

Attachment III: Community School Implementation Plan

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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

Poplar Elementary School
 Darlene Meyers, Principal
 Darlene.Meyers@fusd.net

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:

Poplar Elementary School (PES) is dedicated to fostering an inclusive, student-centered environment rooted in the California Community Schools Framework. As a school that serves a diverse and dynamic student population, PES remains committed to listening to and incorporating feedback from students, staff, and community partners to develop programs and supports that reflect the needs of our scholars and their families. We recognize that a strong partnership between school, home, and the community is essential in creating a thriving learning environment. By prioritizing collaboration and inclusivity, we ensure that every student can succeed academically, socially, and emotionally.

PES prioritizes the ongoing professional growth of both certificated and classified staff to ensure all students feel seen, valued, and supported. Staff will engage in professional learning focused on:

- Cultural competency, to strengthen connections with our diverse student body.
- Restorative practices, to cultivate a positive school climate and reinforce conflict resolution through relationship-building.
- Trauma-informed approaches, to recognize and respond to the social-emotional needs of our students.

By equipping educators and support staff with these critical tools, PES will continue to create a school environment where every student is acknowledged, affirmed, and empowered to reach their full potential. These efforts will help eliminate opportunity gaps and ensure that our instructional practices are equitable and responsive to the needs of all learners.

PES upholds a standard of shared leadership and continuous improvement by ensuring that student advocacy groups, parent advisory councils, and community partners actively contribute to decision-making. Through student-led initiatives, leadership programs, and family engagement events, we create spaces where students and families feel heard, valued, and integral to the school's success. By prioritizing student voice, we empower learners to take ownership of their education and become active participants in shaping their school experience. Additionally, engaging families and community stakeholders strengthens our ability to create policies and programs that truly reflect the needs and aspirations of those we serve.

PES recognizes that staff engagement and voice are key to fostering a thriving school culture. Opportunities for professional dialogue and feedback include:

- Open-door policies and collaborative office hours with site administrators.
- Professional Learning Communities (PLCs) that focus on real-world, project-based learning opportunities to keep instruction relevant and engaging.

By maintaining a continuous cycle of reflection, action, and improvement, PES will ensure that all voices—students, families, and staff—are integral to shaping a safe, inclusive, and academically rigorous learning environment. Through these intentional efforts, we promote a culture of professional collaboration that encourages innovation and excellence in teaching and learning. As a result, staff members feel valued and supported, creating a positive impact on student outcomes and overall school climate.

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.

Poplar Elementary School Community

Poplar Elementary School in Fontana serves a predominantly Hispanic/Latino student population (95.6%), with smaller representations of African American (2.1%), White (1.1%), Two or More Races (0.6%), Asian (0.4%), and American Indian or Alaska Native (0.2%) students. With 43.6% of students designated as English Learners and 95.6% classified as socioeconomically disadvantaged, the school prioritizes academic and social-emotional support to meet student needs. Additionally, 10.4% of students receive special education services, and 0.2% are foster youth. Poplar Elementary is committed to fostering an inclusive and equitable learning environment that reflects the diverse backgrounds and experiences of its students and families.

At Poplar Elementary School (PES), we believe in the power of working together to support every child's success. We value the voices of our students, families, and staff and are committed to creating more opportunities for open communication and collaboration. With a student population that is 95.6% Hispanic/Latino, 43.6% English Learners, and 95.6% socioeconomically disadvantaged, we are dedicated to ensuring that every family has a voice in shaping our school's future.

To better meet the needs of our students, PES will:

- Focus groups where students, parents, and teachers can share ideas about what is working well and where improvements are needed.
- Send out short surveys to gather feedback on important school initiatives and programs.
- Hold meetings with families and community partners to build strong relationships and work together to support student learning.

In addition to strengthening communication, PES is committed to early literacy development, early intervention, and early detection of learning needs to ensure that all students receive the right support at the right time. Our school will:

- Expand early literacy programs to build strong reading skills from the start, helping all students develop a love for learning.
- Provide early intervention services for students who may need extra academic or social-emotional support, ensuring they receive the help they need to thrive.
- Enhance early detection efforts to identify students who may benefit from additional services, including special education or language support, so that interventions can begin as soon as possible.

Because many of our families speak different languages, we will ensure all communication, including surveys and school forms, is available in Spanish and other requested languages. We will also provide interpreters for in-person and virtual meetings to ensure full participation. To support working families, meetings will be scheduled at convenient times.

At PES, we believe that strong partnerships between school and home, combined with early support for students, create a foundation for lifelong success. Together, we can build a bright future for every child in our 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
Strengthening Family and Community Engagement	Outcome: Increased Parental Involvement Indicators: Percentage of parents attending school events, workshops, and parent-teacher conferences and Back to School Night
Enhance Student Well-Being	Outcome: Increased Student Engagement and Motivation Indicators: Percentage of students engaged and a sense of belonging and improved student attendance and decreased chronic absenteeism
Expand Early Literacy Programs	Outcome: Improved Foundational Reading Skills Indicators: Percentage of students meeting or exceeding grade-level reading benchmarks
Enhance Early Detection Efforts	Outcome: Timely Identification of Student Needs Indicators: Percentage of students identified for additional services (e.g., special education, English Learner support) and receiving timely interventions

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
Build Educators' Knowledge of Community-Based Learning (CBL)	• Provide professional development workshops on CBL and project-based learning (PBL) strategies. • Facilitate collaborative teacher planning sessions to integrate CBL into lesson design. • Establish peer observations and Professional learning Communities (PLCs) for ongoing reflection and feedback
Equip Educators with Practical CBL Strategies	• Model CBL and PBL through hands-on, inquiry-based lessons. • Offer culturally responsive teaching resources and multilingual language supports. • Develop partnerships with local businesses, organizations, and community leaders to provide authentic learning experiences. • Encourage interdisciplinary projects that connect multiple subjects through real-world applications.
Increase Student Engagement Through Real-World Learning	• Implement student-led community projects that foster critical thinking and problem-solving. • Utilize place-based learning strategies, including neighborhood studies and fieldtrips. • Provide opportunities for student showcases, such as exhibitions, digital portfolios, and presentations.
Strengthen Family and Community Involvement	• Host interactive family engagement workshops on CBL and PBL, empowering parents as learning partners. • Ensure accessibility by providing multilingual materials and interpretation services. • Organize Community Connection Days to bring families, educators, and community stakeholders together for shared learning experiences.
Assess and Continuously Improve CBL Implementation	• Conduct regular teacher and student surveys to measure effectiveness and areas for growth. • Hold structured reflection sessions where educators share best practices and insights. • Analyze student work, performance data, and project outcomes to inform instructional adjustments.

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 Staff participation in School Support Services	- Celebrate the impact of student support services through school calendar, assemblies, and social media to recognize successes and increase staff awareness. - Share student progress stories and data to highlight how support programs benefit academic and social-emotional growth.
Enhance Our Student Ambassador Program	- Recruit a diverse group of student ambassadors from various grade levels and backgrounds to represent the student body. - Provide age-appropriate leadership training focused on teamwork, communication, and school pride. - Create peer mentorship opportunities where older students guide younger peers, fostering a sense of belonging and leadership development.
Increase Family and Community Engagement	- Identify and invite Poplar Elementary parents who serve on the SSC, ELAC, and attend Coffee with the Principal to strengthen school-district collaboration and involve more parents in our meetings. - Establish clear communication through multiple channels (Parent Square, paper flyers, calendar, social media, etc.) - Create social events to improve community-building efforts

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):

Collaborative Leadership & Family Engagement at Poplar Elementary School

At Poplar Elementary School (PES), we believe that working together as a team—students, families, staff, and community members—creates the best learning environment for our children. Our leadership structure ensures that everyone has a voice in shaping the school's vision and priorities.

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: Focuses on specific areas such as student services, discipline or curriculum support, working closely with teachers and families.

Instructional Support Team: Represents each grade levels, facilitating professional development, voice staff concerns in leadership meetings.

From our Instructional Leadership Team (ILT) to Professional Learning Communities (PLC) PES values transparent communication and shared accountability. Regularly scheduled professional development sessions, collaborative meetings, and staff feedback opportunities ensure that all educators are supported and engaged in a continuous cycle of school improvement.

Community Liaison: This person works with the school and community, coordinating partnerships services, and events that address students' holistic needs. This person is the primary contact for families, helping support them with any resources and building the trust with the school.

Counselor: Provides academic, emotional and social support for students and assist in implementing programs aligned with school goals.

PES is committed to ensuring that all families are actively engaged in their child's education. Our existing School Site Council (SSC), English Learner Advisory Committee (ELAC) and Coffee with the Principal serve as platforms for parent and community collaboration.

- SSC help the school make informed decisions to improve the academic success of all students at Poplar.
- ELAC supports English learners and their families by ensuring that students receive the resources, advocacy and academic support needed for success.

As Poplar Elementary transitions to a Community School model, these strong leadership structures will play a crucial role in integrating educational and community-based initiatives, allowing the school to remain adaptable, student-centered, and responsive to the needs of our diverse learning community.

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
Ensure Appropriate Staffing to Support Community School Initiatives	Identify key areas where staffing adjustments are necessary to better serve target student population. Hire Community School Teacher on Assignment (TOA) who is well-rounded to support the needs of our school.

Key Staff/Personnel

Darlene Meyers	Principal
Eriberto Martinez	Assistant Principal
Natasha Hillenburg	Counselor
Ayesha Brooks	Community Schools, Teacher on Assignment (TOA)
Viviana Quiroz	Community Aide
Elizabeth Romanio	Social Emotional Support Specialist

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

Poplar Elementary School is committed to ensuring the long-term sustainability of the programs, resources, and services developed through the Community Schools Framework. Our goal is to secure funding, leverage district and community partnerships, and integrate sustainable staffing models to maintain and enhance our initiatives beyond the life of the implementation grant.

Strategic Resources Allocation for Sustainability

- Identify and secure diversified funding sources to sustain key programs and services.
- Leverage district wide funding opportunities to maintain initiative aligned with the Community School Framework.
- Utilize blended and braided funding models to support ongoing student and family services.

Additionally, Fontana Unified School District will implement the fee for service schedule part of the Children and Youth Behavioral Health Initiative and the governor's master plan for supporting student mental health. We will encourage cross training where school staff may also receive training from community partners. Also, we will provide professional development and training to staff and community so we can ensure a seamless transition to self-sustainability.

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
Explore New Partnerships	• Use needs assessment data to identify gaps in student, family, and community support. • Identify potential partners that align with Poplar Elementary's academic, early literacy, social-emotional, and enrichment priorities. • Develop a collaboration plan outlining mutual benefits, goals, and roles to ensure meaningful engagement. • Implement pilot programs to assess the impact of new partnerships, using data and stakeholder feedback for refinement.
Expand and Strengthen Existing Partnerships	• Maintain consistent communication with current partners through regular meetings, updates, and shared initiatives. • Recognize and celebrate partner contributions through awards, social media highlights, and public acknowledgments. • Collect feedback through surveys, focus groups, and student/family input to assess partnership effectiveness and areas for improvement. • Enhance collaboration through joint professional development, networking events, and community-based projects focused on early literacy, student well-being, and family engagement.
Ensure Active Community Partner Involvement in School Initiatives	• Integrate partners into school planning and leadership structures, including advisory councils and committees such as ELAC, AAPAC, and Parent Advisory Council (PAC) • Co-design programs and events that reflect the priorities of students, families, and the school community. • Establish clear benchmarks and accountability measures to track the impact of partnerships on student success, early intervention, and well-being. • Expand resource-sharing opportunities through donations, mentorships, volunteerism, and in-kind support to strengthen literacy programs, SEL initiatives, and student enrichment activities.

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:

Poplar Elementary School – Strengthening Community Partnerships for Student Success

Poplar Elementary School (PES) is committed to developing and maintaining meaningful partnerships that align with the vision and priorities of our students, staff, families, and the broader community. By building strong relationships with key organizations, PES aims to provide holistic support that addresses academic achievement, early literacy, social-emotional wellness, and overall student well-being. Our focus areas include:

Mental Health & Wellness Support

- Continue partnerships with local mental health providers and hospitals to ensure students have access to counseling, therapy, and crisis intervention services.
- Establish collaborations with local clinics to offer health screenings, immunizations, and health education programs for students and families.
- Expand trauma-informed support by integrating restorative practices, SEL programs, and early intervention services into existing wellness initiatives.

Basic Needs & Family Support Services

- Partner with local organizations focused on food security, housing assistance, and parenting education to connect families with essential resources.
- Expand partnerships with local after-school programs to provide academic tutoring, enrichment activities, and structured social-emotional learning.

Early Literacy, Higher Education & Career Readiness

- Expand early literacy initiatives by collaborating with libraries, literacy organizations, and volunteers to support young readers through tutoring and mentorship.
- Strengthen connections with nearby colleges and universities to provide mentorship programs, guest speakers, and college readiness workshops for students and families.
- Establish career pathways by partnering with local businesses, trade schools, and workforce development programs to offer hands-on learning experiences and exposure to diverse careers.

Site Level Goals and Measures of Progress

Poplar Elementary School – Strengthening Collaboration with Community Partners

To enhance collaboration and alignment with community partners, Poplar Elementary School (PES) is committed to shared decision-making, open communication, and mutual capacity-building. Through ongoing dialogue, joint initiatives, and professional learning opportunities, PES ensures that community partnerships remain responsive, impactful, and student-centered. These efforts will strengthen academic support, early literacy, social-emotional wellness, and family engagement, ensuring that students receive comprehensive and sustainable support.

Goals	Action Steps
Increase Collaborative Decision-Making with Community Partners	• Schedule regular meetings (monthly or quarterly) to discuss progress, challenges, and opportunities for improvement. • Utilize multiple communication platforms (newsletters, social media, school website) to keep stakeholders informed and engaged in school initiatives. • Integrate community partners into school leadership committees to ensure shared decision-making.
Develop and Implement Joint Projects with Community Partners	• Identify and launch collaborative projects that address community needs while directly benefiting students, families, and school priorities such as early literacy, SEL, and career readiness. • Encourage co-funding opportunities (grants, sponsorships) to support joint school-community initiatives. • Organize service-learning projects, allowing students to engage in real-world problem-solving while working with community partners.
Enhance Professional Development and Training for community Partners	• Provide training sessions for community partners to strengthen their understanding of the school system, student/family needs. • Implement cross-training opportunities, where school staff learn from community partners and vice versa to build mutual expertise in areas such as early intervention, trauma-informed care, and SEL.

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