

CSPP: IMPLEMENTATION PLAN

School Site Contact Information

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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 (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:

Linking classroom instruction to the community through different programs, such as Big Picture Learning. This program will allow students to gain work experience and future career ideas while familiarizing themselves with the community around them through mentorships. Our on-site classrooms will also continue to incorporate curriculum that focuses on racially just and real-world topics.

In addition to classroom efforts, our Wellness Center encouraged further connections and community building through weekly activities. The Wellness Team was intentional about incorporating different cultures and heritages to bring awareness to students. The activities hosted were strategically held on days that our Child Welfare and Attendance Liaison (CWA) determined had overall less attendance. These activities encouraged higher attendance as well as relationship building between students and staff to strengthen the school community.

This year, we successfully held a Wellness Fair, Resource Fair, Back to School Night, Open House, Senior Awards, and more. At all of these family and community events, the attendance had increased significantly in comparison to previous years. Family engagement is a goal we had set to improve, and we are delighted by the results of our team's and students' efforts to accomplish the goal.

As for shared decision making, we have parent and student engagement in our school site council and conduct surveys for families and students to include their input in changes, as well as hear their wants and needs. We aim to continue improving our shared decision-making by encouraging families to participate more wholly in person. We have been meeting families where they are by connecting with them virtually, but we aim to build a stronger community through face-to-face interactions and foster a sense of support and inclusivity on our campus for everyone. Starting next year, we plan on incorporating our Needs and Assets Assessment into our monthly orientation for new students to ensure that no families are missed. Another goal is to create a parent hub where families can access resources and participate in free classes or access a community gardening area.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

As we move into the implementation phase of our community schools planning, we are committed to deepening our needs and assets assessment by expanding and personalizing how we engage staff, students, families, and community partners, with an intentional focus on historically marginalized groups.

Concerning the school staff, a monthly all-staff meeting is held where certified, classified, administration, contracted staff, and service providers come together to review data or participate in PD training. This time has been previously used and will continue to be used as an opportunity for visioning exercises and focus groups. Moving forward in the implementation phase, we aim to incorporate our community partners into these staff sessions so that their input is also considered, as they are valuable resources for the community voice.

Our school is primarily made up of historically marginalized student and family groups, and we engage them in various ways. Our families are contacted through phone, text, email, parentsquare, and monthly newsletters. For new students who come to our school with a history of chronic absenteeism, enrollment meetings are held with the principal, our school social worker, and CWA to immediately offer support and guidance and build a relationship. These meetings this year have shown an improvement in both student attendance and parent engagement by building trust and a welcoming environment.

Surveys are the best way to reach families and gain conclusive data. We have our Wellness Team call families and have conversations with them while filling out the survey, so it is more organic and encourages the growth of the community rather than simply sending a text or email requesting they fill out surveys. All forms of communication are in English and Spanish, with the electronic notifications having the ability to be translated to other languages as needed. Many of our classified staff members are bilingual and utilize their Spanish speaking skills to support our families and contribute to creating a caring and accepting community for our families to feel welcomed.

For students, one-on-one interviews are conducted for those in specific programs, such as our Pathways. For the general population, online surveys are our ideal format to collect information, suggestions, and feedback. The initial student survey is what initiated the creation of our alternate classroom options, now being the Pathways. Student voice was what initiated the creation of it, and it is still being used through their feedback to improve the program. Surveys and one-on-ones are ideal to reach our English Learning and Foster Youth students. It fosters a space of trust and builds community by having their voices heard and valued.

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.

Three collective priorities that we anticipate arising as we achieve deeper engagement with all stakeholders are strengthening authentic family and community engagement, expanding access to community-based and culturally relevant curriculum, and fostering a positive and restorative school climate. We aim to build a more inclusive and connected school community by increasing face-to-face engagement opportunities with families and deepening their involvement in shared decision-making. This includes the development of a Parent Hub, more frequent and personalized family outreach (especially for historically marginalized families), and integrating the Needs and Assets Assessment into new student orientation. These efforts will support relationship-building, trust, and a stronger sense of belonging among families.

We will enhance our curriculum to more deeply reflect and connect to students' lived experiences and the broader community. This includes embedding more community-based learning opportunities, mentorships, and real-world projects across the curriculum, especially within programs like Pathways and Big Picture Learning. We will prioritize a curriculum that is racially just, culturally responsive, and reflective of students' identities, aiming to improve engagement, motivation, and long-term success.

Our school will continue to cultivate a school climate that is restorative, inclusive, and culturally responsive. We will build on existing successes through our Wellness Center, strategically designed activities, and mentorship opportunities like those provided by Big Picture Learning. Continued emphasis will be placed on increasing student-staff connections, addressing attendance challenges, and providing space for student voice and healing-centered engagement, particularly for students impacted by trauma, chronic absenteeism, or systemic inequities.

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 authentic family and community engagement	Attendance/participation logs showing a year-over-year increase for school events, focus groups, Site Council, and access to future parent hub (parent classes, education, etc.).
Expand access to community-based and culturally relevant curriculum	Through Big Picture Learning, we aim to increase student participation in real-world learning and encourage student-led projects, continuing to improve the design of our new Pathway programs through student voice.
Foster a positive and restorative school climate	Improve student attendance, focusing on those with patterns and a history of chronic absenteeism. Review attendance on a monthly basis and break down attendance by subgroups to focus on different areas.

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
Integrate community assets into student learning to foster engagement and belonging	• Partner with Big Picture Learning (BPL) to support real-world, community-connected learning experiences • Collaborate with local businesses and organizations to create mentorship and project-based learning opportunities that connect the curriculum to community issues and resources • Design experiences that cultivate student agency, highlight community cultural wealth, and foster a sense of belonging through active engagement in local initiatives • Progress will be measured through student levels of engagement and agency, and executing pre- and post-experience surveys or focus groups
Strengthen family-school partnerships through culturally responsive resource navigation	• Partner with United Latino Voices (ULV) to provide a bicultural liaison who reflects the cultural background of our families • Build trust by facilitating ongoing relationship-centered interactions between families, educators, and liaisons • Utilize the liaison work with our school staff and support families in navigating college pathways, including bridging connections to Diablo Valley College (DVC) • Progress will be measured through the number of families engaging with ULV liaison, conducting parent surveys or focus groups, and revising the frequency of communication between the school, liaison, and families

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.

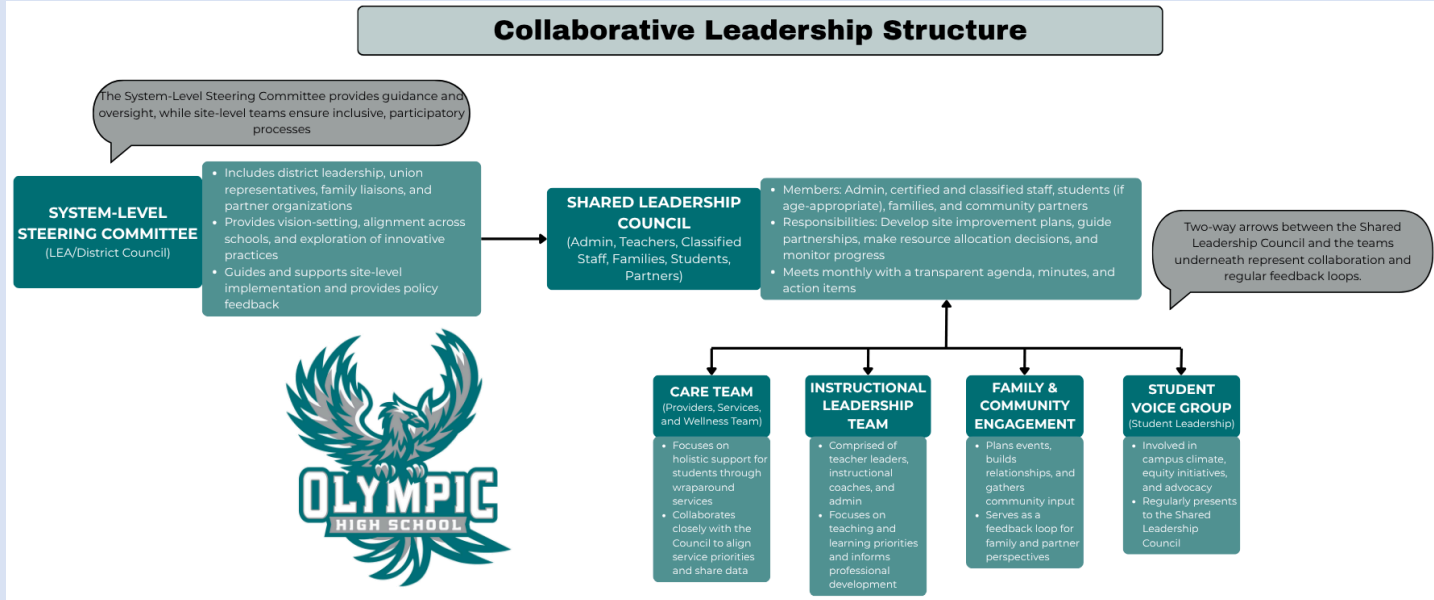
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Establish and sustain an inclusive, shared leadership structure	• Map current decision-making structures and identify gaps in representation • Establish a council with all stakeholders (certified staff, classified staff, students, teachers, administrators, community partners, and families) and have clear roles and schedules • Align our CARE team and other existing groups to avoid duplication of shared information • Progress will be measured by tracking attendance and conducting surveys to track members' understanding and to collect feedback for growth
Strengthen communication and decision-making transparency within shared leadership structures	• Develop and implement a communication protocol that outlines how decisions made by the shared leadership council will be communicated to all stakeholders • Create a shared leadership digital hub that houses agendas, meeting minutes, decision logs, and stakeholder feedback forms • Conduct quarterly reflection sessions with council members to review feedback, assess decision impact, and make data-informed adjustments • Progress will be measured by monitoring usage of metrics of the digital hub and tracking engagement through feedback participation rates using the number of surveys completed

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 our community school, collaborative leadership is built on an inclusive, multi-tiered structure that empowers all stakeholders (staff, students, families, and community partners) to participate in meaningful decision-making. This structure promotes coordination, shared power, and sustainability.



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
To ensure long-term sustainability, we will collaborate with the district to gradually assume financial responsibility for key support roles currently funded by the grant. The grant presently supports 0.8 FTE of our Community School Coordinator and 0.4 FTE of our Social Work Specialist. Our goal is to develop a phased funding plan with the district that reduces reliance on grant funds over time while maintaining continuity of services for students and families.	Initiate planning meetings with district leadership (director of Strategic Supports) and fiscal services to outline a phased transition plan for funding the Community School Coordinator and Social Work Specialist positions. Track and compile a cost-benefit analysis demonstrating the impact of these roles on student outcomes, including attendance, engagement, and access to services, to support ongoing district investment. Explore braided funding opportunities through existing district resources (e.g., LCAP, Title I, mental health grants) to incrementally absorb staffing costs while maintaining program fidelity.
We will ensure that staffing continues to be aligned with the needs of our most vulnerable students, particularly those with low attendance. The Community School Coordinator and Social Work Specialist will prioritize outreach, intervention, and support strategies designed to re-engage these students. Our goal is to use data-driven approaches to improve attendance and overall engagement through consistent, relationship-based support.	Use attendance data to identify and regularly monitor students with chronic absenteeism, assigning the Community School Coordinator and Social Work Specialist to develop targeted intervention and outreach plans. Implement case management and home contact efforts for identified students, with staff documenting progress and adjusting strategies based on engagement trends and student/family feedback.

Key Staff/Personnel

Social Work Specialist	
Community School Coordinator	
Site Principal	

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

To build sustainability beyond the life of our implementation grant, we are working closely with district leadership to develop a phased plan for gradually assuming financial responsibility for key support staff currently funded by the grant. This includes 0.8 FTE of our Community School Coordinator and 0.4 FTE of our Social Work Specialist. We are actively engaging in planning meetings with the Director of Strategic Supports and fiscal services, and we are compiling data on the measurable impact these roles have on student attendance, engagement, and access to services. Additionally, we are exploring braided funding options—such as LCAP, Title I, and mental health grants—to incrementally absorb staffing costs while maintaining program quality. Throughout this process, we remain focused on ensuring that staffing continues to support our most vulnerable students, particularly those with chronic absenteeism, through targeted outreach and data-driven intervention strategies.

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
Deepen strategic partnerships to expand student support services	• Map and align existing community partners to student needs identified through the Needs and Assets Assessment • Form a community partnership advisory group that includes representatives from existing partners, local nonprofits, providers, and the county's youth service agencies • Coordinate regular meetings to share data, plan interventions, and review progress of the shared goals of student wellness, engagement, and attendance • Progress will be measured by monitoring the number of active partnerships that are aligned with student needs, logging the services used and referrals made, and determining family and student satisfaction through surveys and focus groups
Develop inclusive learning opportunities with community partners	• Collaborate with current partnerships, local colleges, and community organizations to create enrichment programs and culturally relevant learning experiences • Integrate partners into classroom and extracurricular activities, allowing them to share cultural expertise and provide mentorship and career exploration for students • Offer space on campus for partner-led workshops, classes, and events that serve both students and families • Progress will be measured by the attendance and engagement from community events or parent education sessions, conducting post-event surveys and exit interviews with families and students

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:

Olympic High School has established strong partnerships with various service providers and organizations to support the holistic needs of our students. These include independent contracted therapy services, JoyBound People and Pets, whose therapy dogs visit our site regularly to support student mental health and emotional regulation. Concord Bike Kitchen offers free bicycles, bike repairs, and bike education to promote student mobility and access. Delta Bay Impact provides mentorship and guidance focused on exploring higher education and alternative pathways after graduation. We also collaborate with our County Office's Alcohol and Other Drugs (AOD) services to support students facing substance-related challenges. Additionally, the YES Program works with fifth-year seniors to provide internships and enhance career readiness.

Looking ahead, we plan to establish two new key partnerships: United Latino Voices (ULV) and Big Picture Learning (BPL). ULV will support our College and Career Advisor in deepening relationships with students and families, particularly those from historically underserved backgrounds. ULV will serve as a bridge between our school and Diablo Valley College, facilitating trust, supporting college navigation, and helping families understand and engage in their students' postsecondary journeys. Additionally, the BPL partnership will help us coordinate and systematize mentorships, internships, and real-world learning opportunities by connecting students with a wide range of local organizations. Through BPL, students will be empowered to explore career interests, develop agency, and give back to their communities.

Our school's partnerships are designed to be responsive to the vision and evolving priorities of students, staff, families, and community members. These relationships are rooted in ongoing feedback gathered through surveys, focus groups, and school events. They reflect our collective commitment to supporting the whole child, expanding access to culturally relevant opportunities, building trust with families, and strengthening community-school connections that are grounded in equity and inclusion.

Site Level Goals and Measures of Progress

Goals	Action Steps

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