

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

Portola Middle School, David Mannen 714.997.6361

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:

Portola Middle School is currently undergoing a transformative process that aims to implement an asset-driven and strengths-based approach. Through this approach, we are emphasizing the strengths and shared experiences of our families, which we believe can be further strengthened by providing culturally relevant instruction and professional development opportunities. We have designed our integrated services to cater to the unique needs of families and offer a range of supportive options based on their readiness.

Portola Middle School is committed to prioritizing the utilization and open communication of the protective factors under the Strengthening Families Framework. We are proud to share that our Community Liaison, and now our recently hired Community Lead, have made impressive progress in providing students and families with valuable resources and services, with the ultimate goal of cultivating a trusting relationship with our school staff. Our school community recognizes and values the unique cultural backgrounds of each individual and we are fully committed to creating a racially just and restorative school environment. As part of this commitment, we are continuously evolving our practices to foster shared decision-making and participatory practices. We believe that achieving this goal requires accountability and support at both the district and school levels, as well as ongoing support for parent groups. We have taken several steps towards this end, including hiring a full-time School Community Lead. Moreover, our school team is currently working towards establishing a Community Center that will serve as a public gathering space for community members to socialize, engage in educational and recreational activities, access counseling services, and more. Our goal is to offer a range of programs, such as English classes, Learning Links, Cal Optima Health classes, Harvest of the Month, and Financial Literacy, through the center. Additionally, we will prioritize technology access for parents and will provide iPads to support their learning, including Rosetta Stone language courses that can be completed at home.

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.

At Portola Middle School, a diverse array of tools are implemented to gather valuable data at the site level. One such tool is the yearly Local Control Accountability Plan (LCAP) survey, which is distributed to students, parents, community members, and staff. This survey informs the development of the School Plan for Student Achievement at each site and the LCAP at the district level, with each school site receiving a report tailored to their community. The data collected through these surveys is then utilized to address the needs of the school sites and the district.

Additionally, OUSD collaborates with OCDE each year to conduct the Every Mind Matters Climate Survey, which is offered to students in 6th, 8th, and 10th grades. This confidential, anonymous survey delves into school climate, safety, wellness, and culture, and enables schools to gather and analyze data pertaining to students' health risks and behaviors, their connection to their school, the overall climate of their school, and instances of violence. The insights gleaned from this survey are integral to the data-driven decision-making process that drives improvements in school climate and the student learning environment, ultimately benefiting the entire school community.

We conducted a focus group to gather feedback from parents. Participants were asked to provide feedback on successful practices and offerings, as well as challenges and areas of concern for the campus or district.

Our School Site Council is composed of two parents, and three school staff. Additionally, we have an English Language Advisory Committee. The district also has several advisory committees, including the District English Language Advisory Committee, the District Advisory Committee, the Special Education Advisory Committee, and the GATE Advisory Committee. These committees provide parents and community members with opportunities to engage in our parent leadership systems and governance. The community schools in Cohort 2 are working to establish advisory groups to create a team that continues the work of our community schools grant. This approach helps them to see the bigger picture of the community through the lens of the community school.

Partner engagement is a vital part of our district alignment and is integrated into the LCAP. Our Teacher on Special Assignment for Parent and Family Engagement shares resources with our Community Leads and fosters a collaborative environment where they can share resources and best practices.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Improve Chronic Absenteeism	Decrease chronic absenteeism percentage on the CA dashboard. Increase access to a broad course of study through technology. Meetings with parents of students with chronic attendance issues. Collaboration with SCS to identify students who are chronically absent.
Increase parent engagement and develop parent leadership skills	Maintain a culture and climate that is welcoming, positive, and supportive for students, parents, and families. Provide leadership training and opportunities to parents. Having our Community Aide (Liaison) translate meetings, flyers, and information.
Create new community partnerships and sustain the current community partners	Maintain a culture and climate that is welcoming, positive, and supportive for students, parents, and families. District TOSA will continue to provide resources to Community Leads. Collaborate with local colleges and universities, as well as businesses and leaders in the community. Canvassing to find and create new partnerships and to learn of different resources and opportunities that can be shared to parents and families. Creating new community relationships for Portola Middle School.

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
Increase professional development centered around community schools	Collaborate with Orange County Department of Education to provide trainings to the staff at each community school Attend trainings at the District Office
Increase teacher satisfaction and education centered around Community Schools learning	Anonymous surveys regarding needs, their ideal classroom and their knowledge of community schools Community Lead will sit in on classrooms with teachers

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
School based Steering Committee	Community Lead will invite community members/partners, parents, students and staff Community Lead will host 4 to 6 meetings per year Community Lead will take the committee through the process of needs and asset mapping Steering committee will participate in the development of future community school planning

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):

Portola Middle School is taking steps to establish a steering committee that will engage with the community based on the principles of community school pillars, with the aim of aligning the community school implementation plan with the School Plan for Student Achievement. As part of the site steering committee, an annual needs assessment will be conducted to help guide growth and reflect on progress. Furthermore, a Community Schools tab will be created on the school webpage to provide information and updates on initiatives, efforts, and progress of community school work.

The district will expand and grow the current steering committee to include parents, students, teachers, community partners, and district staff. Each community leader will invite participants to join the committee annually. The district steering committee will use the site needs assessments, the LCAP, and input from focus groups and councils to guide the work of the community grant.

Our aim is to create a collaborative and inclusive environment, where every stakeholder has a voice and can contribute to the success of the community school initiative.

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
Ensure staffing serves the target student population	Develop a job description that outlines the roles and responsibilities of the Community Lead
Hire a Community Lead to support the Community Schools initiatives	Hire a Community Lead to support the Community Schools initiatives

Key Staff/Personnel

District TOSA	Provide support to Community Leads
Community School Lead	Support families with resources
School Site Counselor	*Provide mental health services and support to students and families

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

At present, Portola Middle School is committed to sustaining integrated services through various funding sources and partnerships. The primary objective is to ensure that core staffing and new CCSPP initiatives are supported through long-term funding. To achieve this objective, we aim to incorporate best practices for community school sustainability, as informed by CSLX, the Orange County Department of Education, and the California Department of Education.

Several strategies can be employed to achieve sustainability, such as sharing program evaluation results and needs assessments with district leaders and other stakeholders to encourage reinvestment of local funds into the community schools initiative. We also plan to integrate the review and update of the Community School Implementation Plan into the LCAP planning process to align LCAP actions and expenditures with the Community Schools Framework.

Moreover, we intend to provide the Board of Education with information that reinforces the value and importance of community schools. We will establish and maintain local partnerships to provide resources, services, or in-kind contributions to sustain the program. We will also host training and planning meetings between personnel and partners that will include counselors, teachers, families, students, health professionals, college faculty, governmental agencies, community service organizations, and businesses. The goal of these meetings is to foster program sustainability and enhance awareness of the benefits of community schools.

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

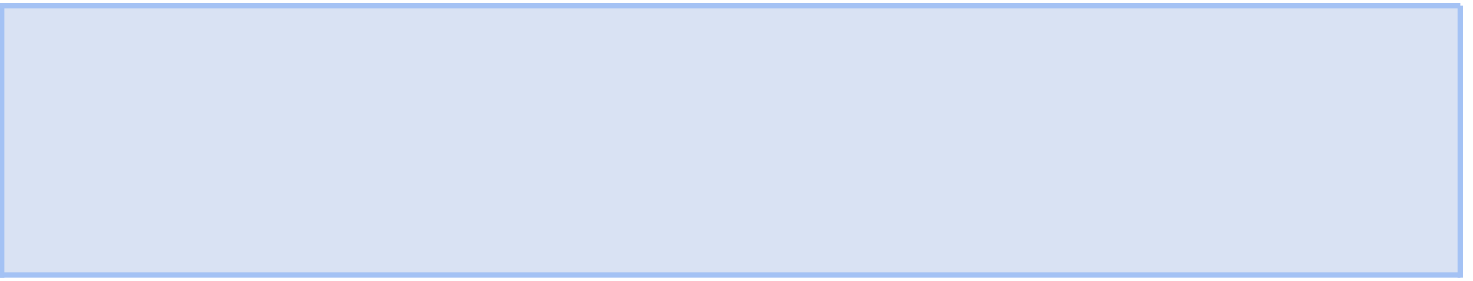
Goals	Action Steps
Establish and cultivate at least one new partnership per year with community based organizations and local government agencies to align community resources to realize CCSPP goals.	Inviting community members, businesses, universities, etc. to steering committee meetings, tours of the school, etc. Share network of partners amongst Community Leads
Create an interactive resource document	Make a document at each site that contains Lead info and links to their community partners; work to combine all of this information into one Google shared folder

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:

The Community Site Lead role is dedicated to effectively managing the current community school partnerships, while also fostering new relationships with other agencies to optimize the use of community school resources for the benefit of students, families, and community members. Our team remains committed to sharing our community school vision with potential new partners.

Current and future partners:

- 2nd Harvest Food Bank
- Shoes that Fit
- Santiago Canyon College
- First Five OC
- Assistance League of Orange
- Boys and Girls Clubs of Central Orange Coast
- Harvest of the Month
- Olive Crest
- Cal Optima
- Chase Bank
- California Council on Economic Education



Site Level Goals and Measures of Progress

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