

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

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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:

1. We recognize the diversity of our community, so inclusive and collaborative leadership groups (PTO, CSIT, etc) have created vision statements, mission statements, and SOP's that explicitly strive to engage all cultures through relationship-building, culturally responsive practices, and shared ownership. The leadership teams (SSC, ELAC, etc.) are made up of families that reflect our diversity.

2. We recognize our diverse community as an asset, which leads us to provide a rich and varied academic program that includes challenging, culturally relevant materials and experiences through field trips and family engagement (including PD and practices in PBL and CBL).
3. We see our community as an asset, so create family and community partnerships to increase capacity and sustainability. These partnerships are specific to our co-created school and community goals.
4. We incorporate “safe to fail” attitudes, encourage experimentation, and reflect on our work while striving for continuous improvement rather than perfection.

These are the values we have co-created in our understanding of why we are a community school and how we envision it.

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.

1. Administrators: Share data for our co-created goals, identify safe-to-fail experiments (Listening Tools: 1:1, focus group).
2. Certificated Staff: Utilize the Community School Measurement Tool for co-created goals (Listening Tools: 1:1, focus groups, surveys, meetings, visioning exercises.)
3. Classified Staff: Identify and reflect on co-created goals. (Listening Tools: 1:1, focus groups, surveys)
4. Students: Use Community-Based Learning for co-created goals to improve our community. (Listening tools: listening circles, surveys, focus groups, visioning exercises, class meetings and CBL activities).
5. Family and Community Members: Share data from co-created goals, identify, and reflect on safe-to-fail experiments in continuous improvement cycle. (Listening Tools: 1:1's, focus group, visioning exercises, surveys, meetings, and tabling at events.)

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 a rich and varied academic program that includes challenging, culturally relevant materials and experiences through field trips and family engagement.	2026 co-created academic goal: math improvement through CSUS partnership, interactive classroom activities, family engagement, and tutoring. (Measurement tool: 5% improvement in math scores)
Inclusive and collaborative leadership	Increased number of leadership workshops for parents. CBL and PBL training for staff. CBL opportunities for all students. (Measurement tool: Climate Survey)
Family and Community Partnerships: increasing capacity and sustainability	Increase the number of leadership roles for families on campus. Increase the number of community partners in reaching community-created goals. (Measurement tool: 20% increase in value of community partner investments and 30% increase in number of family/ community volunteers.)

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
1. Model CBL in classrooms using listening circles to identify a school community problem and co-create a safe-to-fail experiment.	1. Create a fall schedule for visiting all 34 classrooms 2. Listening Circle: identify the problem 3. Survey students to collect data on the problem 4. Co-create a safe-to-fail experiment with students 5. Implement with student govt. 6. Collect post-experiment data and share with classes 7. Communicate results, reflect, celebrate, pivot, plan 8. Focus group with staff on CBL experience: OVID
2. Provide PD for staff on CBL	1. Promote CBL opportunities off-site 2. Hold CBL training on-site or at the district

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
1. Increase capacity for collaborative leadership.	1. Increase leadership roles and pathways for students, families, and community members. 2. Pilot Family Leadership Inc. classes led by parents. 3. Conduct leadership workshops for families, students, and community members.
2. Create tier 1 CBL leadership practice for students.	1. Involve all classes in CBL opportunity to identify and Co-create a plan for a school-wide problem.

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):

School-Site Council, English Language Advisory Council, Community School Implementation Team, Staff Leadership Team, Student Government, Junior Coaches, Morning Gate Leaders, Lunch Leaders, and Wolfpack News.

The first two groups are decision-making entities that include staff and families. The CSIT includes certificated staff, classified staff, families, community members, and students. The Staff Leadership team includes staff only. Student Government is a decision-making body comprised of students. The final three leadership teams are comprised of classified staff and students. Wolfpack News includes administrators and students.

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
1. Increase PD opportunities for staff.	1. Promote PBL and CBL PD opportunities. Identify Desired PD from staff through focus groups.
2. Engage with key partners	1. Partner with ACT to support continued funding of community schools. 2. Partner with SCOE and CSUS for continued PD, and find other partners for PD. 3. Continue the partnership with Charles Jones to fund the ESL instructor.

Key Staff/Personnel

Describe the plans or steps you are considering to build sustainability beyond the life of your 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
1. Systematize key partnerships by embedding them into existing structures.	1. Ask staff to use data from the CSUS Partnership to guide their monthly math meetings and co-create plans. 2. At Family/Teacher conferences, share the CSUS Partnership math data updates to co-create student plans 3. Invite community partners to regularly scheduled meetings To share data and co-create plans.
2. Normalize community school beliefs and practices.	1. Identify and celebrate key ways staff members currently incorporate community school practices. 2. Model and explicitly identify community school beliefs and practices. 3. Promote practices such as PBL and CBL. 4. Formalize key roles on campus for families and Community members.

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:

1. The Charles Jones School of Business is a key partnership created as a result of our original needs and assets mapping. They provide on-site ESL classes at no cost to our school or families. They also promote job-training and other opportunities. We will invite their leadership to engage in regular listening circles to continue to be responsive to the community.
2. CSUS is a key partner in improving math scores. The original needs and assets mapping identified tutoring as a top need. Listening "pulses" this year from families identified math as the biggest tutoring need and CSUS provides free after-school math tutoring online for our families. They also provide on-site math tutoring. Listening pulses this year from teachers identified a needs for engaging math activities in the classroom, and CSUS provides free PD on this topic. We will continue to solidify this partnership by more deeply engaging the staff and CSUS in shared data from this work to co-create future plans.
3. ACT (Area Congregations Togehter) is a key partner in community work and family engagement. We will partner with them to support funding for community schools and in holding workshops for family leadership. We will normalize their presence on campus by formalizing their role as workshop leaders.

Site Level Goals and Measures of Progress

Goals	Action Steps
1. Charles Jones School of Business	1. Ask teachers to invite leadership to listening Circles each semester.
2. CSUS	1. Invite CSUS to monthly math meetings to Review data and co-create plans, including safe-to-fail Experiments. 2. Promote PD by having staff who attended share out with other staff. 3. Promote free tutoring to families through teachers And at events.
3. ACT	ACT: 1. Co-create family leadership workshops 2. Support their efforts to continue community School funding.

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