

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

Tropico Middle School
 Debi Keys, Principal
dkeys@skusd.k12.ca.us
 661-256-5040
 3180 Mojave Tropico Road
 Rosamond, CA 93560

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:

Tropico Middle School seeks to further our Community School initiative to create a more equitable, inclusive, and supportive environment where every student thrives. We recognize that many of our students face challenges outside of school that impact their learning, and we believe that by partnering with families, local organizations, and our broader community, we can address these challenges together. Our commitment is rooted in the belief that schools should be hubs of opportunity, connection, and possibility for all.

Our understanding of community schools is deeply aligned with the California Community Schools Framework and its **Overarching Values**:

- **Racially-just, relationship-centered spaces:** We are committed to creating a school climate that is safe, welcoming, and affirming for every student, particularly those who have been historically underserved. This includes a common assurance of the continued use of restorative practices and building strong student-teacher relationships that affirm each student's identity, supported during the Advisory Period.
- **Shared power:** We are expanding our leadership structures (such as SSC and ELAC) to include more student and parent voices in meaningful decision-making processes. Families are not just participants—they are co-designers of our school's priorities and practices.
- **Classroom-community connections:** We are working to bridge learning inside and outside the classroom by involving community partners through the Parent Center, in enrichment activities, wellness support, and academic tutoring.
- **A focus on continuous improvement and possibility thinking:** Through regular needs and assets assessments, PLC collaboration, and data reflection, we are identifying gaps and building solutions together. Our staff is committed to ongoing professional learning focused on equity, student agency, and whole-child development.

Developmental Plans to Reflect the Overarching Values

- **Conduct a robust Needs and Assets Assessment:** The CCSPP Site Representative will involve students, families, and community members to inform goals and resource alignment.
- **Expand student and family leadership opportunities** on SSC, ELAC, and through student-led initiatives to ensure shared power in decision-making such as SVAP (Student Voice Ambassador Program)
- **TMS Community Schools Team** includes site leadership, family liaisons, counselors, and community partners to guide and monitor implementation.
- **Provide professional development** on equity-centered practices to ensure a racially just and relationship-based culture.

- **Utilize multiple communication tools** (e.g., ParentSquare, home visits, Family Support Center events) to ensure accessible, two-way communication with all stakeholders.
- **Regularly review and reflect on progress**, using shared metrics and community feedback to adjust strategies and maintain a continuous improvement cycle.

By aligning our work with these foundational values, Tropico Middle School will ensure that the community school model becomes not just a structure, but a transformational way of being that supports every student's potential.

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 Tropico Middle School enters implementation year 3 phase of the community school initiative, we recognize the importance of engaging our entire school community in a deeper, more inclusive needs and assets assessment. Our goal is to ensure that the priorities we establish truly reflect the diverse voices, lived experiences, and aspirations of all stakeholders, especially those who have been historically marginalized.

To ensure a holistic and representative process, we will engage each stakeholder group in a variety of meaningful ways:

Administrators, Certificated Staff, and Classified Staff: will continue to participate in surveys and focus groups. Teachers will participate in professional learning communities (PLCs) that review disaggregated data and discuss equitable practices aligned with community school values.

Students will participate in surveys to capture current needs and determine next steps. Student surveys (available in multiple languages) will gather broad input on school climate, relationships, academic supports, and enrichment opportunities. Student Voices will meet monthly in an effort to hear directly from students.

A diverse Student Advisory Team (SVAP) will help guide and co-lead community school efforts, ensuring ongoing student voice in the process.

Families will be invited to participate in bilingual focus groups at TMS, and community forums hosted through the Parent Center.

TMS will conduct a family-wide needs and priorities survey in multiple formats (paper, digital, verbal) and languages to ensure accessibility.

The Parent & Community Center will continue to host a Community Partner Roundtable to invite input from local organizations, service providers, and leaders who serve our students and families.

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
<p>Authentic Family Engagement <i>(Aligned with: Authentic Family and Community Engagement – Whole Child and Family Supports Inventory)</i> Tropico Middle School will strengthen partnerships with families by building trust, increasing two-way communication, and creating culturally responsive and accessible engagement opportunities. Our goal is to ensure that families feel welcomed, valued, and empowered as co-educators and decision-makers in their child’s learning</p>	<p>Expanding the use of the Parent & Community Center for regular workshops and meetings</p> <p>Offering multilingual communications that focus on ways to increase parental engagement.</p> <p>Co-creating site priorities within SSC and ELAC.</p>
<p>Elevating Student Voice We will establish intentional systems to regularly listen to and act upon the student input in areas such as school culture, academics, and wellness. Students will have opportunities to lead, contribute to decision-making, and help shape a positive school environment.</p>	<p>Forming a Student Voice representative group (SVAP).</p> <p>Facilitating Student Voice meetings.</p> <p>Incorporating student feedback into planning around curriculum, enrichment, and mental health supports</p>
<p>Increasing Student Engagement and Belonging We will focus on increasing student participation, connection, and ownership in their learning and school experience. This includes strengthening extracurricular opportunities, and cultivating a restorative, inclusive school climate.</p>	<p>Implementing restorative practices and social-emotional learning across classrooms through the Advisory Period.</p> <p>Expanding clubs, after-school programs, and enrichment aligned with student interests and needs.</p> <p>Continuing after-school academies with a focus on student ILPs developed through the iReady platform.</p>

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>Promote Student Reflection, Agency, and Ownership</p>	<p>Establish a Student Voice Council composed of diverse student representatives who provide input on the school initiatives, climate, and learning priorities. This group will meet regularly with CCSPP staff and the site Rep.</p> <p>Incorporate Student Voice across all grade levels to encourage students to assess their own learning, set goals, and connect academic work to personal and community interests.</p>
<p>Learn from Students and Families to Inform Instruction and School Climate</p>	<p>Advisory Activities: Encourage educators to engage in relationship-building practices that deepen understanding of students’ cultural, linguistic, and community backgrounds.</p> <p>Conduct empathy interviews and student storytelling sessions during advisory to allow students to share their backgrounds, strengths, and community knowledge in their own words.</p> <p>CCSPP Site Representative will CoHost family dialogue circles and cultural nights at the Parent Support Center to gather input from families, celebrate cultural wealth, and use these insights to guide planning, curriculum choices, and engagement practices.</p>

Objective: Build strong, trusting relationships with students and families to better understand their cultural assets, lived experiences, and educational hopes.

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
Collaborative Leadership	To foster democratic participation and shared decision-making Tropic Middle School will ensure equitable representation of students, families, staff, and community partners. The school will formalize a Community School Site Leadership Team , which will further guide the implementation of community school strategies, review progress toward goals, and coordinate integrated services and supports.
Build Capacity for Collaborative Decision-Making Across All Stakeholders	In order to sustain community school practices and support meaningful engagement, Tropic will invest in leadership development and shared governance training for students, staff, families, and community partners.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Shared Governance and Site-Level Leadership Structure: This committee will support alignment of district-wide priorities, resource sharing, and policy support for sustainable community school practices.

At the **school site level**, the following collaborative structures will support governance and leadership:

District CCSPP Advisory Committee
 ↓
 Provides strategic guidance, data tools, and resources
 ↓
Tropico Middle School Community School Site Leadership Team
 (Chaired by Principal or Site Lead)

- Admin Team

- Teacher Representatives
- Classified Staff Rep
- Student Voice Rep
- ELAC + SSC Parent Leaders
- Community Partner Representatives
 - ↓
 - Meet quarterly to:
- Set priorities based on needs/assets assessment
- Align and monitor support services
- Coordinate communication and decision-making
 - ↓
 - Supporting Advisory Groups & Teams**
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Student Voice Council
- MHT/MTSS/Intervention Teams
- Teacher PLCs

Each of these groups contributes input and recommendations to the Site Leadership Team and maintains clear communication channels across stakeholder groups.

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
Utilize CCSPP Grant Funding to Provide Stipends for Site-Based Leadership Roles	Tropico Middle School recognizes that successful implementation of the Community School model requires dedicated site-level leadership and coordination. To support this, the school will utilize funding from the California Community Schools Partnership Program (CCSPP) grant to provide stipends for both a designated site representative and an administrator. These stipends will acknowledge the additional leadership responsibilities, planning time, and community engagement duties required beyond regular contractual roles.
Collaborate with the District Office to Ensure Long-Term Support and Sustainability of Key Leadership Positions	To sustain momentum beyond the initial implementation phase, Tropico Middle School will partner with the District Office to develop a sustainability plan that includes permanent support for the Community School site roles. This will include exploring ongoing funding mechanisms, integrating these roles into the district's staffing structure, and ensuring that future site and district budgets reflect the continued importance of this work.

Key Staff/Personnel

Debi Keys	Principal
John Wheeler	Assistant Principal
Cristina Hopkins	Community Schools Site Representative
Fallon Mitchell	Community Schools Grant Coordinator
Terri Giumarra	Mental Health Therapist
Elizabeth Castanon	Community Engagement Specialist

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

Action Steps:

1. Work with the district and site leadership to clearly define roles and responsibilities for the Community School Site Representative and Administrator, ensuring alignment with the school's implementation priorities and equity goals.
2. Allocate CCSPP grant funds to provide stipends that recognize and support these individuals for their extended work hours, leadership duties, and coordination of stakeholder engagement, needs assessments, and collaborative planning.
- 3. Align Community School priorities with district-wide strategic goals to ensure sustained district-level investment and support.**
4. Invest in ongoing professional development for staff, including training on restorative practices, SEL, community-based learning, and equity-centered leadership.
5. Develop leadership pipelines for teachers, classified staff, and family members to take on expanded roles within the Community School Leadership Team (CSLT) and site governance structures.

These goals demonstrate Tropicó's commitment to equitable staffing, resource alignment, and sustainable leadership for its Community School transformation. By leveraging current funding and planning for the future, the school and district will ensure this work continues to benefit students, families, and the community well beyond the initial grant period. By integrating the Community School approach into our long-term vision and resource planning, we aim to sustain the transformational impact of this work well beyond the initial grant period—ensuring that our school remains a racially just, relationship-centered, and community-driven space for generations 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
Establish and Formalize Strategic Partnerships Aligned with Identified Needs and Assets	In partnership with the Mental Health team within the District, create a centralized partner directory to ensure transparency and accessibility of available resources for staff, students, and families.
Actively Engage Community Partners in Continuous Planning and Improvement	To ensure that partnerships remain responsive and effective, Tropic Middle School will actively engage community partners in shared decision-making, collaborative planning, and ongoing reflection. Community partners will be invited to participate in the school’s advisory meetings, where they will contribute to shaping programs, reviewing progress, and identifying areas for growth. In addition, community members connected through the School Site Council (SSC) and English Learner Advisory Committee (ELAC) will be encouraged to attend and participate in discussions related to community school initiatives, ensuring broad-based input and inclusive engagement from all stakeholder groups.

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 ensure that Tropic Middle School builds long-lasting, mission-aligned partnerships that go beyond service delivery—positioning community partners as co-creators in developing a thriving, inclusive learning environment. By fostering mutual accountability and a shared purpose, the school and its partners will drive meaningful, sustainable change for students, families, and the broader community. Furthermore, by aligning Community Schools Partnership Program (CCSPP) efforts with the school’s LCAP and SPSA goals, Tropic will strengthen coherence and ensure long-term sustainability of its community school strategies.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.