide essential perspectives, drive community-based initiatives, and help maintain momentum for our shared priorities.

6. Data and Storytelling

We plan to use data and storytelling to highlight the positive impact of our community school efforts—such as improved attendance, stronger family engagement, and academic gains for English Learners. By sharing these successes with stakeholders and decision-makers, we build a strong case for continued support.

By focusing on these areas, Westpark Elementary is committed to ensuring the sustainability and growth of our community school model well beyond the current grant cycle, creating a lasting, positive impact on our school community for years to come.

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

<p>Strengthen and sustain existing partnerships.</p>	<p>Measures of Progress:</p> <ul style="list-style-type: none"> ● Frequency and quality of partner-led events and programs (e.g., Achiever Trips, family engagement workshops, student enrichment activities) ● Partner satisfaction surveys and feedback from community events <p>Action Steps:</p> <ul style="list-style-type: none"> ● Strengthen partnerships with existing partners such as PIQE, Grocery Outlet, Starbucks, Rosamond Municipal Council, Rosamond Historical Society, Rosamond Branch Library, and our local mental health providers by clearly defining roles, expectations, and shared goals. ● Schedule bi-annual partnership review meetings to gather feedback, assess impact, and refine collaborative plans based on evolving school needs and community input. ● Celebrate partnerships through newsletters, assemblies, and social media to highlight partner contributions and successes, fostering a culture of appreciation and shared ownership.
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<p>Actively involve community partners in the planning, development, and continuous improvement of school programs to ensure cultural responsiveness and alignment with community priorities.</p>	<p>Measures of Progress:</p> <ul style="list-style-type: none"> ● Documentation of partner involvement in CCSPP Advisory Committee team meetings and family advisory sessions ● Number of co-developed programs or activities that directly address identified needs from the needs and assets assessment ● Increased student and family participation in partner-led programs and events <p>Action Steps:</p> <ul style="list-style-type: none"> ● Invite community partners to participate in monthly CCSPP Advisory Committee team and ELAC meetings to share their expertise, provide input on program development, and collaborate on problem-solving. ● Co-design and co-lead family nights, cultural celebrations, and community resource fairs to ensure they reflect community priorities and build a sense of belonging for all families. ● Partner with Our SPED Department & local agencies to provide professional development for staff and families on topics like culturally responsive teaching, mental health supports, and family engagement best practices.
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<p>Expand partnerships to fill gaps identified through needs assessments, especially for mental health, transportation, and academic enrichment needs.</p>	<p>Measures of Progress:</p> <ul style="list-style-type: none"> ● Identification of new partner organizations and services each year ● Number of students and families accessing new support services or enrichment opportunities ● Community and family feedback on new partnerships <p>Action Steps:</p> <ul style="list-style-type: none"> ● Identify and engage potential new partners to address attendance barriers, and additional mental health providers to support students’ well-being. ● Conduct needs-based outreach and leverage family surveys and student input to prioritize partnership focus areas. ● Develop clear onboarding materials and protocols for new partners to ensure smooth collaboration and shared expectations.
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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:

Developing strategic community partnerships is at the heart of our community school model. At Westpark Elementary, we understand that strong partnerships with local businesses, civic groups, health providers, and cultural organizations help us create a more inclusive, democratic, and supportive learning environment for all. By aligning with partners who share a holistic focus on students, families, and the broader community, we strengthen our capacity to address challenges such as chronic absenteeism, behavioral incidents, and achievement gaps for English Learners, while also celebrating and leveraging the rich assets of our Rosamond community. By implementing these goals and action steps, Westpark Elementary will ensure that community partnerships remain central to our work, continuously growing and evolving in response to the unique strengths and needs of our students and families. These partnerships will be the backbone of a thriving community school model that supports every child’s academic, social, and emotional success.

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