

Attachment III: Community School Implementation Plan

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Palmetto Elementary School 1-15

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

Palmetto Elementary School

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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
2. Shared power
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:

Palmetto Elementary School utilizes a wide variety of general and specific tools to collect data at the site level and identify needs.

Surveys:

Panorama/Climate Surveys – This survey is administered to students, parents, school staff, and teachers, to help inform and guide the development of the single School Plan for Student Achievement (SPSA). Students are given the survey twice a year, in the fall and the spring to students grades 3 through 6. The survey measures student supports and environment and student competency and well-being. The data is utilized to guide programming and supports students.

Asset and Needs Assessment: Parents, staff, and students (grades 3-5) take a needs assessment survey to determine priorities for our community school efforts.

Focus Groups- School Site Council (SSC), English Language Advisory Council (ELAC), School Site Leadership Team, and Q&A with admin (a parent meeting held quarterly) provide administration and the Community Schools team with valuable information and feedback regarding their concerns and/or suggestions regarding topics such as school safety, teacher preparedness, parent needs, technology needs, etc. The data and information gathered within those groups help inform the development of the SPSA. In the future, we would like to extend to add a Parent Teacher Organization (PTO) and multi-cultural round table.

Attendance Team – We have a classified staff member who is part of our attendance team and is responsible for engaging and supporting the community members in removing barriers and addressing needs to support student attendance as well as decrease chronic absenteeism. The team consists of classified staff, teachers, counselor, and an administrator. The administrator and staff work to directly support the community school efforts.

Instructional Leadership Team (ILT) – Palmetto has established an instructional leadership team that focuses on promoting the academic success of all students on campus. Additionally, this team plays a large part in the development and implementation of systems of support that will assist in creating a culture that welcomes students and staff. The goal of this team is to create a strong tiered system of supports that addresses the behavioral and social emotional needs of Palmetto students. We are currently working on belonging with dignity for all students. The last two years, we have worked with Dignity Consulting to support equity. We plan to enrich our culturally responsive pedagogy through implementation of cycle of inquiry (i.e. root cause analysis, plan-do-study act cycle). District teacher on assignment from teaching and learning and our MTSS specialist can help support the teachers with culturally response pedagogy.

Additional Supports:

Based on the identified school needs, the following supports were provided to the school and community.

Tutoring: Tutoring is available to English Language students, provided by our bilingual aide. Additionally, some of our teaching staff offers tutoring opportunities to students in math and ELA depending on need.

Math/Star Night (Science Night): Family math night is a night for families to engage with their students. The goal is to encourage families and students to develop a love a numeracy by working together on problems and engaging in activities they can do together. The program is designed to create critical reflection and dialogue to strengthen parent-child interactions. Star Night is held annually by our 5th grade team and there are STEAM activities available for families to take part in. Additionally, we have partnered with local astronomers who come out to facilitate viewings of planets and the moon and teach our community about space.

Community Events with Community Resource Booths: We hold several family nights throughout the year, including Back to School Night, fall festival, movie nights, open house, talent shows, and more. Community resource booths are often set up at these nights, including Bright Smiles and other health and wellness opportunities for families.

School Events: We have partnered with many community resources to help promote a partnership between students and the community including Kaiser Hospital, local dairies, Cal Trans, water conservation organizations, and more. They provide activities, performances, and resources for our students to engage further with their learning. Additionally, we host an annual college and career day where many members of the community, including our local feeder high school (CTE film program, theater program, and other available programs), come in to teach our students about various career opportunities. Chaffey College also comes to give a presentation for our students on college options. In the future, we would like to expand having additional post-graduate options for students, including trade schools. Other school events are held to include families such as Lunch with a Loved One, student performances and awards ceremonies.

Translation Support: After a survey inquiry, data demonstrated the need for the provision of English Language classes and translations support services.

Restorative Practices: Palmetto's Community School Teacher on Assignment and Student Support Services staff have implemented and supported staff training in Restorative Practices including restorative circles, community building, and collaborative conversations and problem solving amongst students.

This ongoing community engagement supports the development of new relationships providing services at Palmetto Elementary.

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 part of the planning process for our community school, we have already begun to identify initial needs and assets. However, we recognize that to fully understand the priorities and vision of our community, we need to engage all community partners in a deeper and more inclusive needs and asset assessment process. This approach will ensure that our community school reflects the aspirations and addresses the challenges of our entire community, including historically marginalized student and family groups.

Engagement Strategies for Different Stakeholder Groups

Administration Team:

- **Regularly Scheduled Leadership Meetings:** We will schedule structured meetings with the administration team to discuss priorities and implementation strategies.
- **Data Review Sessions:** Analyze school data collaboratively to identify trends and align goals with community feedback, specifically for marginalized groups including, but not limited to, socioeconomically disadvantaged, English Learners, and students with disabilities. We will work to disaggregate the data of multilingual learners to better support the needs of all learners.

Certificated and Classified Staff:

- **Focus Groups:** Conduct facilitated discussions with teachers, support staff, and classified personnel to gather insights into school needs and strengths from their perspectives. Targeted discussion and support will be provided to staff through data talks and empathy interviews to address the needs of historically marginalized groups.
- **Surveys:** Develop targeted surveys to capture staff input on challenges and resources.

Students:

- **Student Advisory Panels:** Form panels representing diverse grade levels and student groups to ensure student voices guide decisions. Empathy interviews will be conducted with groups of students from diverse socio-economic and cultural backgrounds.

Family Members:

- **Community Forums:** Host bilingual forums at convenient times and locations to encourage participation from families with varying schedules. Empathy interviews will be conducted with groups of families from diverse socio-economic and cultural backgrounds.
- **Survey Data:** Conduct surveys with families, focusing on participation from those who may not typically engage in traditional school activities.

Community Members and Partners:

- **Partner Roundtables:** Facilitate discussions with local organizations, businesses, and service providers to align school goals with community resources.

Processes for Engagement

We will employ a variety of methods to ensure every voice is heard:

- Surveys: Administer surveys in multiple languages, both online and in paper format, to capture broad input.
- Focus Groups: Host small-group discussions tailored to specific community partner groups.
- Community Meetings/Forums: Create inclusive spaces for dialogue and feedback.
- One-on-One Interviews: Conduct interviews to capture nuanced perspectives, particularly from historically marginalized groups.

Engaging Historically Marginalized Groups

We are committed to amplifying the voices of historically marginalized student and family groups through:

- Accessibility: Providing interpretation, translation, and ADA-compliant resources for all engagement activities.
- Representation: Ensuring that marginalized groups have a significant presence in decision-making bodies such as advisory panels and planning committees.

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**

Health services (physical and mental)	Outcome: Access to services Indicators: • Increase in the percentage of students and families aware of available services. • Increase in the number of referrals to physical or mental health services (counselors, MTSS, Care Solace). • Number of service hours provided on-site (e.g., school counselor sessions, physical screenings). Outcome: Utilization of services Indicators: • Number of students receiving mental health counseling or therapy. • Percentage of students completing routine physical health screenings (vision, dental). Increase in participation in health-promoting activities (e.g., wellness programs, physical education).
Social services	Outcome: Provide access to essential resources to improve well-being and decrease barriers to attendance, engagement and academic performance. • Improve school-to-home communication efforts about available resources. • Increase number of students and families accessing services (e.g. food pantries, clothing drives, housing assistance).
Academic support	Outcome: Growth in reading and math proficiency rates. Indicators: • Increase of students referred to or participating in tutoring/academic programs. • Percentage of families aware of academic support resources. • Number of sessions offered weekly/monthly and attendance 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
Research professional development regarding community-based learning.	• Clarify school-wide objectives and focus areas. • Analyze current practices. • Explore programs and organizations to provide professional development.
Provide professional development regarding community-based learning.	• Seek out professional development opportunities (e.g. conferences and other schools to support professional development in focus area). • Research sample lesson plans and strategies to support community-based learning. • Integrate professional development into PD plan for staff. • Identify metrics for successful implementation. • Collect feedback and modify as necessary.

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
Increase family and community engagement.	• Build relationships with families through school-wide activities. • Establish clear communication through multiple channels (e.g. Parent Square, paper flyers, newsletters, social media, etc.) • Provide flexible options for families (variety of events and times). • Create social events to improve community-building efforts.
Increase staff participation in community activities.	• Communicate value of events. • Provide a variety of opportunities for staff to participate (during school and after school events). • Model participation and recognize staff who are engaged in community activities. • Incentivize participation through celebrations, recognitions, certificates, and additional hourly pay. • Adjust schedules to be flexible with time (e.g. attending events during the day, offering comp time on admin Wednesdays). • Integrate community activities and projects into the classroom. • Monitor staff participation and gather feedback. • Celebrate outcomes of success.

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):

Principal- Serves as the instructional leader and primary administrator, responsible for implementing shared governance decisions and ensuring alignment with district and state policies.

Assistant Principal(s)- Focuses on specific areas such as student services, discipline, or curriculum support, working closely with teachers and families.

Instructional Leadership Team- Represents grade levels or departments, facilitating professional development, mentoring peers, and voicing staff concerns in leadership meetings.

Community School TOA- Acts as a liaison between the school and community, coordinating partnerships, services, and events that address students' holistic needs.

Counselors- Provides academic, emotional, and social support for students and assist in implementing programs aligned with community school goals.

Support Staff (such as Community Aide)- Serves as the primary point of contact for families, helping them navigate school processes and access resources by building trust and providing a welcoming presence. Supports the organization and promotion of family events, workshops, and community meetings.

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
Assess services and supports offered to students.	• Administer surveys to gather community partner input. • Use sign-in sheets to track participation. • Conduct empathy interviews to gain further insights and barriers that may not be captured in survey data. • Analyze Panorama survey data and identify strengths, needs, and trends. • Adjust actions based on data.

Key Staff/Personnel

Community Schools Teacher on Assignment	The Teacher on Assignment (TOA), Community Schools is responsible for the implementation, integration, alignment, and coordination of the community school plan and for facilitating the process of transforming the school into a full-service community school. Works in partnership with the principal, school administration, District administration, parent liaison, and leadership teams to assess the school community's needs and assets; facilitates/coordinates student and family support services and creates a learning environment in partnership with school administration that supports student achievement and wellness; must work to create a high performing Community School partnership wherein students and families are supported, community members are connected, and successful outcomes emerge.
Community Aide	Assists to provide support to the instructional program with specific responsibilities for providing information related to school programs, activities and services to school staff, parents, students and community groups. Promotes positive home-school relations and provides assistance to limited and non-English speaking students and parents seeking resources. Performs routine clerical and recordkeeping duties related to the area of responsibility.
Community Schools Representative on Instructional Leadership Team	The Community School ILT representative serves as the primary facilitator of the community school model at the school site, ensuring that academic, health, social, and enrichment services are integrated into instruction to support the holistic development of students and their families. This individual acts as a liaison between the school, families, and community partners, fostering collaboration to meet the needs of the school community and improve student outcomes.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

- Build strategic community partnerships
- Increase capacity of staff and families with their knowledge of community schools

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 between community partnerships and school staff.	• Identify current partners and resources provided. • Seek new partnerships that align with school goals and needs. • Establish communication protocols between community partner and the school (points of contact, frequency of meetings, information shared). • Organize collaborative meetings. • Communicate partnerships with staff, their roles, and the resources that can be provided. • Integrate partners into school activities and events (classroom activities, school-wide events). • Measure impact and adjust strategies to ensure student needs and positive partnerships. • Recognize and celebrate community partnerships to acknowledge contributions and share successes.
Facilitate a community partners workshop.	• Identify workshop objectives and discuss priorities. • Design the workshop agenda (topics, discussion, and networking time). • Organize logistics and resources (place, materials, etc.) • Select community partners and send invitations. • Confirm attendance. • Facilitate the workshop. • Follow up with next steps and gather feedback. • Schedule check-ins and continue communication.

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:

Bethel Church- The church provides support to the school site to support families with clothing, food, and gift cards.

Kaiser Permanente- Provides mental health awareness assemblies to 3-5 grade students to develop coping skills and empathy responses. They also provide flu vaccinations to students who elect to have this done.

Bright Smiles- Provides a dental screening for students who need oral care.

California State University, San Bernardino (CSUSB)- Through their College Corps program, they provide targeted student tutoring to groups across all grade levels and programs, including our autism specialty program.

Anticipated Partnerships:

2nd District County Supervisor, Jesse Armendarez- We will work collaboratively to coordinate county resources for students including mental health and family engagement resources during family nights.

PTO- Working together with parents in the school community, to develop a stronger family-to-school partnerships and engage a larger majority of our community.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase student engagement and sense of belonging by strengthening relationships, enhancing school climate, and providing targeted social-emotional supports.	• Increase student survey responses indicating a sense of belonging from 71% to 75%. • Decrease chronic absenteeism by 3% through improved family outreach and student support programs. • Track participation rates in after school programs, mentoring programs, and family engagement events, aiming for at least 35% student participation.
Improve student literacy by integrating community-based learning experiences that connect reading, writing, and communication skills to real-world contexts.	Increase the percentage of students meeting or exceeding grade-level expectations on state tests and iReady intervention program by providing targeted support. Implement at least one community-based literacy projects per grade level, such as interviewing local leaders, creating informational brochures for community events, or partnering with local businesses for real-world writing experiences. Partner with at least 2 community organizations to support literacy initiatives, such as mentorship programs, book donations, or guest speakers.

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