

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

Rosamond High Early College Campus

Suresh Bajnath, Principal

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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:

A community school is our school because it sees US, our students, parents, faculty and staff. It includes all of us, reflects the opinions and needs of all of us, and grows with us. It's not just a place for learning—it's a place where everyone belongs, contributes, and thrives.

Rosamond High Early College Campus (RHECC) exemplifies the principles of the California Community Schools Framework by fostering racially-just, relationship-centered spaces. The establishment of the Parent and Community Center on campus serves as a testament to this commitment. This center offers a plethora of resources, including academic assistance, mental health services, and immigration support, ensuring that students and families, regardless of their backgrounds, have equitable access to essential services. By addressing the holistic needs of students, RHECC creates an inclusive environment where every individual feels valued and supported.

By maintaining open dialogues with stakeholders and embracing innovative approaches, RHECC remains dedicated to cultivating an environment where every student can thrive. Community schools is now a recurring topic at the organizational and planning levels: Staff, Department and PLC (Professional Learning Community) meetings, at SSC (School Site Council) meetings and in the ELAC (English Learners Advisory Committee) meetings. It is a frequent topic for discussion at the School Leadership, at the DAC (District Advisory Advisory Committee) and DELAC (District English Learners Advisory Committee).

Shared power is a cornerstone of RHECC's approach to community engagement. The school actively collaborates with organizations like the Parent Institute for Quality Education (PIQE) to offer workshops and classes that empower parents, particularly in the predominantly Hispanic community. These initiatives not only equip families with valuable skills but also foster a sense of ownership and partnership in the educational process. Strengthening classroom-community connections is evident through RHECC's Career and Technical Education (CTE) programs. By partnering with local industries such as Northrop Grumman, the school provides students with hands-on experiences in fields like manufacturing, welding, and digital media. These collaborations bridge the gap between academic learning and real-world applications, preparing students for future careers while simultaneously addressing community workforce needs .

A focus on continuous improvement and possibility thinking is ingrained in RHECC's culture. The school's AVID program, which has seen significant growth, emphasizes skills like focused note-taking and college readiness, ensuring students are well-prepared for post-secondary education. Additionally, the groundbreaking of a new 7,200-square-foot cafeteria underscores the school's commitment to enhancing student experiences and meeting evolving needs.

Looking ahead, RHECC plans to further embed these values by expanding partnerships with local organizations, enhancing student-led initiatives, and continuously assessing programs to ensure they meet the diverse needs of the community.

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.

By implementing the Student Voice Advocacy program (SVAP), we are providing racially-just, socially equitable, and equally representative of our entire community, including our under-served and typically under-represented populations. This levels the playing field and provides shared power and continuous improvement for our students and staff alike. SVAP already began surveying staff and students regarding equity in the school bathrooms as they identified this as a school priority for improvement.

Additionally, we are developing a community parent group to strengthen the classroom-community connections. The Ethnic Studies program and curriculum continues to grow to meet the needs of all incoming freshmen and help bridge the gap in knowledge, while also qualifying students for the State Seal of Civic Engagement.

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
Provide more access for EL students to be prepared for ELPAC testing.	Increase reclassification rate by 5% annually
Provide peer to peer mediation via the student Hope Squad group.	Reduction of referrals to zero related to Social Emotional concerning behaviors such as anxiety, depression, suicidal thoughts.
Decrease suspension/Expulsion Rate	CDE Dashboard Color Blue

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>Empower RHECC educators to understand and integrate the cultural, linguistic, and socio-political realities of underrepresented, low-income and undocumented English Learners (ELs) and their families into community-based learning experiences.</p>	<p>Create a community asset map for EL students.</p> <p>Attend annual CABE conferences (California Bilingual Education).</p> <p>Teachers offer interdisciplinary project-based learning connecting to real-world issues affecting immigrant communities.</p>
<p>Create safe learning spaces for LGBTQ students with meaningful community-based learning experiences.</p>	<p>Launch LGBTQ student forums so they can express needs, concerns and ideas.</p> <p>Provide professional learning on LGBTQ such as workshops on understanding intersectional LGBTQ identities and experiences.</p> <p>Design learning projects for LGBTQ students on topics such as rights, homelessness, mental health and accessing healthcare in the Antelope Valley area.</p> <p>Develop a campus hub and network with books, information and referral contacts for LGBTQ youth.</p>

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<p>Empower RHECC educators to understand and integrate the cultural, linguistic, and socio-political realities of underrepresented, low-income and undocumented English Learners (ELs) and their families into community-based learning experiences.</p>	<p>Create a community asset map for EL students.</p> <p>Attend annual CABE conferences (California Bilingual Education).</p> <p>Teachers offer interdisciplinary project-based learning connecting to real-world issues affecting immigrant communities.</p>
<p>RHECC will expand professional development (PD) opportunities to ensure inclusive access for all site staff, with a focus on evidence-based practices that support holistic student development and a positive school climate. These opportunities will include training in Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, Alternatives to Suspension, and peer mediation strategies. Additionally, PD will incorporate programs that cultivate social-emotional competencies, foster culturally responsive and community-based curriculum, and promote project-based learning approaches designed to engage students in real-world problem-solving and critical thinking.</p>	<p>An Alternative to Suspension (ATS) teacher was hired for the 2024-25 school year.</p> <p>Suspensions and expulsions were reduced as evident on the CA Dashboard.</p> <p>The ATS teacher and all administrators were trained in Restorative Practices.</p> <p>Homeroom for Character Strong was added to the Master Schedule for 11 minutes on a daily basis.</p> <p>Staff members were trained in the delivery of the Character Strong curriculum.</p>

These goals and action steps align with the vision of Community-Based Learning as a vehicle for equity, belonging, and agency. They ensure that instruction at Rosamond High Early College Campus is grounded in student voice, community relevance, and systemic inclusivity.

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
Sustain monthly collaborative governance structures to ensure consistent and meaningful monthly meetings for all collaborative groups—Staff, Departments, PLCs, School Site Council (SSC), English Learner Advisory Committee (ELAC), and Leadership—to strengthen shared decision-making and improve school-wide practices.	Include community schools as a recurring topic on agendas. Develop and publish an annual collaborative governance calendar outlining all monthly meeting dates, facilitators, agendas, and focus topics aligned to school goals. Create a monthly newsletter and reflection.
To embed a cycle of inquiry into monthly collaborative meetings that fosters continuous improvement in student learning and community engagement outcomes.	Brainstorm and identify issues. Using data, show evidence for issues. Narrow focus. Use data. Troubleshoot solutions. Finalize solutions collaboratively. Measure progress using data and a timeline. Repeat cycle toward continuous improvement.

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):

Refer to Organizational Chart of RHECC below:



MAINTENANCE		TRANSPORTATION		SECURITY		FOOD SERVICE		IT		CUSTODIAL	
				PRINCIPAL Community Schools Site Representative							
ASSISTANT PRINCIPAL 1 Community Schools Site Representative				PRINCIPAL'S SECRETARY				ASSISTANT PRINCIPAL 2 Community Schools Site Representative		ATHLETICS COORDINATOR	
		NURSE	FRONT OFFICE CLERK	ATTENDANCE CLERK				LIBRARIAN		COACHES	
		ACADEMIC COUNSELOR 1	ACADEMIC COUNSELOR 2	COLLEGE CAREER COORDINATOR	MENTAL HEALTH THERAPIST	PSYCH					
T E A C H E R S											
P A R A P R O F E S S I O N A L S											
MAINTENANCE		TRANSPORTATION		SECURITY		FOOD SERVICE		IT		CUSTODIAL	

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>Ensure long-term staffing structures are in place to support the academic and social-emotional needs of English Learners (ELs) at RHECC by hiring and sustaining a diverse, multilingual support team.</p>	<p>Appoint a Site-Level EL Success Coordinator: Fill out RFP and get them approved through ELAC and SSC</p> <p>Recruit and Retain Diverse, Bilingual Educators and Paraprofessionals: Fill out RFPs and get them approved through ELAC and SSC.</p> <p>Integrate EL Services into a Multi-Year Sustainability Plan: The LEA and site leadership should codify EL-specific staffing—including the EL Success Coordinator and multilingual family liaisons—into the school’s Local Control and Accountability Plan (LCAP). Fill out RFPs and get them approved through ELAC and SSC.</p>
<p>Hire and sustain a CCSPP Site Coordinator for RHECC to ensure inclusive leadership and within the site’s organizational structure.</p>	<p>Hire a Site-Based Community School Coordinator: Establish a part-time or full-time position (or TOSA) responsible for marginalized student group advocacy, club advising, and staff/student training coordination aligned with the CCSPP initiative.</p> <p>Include LGBTQ+, EL, SPED, Foster, & Homeless Student Support in Long-Term Financial and Strategic Planning: Identify stable funding sources such as Student Support and Academic Enrichment (SSAE) grants, Title IV, Title I, LCAP, or community partnership grants to fund the Community School Site Coordinator role and inclusive program materials (books, training, safe space signage). Embed support metrics in site-level School Plan for Student Achievement (SPSA) to track progress and justify continued investment.</p>

Key Staff/Personnel

<p>EL Success Coordinator</p>	<p>Designate a full-time, multilingual EL Success Coordinator who will lead academic and community outreach initiatives, monitor student data, and collaborate with families.</p> <p>This role should be staffed by someone with lived experience or cultural competency relevant to immigrant communities, and fluency in Spanish or other dominant home languages in the region.</p>
<p>Bilingual Paraprofessionals</p>	<p>Support lead teachers and offer 1:1 assistance to EL students.</p>
<p>ELD Teacher</p>	<p>Teach designated ELD instruction and collaborate with teachers in other content areas on EL progress.</p>
<p>Site-Based LGBTQ+ Student Advocate & Community School Site Coordinator</p>	<p>Ensure these roles are visible, accessible, and connected to community-based organizations such as the <i>Trevor Project</i> or <i>Antelope Valley LGBTQ Center</i>. Create a District-Backed Equity & Inclusion Task Force Led by a Community School Site Coordinator. Ensure LEA-level Community School Grant Coordinator works closely with site-level coordinator at RHECC to monitor climate data, resource accessibility, and ensure LGBTQ+ needs are represented in school policies and programming.</p>

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

These goals and action steps are designed to ensure long-term stability, intentional staffing, and equity-focused leadership at RHECC, providing sustainable support for both English Learners and LGBTQ students in alignment with the Community Schools framework. To ensure sustainability beyond the life of the implementation grant, RHECC is developing a comprehensive plan that leverages multiple funding sources to maintain and build upon the progress achieved. We plan to integrate key program elements into our ongoing operations by utilizing general fund allocations, LCAP and Title I funding. In addition, RHECC will seek donations from the local businesses in Rosamond.

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>Establish Collaborative Partnerships with Local Businesses to Support Holistic Student Development.</p>	<p>Conduct a Rosamond Community Asset Mapping Project: Identify and catalog local businesses in Rosamond such as health, trades, technology, arts, and wellness through surveys, interviews, and outreach.</p> <p>Create a Local Business Advisory Council with representatives from key local businesses, school staff, students, and family liaisons to advise on relevant programming, mentorship, and support opportunities aligned with community needs.</p> <p>Launch a "Partners in Education" Program annually in the Gym to invite local businesses to contribute resources, guest speakers, job-shadowing opportunities, or real-world project collaborations that enhance student learning and career exploration. Examples: Grocery Outlet, Fosters Freeze, Starbucks, Coach's Sports Bar and Grill, Rosamond Health and Fitness Gym and the like.</p>
<p>Leverage local business resources to culturally responsive and inclusive for school programs.</p>	<p>Partner with businesses owned by or serving diverse cultural groups in Rosamond to co-host community cultural events and school-based workshops that reflect and celebrate the cultural identities of students and families.</p> <p>Invite local business leaders to participate in school advisory committees or planning teams to ensure programming is informed by community assets, needs, and inclusive practices.</p> <p>Collaborate with local businesses to provide in-kind donations (e.g., supplies, services, food) and sponsorship for events that promote family engagement, student achievement, and mental health support.</p>

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:

These goals and actions at RHECC not only align with a holistic and culturally responsive approach but also help embed the school more deeply in the fabric of the Rosamond community. It will address the specific goal identified and offer opportunities in the larger community of Rosamond for inclusion and acceptance.

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