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

Goshen Elementary School

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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:

Why a Community School for Goshen Elementary?
After a full year of planning and deep engagement with our school community, we affirm more than ever that Goshen Elementary needs to be a community school because it reflects the lived realities and aspirations of our families. The CCSPP is not just a program—it is a necessary transformation. The planning process confirmed that persistent inequities—rooted in poverty, language barriers, and other challenges—cannot be addressed through traditional models of schooling alone. We need a holistic, integrated approach that centers students and families as full partners in their educational experience. A community school is the model that allows us to do this authentically.

Racially-just, Relationship-centered Spaces
Moving forward, we are beginning the implementation of a dedicated strategy that encompasses equity and opportunity for access to resources, services, and experiences through our school—a direct response to stakeholder feedback in our needs and assets assessment. We are continuing our focus on creating a safe, inclusive, and culturally sustaining school environment. Our goal is to shift from offering programs *to* families to building systems *with* families. We are also launching student and parent affinity groups to affirm identity and foster belonging.

Shared Power
Our advisory council—composed of students, families, educators, and community partners—remains central to decision-making. Moving forward, we are strengthening its role by co-designing resource allocation strategies and deepening our commitment to participatory budgeting. Shared power means honoring the lived expertise of community members and giving them a true voice in shaping our school. In the past year, we developed the VIP Parent Club- another leadership and shared power opportunity for parents to volunteer on campus and provide feedback about campus systems, routines, and concerns.

Classroom-Community Connections
We are expanding our asset-based instructional approach by exploring opportunities to connect our students, their families, the school, and the community to one another. These opportunities will focus on deeply relevant experiences in our students' lives. Community partners will co-teach and co-design with educators to build this bridge between classroom content and community knowledge.

Continuous Improvement and Possibility Thinking
Additionally, we are building systems that include not only academic indicators but measures of well-being, belonging, and engagement. Each month, the advisory council will review disaggregated data, reflect, and guide adaptations. We are embracing a growth mindset, knowing that transformation is incremental but deeply possible.

This year marks the start of turning planning into practice. Our shared commitment—grounded in the community school model—is to ensure every child at our school is seen, supported, and empowered to thrive.

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 school initiative, we are committed to deepening our understanding of the assets and needs within our school and surrounding community. We recognize that authentic engagement—particularly of those who have been historically marginalized—is essential to ensure our vision reflects the lived realities and aspirations of all stakeholders.

Deeper Engagement Across Stakeholder Groups

Our next phase of the Needs and Assets Assessment process will be rooted in inclusive, equitable, and participatory practices that go beyond surface-level data collection. We will expand the process by embedding **relationship-building** and **shared leadership** into every engagement effort, while prioritizing **language access** and **cultural responsiveness**.

1. Administrators and School staff (certificated & classified)

- **Process**: Collaborative planning meetings/ Professional Development that utilizes the CCSPP framework/ focus groups
- **Purpose**: To analyze academic, behavioral, and SEL data; identify structural barriers; and align curriculum and interventions with community school goals. To gather insights from staff who have deep daily interactions with students (e.g., cafeteria workers, custodians, aides) and are often left out of school improvement planning.
- **Tool**: Data reviews, climate surveys, needs/assets surveys

3. Students

- **Process**: Student forums/ student leadership meetings/ focus group interviews, surveys, 1 on 1 interviews
- **Purpose**: To empower students, particularly those in Tier 2 & 3 to voice their needs, ideas, and hopes for the future of the school.
- **Tool**: Anonymous digital surveys, and student representation on the CCSPP Team/ Advisory Council.

4. Family Members

- **Process**: Community Cafés, bilingual home visits, and structured family input nights.
- **Purpose**: To ensure parents and caregivers—especially those from historically marginalized groups—can participate in meaningful, non-intimidating ways.
- **Tool**: Survey tools in English and Spanish, with facilitated focus groups led by trusted community liaisons and school staff.

5. Community Members and Partners

- **Process**: Meetings with community partners
- **Purpose**: To map community assets and co-create solutions that leverage the strengths of local businesses, non-profits, and service providers.
- **Tool**: Asset mapping workshops and partnership scorecards to evaluate alignment with school needs.

Prioritizing Historically Marginalized Student and Family Groups

We are especially intentional about engaging historically marginalized populations, including:

- Migrant worker/ English-learning families
- Youth impacted by trauma, behavioral challenges, or involvement in OCI
- Families experiencing housing instability

Approaches include:

- Partnering with bilingual community liaisons and agencies to build trust and facilitate home-based and community-based dialogue sessions.
- Offering childcare, flexible meeting times, and transportation to eliminate participation barriers.
- Exploring/planning to co-hosting events at local churches, community centers, and trusted neighborhood spaces rather than always on campus.
- Conducting restorative listening sessions for families who have disengaged or had negative experiences with the school.

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
Increase parent engagement on campus	-The number of repeat/regular participants will increase -Regular participants to the VIP parent club will increase -More parents will attend school events -More parents will volunteer at least once, with at least 50% of parents who volunteer doing so regularly
Increase student attendance	The ultimate goal is for all students to attend school regularly with at least 80% or higher attendance throughout the school year. In the next school-year, we hope to see a 20% increase in student attendance school-wide.
Increase social-Emotional and mental health supports, resources, and student engagement in these services	-At least 1 -2 additional programs, services, or opportunities for students to receive SEL and/or MH services and supports -Increase in participation by students who are identified T2/T3 or MH impairments impeding their learning or the learning of others -Increase in referrals who are successfully linked to outside providers

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
Implement student-led, community-connected projects that incorporate students' cultural and linguistic assets and incorporate culture into more school events.	Guide teachers to co-design at least one unit per semester v students, families, and local organizations. Projects should address real-life community issues or highlig cultural backgrounds. Incorporate various cultures into school events.
Engage community partners to enrich the lives of students through education of local history, agriculture, cultural Enrichment opportunities.	Integrate goals and targeted outcomes into the Logic Model. Utilize the advisory council to work with educators and families to increase engagement of students and parents in their community and community school by identifying key partners in the community to bring greater community connection into student's lives. Build on community connection to increase school connections for students and families. Review successes and shortcomings for continuous Improvement.

Positive Impact of Community-Based Goals on Student Outcomes

Implementing student-led, community-connected projects and incorporating cultural representation into school events can have a powerful, positive impact on student outcomes—particularly for English learners and socio-economically disadvantaged students. These strategies foster a greater sense of belonging, agency, and relevance in learning by connecting students' cultural and linguistic identities with school experiences.

By guiding educators to co-design curriculum with input from families, students, and community organizations, instruction becomes more meaningful and grounded in real-life issues that matter to students. These culturally relevant, project-based units promote critical thinking, increase student engagement, and support academic achievement by valuing diverse perspectives and building on students' lived experiences.

Integrating these goals into the school's Logic Model aligns instructional practices with broader outcomes such as increased student engagement, improved academic performance, and higher family involvement. Engaging community partners to offer enrichment opportunities—including lessons on local history, agriculture, and cultural traditions—broadens students' understanding of their communities and nurtures pride in their cultural heritage.

Using the school's advisory council to identify key community partners and review implementation progress ensures continuous improvement and sustainability. This collaborative, reflective approach strengthens the connection between schools and communities, leading to more inclusive and supportive learning environments. Ultimately, these efforts will enhance students' sense of identity, improve family-school relationships, and lead to more equitable academic and social-emotional outcomes for all learners.

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
Increase student and parent involvement in collaborative leadership (advisory council) by 20% annually.	Implement the targeted services to further engage Parents and increase student connectivity to their school. Encourage and invite students and parents to join in Leadership roles focusing on members of marginalized groups in the community. Implement outreach plan for student and parent leaders to increase their participation in Collaborative Leadership.
Increase formal partnerships by 5% annually as new needs and approaches are developed by the leadership team.	Utilizing continuous improvement and data collection the Advisory council will identify additional needs and strategies to ensure targeted outcomes are met. As needs are identified, the advisory council will identify community partners who can assist in meeting the identified needs. Have new partnering organizations or individuals join the Advisory council while noting existing partner/organizations' repeat attendance to advisory council meetings.

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):

Vision for Shared Decision-Making and Community School Transformation

GES is committed to becoming a true Community School—serving as a hub for services, support, education, and enrichment for the Visalia community. This transformation centers on shared decision-making, where students, parents, staff, teachers, partners, and community members all have a voice.

An advisory council has been formed with representatives from each of these groups to guide the development and implementation of the community schools grant. Through a Collaborative Leadership approach, our school ensures community buy-in and leverages the unique experiences and perspectives of all stakeholders.

To support this process, the advisory council will begin with training to understand the role of school-level implementers and the importance of shared leadership. The school recognizes that many community members may not have formal experience with education systems or higher education, so training and outreach are essential to ensure everyone feels empowered to participate.

Although our school has only one campus, the advisory council will take a broad approach, focusing on key priorities such as:

- **Improving outcomes for English learners (ELLs)**

- **Increasing parent engagement and education**
- **Providing professional development for staff in English Language Development (ELD)**

The ultimate goal is to increase student achievement by strengthening family involvement, fostering a shared vision for college and career readiness, and using continuous improvement to develop strategies that work for the local community and Goshen Elementary.

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
Place an experienced multi-lingual (English and Spanish) speaking Site Coordinator to provide oversite and guidance of the community schools grant at Goshen Elementary.	Identify the best candidate for the Site Coordinator Position based on ELL, ELD, and SEL experience to provide guidance and empowerment to the Advisory council. The site coordinator should have the capacity to train the Social worker, advisory council, and other key staff and Stakeholders in the work, purpose, and criteria of the grant. The coordinator will serve as a liaison between grant Initiatives and district policies, education laws, and district vision.
Place an experienced multi-lingual (English and Spanish) speaking Social Worker responsible for outreach into the community to increase parent engagement in leadership and in their child's education.	Seek a qualified applicant. Engage the Steering Committee in the decision making process for this position. Establish clear and measurable activities and targets for the Community Liaison and Social Worker to allow for their success and their ability to report back to the Steering Committee and School Board.

Key Staff/Personnel

Principal	Oversite and implementation strategies to achieve a fully integrated community school at GES. The principal has grant experience and meets all the criteria for oversight of the site initiatives.
Fiscal Contact – Nathan Hernandez	As the Business Manager for GES Mr. Hernadez will be responsible for budget review with the Project Director, assistance in budget amendments, and participate in the Steering Committee to bring her expertise in fund management to the Steering Committee to ensure an understand of allowable costs and remaining with in the constraints of the CCSPP Implementation Grant Budget.
Social Worker	Delivery of SEL and positive supports focused on school and community connectivity. Ensure activities occur as planned and work with teams to measure progress. Perform outreach and engagement of the community, parents, students, and help facilitate CCSPP meetings, initiatives, events, etc.
Site Coordinator	Train the social worker, advisory council, and other key staff and stakeholders in the work, purpose, and criteria of the grant. Maintain grant deadlines and ensure requirements are met, Ensure the work remains within the boundaries of the CDE and other grant regulations.

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

Sustainability Plan for the Community School at Goshen Elementary School

Goshen Elementary School recognizes that relying solely on state or grant funding for long-term sustainability is not a viable strategy. To ensure lasting success, the school will implement a “Push-In, Phase-Out” model of sustainability. This approach begins by using grant funding during the initial four years to establish and strengthen the Community School Program. During this time, emphasis will be placed on building internal capacity, developing systems, and embedding services such as Social-Emotional Learning (SEL), English Language Learner (ELL) supports, and English Language Development (ELD) into daily practice.

In Year Five, as grant funding begins to decrease, the advisory council will lead efforts to identify and develop sustainable practices and funding strategies. By this stage, the program should be fully integrated into the school’s operations, with core components maintained through existing school resources.

A key aspect of this sustainability plan is demonstrating the program’s effectiveness. Through robust data collection and continuous improvement, Goshen Elementary School will show measurable progress toward its goals and the value the Community School model brings to students, families, and the wider community.

Outcomes will be presented to the school administration and board of directors to support continued investment using local funds. The design of the Community School Program, aligned with its core values and four pillars—integrated student supports, expanded learning time, family and community engagement, and collaborative leadership—is intended to build lasting internal capacity. As a result, the foundation built during the “Push-In” phase will support a successful “Phase-Out,” ensuring long-term sustainability of the Community School at Goshen Elementary.

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
Strengthen and Sustain Engagement with Existing Community Partners	To deepen the impact of established partnerships with key community organizations such as the Goshen Family Resource center and FHCN, Goshen Elementary will work to formalize collaboration through shared events, aligned programming, and consistent communication. These partnerships will also be embedded into the advisory council's ongoing planning and feedback cycles to ensure their efforts align with school goals and family needs. The aim is to create sustained, mutually beneficial partnerships that enhance student learning, support family engagement, and expand access to culturally responsive services.
Identify and Develop New Strategic Partnerships to Address Unmet Needs	Building on insights from the needs and asset assessment, Goshen Elementary will actively identify and engage new community partners that can address areas of unmet need.First, the school will conduct a partnership gap analysis, identify the needs and resources that are needed, and establish formal agreements with at least one new organization aligned with student and family priorities.

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:

Community Partnerships at Goshen Elementary School

Goshen Elementary School has established a strong network of community partnerships, detailed in supporting artifacts. These partnerships are central to the school's Community School vision and play a key role in supporting students and families.

Among these partners are Parent Education Groups, which actively provide training to empower parents to engage in their children's education and take on leadership roles within the advisory council.

Goshen Elementary has also partnered with the **T**ulare County Office of Education's CHOICES Prevention Program to provide Social-Emotional Learning (SEL) and evidence-based prevention programs. In addition, Visalia Youth Services which currently offers school-based mental health services—is expanding to offer clinical services for students and families in need of psychological or psychiatric care.

The Family HealthCare Network is another vital partner, committed to protecting community health by ensuring access to quality healthcare for all. Elevo supports after-school programming, helping to enhance learning and enrichment opportunities beyond the classroom. The Tulare County Office of Education also provides essential health services, including annual vision and hearing screenings for students.

While this list does not capture every after-school or activity-based partner, it highlights the time, effort, and commitment Goshen Elementary School has invested in bringing vital services to its underserved community. These partnerships are a cornerstone of the school's mission to support the whole child and strengthen family and community engagement.

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