# 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

Sunnyslope Elementary School - jrivas@hesd.org

## 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:

A community school with a well developed framework aids in supporting the gaps that a traditional school fails to address; such as the need for a collaborative understanding that a student's success is not solely based on an award winning curriculum. Student success begins when we collectively understand that foundational human needs must first be met.

Sunnyslope Elementary School, following the implementation of the CA CS Framework, has propelled forward as a whole, as there is a continued understanding by all stakeholders that a focus on continuous improvement is imperative to our student's success.

The community schools framework through the overarching values has allowed for inclusivity by promoting access to the education of diverse cultures. This, in turn, has allowed for organic conversations to develop, offering a supportive space where previously marginalized groups gain a seat at the table - providing everyone with a deeper understanding of diverse cultures without leaving the country or the classroom.

Sunnyslope Elementary School, with its diversified partnerships, has gained significant support. We continue to emphasize the critical need for our parents to shift from their traditional school parent role to a community school parent role with the formation of decision making committees. Students, families, school staff, and the community are empowered and encouraged to share their ideas, concerns, and opinions with the school for the betterment of our students.

**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.

Sunnyslope Elementary School is currently developing a framework for a steering committee that began being implemented in the beginning of the 2024-2025 school year. The steering committee will be composed of staff, families, and the community. Staff members have been invited to join. We are gathering input from various stakeholders to continue implementing our plan in the 2026-2027 School Year.

In conjunction with a steering committee, we will continue conducting surveys site-wide to gauge the needs of our stakeholders. As a site, we have studied the data to gain perspective as to who our marginalized population is. Based on our demographics we have learned that our site's population consists of 32.5% of ML students. To better support and engage our ML families we offer after school intervention services, a Food Pantry and a Clothing Closet. All committees are open to all families. Sunnyslope Elementary is committed to being inclusive.

**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 to 93.5% School Wide | This will begin in the 24-25 School Year. The 24-25 Attendance rate was 91.7%. The 25-26 School Year attendance was 91.6 % a drop of .1% |
| After School Intervention will be provided. | In the 25-26 Year we had 3 Intervention teachers, 2 homework club teachers and 2 English Enrichment teachers. We will continue this implementation. |
| Access to the community food pantry | Partnership with Community Food Pantry established. We were open on Fridays from 2:30-3:00 PM in addition to a Clothing Closet for families. This will continue. |
| Safe and rapid response access is needed to the Wellness Center and Health Clerk for students in crisis | The purchase of a rapid response vehicle is needed for the safety of students under Integrated Student Supports. |

# 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 |
|---|---|
| Establish Food Pantry on site | Initiate partnership with Community Food Pantry. This was addition to adding a Clothing Closet. |

## 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 |
|---|---|
| Community School Council established | Consists of teachers, site admin, classified staff, and parents. |
| Ongoing surveys sent out to establish needs | Surveys were conducted with students during the school day and from families at school events and before and after school. This has continued with the assistance of Eduardo Lezama. |

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):

| **Shared Governance System** |
|---|

**1. School Board:**

- **Role:** Provides overall policy direction and oversight.
- **Members:** Elected community members.

**2. Superintendent:**

- **Role:** Implements board policies, oversees district-wide operations.
- **Reports to:** School Board.

**3. Principal:**

- **Role:** Manages day-to-day school operations, implements district policies at the school level.
- **Reports to:** Superintendent.

**4. Site Leadership Team:**

- **Role:** Supports the principal in decision-making, focuses on instructional leadership, and school improvement.
- **Members:** Principal, assistant principal, lead teacher, and department heads.

**5. School Site Council:**

- **Role:** Develops and monitors the School Plan for Student Achievement (SPSA).
- **Members:** Principal, teachers, parents, community members, and sometimes students.

**6. Teacher Leadership Teams:**

- **Role:** Focus on curriculum development, professional development, and instructional strategies.
- **Members:** Grade-level or subject-area lead teachers.

**7. Professional Learning Communities (PLCs):**

- **Role:** Groups of teachers that collaborate on improving teaching practices and student learning.
- **Members:** Teachers grouped by grade level or subject area.

**8. Parent-Teacher Association (PTO):**

- **Role:** Fosters parent involvement and supports school activities.
- **Members:** Parents, teachers, and school staff.

**9. Student Council:**

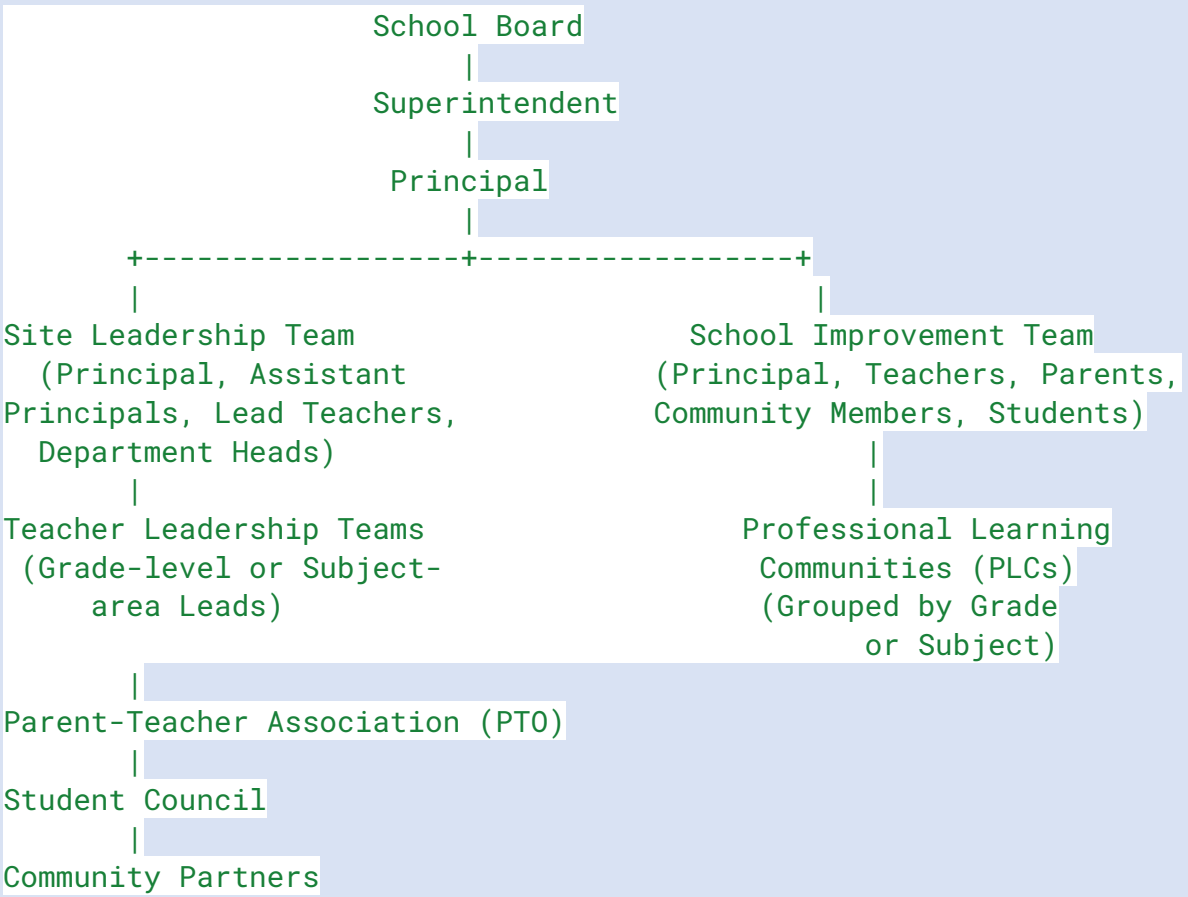
- **Role:** Represents student interests, organizes events, and promotes school spirit.
- **Members:** Elected student representatives.

**10. Community Partners:**

- **Role:** Provide resources, support, and partnerships for school initiatives.
- **Members:** Local businesses, non-profits, and community organizations.

## Organizational Chart

Here's a visual representation of the shared governance and site-level leadership structure:




## Description

1. **School Board:** Sets policies and provides oversight. Members are elected by the community.
2. **Superintendent:** Implements board policies and oversees district operations. Reports directly to the School Board.
3. **Principal:** Manages the daily operations of the school, ensuring alignment with district policies.
4. **Site Leadership Team:** Comprises the principal, assistant principals, lead teachers, and department heads, focusing on instructional leadership and operational decisions.
5. **School Improvement Team:** Includes a broader group of stakeholders, such as parents and community members, and develops the School Improvement Plan (SIP).
6. **Teacher Leadership Teams:** Focus on specific areas like curriculum development and professional development.
7. **Professional Learning Communities (PLCs):** Groups of teachers working collaboratively to enhance teaching and learning practices.
8. **Parent-Teacher Association (PTO):** Engages parents in school activities and decision-making processes.
9. **Student Council:** Provides a voice for students in school governance and activities.

10. **Community Partners:** External organizations that support the school with resources and partnerships.

This system ensures that all stakeholders have a voice in the governance and leadership of the school, promoting a collaborative and inclusive environment for decision-making.

# 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 |
|---|---|
| Establish Staffing for ongoing sustainability | Human Resources and the School Board will prioritize the need for ongoing support. |
| Establish routine and procedures for ongoing plans | Ensure financial viability for ongoing supports |

## Key Staff/Personnel

| | |
|---|---|
| Community School Coordinator | Stacie Bonura |
| Community School Site Liaison | Eduardo Lezama |
| School Principal | Joseph Rivas |

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

To build sustainability beyond the life of the implementation grant for Sunnyslope School's Community School initiative, several key strategies and plans can be implemented. These plans will ensure that the progress made during the grant period is maintained and expanded upon in the future. Here are the detailed steps:

### 1. Develop a Strong Leadership Team

- **Sustainability Task Force:** Establish a sustainability task force comprised of school leaders, teachers, parents, community members, and local business representatives.
- **Training and Professional Development:** Provide ongoing training for staff and community partners to build capacity and leadership skills.

### 2. Diversify Funding Sources

- **Grant Writing Team:** Form a dedicated team to seek out and apply for additional grants from government agencies, foundations, and private donors.
- **Local Business Partnerships:** Strengthen partnerships with local businesses to secure sponsorships and donations.
- **Fundraising Events:** Organize regular fundraising events such as community fairs, auctions, and benefit concerts.

### 3. Integrate Programs into School Curriculum and Culture

- **Curriculum Integration:** Embed community school programs into the standard curriculum to ensure they are part of the core educational experience.
- **Culture of Community Engagement:** Promote a culture that values community engagement through regular school-wide events and initiatives.

### 4. Establish Strong Community Partnerships

- **Long-term Agreements:** Develop formal agreements (MOUs) with community partners to ensure long-term collaboration and support.

- **Advisory Council:** Create an advisory council consisting of representatives from local organizations, businesses, and government agencies to provide ongoing guidance and support.

## 5. Data Collection and Evaluation

- **Regular Assessments:** Conduct regular assessments to measure the impact of community school programs on student achievement and well-being.
- **Data-driven Decisions:** Use collected data to make informed decisions and demonstrate program effectiveness to potential funders and partners.

## 6. Engage Parents and Families

- **Parent Education Programs:** Offer workshops and resources to educate parents on how to support their children's education and well-being.
- **Volunteer Opportunities:** Create numerous and varied opportunities for parents and community members to volunteer in the school.

- With the expansive size of Sunnyslope School a Family Welcome Vehicle is needed to help transport elderly family members or members with young children across campus to meetings to allow access.

## 7. Policy Advocacy

- **Local and State Advocacy:** Advocate for local and state policies that support community schools and secure public funding.
- **Coalition Building:** Join or form coalitions with other community schools to amplify advocacy efforts.

## 8. Sustainable Practices and Operations

- **Green Initiatives:** Implement sustainable practices within the school, such as recycling programs, energy-efficient systems, and school gardens, to reduce costs and promote environmental responsibility.
- **Resource Sharing:** Collaborate with nearby schools and community centers to share resources and services.

## 9. Communication and Marketing

- **Success Stories:** Regularly share success stories and program impacts with the broader community through newsletters, social media, and local media outlets.

## 10. Alumni Network

- **Alumni Engagement:** Build and maintain an alumni network to provide mentorship, volunteer support, and financial contributions.

## Implementation Timeline

**Year 1-2:**

- Establish the sustainability task force.

- Start training programs for staff and partners.
- Begin integrating community school programs into the curriculum.

**Year 3-4:**

- Focus on diversifying funding sources.
- Strengthen community partnerships and formalize agreements.
- Conduct regular program evaluations.

**Year 5 and Beyond:**

- Fully integrate community engagement into the school culture.
- Maintain and grow partnerships and funding streams.
- Continue policy advocacy and sustainable practices.

By following these steps, Sunnyslope School can create a robust plan to ensure the longevity and success of the Community School initiative well beyond the initial implementation grant.

# 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 PBIS program school wide | Monitor teacher use and student use of 5 Star Online System |
| Reduce school wide office referrals | Monitor office referral 3 times per year |

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:

### Responsiveness to the Vision and Priorities

**1. Student-Centered Approach**

- **Vision:** Ensure all students have access to quality education, enrichment opportunities, and support services.
- **Responsive Actions:**
  - **Career and College Readiness Programs:** Through partnerships with higher education institutions and local businesses, students will gain exposure to various career paths and college preparatory resources.
  - **Extracurricular Activities:** Collaborations with non-profits and municipal agencies will offer a broad range of after-school programs catering to diverse interests, from sports to the arts.
  - With the amount of enrichment activities and summer enrichment programs a vehicle is needed for logistical support to safely transport enrichment materials to distant campus learning zones.

**2. Staff Support and Development**

- **Vision:** Provide continuous professional development and resources for staff to enhance teaching and learning.
- **Responsive Actions:**
  - **Professional Development Workshops:** Partnerships with universities and educational non-profits will offer ongoing training in the latest educational practices and technologies.
  - **Collaborative Networks:** Establish networks for teachers to share best practices and collaborate on curriculum development.

**3. Family Engagement and Empowerment**

- **Vision:** Engage families as active participants in their children's education and empower them with the resources to support learning at home.
- **Responsive Actions:**
    - **Family Resource Center:** In collaboration with non-profits, create a center offering workshops on parenting, financial literacy, and educational support.
    - **Community Events:** Organize family-oriented events with local businesses and community organizations to foster a strong school-community bond.

**4. Community Integration and Collaboration**

- **Vision:** Build a supportive community network that enhances educational opportunities and overall well-being.
- **Responsive Actions:**
    - **Community Advisory Board:** Include representatives from all partner organizations to regularly review and align activities with the school's vision and community priorities.

## Implementation and Monitoring

**Establishing Formal Agreements:**

- **Memorandums of Understanding (MOUs):** Develop MOUs with partners to clearly outline roles, responsibilities, and shared goals.

**Regular Evaluation:**

- **Feedback Mechanisms:** Conduct regular surveys and focus groups with students, staff, families, and partners to gather feedback and assess the effectiveness of partnerships.
- **Annual Reviews:** Hold annual review meetings with all partners to evaluate progress, celebrate successes, and identify areas for improvement.

**Communication and Transparency:**

- **Regular Updates:** Provide regular updates to the school community about partnership activities and outcomes through newsletters, social media, and community meetings.
- **Visibility:** Highlight successful partnerships and their impact on the school community to maintain transparency and build trust.

By establishing these partnerships and ensuring they are responsive to the needs and priorities of all stakeholders, Sunnyslope School can create a sustainable, supportive, and enriching educational environment.

## Site Level Goals and Measures of Progress

| Goals | Action Steps |
|---|---|
| Open a Food Pantry for families to access | Establish MOU with Community Food Pantry. This was completed. |
| Hire a coordinator of the Food Pantry | Lead Teacher has continued to coordinate this function. |

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