

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

Pioneer School

Address:

1001 Hiett Avenue

Delano, CA 93215

Telephone:

(661) 474-4911 FAX (661) 721-7725

Contact:

Anna Singh, Principal

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:

Pioneer School believes that every student deserves access to the academic, social-emotional, health, and family supports necessary to thrive. As a Community School, Pioneer uses a whole-child approach that integrates academic achievement, mental health and wellness, family engagement, positive school climate, and community partnerships to remove barriers to learning and promote student success.

Reflecting the California Community Schools Framework

Racially-Just, Relationship-Centered Spaces

Pioneer continues to foster a welcoming and inclusive environment through Positive Behavioral Interventions and Supports (PBIS), restorative practices, social-emotional learning, and culturally responsive instruction. Schoolwide implementation of Kimochis, Ripple Effects, and Sown To Grow promotes belonging, emotional regulation, and positive relationships among students and staff.

Shared Power

Students, families, staff, and community partners participate in decision-making through School Site Council, ELAC, Parent Meetings, student leadership opportunities, surveys, and community forums. Feedback gathered through these structures guides school improvement efforts and resource allocation.

Classroom-Community Connections

Pioneer connects classroom learning to real-world experiences through AVID, career exploration activities, community partnerships, and project-based learning opportunities that reflect students' cultural and community experiences.

Continuous Improvement and Possibility Thinking

The school regularly reviews attendance, behavior, academic, and climate data through PBIS, attendance monitoring systems, school climate surveys, and stakeholder feedback to identify needs, celebrate progress, and improve services.

Developmental Plans

Pioneer will continue to:

- Strengthen relationships among students, families, staff, and community partners.
- Expand student voice and leadership opportunities.
- Increase access to mental health, wellness, and attendance supports.
- Improve communication through ParentSquare, Aeries Portal, family workshops, and community outreach.
- Utilize data from attendance, PBIS, climate surveys, and academic indicators to guide continuous improvement.

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.

During the 2025–2026 school year, Pioneer will expand stakeholder engagement through:

Administrators

- Data review meetings
- Community Schools planning sessions
- Attendance and PBIS monitoring teams

Certificated Staff

- Surveys
- Grade-level collaboration meetings
- Professional learning communities

Classified Staff

- Focus groups
- School climate discussions
- Student support planning meetings

Students

- Student climate surveys
- Student leadership groups
- Sown To Grow reflection data
- Classroom discussions and focus groups

Families

- Family workshops
- ParentSquare surveys
- ELAC meetings
- School Site Council meetings

- Community forums

Community Partners

- Partnership planning meetings
- Resource fairs
- Community networking events

Historically Marginalized Groups

Special efforts will engage:

- English Learners
- Foster Youth
- McKinney-Vento students
- Students with disabilities
- Families requiring translation services

through bilingual communication, flexible meeting times, childcare support, and targeted outreach.

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
Increase Attendance and Reduce Chronic Absenteeism	Improved attendance rates, reduction in chronic absenteeism, increased family participation in attendance interventions
Improve Student Wellness and School Climate	Increased SEL participation, reduced behavior referrals, improved climate survey results, increased access to mental health services
Strengthen Family Engagement and Shared Leadership	Increased participation in SSC, ELAC, workshops, and family events; increased ParentSquare and Aeries engagement

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 relevant and community-connected instruction	Provide professional development in culturally responsive teaching, AVID strategies, and community-based learning
- Connect learning to community experiences - Showcase student learning	- Implement career exploration activities, community guest speakers, and project-based learning opportunities - Student exhibitions, AVID showcases, leadership presentations, and family engagement events

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
Expand Parent Leadership Development	Continue parent leadership workshops, SSC participation, ELAC engagement, and volunteer opportunities
Strengthen Teacher Leadership	Continue participation in AVID, PBIS, Community Schools planning, and district leadership 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):

Shared Governance Structure

- Principal
- Vice Principals
- School Site Council
- ELAC/DELAC
- Teacher Leadership Teams
- PBIS Team
- Attendance Team
- Student Leadership: ASB
- Community Partners

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
Recruit and retain qualified staff	Continue professional development and mentoring opportunities
Monitor effectiveness of staffing supports	Use attendance, behavior, climate, and academic data to ev

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:

Pioneer will sustain Community School efforts through:

- LCAP-funded student support services
- Title I parent engagement and academic interventions
- ELO-P expanded learning opportunities
- PBIS implementation and professional development
- Community partnerships
- Family leadership structures
- Ongoing staff training and capacity building

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 stakeholder participation in CCSPP planning	Utilize social media and other means to advertise opportunities for stakeholders to participate in CCSPP planning process.
Involve Community Partners in School Planning	Include partners in events, planning sessions, and visioning activities (e.g., Community Connection Center, Child Guidance, Delano Police Department, Soroptimist, etc.)

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:

Pioneer will continue collaboration with:

- Community Connection Center
- Kern County Human Services
- Child Guidance Clinic
- Local Vision Providers
- Delano Union High School District
- Delano Police Department
- Delano Fire Department
- Soroptimist International
- Girl Scouts
- CVOS
- Local community-based organizations

These partnerships support the school's priorities of attendance improvement, family engagement, academic achievement, student wellness, and positive school climate.

Site Level Goals and Measures of Progress

Goals	Action Steps
Expand student wellness services	Maintain partnerships with Child Guidance Clinic and co health providers
Expand enrichment opportunities	Partner with community organizations to provide leaders and career exploration activities

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