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:

Through engagement with students, families, staff, and community partners, Cambridge Elementary identified a Community School approach as the most effective way to ensure every student has equitable access to the academic, social-emotional, wellness, and enrichment supports needed to thrive. Our stakeholders consistently expressed the need for stronger partnerships between the school, families, and community, expanded opportunities for student success, and systems that address barriers to learning while building on student strengths.

Cambridge's understanding of a Community School reflects a commitment to the California Community Schools Framework and its Overarching Values. We are intentionally creating **racially just, relationship-centered spaces** where every student and family feels welcomed, valued, and connected. Through our ongoing Positive Behavior Intervention and Support training and ROAR expectations, we foster a culture of belonging and mutual respect that supports the success of all students, particularly English Learners, students with disabilities, and students experiencing socioeconomic disadvantage. We will continue to develop our relationship-centered spaces by creating a counseling center focused on social-emotional learning initiatives. Additionally, we will add whole school restorative practices training to further our relationship-centered focus.

Shared power is demonstrated through ongoing opportunities for students, families, staff, and community partners to provide input and help shape school priorities, programs, and supports. We will continue to ask our families to complete a survey during parent-teacher conferences to gather timely information about parents' needs and wants, and how best to provide these supports. Additionally, our student leadership group will create a survey to ensure all student voices are heard. Through more formal groups, such as ELAC and School Site Council, we invite families to join in meaningful conversations about the school's needs. Our Community Schools Steering Committee will continue to serve as a platform for students, families, and community partners to actively participate in shaping and addressing our school's priorities. These platforms not only empower stakeholders to contribute their ideas but also foster a sense of ownership and partnership within our school community. By embracing shared decision-making and creating avenues for open dialogue, we are building a strong, inclusive school community where every voice is valued and respected. Together, we work together to achieve our collective goals and create a positive impact on the lives of our students.

Cambridge Elementary has intentionally strengthened **classroom-community connections** by developing meaningful partnerships that expand learning opportunities and connect students to their broader community. One of our most impactful partnerships is with Chapman University. Through this collaboration, undergraduate and teaching credential candidates regularly work alongside our teachers and students, providing academic support while gaining valuable field experience. Chapman representatives also share information about college pathways with our students, and students have participated in campus visits that help them envision future educational opportunities and build college-going aspirations from an early age. We have also continued to strengthen our partnership with Orange High School's Career Technical Education (CTE) Education Pathway program. Throughout the school year, high school students interested in careers in education work with Cambridge students twice each week, serving as mentors, role models, and instructional supports. This partnership benefits both groups of students while fostering a strong educational pipeline within our community. Cambridge continued its collaboration with the Orange County Gang Reduction Intervention Partnership (OC GRIP) Program. OC GRIP staff have facilitated student presentations focused on positive behavior, academic success, attendance, decision-making, and personal responsibility. These lessons reinforce our schoolwide expectations and provide students with additional positive adult connections. Students also had the opportunity to visit Anaheim Stadium to broaden their opportunities in the community. To further strengthen community awareness and engagement, students have participated in local field trips to explore and better understand their community resources and assets. Our annual Career Day has grown to include parents, local business leaders, and community professionals who share their career experiences and educational pathways with students. Additionally, students have had opportunities to interact with community safety personnel, including law enforcement and other public safety workers, helping build positive relationships, trust, and a sense of connection to those who serve and protect our community. Finally, parents are invited into the classroom to observe instruction to understand their child's learning environment. They have the opportunity to hear directly from their child's teacher and learn how to support their child at home. Together, these partnerships enrich student learning, strengthen community ties, and support the development of well-rounded, engaged, and future-focused learners.

A focus on **continuous improvement** and possibility thinking drives our work. We regularly review academic, attendance, behavioral, and engagement data to identify needs, monitor progress, and refine strategies. Through ongoing assessment, reflection, and innovation, we strive to identify areas for improvement and implement evidence-based practices that support student achievement and well-being. By embracing a mindset of possibility thinking, we challenge assumptions and explore new opportunities to maximize student success.

In terms of **developmental plans** to ensure these values are reflected in our community school work, Cambridge will continue to strengthen shared commitment, understanding, and priorities using our vision as a guide for decision-making. Our SPSA goals will continue to align with our vision, and both will be regularly shared with our school community to increase understanding, alignment, and accountability. We will continue to provide professional development and training opportunities for staff to deepen their understanding of data analysis, data-informed instruction, and student progress. Student progress will be regularly communicated to families to ensure they have pertinent information about their child's progress and to increase their involvement in their child's education. Additional Positive Behavior Intervention and Support training will be provided to further our implementation to include Tier 2 structures. This information will also be shared with the Cambridge community to provide families with strategies for use at home. We will also participate in restorative practice training and create a Counseling Center to support social-emotional initiatives for our students and community. We will focus on increasing our parent involvement in shared decision-making. We will be doing direct outreach to families to invite them to meetings and increase the number of teachers inviting parents into their rooms. These developmental efforts will ensure that Community School values remain embedded in our systems and practices while advancing educational equity, student achievement, attendance, wellness, and positive school climate for all 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.

To engage different groups in the planning process, Cambridge will employ a variety of inclusive strategies tailored to the needs and preferences of each group. Here's how we plan to engage each group and the processes we will use:

1. **Administrators**:
    - Meetings: Regular meetings with school administrators to provide updates on the planning process and gather input on key decisions.
    - Integration of administrators in all stakeholder meetings at the school site
2. **Certificated Staff**:
    - Survey: LCAP survey
    - Grade Level Collaboration: Discuss student and family needs to support achievement and wellness. Data analysis and planning time to focus on continuous improvement.
    - Professional development sessions: Training sessions to build capacity and implement the community schools model effectively.
    - Formal groups, such as ELAC, School Site Council, and Community School Council
3. **Classified Staff**:
    - Survey: LCAP survey
    - Professional development sessions: Training sessions to build capacity and implement the community schools model effectively.
    - Meetings: Opportunities for classified staff to participate in meetings and forums alongside certificated staff to ensure that their input is integrated into decision-making processes.
    - Formal groups, such as ELAC, School Site Council, and Community School Council
4. **Students**:
    - Survey: LCAP survey, student-created survey, CA Healthy Kids Survey
    - Student leadership group: Provide ongoing input and feedback on initiatives and programming
    - Formal groups, such as ELAC, School Site Council, and Community School Council
5. **Family Members**:
    - Surveys: Surveys distributed to families to gather insights on their priorities, needs, and preferences for family engagement and support services at conferences, LCAP Survey
    - Formal groups, such as ELAC, School Site Council, and Community School Council
    - Family engagement events: Hosting family engagement events and workshops to facilitate dialogue, provide information, and build relationships between families and school staff.
6. **Community Members**:
    - Focus groups: Focus groups with community members to solicit input on ways to strengthen partnerships between the school and the broader community.
    - Community School Council: Engage community members in discussions about the community schools initiative and how they can contribute to its success.
7. **Community Partners**:
    - Partnership meetings: Regular meetings with community partners to discuss collaboration opportunities, coordinate resources, and align goals and strategies.

- Collaborative planning sessions: Joint planning sessions with community partners to develop shared initiatives and programs that meet the needs of students and families.

To engage historically marginalized student and family groups, we will take specific steps to ensure that their voices are centered and their needs are addressed:

1. **Culturally Responsive Approaches**: We will employ culturally responsive approaches to engagement, recognizing and respecting the cultural backgrounds, languages, and lived experiences of historically marginalized groups.
2. **Targeted Outreach**: We will conduct targeted, individualized outreach to engage historically marginalized student and family groups, ensuring they are aware of and invited to participate in the planning process.
3. **Community Liaisons**: We will work with community liaisons or cultural brokers who have existing relationships and trust within historically marginalized communities to facilitate engagement and communication.
4. **Accessible Formats**: We will provide information and engagement opportunities in accessible formats and languages to ensure that all families can participate meaningfully.
5. **Empowerment and Representation**: We will prioritize opportunities for historically marginalized students and families to lead and participate in decision-making, ensuring their perspectives are represented and valued.

By employing these inclusive engagement strategies and prioritizing the voices of historically marginalized groups, we aim to create a community schools initiative that is truly responsive to the needs and aspirations of all members of our school community.

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

Goal: Academic Achievement Cambridge Elementary School will improve academic achievement and educational equity for all students by implementing integrated academic, family, and community supports that accelerate learning outcomes in English Language Arts, Mathematics, and Science. Through targeted interventions, family engagement, and expanded learning opportunities focused on academic achievement, students will demonstrate measurable growth on state and local assessments. Particular focus will be placed on improving outcomes for English Learners, students with disabilities, and students experiencing socioeconomic disadvantage.	• Increase English Language Arts and Mathematics achievement as measured by Smarter Balanced Assessment Consortium (SBAC) results, including improvement in Distance from Standard and the percentage of students meeting or exceeding standards. • Increase student growth and grade-level proficiency in reading and mathematics as measured by i-Ready diagnostic assessments and typical growth targets. • Improve English Learner progress as measured by the English Learner Progress Indicator (ELPI). • Increase fifth-grade student achievement in science as measured by the California Science Test (CAST). • Reduce achievement gaps among English Learners, students with disabilities, and students experiencing socioeconomic disadvantage. • Strengthen family engagement and access to academic supports that contribute to improved student outcomes in response to surveys

Goal: Student Engagement and Attendance Through the implementation of community school strategies, including family partnerships, expanded learning opportunities, student wellness supports, and collaborative attendance interventions, Cambridge will increase overall student attendance by 1% and decrease chronic absenteeism by 3%. The school will provide all students access to a broad course of study and enriching learning experiences during and beyond the school day while strengthening family engagement. These efforts will particularly support students experiencing barriers to attendance and engagement, ensuring equitable access to learning opportunities and school-connected supports.	● Increase overall student attendance by at least 1% as measured by Average Daily Attendance (ADA). ● Decrease chronic absenteeism by at least 3%, with particular attention to students experiencing socioeconomic disadvantage, English Learners, students with disabilities, and other student groups experiencing attendance barriers. ● Strengthen family awareness of attendance expectations, available supports, and the connection between attendance and academic achievement. ● Increase the number of students and families accessing school-based and community-based supports that address barriers to regular attendance, including wellness, mental health, transportation, and basic needs services. ● Expand collaboration among school staff, families, and community partners to identify and respond to attendance concerns through early intervention and coordinated support. ● Ensure equitable access to academic, enrichment, and support services that promote regular attendance and meaningful engagement in learning for all students. ● Encourage student participation in expanded learning opportunities, enrichment programs, and school-connected activities during and beyond the school day. ● Improve student engagement, connectedness, and sense of belonging as measured by local surveys and school climate data. ● Increase family participation in school events, workshops, attendance meetings, and engagement opportunities that support student success in response to surveys

Goal: Positive School Climate, Student Wellness, and Belonging Cambridge Elementary School will cultivate a safe, welcoming, and inclusive school environment where all students, families, and staff feel valued, connected, and supported. Through the implementation of the ROAR expectations—Responsible Leaders, Always Kind, Outstanding Effort, and Resilient Learners—along with restorative practices, social-emotional learning, and collaborative family and community partnerships, Cambridge will strengthen student engagement, positive behavior, and school connectedness. These efforts will contribute to a reduction in disciplinary incidents and suspensions, particularly among students with disabilities, while promoting equitable access to supports and opportunities that foster student well-being and success.	• Increase students' sense of belonging, safety, and connectedness to school as measured by local climate surveys and student feedback. • Increase family perceptions of a welcoming, inclusive, and supportive school environment. • Strengthen staff capacity to implement positive behavior supports, social-emotional learning, and restorative practices. • Improve positive student behavior through the consistent implementation of ROAR expectations and restorative practices. • Reduce behavioral referrals and exclusionary discipline practices while increasing opportunities for restorative interventions. • Decrease suspension rates schoolwide, with a reduction of at least 0.3% among students with disabilities. • Increase student and family participation in activities and supports that promote social-emotional wellness and engagement in response to surveys

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goal	Action Steps
Educators will deepen their understanding of students' backgrounds, family experiences, community resources, and funds of knowledge to design meaningful learning experiences that connect classroom instruction to real-world issues, careers, and community opportunities. Through these efforts, students will demonstrate increased engagement, ownership of learning, and a stronger sense of belonging while families and community partners become active contributors to the educational experience.	**Learn About Students and Families** ● Conduct student interest surveys, family questionnaires, conferences, parent-student meetings, and relationship-building activities to better understand students' cultures, languages, experiences, strengths, and aspirations. ● Provide opportunities for home-school connections through family events, classroom visits, and community conversations. **Community Partnerships** ● Expand partnerships with Chapman University, Orange High School CTE, OC GRIP, local businesses, community organizations, and public service agencies to support authentic learning experiences. **Community-Connected Instruction** ● Incorporate local issues, career exploration, community resources, and service-learning opportunities into classroom instruction. ● Increase opportunities for field studies, guest speakers, and project-based learning connected to students' lives and community experiences.

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

Cambridge Elementary School will strengthen collaborative leadership and shared decision-making by establishing and sustaining inclusive structures that engage students, families, staff, and community partners in the planning, implementation, monitoring, and continuous improvement of Community School initiatives. Through shared governance, transparent communication, and meaningful stakeholder participation, Cambridge will build collective ownership of efforts to improve academic achievement, attendance and engagement, and school climate. These collaborative leadership structures will ensure that diverse perspectives are represented, decisions are informed by community voice and data, and resources and supports are aligned to meet the needs of all students and families.	• Conduct a review and mapping of existing leadership, governance, and advisory groups (School Site Council, ELAC, PTA/PTO, student leadership, PBIS teams, attendance teams, and community partnerships) to identify opportunities for alignment and increased stakeholder voice. • Strengthen the Community Schools Steering Committee composed of students, families, staff, administrators, and community partners to guide implementation and monitor progress toward Community School goals. • Provide regular opportunities for stakeholder input through surveys, listening sessions, focus groups, and community forums to inform decision-making and continuous improvement efforts. • Increase family leadership opportunities by providing training, translation services, and multiple engagement pathways that support meaningful participation from diverse family groups. • Strategically plan family leadership opportunities in line with highly attended events • Develop student leadership opportunities that empower students to share their perspectives, identify needs, and contribute to school improvement efforts. • Utilize academic, attendance, behavioral, and engagement data during collaborative leadership meetings to evaluate progress, identify priorities, and make informed decisions. • Communicate decisions, progress, and outcomes regularly to all stakeholders to build transparency, trust, and shared accountability.

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):

Cambridge Elementary utilizes a collaborative leadership structure that promotes shared decision-making among students, families, staff, administrators, and community partners. The principal and Community Lead serve as the lead facilitators of the Community School initiative and work with the Community Schools Steering Committee composed of representatives from certificated and classified staff, families, community partners, and school leadership. This team reviews academic, attendance, behavioral, and engagement data, monitors progress toward Community School goals, and provides recommendations for continuous improvement.

The Steering Committee is informed by existing site governance groups, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), Positive Behavioral Interventions and Supports (PBIS) Team, MTSS/Student Success Team, Attendance Team, and Parent-Teacher Organization (PTO). Each group provides feedback and recommendations related to its area of focus, ensuring that multiple stakeholder perspectives are represented in school decision-making.

Students contribute through leadership opportunities, student surveys, and participation in schoolwide feedback processes. Families provide input through SSC, ELAC, PTO meetings, surveys, and family engagement events. Community partners and local organizations participate in planning and implementation discussions to ensure services and opportunities align with student and family needs.

Information flows between leadership groups through regular meetings, data reviews, stakeholder feedback, and communication from school administration. This shared governance structure promotes transparency, shared accountability, and collective ownership of school improvement efforts while ensuring decisions are responsive to the needs of students, families, staff, and the broader community.

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
Cambridge Elementary School, in partnership with Orange Unified School District, will establish and sustain a staffing structure that supports the academic, attendance, engagement, wellness, and school climate needs of all students while ensuring the long-term sustainability of Community School initiatives. Staffing decisions will be guided by student and family needs, with an emphasis on recruiting, hiring, and retaining diverse and multilingual staff who reflect and effectively serve our school community. Through strategic planning, resource alignment, and community partnerships, the district and school will develop sustainable funding structures that maintain essential Community School staffing and integrated supports beyond grant funding.	• Maintain a site-level Community School Lead o lead implementation efforts, coordinate integrated supports, facilitate family and community partnerships, and monitor progress toward Community School goals. • Collaborate with the District Community School Team to align site and district initiatives, share resources, support implementation, and ensure continuous improvement across Community School sites. • Recruit, hire, and retain diverse and multilingual staff who reflect the cultural and linguistic backgrounds of Cambridge students and families and strengthen communication, engagement, and support for all stakeholders. • Utilize academic, attendance, behavioral, wellness, and family engagement data to identify staffing needs and allocate personnel and resources to support English Learners, students with disabilities, students experiencing socioeconomic disadvantage, and other identified student groups. • Provide ongoing professional learning focused on Community School implementation, culturally responsive practices, family engagement, restorative practices, positive behavior support, data analysis/planning, and integrated student supports to build staff capacity and retention. • Strengthen educator pipelines through partnerships with Chapman University, Orange High School's Education Pathway, and other community partners to support recruitment and future staffing needs. • Develop a multi-year sustainability plan that identifies district resources, grant opportunities, community partnerships, and other funding sources to sustain core Community School staffing positions and services. • Annually review staffing structures, funding allocations, and program outcomes to ensure resources remain aligned with student needs and Community School priorities while supporting long-term sustainability and continuous improvement.

Key Staff/Personnel

Principal	• Provides overall leadership and vision guidance. • Ensures alignment of Community School work with school goals.

	• Facilitates shared decision-making and stakeholder engagement. • Oversees implementation, staffing, and resource allocation. • Collaborates with the Community School Lead and district leadership. • Monitors progress and sustainability efforts.
Community Lead	• Coordinates Community School implementation. • Facilitates stakeholder engagement and shared leadership. • Manages community partnerships and integrated supports. • Monitors progress toward Community School goals. • Connects families to resources and opportunities. • Supports sustainability and continuous improvement efforts.
Community Liaison	• Serving as a primary point of contact for families seeking information, assistance, or support. • Providing translation and interpretation services to ensure multilingual families have equitable access to school communications, meetings, and events. • Assisting families with school procedures, enrollment, attendance concerns, and access to available supports and services. • Facilitating communication between families, teachers, administrators, and support staff. • Sharing information about community resources and programs that support student and family well-being.

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

Cambridge Elementary is committed to sustaining the core components of its Community School strategy beyond the life of the implementation grant through capacity building, sustainable professional learning, strategic partnerships, and long-term resource planning. Our sustainability efforts focus on embedding Community School practices into existing school and district systems so that they become part of our ongoing work rather than stand-alone initiatives.

A key component of sustainability is the development of staff capacity through ongoing professional learning. Cambridge will continue to provide training in Community School practices, family engagement, culturally responsive teaching, restorative practices, Positive Behavioral Interventions and Supports (PBIS), social-emotional learning, and Community-Based Learning. By building internal expertise among teachers, support staff, and administrators, the school will reduce reliance on external providers and ensure that successful practices continue over time. Teacher leaders and site teams will support ongoing professional learning through collaboration, coaching, and shared leadership structures.

Cambridge will also continue to strengthen and expand strategic partnerships that provide resources, expertise, and opportunities for students and families. Partnerships with Chapman University, Orange High School's Education Pathway, OC GRIP, local businesses, community organizations, and public agencies will continue to support academic enrichment, mentoring, family engagement, career exploration, wellness services, and community-connected learning experiences. These partnerships leverage community assets while reducing the need for additional school-funded resources.

In collaboration with district leadership, Cambridge will develop a multi-year sustainability plan that identifies diverse funding sources, including district allocations, state and federal programs, grants, and community partnerships. Annual reviews of program effectiveness, staffing structures, and student outcome data will guide resource allocation and ensure that successful Community School strategies remain aligned with student and family needs. Through these efforts, Cambridge will sustain continuous improvement and maintain the systems, relationships, and supports that contribute to student success.

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
Cambridge Elementary School will strengthen and expand the impact of its existing community partnerships by intentionally connecting community resources, organizations, and services to the identified needs, strengths, and aspirations of students and families. Through collaborative planning, shared decision-making, and ongoing evaluation, community partners will actively contribute to the implementation, continuous improvement, and sustainability of Community School initiatives that support academic achievement, attendance and engagement, student well-being, family engagement, and positive school climate.	● Conduct an annual review and mapping of existing community partnerships to identify how each partnership supports Community School goals and addresses student and family needs. ● Increase awareness of available community resources by creating and regularly sharing information in multiple formats, including individual telephone calls and on the school calendar ● Invite community partners to participate in Community Schools Steering Committee meetings, family engagement events, and school improvement discussions to ensure their voices contribute to planning and decision-making. ● Strengthen connections between families and existing partners by providing opportunities for direct interaction through workshops, presentations, resource fairs, family nights, and community events. ● Expand opportunities for students to engage with community partners through mentoring, career exploration, college awareness activities, field experiences, service-learning opportunities, and community-based learning projects. ● Collaborate with partners such as Chapman University, Orange High School's Education Pathway, OC GRIP, local businesses, and community organizations to align services and opportunities with identified student and family needs. ● Collect feedback from students, families, staff, and partners to assess the effectiveness of partnerships and use the information to improve programs, services, and engagement opportunities. ● Collect data on interaction between community partners and Cambridge community. ● Update and create MOUs, as needed.

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:

At Cambridge Elementary, we are deeply committed to fostering partnerships that support the vision and priorities of our students, staff, families, and community members. These partnerships serve as invaluable resources, providing essential services, support, and opportunities for growth. Here are some of the partnerships we have established and their alignment with our school's vision and priorities:

1. **Chapman University:** Undergraduate and graduate students conduct their observation, field work, and tutoring hours in the classroom to decrease the student to teacher ratio to support student learning.

2. **Orange High School CTE program:** Orange High School students come to Cambridge twice a week to volunteer in the classrooms. This gives the high school students education experience, while providing Cambridge students with small group and individual learning support in the classroom.

3. **Cal-Optima Health Education Classes:** Cal-Optima Health can provide health and wellness education classes for families in English and Spanish. This initiative promotes attendance.

4. **CHIOC Partnership:** CHIOC will bring Cal-Optima representatives to campus to assist families with accessing medical care and other assistance programs, promoting student attendance and well-being.

5. **Santiago Canyon College ESL Classes:** Santiago Canyon College offers ESL classes at Cambridge to the Cambridge community to develop their language skills and promote academic success.

6. **Disciplina Positiva Parent Workshops Partnership:** Disciplina Positiva helps build strong, parent-child bridges for academic success, fosters positive relationships and supports effective communication within families to support student wellness.

7. **Second Harvest Food Bank:** Second Harvest Food Bank provides access to nutritious food at the Farmers Market held on Cambridge's campus each month to support student wellness.

8. **Assistance League of Orange:** The Assistance League of Orange will provide uniform assistance, hygiene packs, and backpacks to families in need, supporting student wellness and belonging.

9. **SchoolsFirst Credit Union Financial Literacy Education**: SchoolsFirst Credit Union, will offer financial literacy education to families to support student wellness.

10. **Cal-KIDS Program:** Partnering with the Cal-KIDS program, will support children in saving for college, aligning with our commitment to promoting access to higher education for all students. This program will support increasing academic learning.

11. **OCDE Workshops on Alcohol and Drug Prevention:** The Orange County Department of Education provides workshops and parent education on alcohol and drug prevention, addressing critical issues affecting the wellness of our students and families.

12. **Youth Centers of Orange:** Youth Centers of Orange offers after-school programs, summer camps, and sports programs, to support student attendance, engagement, and achievement..

13. **Big Smiles Mobile Dental:** Big Smiles Mobile Dental provides in-school dental care to students to focus on attendance and student wellness, while keeping them in the classroom and focused on learning.

Through these efforts, Cambridge will strengthen classroom-community connections, increase access to resources and opportunities, and ensure that community partnerships are meaningful, visible, and responsive to the needs of students and families.

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