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:

The CCSPP provides an opportunity to expand and strengthen our vision for community schools by allowing for 1) a community asset mapping and gap analysis to identify the gaps in programs, services, and resources that inhibit student achievement and community coherence on our site; 2) ensure overall implementation and alignment of the community school processes to create a nourishing and sustaining climate that is centered in the embrace of and support for all students in the totality of school interactions ; 3) to bring in community resources to fill in gaps our integrated services multi-tiered system of supports and professional developments that nurture powerful culturally proficient and relevant instruction 4) support a community shared-decision making process that moves the work from transactional to participatory decision-making and taps into the assets and strength of our students, staff, families, and community members and give each stakeholder voice as to how to govern the school.

Keeping these commitments at the forefront of communicating the vision is essential to ensuring these commitments are reflected in our school.

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 enter the implementation phase of the Community Schools Initiative and begin receiving site-level resources, we are committed to deepening our understanding of community needs and assets through inclusive, equitable, and culturally responsive engagement strategies. Our goal is to co-create a shared vision and set of priorities that reflect the diverse voices within our school community.

To ensure broad engagement, we will use a variety of strategies tailored to different stakeholder groups. For administrators, certificated, and classified staff, we will conduct structured meetings, visioning exercises, and anonymous surveys to gather insights on school climate, instructional needs, and professional support. These sessions will promote cross-role collaboration and strengthen internal alignment around community school priorities.

Students will be engaged through peer-led focus groups, student leadership forums, and interactive visioning activities facilitated in advisory periods or after-school programs. These approaches will center student voice, allowing them to identify what supports are most relevant to their academic and socio-emotional success.

Family engagement will be prioritized through culturally responsive community cafés, multilingual surveys, and one-on-one interviews conducted by trusted staff and community liaisons. We will hold family forums at accessible times and locations, including in community centers or virtually, to ensure meaningful participation across work schedules and language needs.

We will collaborate with community partners through partner summits, asset mapping exercises, and shared data reviews to identify existing services, gaps, and opportunities for alignment. These partnerships will help strengthen our school's capacity to meet the holistic needs of students and families.

A key focus will be on intentionally engaging historically marginalized student and family groups, including African American, Indigenous, immigrant, and unhoused populations. We will work closely with advisory councils (e.g., the African American Parent Advisory Council), community-based organizations, and cultural leaders to co-host affinity-based listening sessions and build trust. All materials and sessions will be provided in families' preferred languages and include interpretation as needed.

Our commitment is to ensure that every stakeholder, particularly those who have been historically underserved, has a voice in shaping our community school's direction. Through transparent, ongoing engagement and data-informed collaboration, we will co-develop priorities that are both inclusive and responsive to the lived experiences and aspirations of our school community.

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**
All students enter 3rd Grade reading at grade level.	Literacy Rates +3 on CA Dashboard
Build Educators' Capacity for Meaningful Family Engagement	Literacy and MAth Rates +3 CA Dashboard
Strengthening I Practical Understanding of Community Based Learning	Decline in Suspension rates

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 1: Deepen Educators' Understanding of Students' Cultural and Community Contexts	Facilitate ongoing professional development focused on culturally responsive teaching, trauma-informed practices, and equity-centered education. Partner with community organizations to provide immersive learning experiences, such as neighborhood walks, community tours, or cultural heritage presentations, that give educators direct insight into students' lived environments. Implement structured opportunities, such as home visits and student-led family interviews, to help educators build authentic relationships with students and their families.
Goal 2: Build Educators' Capacity for Meaningful Family Engagement	Provide training on family engagement strategies that prioritiz respect, and partnership, with an emphasis on engaging histo marginalized families. Offer tools and guidance for hosting culturally inclusive family parent-teacher conferences, and community cafés, where fam their values, goals, and challenges. Establish feedback loops—such as exit surveys or family advi ensure family voices inform classroom and school practices.

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
Grow AAPAC committee	Black Family University and Outreach

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):

The identified leader on the campus is the principal. However, the development of the community school site committee is essential in varying the voice on the site to facilitate democratic participation and decision-making among students, staff, families, and community members. We are in the process of developing this committee and ensuring we have appropriate representation. Our meetings at this time center around the information from the annual performance report.

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

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
Develop existing position into site-level coordinator	Identify the roles on the site that could be redeveloped into community school coordinator at the site level. (Role identified and job description adjusted
District Community School Coordinator	Identify how the role can expand the community school framework to other schools that are not a part of the CCSPP grant.(Observe and call out how the rol overall work of the LEA.)

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:

Over the next grant years, the role and responsibilities of the community school case managers will be shared with the Bakersfield City School District Family and Community Engagement Liaisons to build their capacity. Liaisons are privileged to know our community and its needs; therefore, they can assist in providing community resources. This will allow the district to create a sustainable model for site coordination and future expansion of the transformational outcomes of the community schools to develop strong and intentional community partnerships.

Site Level Goals and Measures of Progress

Goals	Action Steps
BCSD and community partners will provide coordination and support services available to students and families at or near the community schools.	Ensure community partners are represented on the community school committee. Ensure partners interact with school psychologist, Behavior Intervention specialists, social workers, and liaisons (Regular meetings with community partners and school needs have been met.)

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