

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

Taft Elementary (ycortes@orangeusd.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:

Taft Elementary school is committed to collaborating on understanding school community connectedness and is working to build a system that supports student and community needs. We understand that student success includes academics, social emotional, well being and family/community support. Using the California CS Framework as a guide, Taft staff is continuously adjusting and implementing our program to support the continuously changing needs of our community. A priority of Taft is to bring students, family members, staff and community members to our school to enrich the lives of everyone. Our parent groups are becoming more active in the decision making process regarding programs at our school. We are working to increase community input in our decision making process by inviting the community as well as parents and students to various events on campus. Our goal is to work hand in hand with our student population, their families and community members to provide resources that will enhance the lives of the people in Taft's local area.

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.

Taft Elementary currently relies on their School Site Council or English Language Advisory Committee (ELAC), as well as family surveys and focus group opportunities, to identify areas of need for our population. Many of our families are second language learners and often fall into the category of low socio economic. So far the programs we have implemented have targeted those community needs. We will continue to bring resources and support to those students while expanding our offerings to reach other marginalized populations as well. Taft holds school site council and ELAC meetings each year and seeks feedback from participants. We have had community meetings where we have invited neighborhood families to our school to provide input for the safety of our students while respecting the request of our neighbors. We will continue to reflect and adjust the opportunities for students, staff, parents and community members to provide input for target areas.

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 Academic Achievement for all Students	Staff will use a curriculum that provides high engagement and the opportunity for students to demonstrate understanding in a variety of ways. We will use personalized learning plans to identify areas of academic weakness and target interventions to fill those gaps. Teachers and staff will use performance assessments and data collected to target academic areas of need.
Positive School Climate	Taft will utilize positive behavioral supports and tiered interventions to prevent, reduce or eliminate disciplinary needs. Students will be engaged in a curriculum that supports positive interactions with others and improved social skills.
Expanded and enriched learning time	Taft offers programs before school, after school and during summer to support family needs and offer opportunities for expanded learning and enrichment. All students will participate in field trips that provide opportunities for outside of the classroom learning. Our community partners work with students in various areas including academic, social emotional, and collaborative project based learning to provide students with valuable experiences.

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
Targeted academic interventions and support	Teachers and staff will use data to collaborate and provide targeted intervention and support based on identified student needs. Teachers will communicate with family members and community support providers to increase academic progress.
Collaboration with families	Staff will communicate with family and other support providers through the CAST process, SST and more intense interventions as needed. The goal will be to offer resources and support that will vary based on the specific needs of each student.

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.

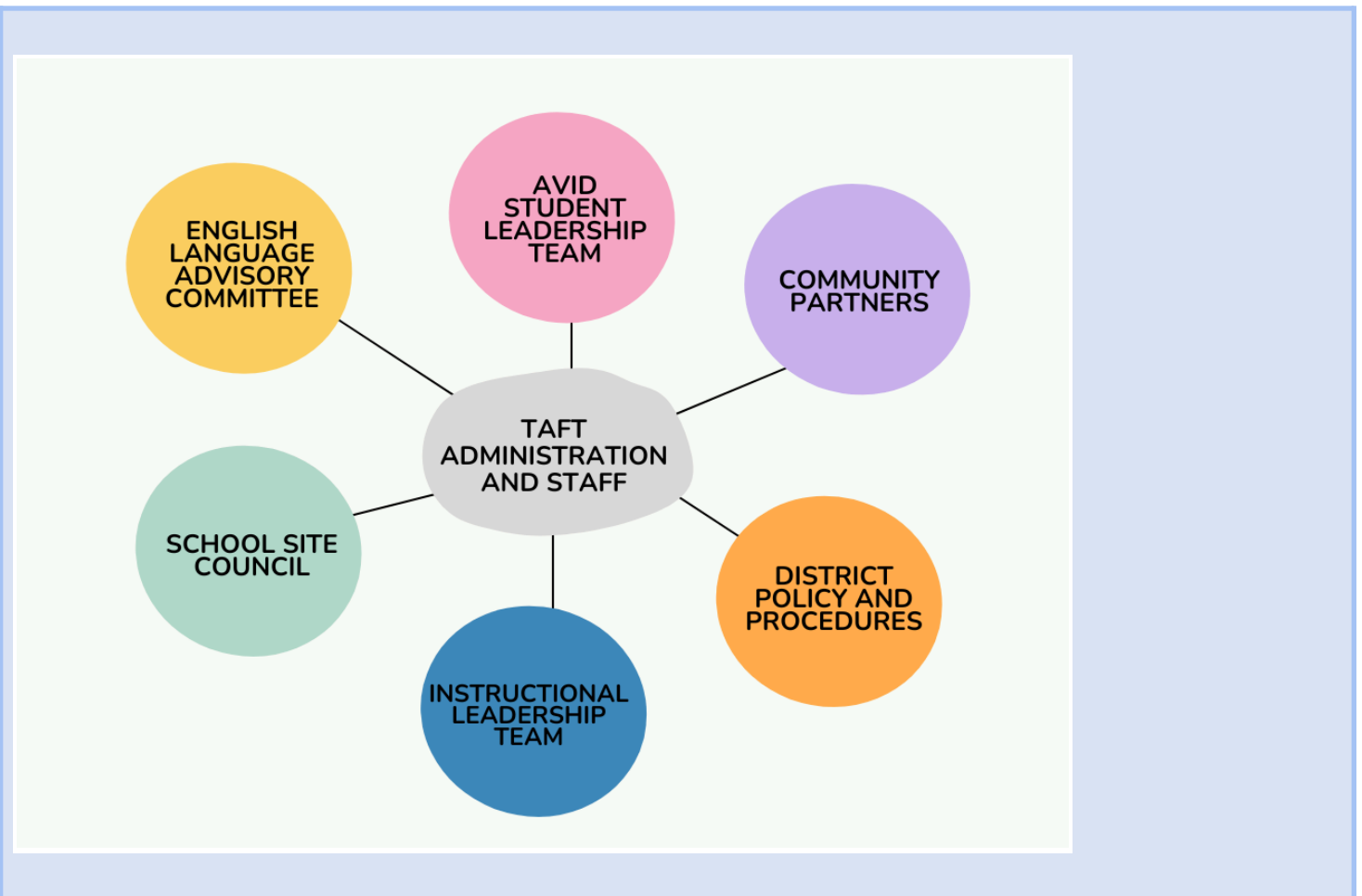
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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
<p>Increase student leadership and participation in the decision making process.</p>	<p>Currently Taft's instructional leadership team in collaboration with School Site Council and ELAC, work to identify needs and provide resources to address those needs. We will design a system that will include AVID student leaders in that process. Our parent committee meetings are always open to the public and community members are always welcome in those meetings. Currently student input is gathered typically through surveys, but we will work to encourage a more active voice from students during the discussion phase.</p>
<p>All significant decisions that impact academic environments will be mutually agreed upon between site admin, instructional leadership team, and parent committee.</p>	<p>Any significant decisions will be placed on meeting agendas to allow for collaboration and discussion before final decisions are made. The goal at Taft will be to provide all stakeholders the opportunity to participate in these discussions and to be informed of any changes made following these discussions.</p>

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):



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
The Taft team will include multilingual staff who will provide access to school related business in multiple languages.	Many of the office team members including the Community Liaison and the Community School Lead are available to support and serve our families in their primary language. Several other staff members including teachers and support staff are also to communicate effectively in multiple languages. Staff members are always available to support our community with translation when needed.
Taft will provide resources and curriculum supports for english language learners in an effort to reclassify all students before they leave elementary school.	English language curriculum will be used during a designated time every day with students who are English learners. Our resource teacher and instructional assistance will use their understanding with their understanding of the challenges that phase our english learner population to increase language acquisition and support students to be english language proficient.

Key Staff/Personnel

Yadira Cortes	Community Site Lead- Provides resources and services for Taft families and the community.
Maria Espitia	Community Liaison- Interacts and supports as needed to families and community members.
Celsa Hillyard-Ellis	Office Manager-Interacts in person and over the phone with all families and community members.
Patty Ruiz	Resource Teacher- Provides support and interventions to our English language population.
Deeadra Cruz	Attendance/Health Clerk- Interacts and provides support as needed to families and community members.

Jackie Ramirez	Instructional Assistant- Provides interventions and small group support to students with targeted needs.
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Our goal at Taft is to build relationships with partners who provide resources and support to our families so we can continue the partnership long term.

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
The Taft school community will seek out others in our community who can benefit from the resources we have to offer.	Currently, Taft uses social media and website as their main avenue for advertising resources and community activities. We will work to increase the number of non taft families that are not in our community by using other platforms to distribute information.
The Taft Community schools lead will maintain a great relationship with our community partners to ensure their support will continue in future years.	The community site lead will be proactive and positive in communicating our needs with support providers. We will work as partners to determine which programs best support our community needs.

Describe the partnerships you have established or plan to establish, and how your school’s partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Some of the partnerships established include: Second Harvest Food Bank, Shoes that Fit, Santiago Community College, Assistance League of Orange and various GRIP partners.

Site Level Goals and Measures of Progress

Goals	Action Steps
[Add goals here]	[Add action steps here]
[Add goals here]	[Add action steps here]

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