

Princeton Street Elementary

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
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:

Princeton Street Elementary believes that every student deserves access to a safe, inclusive, and supportive learning environment where academic achievement, social-emotional wellness, family engagement, and student voice are valued and nurtured. As a Community School, we recognize that student success is strengthened when schools, families, and community partners work together to address both academic and non-academic barriers to learning.

Our Community School approach reflects the California Community Schools Framework and its overarching values. We are committed to creating racially just and relationship-centered spaces where students feel safe, respected, and connected. Through PBIS, MTSS, restorative practices, social-emotional learning, and student wellness monitoring, we foster a positive school climate that promotes belonging and student success.

We believe in shared power and collaborative leadership. Families, students, staff, and community partners actively contribute to school improvement efforts through School Site Council (SSC), English Learner Advisory Committee (ELAC), family engagement activities, surveys, and ongoing communication systems.

We strengthen classroom-community connections by incorporating culturally responsive instructional practices, family partnerships, community-based learning experiences, and opportunities for students to connect learning to their lives and community. Through continuous improvement, we utilize attendance, academic, school climate, and wellness data to identify needs, celebrate successes, and refine practices that support the whole child.

As a Cohort 1 Community School, Princeton Street has established strong foundational systems and is focused on sustaining, strengthening, and expanding practices that improve outcomes for students and families.

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.

Building upon previous implementation efforts, Princeton Street Elementary will continue engaging students, families, staff, and community partners in ongoing needs and assets assessment processes to ensure Community School priorities remain aligned with the evolving needs of our school community.

Administrators, teachers, classified staff, students, families, and community partners will participate through surveys, focus groups, SSC and ELAC meetings, MTSS reviews, family engagement events, attendance meetings, and community forums. Student voice will be elevated through Sown to Grow reflections, school climate surveys, student leadership opportunities, and classroom discussions.

Special attention will be given to engaging historically marginalized groups, including English Learners, students with disabilities, foster youth, students experiencing homelessness, socioeconomically disadvantaged students, and students experiencing attendance or behavioral challenges. Communication will be provided in families' home languages, and participation opportunities will be offered through flexible meeting formats, parent conferences, family events, and targeted outreach efforts.

Data from attendance reports, academic achievement, school climate surveys, social-emotional learning measures, MTSS reviews, and stakeholder feedback will continue to inform decision-making and guide Community School implementation priorities.

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 Student Social-Emotional Wellness and School Climate	Sown to Grow Emotion Scores, Sense of Belonging Scores, School Climate Survey Results, Suspension Data
Improve Student Attendance and Reduce Absenteeism	Attendance Rate, Chronic Absenteeism Rate, Attendance Intervention Success Rates
Strengthen Family Engagement and Shared Leadership	SSC Participation, ELAC Participation, Family Event Attendance, Parent Survey Results

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 Culturally Sustaining and Responsive Instruction	Provide professional learning, integrate diverse literature, and family experiences into instruction, support multilingual learners.
Expand Project-Based and Community-Based Learning Opportunities	Implement student projects related to wellness, culture, attendance, service, environmental stewardship, and career awareness.

Princeton Street Elementary recognizes that students learn best when instruction is connected to their experiences, cultures, families, and community. Through Community-Based Learning, we seek to increase student engagement, strengthen student voice, and create meaningful connections between classroom learning and real-world experiences.

Teachers will continue participating in professional learning opportunities focused on culturally sustaining and responsive teaching practices, project-based learning, and strategies that incorporate students' cultural and linguistic assets into instruction. Instructional practices will emphasize student collaboration, inquiry, problem-solving, and opportunities for students to connect learning to their community.

Students will participate in projects that explore cultural heritage, community history, wellness, attendance awareness, environmental stewardship, and career exploration. Schoolwide events such as Career Day, family engagement activities, cultural celebrations, student showcases, and community presentations will provide opportunities for students to demonstrate learning and connect with community partners.

Through these efforts, Princeton Street will continue strengthening a sense of belonging while providing engaging and culturally relevant learning experiences for all students.

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 Parent Leadership and Participation	Expand leadership opportunities through SSC, ELAC, parent v family engagement activities.
Strengthen Teacher and Staff Leadership	Increase participation in PLCs, MTSS teams, PBIS teams, and School planning 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):

Princeton Street Elementary utilizes a collaborative leadership model that promotes shared decision-making and stakeholder participation. Leadership structures include School Site Council (SSC), English Learner Advisory Committee (ELAC), MTSS teams, PBIS teams, grade-level PLCs, family engagement committees, and Community School planning teams.

Students, families, staff, administrators, and community partners contribute to school improvement efforts by providing feedback, participating in leadership structures, reviewing data, and helping identify priorities. These structures support transparency, shared ownership, and continuous improvement while ensuring that Community School implementation remains responsive to student and family needs.

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
Maintain Integrated Student Supports and Services	Continue MTSS, SEL, PBIS, attendance interventions, counseling, and family outreach systems.
Develop Long-Term Sustainability of Community School Practices	Align Community School initiatives with SPSA, LCAP, Title I, ELO-P, and district priorities.

Key Staff/Personnel

Community School Lead (Vice Principal)	Serves as the site-based Community School Implementation Lead
Principal	Provides overarching leadership for all site functions, including instructional, operational, and community-focused initiatives
Counselor	Participates in implementation of restorative practices and trauma-informed approaches

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

Princeton Street Elementary is committed to sustaining Community School practices beyond the life of the CCSPP grant by embedding successful strategies into existing school and district systems. Key initiatives, including MTSS, PBIS, attendance interventions, social-emotional learning supports, family engagement structures, and student wellness monitoring, have become integral components of our school improvement efforts and daily operations.

To ensure long-term sustainability, Princeton will leverage a variety of funding sources, including Title I, Title II, LCFF, ELO-P, and district resources, to continue supporting student services, professional development, family engagement activities, and integrated student supports. These funding sources will help maintain critical programs such as family workshops, attendance interventions, counseling services, and academic and social-emotional supports.

A key component of our sustainability plan is building leadership capacity among staff and families. We will continue providing leadership opportunities and training for teachers, support staff, and parents so they can actively contribute to school improvement efforts and help sustain Community School practices over time. Through SSC, ELAC, MTSS teams, and other leadership structures, stakeholders will continue to play an active role in decision-making and continuous improvement.

Princeton will also maintain the collaborative structures and routines that support Community School implementation, including family engagement meetings, leadership teams, data reviews, and stakeholder feedback processes. These systems help ensure that school priorities remain responsive to the needs and strengths of students and families.

Strong partnerships with community organizations will continue to be cultivated and expanded to provide resources, services, and opportunities that support student success and family well-being. Finally, Princeton will regularly collect and analyze data, stakeholder feedback, and success stories to demonstrate the impact of Community School initiatives and advocate for continued support from the district and community partners. Through these efforts, Princeton will sustain and strengthen a culture of collaboration, equity, and continuous improvement for years to come.

Strategy 5: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase Access to Integrated Student Supports	Strengthen referral systems and partnerships that provide health, attendance, and family support services.
Strengthen Family and Community Engagement Partnerships	Expand community participation in family events, resource fairs, awareness activities, and school improvement efforts.

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:

Princeton Street Elementary values strategic partnerships that support student success, family well-being, and community engagement. We have developed strong relationships with local agencies, organizations, and district partners that directly reflect the needs, strengths, hopes, and vision shared by our students, families, staff, and community. These partnerships help provide integrated supports that address academic, social-emotional, attendance, health, and family needs while reducing barriers to student learning and increasing opportunities for success.

We are committed to making services accessible and welcoming by offering supports on campus, during family engagement events, and through coordinated referral systems. These partnerships were identified through our Needs and Assets Assessment process and continue to align with our Community School priorities of improving attendance, strengthening family engagement, enhancing student wellness, and promoting positive school climate outcomes.

Current partnerships include Community Connections, which provides wraparound services such as housing assistance, food resources, utility support, and health services; Kern County Human Services, which connects families to programs including CalFresh, Medi-Cal, and WIC; Child Guidance Clinic, which provides mental health services and referrals for students and families; and local Vision Centers that offer vision screenings and access to glasses for students. Additional partnerships with Delano Union High School District, Delano Police Department, Delano Fire Department, Girl Scouts, Soroptimist International, and other civic organizations provide leadership opportunities, school supplies, safety education, enrichment activities, and support for students and families.

Community partners are regularly invited to participate in family events, resource fairs, school planning activities, and collaborative problem-solving efforts. Moving forward, Princeton Street Elementary will continue strengthening and expanding partnerships that support the whole child, increase family access to resources, promote student leadership and wellness, and sustain a strong network of support for our school community.

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