

Attachment III: Community School Implementation Plan

Table of Contents

Harry S. Truman Middle School 1-13

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

Harry S. Truman Middle School (Truman Middle School)

Kristen Sandler, Principal

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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:

Truman Middle School (TMS) 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, TMS 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.

TMS 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, TMS 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.

TMS 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.

TMS 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, TMS will ensure that all voices- students, families, and staff- are integral to shaping a safe, inclusive, and academically rigorous learning environment.

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.

Truman Middle School Community

Truman Middle School (TMS) serves a diverse and vibrant student population. The student body is approximately 85% Latino/Hispanic, 7% African American, 3% Asian/Pacific Islander, 2% White, and 3% identifying as two or more races. A significant portion of students come from multilingual households, with nearly 30% designated as English Learners (ELs) and many others coming from homes where Spanish, Mandarin, Tagalog, and Arabic are spoken. Additionally, 85% of students qualify for free or reduced-price lunch, indicating the need for robust academic and social-emotional supports. TMS also serves students with disabilities (12%) and foster/homeless youth (5%), ensuring that all learners receive the necessary resources to succeed. TMS is deeply committed to uplifting all students, particularly those from historically marginalized backgrounds, by fostering inclusive programs, culturally responsive teaching practices, and community-driven decision-making that reflect the needs and aspirations of our students and families.

Expanding Needs and Asset Assessments Through Community Engagement

Truman Middle School (TMS) plans to deepen its understanding of student, staff, and community needs by creating structured opportunities for ongoing dialogue and feedback, ensuring all voices—especially those of our historically marginalized populations—are heard. TMS will employ a multi-tiered approach to engagement, ensuring equitable access to school site priorities and decision-making processes.

Recognizing the linguistic diversity of our community, TMS will ensure that all surveys, forms, and essential documents are translated into the languages requested by families, available in both electronic and printed formats. Additionally, interpretation services will be provided for both in-person and virtual meetings to eliminate language barriers and increase accessibility for all stakeholders. Meeting times will be intentionally scheduled to accommodate working families, allowing for broader participation and ensuring that every voice has a place in shaping the future of TMS.

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
Improve Family and Community Engagement	Outcome: Increase Parental Involvement Indicators: • Increase in the percentage of families participating in school events, workshops, and parent-teacher conferences.
Increase Student Well-Being	Outcome: Increase student engagement and sense of belonging Indicators: • Improve overall student attendance and decrease chronic absenteeism. • Improve student sense of belonging data on survey results.
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
Build Educators' Knowledge of Community-Based Learning (CBL)	• Conduct professional learning workshops on CBL principles. • Facilitate collaborative planning sessions for teachers. • Establish a reflective practice and feedback loop through peer observations and PLCs
Provide Educators with Practical CBL Strategies	• Offer culturally responsive resources and language support. • Develop partnerships with local organizations for real-world connections. • Encourage cross-disciplinary projects to integrate learning.
Increase Student Engagement Through Real-World Learning	• Implement student-led community projects. • Use place-based learning (e.g., neighborhood studies, field experiences). • Provide opportunities for student showcases (exhibitions, digital portfolios).
Assess & Continuously Improve CBL Implementation	• Use teacher and student surveys to evaluate effectiveness. • Hold reflection sessions for staff to share best practices. • Analyze student performance and project outcomes for improvement.

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 planning and implementing site support services	• Showcase the impact of site support services by regularly celebrating successes through school-wide communications, meetings, and social media. • Use data and storytelling to highlight the effectiveness of support programs on student outcomes.
Enhance our Student Ambassador Team	• Recruit diverse student representatives from different backgrounds, grade levels, and interests to ensure inclusivity. • Provide training sessions focused on leadership skills, communication, and advocacy to build confidence in student ambassadors. • Develop peer mentorship opportunities to increase student voice and leadership in school initiatives.
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.

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):

At Truman Middle School (TMS), collaborative leadership is essential to ensuring shared decision-making, fostering student success, and strengthening community engagement. Our current leadership structure includes key advisory councils and committees that provide a voice for students, families, and staff 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 & Dean- 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. From our Instructional Leadership Team (ILT) to Professional Learning Communities (PLCs) and department chairs, TMS values transparent communication and shared accountability.

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 or Outreach Liaison)- 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.

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

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

As Truman Middle School 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 the target student population. If a need is identified, hire diverse, multilingual staff. Onboard staff to support areas of need not currently addressed i.e., Wellness Room Coordinator, Site Community Schools Coordinator, etc.

Key Staff/Personnel

Kristen Sandler	Principal
April Colen	Assistant Principal
Michael Wubker	Dean of Student Supports
Ayesha Brooks	Community Schools, TOA
Maritza Fulgham	School Outreach Liaison
Elizabeth Romani	Social Emotional Support Specialist

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

Truman Middle 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 Resource Allocation for Sustainability

- Identify and secure diversified funding sources to sustain key programs and services.
- Leverage district-wide funding opportunities to maintain initiatives aligned with the Community Schools 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 as part of Children & Youth Behavioral Health Initiative (CYBHI) and the governor's master plan for supporting student mental health. Expansion of current funding streams such as EPSDT and LEA BOP will also be reviewed and braided with other funding streams to build sustainability. We will encourage cross-training where school staff may also receive training from community partners. By providing professional development and training to staff and community, 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 who align with Truman's academic, social-emotional, and enrichment priorities. • Develop a clear collaboration plan outlining mutual benefits, goals, and roles. • Implement pilot programs to assess the impact of new partnerships, using data and feedback for refinement.
Expand and strengthen existing partnerships	• Maintain consistent communication with current partners through regular meetings, reports, and shared initiatives. • Celebrate and recognize partner contributions through awards, social media highlights, and public acknowledgments. • Collect feedback from surveys, focus groups, and student/family input to assess effectiveness and identify areas for improvement. • Strengthen engagement through joint professional development, networking events, and community-based projects.
Ensure active community partner involvement in school initiatives	• Integrate partners into school planning and leadership structures, including advisory councils and committees. • Develop co-designed programs that reflect student, family, and community priorities. • Establish clear benchmarks and accountability measures for tracking partnership impact on student success and well-being. • Expand resource-sharing opportunities to support students, families, and school programs through donations, volunteerism, and mentorships.

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:

Truman Middle School (TMS) is dedicated to establishing and maintaining partnerships that align with the vision and priorities of students, staff, families, and the community. By fostering relationships with key organizations, we aim to provide holistic support that addresses the academic, social-emotional, and well-being needs of our school community. Commitment and attention will be on:

- **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 partnerships with local clinics to offer health screenings, immunizations, and health education programs for students and families.
- **Basic Needs & Family Support Services**
 - Collaborate with organizations focused on food security, housing, and parenting classes to ensure families have access to essential resources.
 - Expand partnerships with local after-school programs to provide academic tutoring, enrichment activities, and structured social-emotional learning.
- **Higher Education & Career Readiness**
 - Strengthen connections with nearby colleges and universities to offer mentorship programs, guest speakers, and college readiness workshops.
 - Establish career pathways and internship opportunities in partnership with local businesses and trade schools to provide students with real-world learning experiences.

Site Level Goals and Measures of Progress

To enhance collaboration with community partners, Truman Middle School (TMS) is committed to shared decision-making, open communication, and mutual capacity-building. By fostering ongoing dialogue, joint initiatives, and professional learning opportunities, TMS ensures that community partnerships remain responsive, effective, and aligned with the needs of students, staff, families, and the broader community.

Site-Level Goals of Progress

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase collaborative decision-making with community partners	• Schedule regular meetings (monthly or quarterly) to discuss progress, challenges, and opportunities. • Utilize multiple communication platforms (newsletters, social media, dedicated website) to keep stakeholders informed and engaged. • Integrate community partners into school leadership committees and advisory groups to ensure shared decision-making.
Develop and implement joint projects with community partners	• Identify and launch projects that address community needs while directly benefiting students and school initiatives. • Encourage collaborative funding efforts (grants, sponsorships) to support joint school-community projects. • Organize service-learning opportunities, where students work with partners on real-world problem-solving initiatives.
Enhance professional development and training for community partners	• Provide training sessions for community partners to enhance understanding of the education system, school culture, and student/family needs. • Implement cross-training initiatives, where school staff receive training from community partners to build mutual capacity. • Establish workshops on trauma-informed care, equity-focused education, and youth engagement strategies to align school and community efforts.

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