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

At Emerson Middle School, we believe a Community School is more than a program, it is a commitment to ensuring every student has access to the academic, social-emotional, health, and family supports necessary to thrive. Serving a community when many students face economic hardship, trauma, attendance challenges, and barriers to opportunity, our Community School initiative is grounded in the belief that strong relationships, meaningful partnerships, and shared decision making create the conditions for student success.

Our vision is to inspire, innovate, and nurture a positive learning environment where all students can develop the competencies outlined in the Portrait of a Graduate while preparing for college, career, and life. Through our Community School efforts, we will continue to strengthen relationships among students, families, staff, and community partners to ensure equitable access to opportunities, resources, and support systems.

Emerson's commitment to the California Community Schools Framework is reflected through the following core values:

We prioritize building strong connections with students and families through restorative practices, student voice opportunities, family engagement events, mentoring programs, and welcoming school climate. We recognize that meaningful relationships are the foundation for academic achievement and student well being.

Share Decision Making:

Emerson actively seeks input from students, families, staff, community partners, and educational partners through surveys, School Site Council, ELAC, parent meetings, student leadership groups, and community forums. Stakeholder feedback is used to guide planning, budgeting, and continuous improvement efforts.

Classroom-Community Connections:

We connect learning to real-world experiences through college visits, career exploration opportunities, guest speakers, field trips, community partnerships, and expanded learning opportunities. These experiences help students see the connection between education and future success.

Continuous Improvement:

Emerson uses multiple measures of data, including attendance, academic achievement, behavior, student engagement, and stakeholder feedback, to monitor progress and identify areas for growth. Through Professional Learning Communities (PLCs), MTSS processes, and collaborative leadership structures, we continuously refine our practices to better meet the needs of all students.

Developmental Plans

To ensure these values remain at the center of our Community School work, Emerson Middle School will

- Conduct annual needs assessments with students (student voice), families, staff, and community partners.
- Expand family engagement opportunities that increase parent voice and participation in school decision making.
- Strengthen partnerships with local colleges, businesses, healthcare providers, and community based organizations.
- Continue implementing restorative practices and social-emotional supports that foster belonging and connection.
- Increase student access to college and career readiness experiences through field trips, mentorship opportunities, and career pathway exploration.
- Utilize MTSS structures to coordinate academic , behavioral, and social-emotional supports for students.
- Monitor progress regularly through stakeholder feedback, attendance data, academic performance, and school climate indicators.
- Build staff capacity through ongoing professional learning focused on equity, relationship-building, community engagement, and culturally responsive practices.

Through these efforts, Emerson Middle School will continue to serve as a hub of support, opportunity, and empowerment where students, families, staff, and community partners work together to ensure every Eagle is prepared to succeed and soar beyond middle school.

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:

At Emerson Middle School we believe a Community School is essential because it creates a hub of support, opportunity, connection, and empowerment where students, families, staff, and community partners work together to ensure every student is prepared to succeed in school and beyond. Our commitment to the California Community Schools Framework is grounded in strong relationships, shared decision-making, equitable access to opportunities, and continuous improvement.

Relationship-Centered Spaces: Emerson will continue to foster a culture where every student feels seen, valued, and connected. Through restorative practices, advisory, MTSS supports, student leadership opportunities, and family engagement activities, we will strengthen relationships among students, staff, families, and community partners. Special attention will be given to historically underserved student groups to ensure their voices and experiences inform our work.

Input and Decision Making:
Students, families, staff, and community partners will actively participate in identifying priorities, developing solutions, and monitoring progress through surveys, focus groups, School Site Counsel, ELAC, parent meetings, student leadership groups, and community forums. Feedback will be used to guide decisions regarding academic programs, wellness supports, enrichment opportunities, and resource allocation.

Classroom-Community Connections:
Emerson will expand partnerships with local colleges, businesses, community-based organizations, and service providers to provide students with meaningful college and career exposure, mentoring opportunities, field trips, health and wellness services, and enrichment programs. Classroom learning will be connected to real-world experiences that prepare students to fulfill the competencies of the Portrait of a Graduate.

Continuous Improvement and Possibility Thinking:
Using multiple measures of data, including academic achievement, attendance, behavior, wellness, and stakeholder feedback, Emerson will continuously evaluate the effectiveness of Community School initiatives. Data will be reviewed regularly with staff, students, and families to identify strengths, address barriers, and refine strategies. We are committed to creating innovative opportunities that remove obstacles and expand pathways for success for every student.

Through these efforts, EMS will continue building a collaborative and inclusive community where all students have access to the supports, relationships, and opportunities necessary to thrive academically, socially, emotionally, and personally.

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 EMS transitions from planning to implementation, we will expand our needs and assets assessment process by intentionally engaging all educational partners in identifying priorities, strengths, challenges, and opportunities for growth. Our goal is to ensure that students, families, staff, and community members, and partners have a meaningful voice and contribution in shaping the future of our Community School.

To gather comprehensive input, Emerson will utilize multiple engagement strategies including surveys, focus groups, listening sessions, one-on-one interviews, community forums, classroom visits, student leadership meetings, family engagement events, School Site Council, ELAC, African American Parent Advisory meetings, and partner roundtables. Feedback will be collected throughout the school year and reviewed regularly to guide decision-making and continuous improvement efforts.

Students will participate through surveys (student voice interviews from BIS/YSS), advisory discussions, restorative circles, and focus groups designed to better understand their academic, social-emotional, wellness, and college and career readiness needs. Special attention will be given to ensuring that historically marginalized student groups, including African American students, English Learners, students with disabilities, foster youth, and socioeconomically disadvantaged students, have opportunities to share their experiences and recommendations.

Families will be engaged through bilingual surveys, family forums, parent workshops, coffee with the principal meetings, SSC, ELAC, and community events. Emerson will provide flexible meeting times, translation services, childcare opportunities when available, and multiple communication platforms to remove barriers to participation and ensure all families can contribute.

Certificated and Classified Staff will engage through professional learning communities, staff surveys, collaborative planning sessions, leadership teams, and Community School implementation meetings. Staff feedback will help identify schoolwide priorities and opportunities to strengthen student support systems.

Community Partners and Members will participate through partnership meetings, asset mapping activities, community forums, and collaborative planning sessions. Emerson will continue to strengthen partnerships with colleges, businesses, nonprofit organizations, health and mental health providers, and community agencies to expand resources and opportunities available to students and families.

Through this ongoing process of listening, collaboration, and shared decision-making, Emerson Middle School will develop a comprehensive Community School model that reflects the voices, strengths, and aspirations of the entire school community while ensuring equitable outcomes and opportunities for our students.

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
1. Strengthen Student Wellness, Belonging, and Mental Health Supports	Improved school climate survey results, reduced behavioral incidents and suspensions, increased student connectedness, improved attendance, increased access to counseling and wellness services.
2. Expand College, Career, and Real-World Learning Opportunities	Increased student participation in college and career exploration activities, field trips, career pathways, mentorships, CTE/Ag-FFA opportunities, and improved Portrait of a Graduate outcomes.
3. Increase Family Engagement and Community Partnerships to Support Student Success	Increased family participation rates, stronger community partnerships, improved attendance, increased academic achievement, expanded access to resources, and improved communication between home and school.

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
Increase student engagement and ownership of learning through community-based learning experiences connected to real-world issues and opportunities.	Integrate project-based learning, career exploration activities , guest speakers, field trips, service-learning Projects, and community partnerships into classroom Instruction. Connect learning experiences to the Portrait Of a Graduate competencies and students' lived experiences.
Strengthen educators' understanding of cultural, linguistic, and community assets to improve instructional practices.	Provide professional learning focused on culturally Responsive teaching, community based learning, Relationship building, and asset based instructional Practices. Utilize student voice surveys, family Engagement activities, and community walks to Deeper staff understanding of the communities they serve.
Expand college and career readiness opportunities through partnerships with local businesses, colleges, and community organizations.	Collaborate with community partners, Bakersfield College, CSUB, local businesses, Ag/FFA organizations, and career Pathway programs to provide mentorships, college Days, field trips, internships, and hands-on learning opportunities.
Increase family and community involvement in student learning	Create opportunities for families and community members To participate in classroom presentations, career awareness Events, cultural celebrations, literacy activities, and Schoolwide learning showcases. Establish regular Communication and feedback opportunities to strengthen Partnerships between home, school & community.
Ensure equitable access to enrichment opportunities for all students	Utilize Community School resources to remove barriers To participation by providing transportation, outreach, Translation services, after-school programming, Academic support, and access to enrichment experiences For historically underserved student groups.

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 a shared leadership structure that includes students, families, staff, and community partners in decision-making	Utilize the Community School Leadership Team, School Site Council (SSC), ELAC, Student Leadership, Parent Advisory Groups, and community partners to review data, identify priorities, monitor progress, and provide recommendations for continuous improvement.
Increase stakeholder voice and participation in school planning and implementation.	Conduct regularly surveys, listening sessions, community Forums, focus groups, and leadership meetings to gather Feedback and ensure all educational partners have Meaningful opportunities to contribute to decision-making.

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):

Emerson Middle School's Community School governance structure is built on shared leadership, collaboration, and continuous impairment. The Principal and Assistant Principal provide overall leadership and oversight of Community School implementation. The Community School Leadership Team serves as the primary decision-making body and includes administrators, certificated staff, classified staff, students, parents, community partners, and district representatives.

The Community School Leadership Team collaborates with existing stakeholder groups including:

- School Site Council (SSC)
- English Learning Advisory Committee (ELAC)
- Student Leadership/ASB
- Parent Advisory Groups
- PLC and Instructional Leadership Team

- Community-Based Partners

These groups meet regularly to review academic, attendance, behavior, wellness, and engagement data; identify needs; allocate resources; monitor implementation efforts; and make recommendations to improve outcomes for students and families. Feedback from all stakeholder groups is used to guide decision-making and ensure transparency, equity, and shared ownership of school improvement efforts.

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
Develop sustainable staffing structures that support the academic, social-emotional, and wellness needs of students and families.	Maintain and strengthen Community School staffing through Strategic use of Community School, LCFF, Title I, MTSS, & Grant funding. Regularly assess staffing needs and align Resources to support student success.
Build staff capacity to implement Community School practices and Sustain long-term success	Provide ongoing professional learning focused on Relationship centered practices, restorative approaches, Family engagement, community partnerships, Culturally responsible teaching, and data-driven continuous improvement

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
Expand partnerships that provide integrated academic, wellness, family, and enrichment support for students and families.	Strengthen partnerships with local colleges, businesses, Healthcare providers, mental health agencies, nonprofit Organizations, and community groups to services and opportunities.
Develop a coordinated system of Support of that addresses identified Community needs and assets.	Conduct annual asset mapping, partnership evaluations, & Stakeholder feedback reviews to ensure partnerships align With student and family needs and contribute to Improved outcomes.

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:

EMS will cultivate strategic partnerships that support student achievement, wellness, family engagement, college and career readiness, and community connectedness. Partners will actively participate in planning, implementation, and evaluation efforts through the Community School Leadership Team and ongoing collaboration meetings.
Current and future partnerships may include Bakersfield College, CSUB, Kaiser Permanente, Garden Pathways, local businesses, mental health providers, community-based organizations, and career pathway partners. These partnerships will help expand academic supports, mentoring opportunities, field trips, health and wellness services, family resources, and real-world learning experiences that prepare every Emerson students for success long-term.

Site Level Goals and Measures of Progress

Goals	Action Steps
Develop and sustain strategic partnerships that support the academic, social emotional, health, and college and career readiness needs of students and families.	Establish formal partnerships with Bakersfield College, CSUB, Kaiser Permanente, Garden Pathways, Kern Behavioral Health, local businesses, community Based organizations, and career pathway partners. Conduct quarterly partnership meetings to align Services with identified student and family needs.
Increase access to integrated supports And enrichment opportunities for all Students and families.	Coordinate mentoring programs, college visits, career Exploration activities, field trips, health and wellness Services, family workshops, after-school programs, and Community resource fairs. Utilize needs assessment Data and stakeholder feedback to evaluate Effectiveness and expand services that positively Impact student outcomes.

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