

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 Our Site?

El Gabilan Elementary School envisions becoming a community school to create a racially-just, relationship-centered space that prioritizes shared power, connects the classroom with the community, and focuses on continuous improvement and possibility thinking. Our decision reflects a deep commitment to the California Community Schools Framework and its overarching values:

1. **Racially-Just, Relationship-Centered Spaces:** We aim to foster inclusive environments that celebrate diversity, ensuring all students, families, and staff feel valued and respected. This will involve equity-driven practices and culturally responsive teaching.
2. **Shared Power:** By building collaborative partnerships with families, community members, and organizations, we will create decision-making processes that amplify the voices of historically marginalized groups.
3. **Classroom-Community Connections:** We will bridge classroom learning with real-world applications by incorporating culturally relevant and community-centered pedagogy.
4. **Continuous Improvement and Possibility Thinking:** Through reflective practices, data-driven decision-making, and creative problem-solving, we will continuously evolve to meet the dynamic needs of our school community.

Developmental Plans to Ensure These Values Are Reflected:

- Conduct professional development for staff on equity-focused practices and culturally responsive teaching.
- Form a diverse Community School Steering Committee with parents, students, staff, and community partners to co-create priorities and evaluate progress.
- Develop strong partnerships with local organizations to provide services and support aligned with community needs.
- Regularly collect and analyze data from students, families, and staff to inform and adapt initiatives.

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.

Deepening the Needs and Asset Assessment Process

To ensure a comprehensive understanding of the community's needs and assets, El Gabilan Elementary School will engage the entire school community through various processes:

1. Engagement Methods:

- **Surveys:** Distributed to administrators, staff, students, families, and community members to identify priorities.
- **One-on-One Interviews:** Conducted with key stakeholders, including historically marginalized groups, to gather nuanced perspectives.
- **Focus Groups:** Organized for specific groups such as SPED families, English learners, and staff.
- **Visioning Exercises:** Workshops where stakeholders collaboratively define the school's vision and priorities.
- **Community Forums:** Open meetings to discuss findings and develop collective goals.

2. Engaging Historically Marginalized Groups:

- Partner with community leaders and organizations that serve marginalized families.
- Provide language translation services and childcare during meetings to ensure accessibility.
- Use culturally appropriate outreach strategies to build trust and encourage 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
Authentic Family and Community Engagement	Outcome/Indicators: Increase in parent participation rates, improved communication between school and families, and higher satisfaction rates in parent surveys. Actions: Host monthly Coffee with the Principal (cafecitos), establish a parent center, and provide resources such as English classes and resume workshops.
Positive and Restorative School Climate	Outcome/Indicators: Reduction in disciplinary actions, improved student attendance, and enhanced student social-emotional learning (SEL) scores. Actions: Hire additional mental health providers, implement SEL programs, and establish peer-led restorative practices.
Integrated Student Supports	Outcome/Indicators: Improved academic performance, reduced absenteeism, and increased access to resources such as clothing, food, and technology. Actions: Partner with local organizations to provide essential resources, expand tutoring services, and offer after school enrichment programs.

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
Strengthen connections between classroom learning and students' cultural and community experiences.	Professional Development: Conduct workshops for educators on culturally responsive teaching and the principles of community-based learning.
Foster a sense of belonging and agency among students by integrating community assets and funds of knowledge into instruction.	Curriculum Integration: Collaborate with local organizations to co-create community-based projects that align with state standards and celebrate cultural heritage. Student-Led Initiatives: Encourage students to identify and address real-life community issues through project-based learning.
Support educators in understanding the theoretical and practical elements of community-based learning.	Monitoring Progress: Use surveys, student work samples, and observation tools to assess the impact of community-based learning on engagement and academic outcomes.

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	Build meaningful, coordinated partnerships among stakeholders to align resources and deliver integrated support services.
Enhance Whole-Child Development	Provide comprehensive academic, social, emotional, and physical support tailored to the unique needs of every student.
Promote Sustainability	Foster shared responsibility and ownership among stakeholders to create lasting, systemic impact.
Foster Equity and Inclusion	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 or other graphic):

Structure and Implementation

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 El Gabilan 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 reflects the diversity and needs of the student population, prioritizing multilingual and culturally responsive team members.	Develop hiring practices to recruit diverse, multilingual staff by collaborating with community colleges, universities, and cultural organizations. Establish partnerships with local businesses and organizations to secure funding and in-kind support for staffing.
Maintain core staffing, including site-level coordinators and an LEA-level Community School Coordinator, through long-term funding mechanisms.	Create a retention strategy that offers professional development, mentorship programs, and recognition initiatives for site-level coordinators and other staff.
Create a sustainability plan that aligns with the school's mission to address social, emotional, and academic student needs.	Leverage grant funding to establish and maintain key roles, transitioning to district funding for sustainability after grant periods. Regularly assess staffing needs based on attendance, SEL scores, and academic performance metrics.

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
Establish partnerships with community organizations aligned with the school's priorities, such as mental health services, afterschool programs, and family resources.	Conduct outreach to local organizations like Monterey County Behavioral Health and area nonprofits to provide targeted services. Formalize Memorandums of Understanding (MOUs) with partners to define roles, responsibilities, and shared goals.
Increase community partner involvement in planning and continuous improvement processes for the community school.	Host quarterly or biannual partner roundtables to align efforts with the school's vision and assess program impact.
Build a network of local support for food, clothing, tutoring, and other essential services for students and families.	Develop shared data systems for tracking progress and refining initiatives collaboratively with partners. Collaborate with families to ensure partnerships reflect their priorities and address identified needs.

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 and Planned Partnerships for El Gabilan Elementary School

El Gabilan 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, El Gabilan 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, JIM Enterprises Inc., 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 El Gabilan 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, El Gabilan 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.

By combining staffing sustainability and strategic partnerships, El Gabilan Elementary School will ensure the long-term success of its Community Schools initiative, creating a holistic support network for students, families, and the broader community.

Site Level Goals and Measures of Progress

Goals	Action Steps	
Increase family engagement	Attendance at events	Surveys, sign-in sheets
Improve student academic success	Test scores, attendance rates	Data analysis
Strengthen community partnerships	Number of active collaborations	Partnership reviews