CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework (CA CS Framework), and the Capacity-Building Strategies: A Developmental Rubric. To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the *Capacity-Building Strategies: A Developmental Rubric.*

More information about these key concepts or community school components can be found at https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx and at https://www.acoe.org/Page/2461, including the CA CS Framework.

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed here, and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to Indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here):

1. Racially-just, relationship-centered spaces (Relationship Focus)
2. Shared power (Shared input)
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Shared Commitment, Understanding, and Priorities Built Around the Overarching Values

Why a Community School for Roosevelt Elementary?

Roosevelt Elementary envisions a Community School framework as a means to create racially-just, relationship-centered spaces where all students and families feel valued and supported. Given that 85.7% of our students are socioeconomically disadvantaged, 56.1% are English learners, and 42.9% experience homelessness, a Community School model aligns with our commitment to equity and inclusion. It ensures shared power among educators, families, and community members to address systemic barriers and create meaningful change.

The framework also strengthens classroom-community connections by integrating students' lived experiences, cultural backgrounds, and community assets into teaching and learning. A focus on continuous improvement and possibility thinking drives our efforts to meet the needs of every student, ensuring all are prepared to thrive academically, socially, and emotionally.

Developmental Plans for Reflecting Overarching Values:

- **Racially-Just and Relationship-Centered Spaces:** We will provide professional development for staff to build cultural competency, anti-bias practices, and restorative justice approaches to foster a safe, inclusive school environment.
- **Shared Power:** Establish a Community School Leadership Team comprising students, families, staff, and community partners to ensure equitable decision-making and representation.
- **Classroom-Community Connections:** Partner with local organizations to incorporate culturally relevant, community-based projects into the curriculum, and create mentorship opportunities for students.
- **Continuous Improvement and Possibility Thinking:** Use data-driven strategies to monitor progress, gather feedback, and adapt programs to address emerging needs and opportunities.

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.

Needs and Asset Assessment Process

To deepen the understanding of community needs and assets, we will engage the Roosevelt community through diverse and inclusive methods:

- **Administrators and Staff (Certificated and Classified):** Regular focus groups, staff surveys, and professional learning sessions will gather insights into operational needs and professional development goals.
- **Students:** Visioning exercises, surveys, and student-led forums will provide a platform for students to share their priorities and experiences.
- **Families:** Workshops, one-on-one interviews, and bilingual surveys will help us understand family perspectives and barriers.
- **Community Members and Partners:** Town hall meetings, community forums, and collaborative visioning sessions will bring in external perspectives and potential resources.
- **Engaging Historically Marginalized Groups:** Dedicated outreach to English learners, families experiencing homelessness, and underrepresented groups will include personal invitations, community liaisons, and translation services to ensure meaningful participation.

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

Integrated Student Supports	**Goal:** Expand access to emotional, physical, and mental health resources through an on-site health and wellness hub. **Outcome/Indicators:** Increase in student participation in counseling and wellness programs. Reduction in chronic absenteeism. Improvement in social-emotional learning (SEL) metrics.
Authentic Family and Community Engagement	**Goal:** Strengthen partnerships with families and the community to create shared ownership of student success. **Outcome/Indicators:** Increase in parent participation in school events and governance groups. Development of new community partnerships to enhance resources. Higher family satisfaction ratings in annual surveys.

Positive and Restorative School Climate	**Goal:** Foster a safe, inclusive environment through restorative practices and SEL initiatives. **Outcome/Indicators:** Reduction in disciplinary referrals. Improvement in student self-regulation and conflict resolution skills. Positive student feedback on school climate surveys.

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 educator capacity to implement culturally responsive, community-based learning (CBL).	Provide ongoing professional development on the theoretical foundations and practical elements of CBL, including funds of knowledge and indigenous ways of knowing. Facilitate teacher collaboration to design lessons that integrate students' cultural and linguistic backgrounds. Partner with community organizations to co-create learning experiences that connect classroom content to real-world issues.
Increase student engagement and agency through relevant, community-connected learning opportunities.	Establish student-led projects focused on addressing local issues (e.g., homelessness, environmental sustainability). Expand extracurricular opportunities that promote real-world application of academic skills, such as STEM challenges, art exhibits, and public speaking events. Integrate student reflections and feedback into ongoing instructional planning to ensure learning is relevant and meaningful.
Strengthen family-school partnerships to enhance community-based learning.	Host family workshops that highlight ways to support learning at home using culturally relevant materials. Develop opportunities for parents and community members to co-teach or mentor students, sharing their expertise and cultural wealth. Create interactive events where families and students showcase community-connected learning projects.

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
Strengthen Collaboration and Trust Enhance Whole-Child Development	Build meaningful, coordinated partnerships among stakeholders to align resources and deliver integrated support services. Provide comprehensive academic, social, emotional, and physical support tailored to the unique needs of every student.
Promote Sustainability Foster Equity and Inclusion	Foster shared responsibility and ownership among stakeholders to create lasting, systemic impact. Prioritize underserved populations by addressing inequities and ensuring equitable access to resources and opportunities.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

The Collaborative Leadership Model operates through the Community Schools Steering Committee, a representative body of diverse stakeholders. This committee ensures that all decisions are informed by the collective expertise and priorities of the community.

Key Responsibilities of the Steering Committee:

- **Assess Needs**: Evaluate student and community challenges to identify priority areas.
- **Set Goals**: Establish actionable strategies that align with the shared vision.
- **Monitor and Adjust**: Track progress and refine approaches as needed to meet evolving demands.

To operationalize the model, the district emphasizes capacity-building activities, including:

- **Professional Development for Educators**: Equip staff with tools to integrate academic and social-emotional learning effectively.
- **Parent Engagement Workshops**: Empower families to participate in decision-making and advocacy.
- **Community Partnerships**: Cultivate relationships with local organizations to extend resources and expertise.

This structure fosters open communication, mutual accountability, and aligned efforts across all levels of the initiative.

Impact and Vision

The Collaborative Leadership Model is more than a framework—it is a strategic, sustainable approach to transforming our schools into thriving community hubs. Its impact extends beyond addressing immediate challenges by building systems of support that reflect the collective vision of the school community.

By aligning efforts, fostering inclusion, and strengthening relationships, the model creates a school environment where students:

- Thrive academically, socially, and emotionally.
- Access equitable opportunities and resources.
- Are supported by a cohesive, interconnected network of stakeholders.

Through shared decision-making, collective accountability, and inclusive participation, the Collaborative Leadership Model ensures that the Community Schools Initiative is a success. Every voice is valued, every effort is meaningful, and every student is given the opportunity to succeed holistically—academically, socially, and emotionally.

This innovative model positions Roosevelt Elementary as a school in equitable education and community empowerment.

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 staffing serves the needs of Roosevelt's target student population, with a focus on diversity, multilingual capacity, and alignment with Community School priorities.	Recruit and hire a diverse, multilingual Community School Coordinator to serve as the primary liaison for site-level work. Provide professional development to existing staff to enhance skills in equity-based practices, restorative justice, and culturally responsive teaching. Develop partnerships with local universities and teacher preparation programs to create a pipeline for diverse and qualified staff.
Establish long-term sustainability plans for core staffing and financial resources.	Work with the LEA to allocate dedicated funding for Community School positions (e.g., site coordinator, counselors) beyond the grant period. Leverage state, federal, and philanthropic funding sources to secure multi-year support for critical positions. Build community partnerships that include shared funding models to ensure sustained programming and services.
Maintain continuous progress and improvement through capacity-building and alignment with long-term goals.	Establish annual reviews of staffing and resources to align with the evolving needs of students and families. Create an advisory board that includes administrators, staff, families, and community members to oversee sustainability efforts. Use data to evaluate staffing effectiveness and adjust roles or resources as necessary to meet targets.

Key Staff/Personnel

- **Principal** – Provides overall leadership and ensures alignment of staffing and resources with school goals. Facilitates partnerships and supervises implementation of the Community Schools framework.
- **District Level – Community Schools Coordinator** – Provides leadership sustains staff and resources for Community Schools by serving as the strategic connector between the district, school sites, and community partners. Works to ensure that essential supports are aligned, funded, and effectively implemented.
- **Site-Level Community Schools Coordinator** (TBD) – Oversees the integration of academic, social-emotional, and community resources; liaises with families, community partners, and school staff to meet student and family needs.
- **Parent Coordinator** – Engages parents through workshops, committees and outreach programs to strengthen home-school connections and increase family involvement.
- **MTSS Specialist** – Supports the implementation of Tier 1-3 interventions to meet students' academic and emotional needs; ensures targeted support for English Learners, foster youth, and students experiencing homelessness.
- **Academic Coach** – Guides teachers in instructional planning, data analysis, and implementation of high-quality instruction aligned with Common Core standards.
- **Behavioral Health Specialist** – Provides counseling and mental health support to students and collaborates with families to address emotional well-being.

Describe the plans or steps you are considering to build sustainability beyond the life of your Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Build a network of community partners that address holistic student, family, and community needs.	Identify and establish partnerships with local healthcare providers to create on-site or mobile health clinics for physical, mental, and vision care. Collaborate with local nonprofits and businesses to support after-school enrichment programs, mentoring, and family workshops. Partner with higher education institutions to bring student teachers, interns, and educational expertise into the school.
Ensure community partners are actively involved in planning, development, and continuous improvement.	Host quarterly partner forums to share progress, gather feedback, and align goals with school priorities. Co-design programs and events with partners, ensuring they address the expressed needs of students and families. Establish formal agreements (MOUs) that outline shared objectives, roles, and accountability measures.

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:

Established or Planned Partnerships

Roosevelt Elementary School leverages a robust network of established and planned partnerships to address the multifaceted needs of its students and families, aligning with the Community Schools Grant's vision of holistic support. These partnerships are carefully designed to address key focus areas, enhance resources, and foster resilience in the face of systemic challenges.

Healthcare and Mental Health Services

Established and Planned Partners:

- **Established Partners:** Clinica de Salud del Valle de Salinas, United Way Monterey County, Monterey County Office of Education, New Eyes, City of Salinas.
- **Planned Partners:** Local health clinics, mental health agencies, and mobile health providers.

Focus:

To ensure students and families have access to essential healthcare and mental health services, the school will provide on-site dental and medical checkups, mental health counseling, and emotional well-being programs.

Responsiveness:
These efforts directly address the findings from community needs assessments, which highlighted significant barriers to accessing healthcare and emotional regulation support. By prioritizing proactive health measures and emotional wellness, Roosevelt Elementary School strengthens students' ability to learn and thrive.

Academic Support Partners

Established and Planned Partners:

- **Established Partners:** Hartnell Community College, Salinas Adult School, Monterey County Office of Education, Taylor Farms, Boys & Girls Clubs of Monterey County, City of Salinas.
- **Planned Partners:** Local universities, community colleges, and academic tutoring centers.

Focus:
Provide individualized tutoring in reading, math, and STEAM enrichment programs, including after-school support and summer programming to help students achieve academic success.

Responsiveness:
This initiative is designed to address gaps in academic achievement identified in the needs assessment. Culturally relevant and engaging academic programming ensures students' learning experiences reflect and celebrate their backgrounds, fostering equity and belonging.

Family and Community Engagement Partners

Established and Planned Partners:

- **Established Partners:** Partners for Peace, PIQE (Parent Institute for Quality Education), Compass Church, Foster Grandparent Program, Taylor Farms, Salinas Adult School, Boys & Girls Clubs of Monterey County, City of Salinas.
- **Planned Partners:** Nonprofits and local businesses offering parenting workshops, family nights, and volunteer opportunities.

Focus:
Support family engagement by hosting workshops on topics such as math, reading, communication, and parenting skills while strengthening connections between families and the school.

Responsiveness:
These programs are intentionally structured to address barriers identified in needs assessments, including language access and scheduling conflicts, ensuring that all families feel empowered to actively participate in their children's education.

Basic Needs and Food Security Providers

Established and Planned Partners:

- **Established Partners:** Food Bank of Monterey County, Compass Church, United Way Monterey County, Taylor Farms, Boys & Girls Clubs of Monterey County, City of Salinas.
- **Planned Partners:** Local clothing assistance organizations and affordable internet providers.

Focus:
Provide vital services, including food pantries, laundry services, internet access, and essential supplies, to families in need.

Responsiveness:
By addressing basic needs identified as barriers to student attendance and family engagement, these programs reduce stress for families and create a foundation for academic and social success.

Youth Enrichment and Recreation Partners

Established and Planned Partners:

- **Established Partners:** Hijos del Sol Arts Productions, Kidpower International, Partners for Peace, ACT After-school Children's Theatre, Taylor Farms, Boys & Girls Clubs of Monterey County, City of Salinas.
- **Planned Partners:** Local recreation centers, sports programs, and cultural organizations.

Focus:

Offer extracurricular activities, including arts, sports, and recreational programming, to promote students' holistic development.

Responsiveness:

These programs foster inclusivity and engagement, ensuring that all students have access to culturally enriching opportunities that build confidence, leadership, and life skills.

The synergy between Roosevelt Elementary School and its network of partners ensures that the school is not just an academic institution but also a comprehensive hub for student and family support. By aligning with the Community Schools Grant's objectives, these partnerships amplify the school's capacity to address immediate needs, foster equity, and build resilience within its community. Together, Roosevelt Elementary School and its partners are transforming challenges into opportunities, ensuring that every student has the resources and support needed to thrive academically, socially, and emotionally.

Site Level Goals and Measures of Progress

Goals	Action Steps
Strengthen the integration of services provided by partners into the school's daily operations.	Develop a centralized system for coordinating partner services and aligning them with school schedules. Train staff on how to effectively refer students and families to partner programs.
Expand opportunities for family and community engagement through partnerships.	Create culturally relevant family workshops in collaboration with partners. Provide transportation and childcare support during partnership-hosted events to increase accessibility.
Measure the impact of community partnerships on student success and well-being.	Develop metrics for assessing the effectiveness of partnerships (e.g., student participation, family satisfaction). Conduct annual reviews of partnerships to ensure alignment with school priorities and adjust as necessary.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.