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

Martin Luther King Jr. Elementary School
Cheryl Stamper, Principal
stamperc@bcsd.com

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 King, we are determined to build relationships with students, families and community leaders that allow us to provide each student with what they need to be successful. This includes a focus on creating a sense of belonging on campus through shared language, activities, positivity, and caring interactions. It also includes doing a lot more listening than talking, and providing opportunities for students and families to provide voice/feedback, be part of the planning process, and participate in a variety of ways.

As part of district-wide initiatives, we are developing plans for the integration of Portrait of a Graduate competencies [communicator, collaborator, creator, critical thinker, problem solver, and resilient learner] in our daily work, as well as increasing the amount of authentic learning lessons/activities that are provided. Both Portrait of a Graduate and authentic learning provide classroom-community connections.

Our focus at King is always on working together to improve outcomes, rather than figuring out if someone is at fault. We are focused on creating a multi-year plan, breaking it into chunks, and addressing a few chunks at a time so that we can achieve mastery on things before we jump to something else. We highly value feedback and suggestions and consistently seek input to drive us toward improvement. We want this school to be the hub of the community and a place where all feel welcome, valued, supported and a true partner in education.

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.

Based on state and local data, we will have a focus on African American, Homeless, Foster, and Long Term English Learner students. We will utilize student voice sessions, relationship building, Student Support meetings (which include parents), surveys, and individual conversations to gather data and get to know individual students and families. One strategy we will implement is having teachers contact all families on their roster before the school year begins. Throughout the year, we will continue with a focus on making positive phone calls home to keep communication lines open and supportive. As we gather data, we will bring it to our Advisory Council and other groups to share and get input to help determine next steps.

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
Academic Support	King will focus on using aligned essential math fluency strategies on a daily basis in order to ensure mastery of foundational math skills.
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	We consistently utilize restorative practices and work with students to increase their skills related to effectively using communication to solve problems. We utilize girls/boys groups to support those students who need more consistent support with building their skills. We also work collaboratively with parents to design a support plan for those who consistently struggle to manage their words and actions.
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	King will continue utilizing Emotional ABCs and is doing a book study on No-Drama Discipline to help all staff become familiar with the strategies for helping students identify and regulate their emotions.

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 instructional skills related to providing authentic learning activities.	Build on current understanding and provide additional support and application opportunities with feedback.
Contact at least 70% of families before the first day of school.	Provide paid time for staff to call families and include language support/interpreters.

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
Develop a Community Cabinet	Hold regular opportunities for parents to voice their concerns, hopes, feedback, and suggestions related to structures and practices that are needed in order to increase support for the community.
Build relationships with more families	Conduct individual family meetings and utilize family picnics to visit with 2-3 families and get to know them better.

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 Advisory Council is essential in varying the voices on site to facilitate democratic participation and decision-making among students, staff, families, and community members. We also have multiple input groups on site [ELAC, AAPAC, AAPSG, Guiding Coalition, MTSS, ASB] and will increase student voice session opportunities in 26-27.

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
Revise Roles and Responsibilities	Identify the roles on the site that can be revised to include responsibilities that support the community school work.
Integrate the Community School FACE Representative role	Identify how our site can better utilize the new FACE Representative role to improve community school structures and increase positive outcomes.

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
Increase collaboration with Community Partners	Schedule additional meetings with the partners we started meeting with this year and develop an MOU for supports and resources.
Develop a sustainable plan for community partner input to support our community school	Include community partners in the Community Cabinet we develop and finalize a schedule for the forums.

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:

This year we started meeting with Michael Bowers from Bakersfield Recovery Services and the community leaders that he works with. This includes representatives from Anthem as well as other local agencies. We also met with the CFO of Hope in the Valley and had them present a session in our Parent Center. Our focus this year has been on developing Health and Wellness resources for our families. We are realizing that our families need more support navigating the Medi-Cal supports that are available to them, and we need to grow our ability to provide clarity and resources related to Health and Wellness.

Tier II/Tier III Support:
Garden Pathways, a community transformation non-profit, will continue to provide its Comprehensive Mentoring Services program to address families in need of intensive wraparound services. These services are expected to aid the overflow of students who need extra social and emotional support.

Site Level Goals and Measures of Progress

Goals	Action Steps
Work with Partners to develop a support Implementation plan	Develop a schedule for meetings to continue planning
Create an MOU that allows for consistent, ongoing supports	Work with the district and partners to determine steps in creating the MOU.

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