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:

Racially-Just, Relationship-Centered Spaces: We will establish a restorative justice framework across all grade levels to foster supportive environmental conditions. Professional development will focus on implicit bias and culturally responsive communication to ensure our campus is safe, welcoming, and relationship-centered.
Shared Power: We are shifting from an advisory-only model to an authentic shared decision-making practice. The Site-Based Advisory Council will possess genuine voting equity regarding the allocation of CCSPP programmatic resources.
Classroom-Community Connections: Teachers will collaborate with local community organizations to create experiential, place-based learning modules that ground academic state standards in neighborhood history and local civic opportunities.

Continuous Improvement & Possibility Thinking: Rather than viewing data compliance as a punitive measure, data from our implementations will be evaluated during collaborative monthly cycles. This allows staff and families to co-design ongoing programmatic adjustments.

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.

To expand upon our initial assessments, we will implement a multi-tiered, multi-language data collection strategy over the first six months of the grant lifecycle.

Engagement Processes by Stakeholder Group

- **Administrators & Certificated/Classified Staff:** We will utilize anonymous school climate surveys, monthly listening circles, and targeted focus groups during existing professional development days to identify operational bottlenecks and professional needs.
- **Students:** We will conduct classroom-based visioning exercises, peer-led focus groups, and distribute digital surveys through student leadership channels to ensure student voice directly drives the initiative.
- **Family Members & Community Partners:** We will deploy bilingual phone banking, host neighborhood-based community forums at local community centers, and conduct short 1-on-1 interviews during drop-off and pick-up hours.

Outreach to Historically Marginalized Groups

To meaningfully engage our English Learners, migratory families, unhoused youth, and foster families, we will remove systemic participation barriers. All community forums and surveys will be provided in dominant home languages (e.g., Spanish). We will partner with trusted local grassroots organizations to facilitate focus groups outside of traditional school hours, providing childcare, meals, and transportation assistance to maximize accessibility

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
Priority 1 (Whole Child Inventory Aligned): Expand Integrated Student Supports by embedding comprehensive mental health services, basic needs clinics, and trauma-informed counseling directly on campus.	* Decrease student chronic absenteeism rates by 15%. * Increase the percentage of students reporting a strong sense of school safety and belonging on climate surveys by 25%.
Priority 2: Cultivate Authentic Family & Community Engagement by launching an on-site Parent Wellness & Resource Center offering adult literacy, financial literacy, and leadership training.	* Increase unique family attendance at school-site planning events and community forums by 40%. * Secure 100% bilingual communication across all site channels.
Priority 3: Foster Collaborative Leadership and Restorative School Climates through the implementation of school-wide restorative justice circles and shared governance practices.	* Reduce out-of-school suspension and disciplinary referral rates by 30% across all demographics. * Establish a fully functioning, diverse Site-Based Advisory Council.

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
Goal 2.1: Train 100% of certificated instructional staff in the core tenets of Community-Based Learning (CBL), ensuring classroom curricula directly integrate local cultural wealth and neighborhood assets.	Partner with the State Transformational Assistance Center (university to deliver a three-part professional development s Knowledge" and culturally relevant pedagogy. Coordinate neighborhood "Asset Walks" for school staff, led residents and students, to map out neighborhood institutiona historical markers, and community advocates.
Goal 2.2: Design and execute at least two multidisciplinary, place-based learning projects per grade level annually that connect classroom standards to real-world community issues.	Allocate dedicated grade-level professional learning commu teachers to draft, review, and refine CBL instructional units. Launch an annual student-led Community Solutions Sympos present their place-based project findings to local civic leade members.

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.

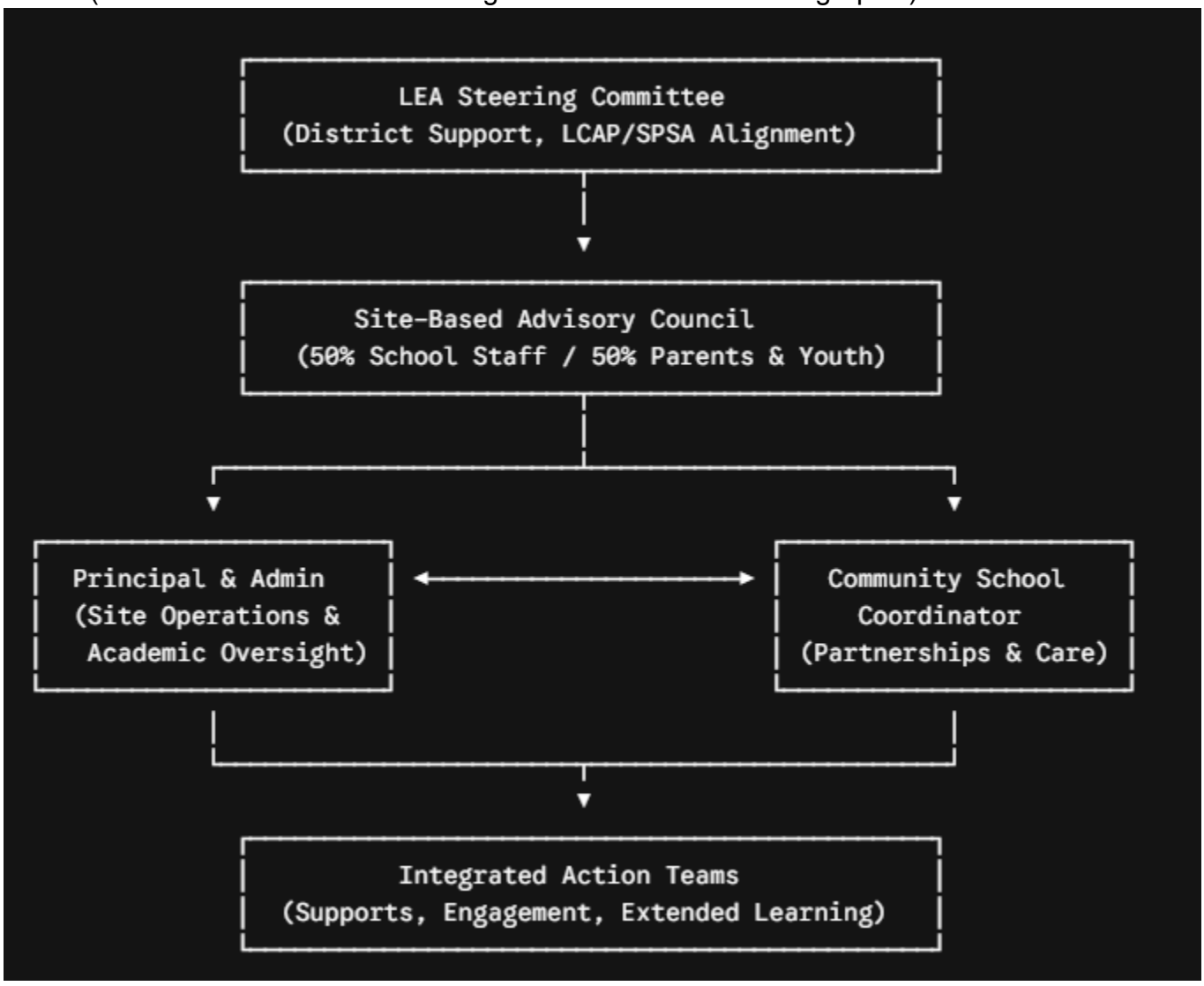
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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
Goal 3.1: Map and restructure all existing school site teams (SSC, ELAC, Leadership) into a singular, unified Site-Based Advisory Council by the conclusion of Quarter 1.	Conduct an exhaustive audit of current school governance structures to understand their meeting schedules, membership composition, and operational purposes. Draft and ratify formal bylaws for the new Site-Based Advisory Council that mandate democratic voting procedures and guarantee equitable representation for families and students.
Goal 3.2: Achieve a minimum of 50% composition on the Site-Based Advisory Council consisting of non-district interest-holders (parents, students, and community partners) with equitable voting rights.	Provide comprehensive onboarding training for family and stude members covering school budgeting basics, the LCAP/SPSA ali and democratic meeting facilitation. Establish monthly public council meetings with accessible option rotating evening hours, hybrid digital access, and live translation

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):



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
Goal 4.1: Hire and onboard a full-time, bilingual (English/Spanish) site-level Community School Coordinator within 60 days of grant funding approval.	Collaborate with human resources to draft a localized job de Community School Coordinator that prioritizes cultural profic community organizing experience. Form a diverse hiring panel—including at least one teacher, one community partner—to interview coordinator candidates
Goal 4.2: Establish a braided funding an by Year 3 that secures at least 60% of cc school personnel costs through permane revenues.	Establish a monthly funding integration workgroup with LEA blend and braid Title I, LCFF, Medi-Cal billing, and Expande Opportunities Program (ELO-P) resources. Create a cross-training manual for classified and certificatior community school coordination practices are institutionalized operations.

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
Goal 5.1: Establish formalized Memorandums of Understanding (MOUs) with at least three core health, wellness, and extended learning providers that map directly to our needs assessment.	Host a partner alignment summit to map out external service the identified needs and assets of our school population. Execute formalized MOUs specifying data-sharing practices, referral pathways, and explicit student-privacy safeguards.
Goal 5.2: Ensure 100% of core commun participate in quarterly continuous improv reviews to assess service efficacy and e	Integrate core community partner representatives directly int Advisory Council and associated workgroups. Implement a unified digital service-tracking portal to monitor service utilization rates, and longitudinal student 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:

Kern County Behavioral Health Services *(Planned)*
Priority Addressed: Addresses the lack of accessible youth mental health services. Provides on-site therapy, crisis intervention, and family counseling directly within our wellness wing, removing transportation barriers for families.

Bakersfield Regional Food Bank *(Established)*
Priority Addressed: Directly tackles food insecurity highlighted during family surveys. Establishes a monthly on-campus food pantry and provides weekend nutrition backpacks for unhoused and vulnerable students.

Boys & Girls Club of Kern County *(Planned)*
Priority Addressed: Responds to requests for safe, enriching after-school spaces. Aligns extended learning opportunities with school-day CBL themes, offering safe recreation and tutoring until 6:00 PM daily.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 5.3: Create a standardized "Partner Dashboard" to evaluate partner-led intervention metrics against student attendance and behavioral outcomes every trimester.	Design a simple, secure data-sharing template that allov report aggregate participation data monthly without viola regulations. Schedule mandatory, collaborative review meetings at th trimester with partners, administration, and coordinator t and make course corrections. Present partner efficacy findings to the Site-Based Advis annually to democratically determine MOU renewals or r

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