

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 (Relationship Focus)
2. Shared power (Shared input)
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

The vision and mission of our Community School Initiative is to serve students, families, and the broader community by providing equitable access to resources and targeted support. The mission of Community Schools is to leverage assets and opportunities beyond the school itself to serve multigenerational families. The initiative incorporates research-based strategies and structures aligned to the Four Pillars of the Community Schools model to ensure participating schools receive equitable resources, establish meaningful community partnerships, and foster collaborative leadership that supports student learning, strong family connections, and thriving neighborhood communities.

During the onboarding process, Site Coordinators are introduced to the history, foundations, and best practices of Community Schools, as well as the reasons why the Community Schools strategy is a strong fit for our school community. Coordinators then bring this learning back to the school site and facilitate a series of visioning sessions with educational partners to explore the purpose of Community Schools, identify the practices that will guide our work, and develop a shared understanding of the framework and pillars that support implementation.

From there, we launch a Community Schools awareness campaign designed to engage the broader school community. This campaign includes staff and community events that educate educational partners about the Community Schools journey, build excitement around transformation, and establish ongoing opportunities for listening, reflection, and responsive action. Activities include culturally relevant celebrations, schoolwide events, Coffee with the Principal gatherings, parent group meetings, family dinners, and other opportunities that strengthen relationships and foster meaningful engagement.

As our community becomes increasingly engaged and informed, we begin the work of transforming our school systems and practices. We strengthen shared decision making structures and refine our school vision to reflect the principles and best practices of Community Schools. Through continued outreach and engagement, educational partners are invited to co-create a vision that is racially just, culturally responsive, and grounded in strong connections between the classroom and the community.

During the first year of implementation, Coordinators lead a comprehensive Needs and Assets Assessment process designed to gather feedback from at least 75 percent of each educational partner group. Once collected, the data is analyzed through a collaborative coding process that identifies key themes, strengths, and opportunities for growth. School communities then use these findings to establish shared priorities that guide implementation efforts.

During years two and three of implementation, these priorities become the focus of collective action. Working groups composed of representatives from all educational partner groups engage in continuous improvement processes to identify root causes, develop problem statements, and implement Plan Do Study Act (PDSA) cycles designed to improve outcomes. These cycles support ongoing reflection, learning, and adaptation throughout the implementation process.

At the same time, educators work to integrate Community Schools practices into classroom instruction. By utilizing findings from the Needs and Assets Assessment and incorporating Project Based Learning and Community Based Learning approaches, educators create meaningful learning experiences that reflect the identities, assets, and lived experiences of students and families. This work strengthens student engagement, promotes relevance and belonging, and supports the broader transformation goals of the Community Schools strategy.

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.

Our first step in elevating community voice through the Needs and Assets Assessment process is to develop a comprehensive data tracking plan. This plan allows us to monitor how data is collected, analyzed, and utilized throughout the assessment process while also tracking which educational partners have been engaged and identifying those who may require additional outreach. To support broad participation, we utilize multiple modalities and platforms for data collection and aggregation, creating opportunities for educational partners to engage in ways that align with their preferred communication and participation styles.

Data tracking plans are developed for each educational partner group, including administrators, certificated staff, classified staff, students, families, and community partners. Engagement strategies include surveys, focus groups, guiding questions, one on one conversations, community forums, and other methods designed to capture diverse perspectives. As part of the data collection process, we implement a tiered engagement strategy for each stakeholder group. This approach allows us not only to monitor progress toward our participation goals of 75 to 100 percent engagement, but also to identify gaps in representation and ensure that historically marginalized voices are included in the process.

At our site, we intentionally include all educational partners, including itinerant staff, food services personnel, security staff, and paraprofessionals. Within our broader community, family data is disaggregated by demographic groups to better understand participation patterns and identify opportunities for targeted outreach. This intentional approach helps ensure that historically underrepresented communities are meaningfully included in the visioning, planning, and decision making processes, resulting in priorities and actions that reflect the values, experiences, strengths, and aspirations of the entire 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
<p>Student Wellness, Belonging, and Integrated Supports</p>	<p>Increase student access to wellness resources and integrated supports while fostering a greater sense of belonging, safety, and connectedness at school.</p> <ul style="list-style-type: none"> • Increased utilization of Wellness Center services and referrals. • Increased student reports of belonging and school connectedness. • Increased participation in wellness activities and support. • Improved attendance and engagement among students receiving support. • Increased family awareness of available resources and services.
<p>Authentic Family Engagement and Shared Leadership</p>	<p>Strengthen meaningful family engagement and increase opportunities for families to participate as partners in decision making, school improvement efforts, and community building activities.</p> <ul style="list-style-type: none"> • Increased participation in ELAC, SSC, PSA, SGT, and Community Schools meetings. • Increased attendance at family engagement events such as Buenos Días Café, Project Night, and Family Fun Nights. • Increased family satisfaction with school communication and responsiveness. • Increased representation of historically underrepresented families in leadership opportunities. • Increased number of families participating in surveys, focus groups, and planning processes.

<p>Community Based Learning and Student Agency</p>	<p>Expand opportunities for students to engage in meaningful, community connected learning experiences that promote student voice, leadership, and real world problem solving.</p> <ul style="list-style-type: none"> • Increased participation in Project Based Learning and Community Based Learning experiences. • Increased student leadership opportunities through classroom and schoolwide initiatives. • Increased number of community partnerships supporting learning experiences. • Increased student engagement and ownership of learning. • Increased opportunities for students to showcase learning through exhibitions, presentations, and community events.
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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
<p>Increase educator capacity to design and facilitate Community Based Learning experiences that connect academic content to local issues, community assets, and student interests.</p>	<ul style="list-style-type: none"> • Provide ongoing professional learning on Community Based Learning, and culturally responsive instructional practices. • Facilitate collaborative planning opportunities for educators and community connected learning experiences. • Support educators in identifying community assets, partners, and places that can serve as authentic learning contexts. • Provide opportunities for classroom observations, site visits, and learning communities focused on Community Based Learning. • Create a culture of innovation where educators are encouraged to try new approaches, reflect on outcomes, and continuously improve.
<p>Strengthen educator understanding of students, families, and community assets to ensure learning experiences reflect the identities, strengths, cultures, and lived experiences of the school community.</p>	<ul style="list-style-type: none"> • Utilize findings from the Needs and Assets Assessment to inform planning and student learning experiences. • Create opportunities for educators to engage with students and community partners through listening sessions, family events, and community walks. • Incorporate student voice, family perspectives, and community knowledge into curriculum design and project development. • Facilitate collaborative reflection on student work and community projects to identify effective practices. • Support educators in integrating local history, culture, language, and community knowledge into classroom instruction and project-based learning 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.

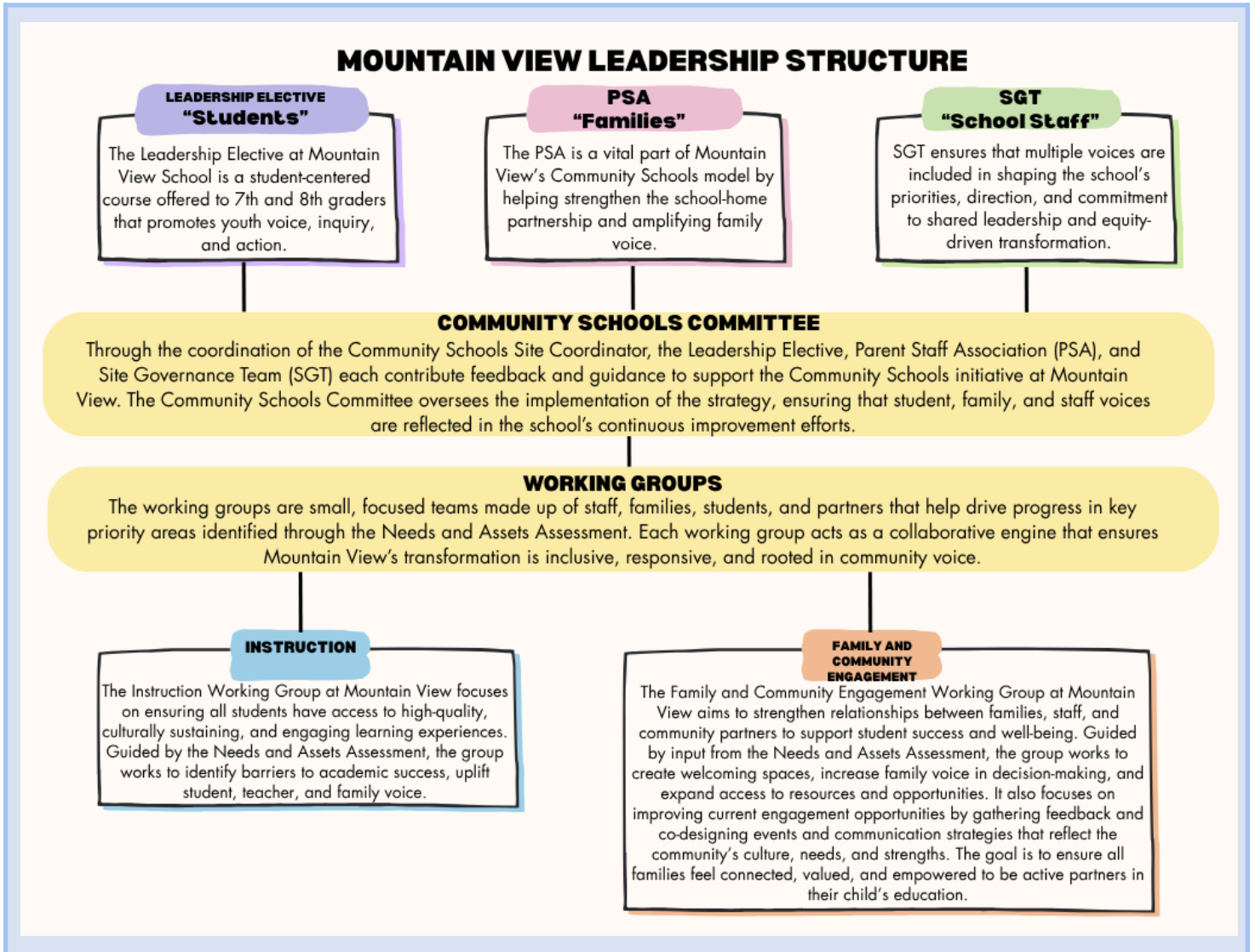
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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

Goals	Action Steps
<p>Strengthen shared leadership structures by increasing meaningful participation and decision making among students, families, staff, community partners, and school leaders.</p>	<ul style="list-style-type: none"> • Facilitate regular Community Schools Committee meetings that include representation from all educational partner groups. • Utilize the Needs and Assets Assessment findings to guide discussions, decision making, and priority setting. • Create multiple opportunities for educational partners to provide feedback through surveys, listening sessions, focus groups, and community conversations. • Strengthen connections between existing leadership structures, including SGT, SSC, ELAC, PSA, and Community Schools working groups. • Share progress updates and outcomes regularly to ensure transparency and accountability.
<p>Build the leadership capacity of educational partners to sustain Community Schools practices and shared decision making beyond the grant period.</p>	<ul style="list-style-type: none"> • Provide ongoing leadership development opportunities for staff students, and community partners. • Support working group facilitators and team leaders through co-partnering, and collaborative problem solving. • Develop systems and protocols that embed Community School existing site structures and routines. • Create opportunities for educational partners to co-plan, co-facilitate, co-present school initiatives and community engagement efforts. • Document successful practices, tools, and processes to support sustainability and continuous improvement.

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
<p>Sustain and strengthen staffing structures that support the implementation of Community Schools strategies and the diverse needs of students and families.</p>	<ul style="list-style-type: none"> • Advocate for the continued funding of key Community Schools including the Community Schools Coordinator and Family Youth and Community Center • Collaborate with district departments to recruit and retain diverse and culturally responsive staff who reflect the communities they serve • Provide ongoing professional learning, coaching, and leadership opportunities to build staff capacity in Community Schools practices • Strengthen partnerships between site staff, district teams, and community organizations to expand supports available to students and families • Develop systems that distribute leadership responsibilities reducing reliance on any single position.
<p>Build long-term sustainability by embedding Community Schools practices into existing school structures, partnerships, and funding streams.</p>	<ul style="list-style-type: none"> • Align Community Schools priorities with the SPSA, MTSS, and school improvement planning processes. • Document successful practices, protocols, and systems to facilitate replication and knowledge sharing. • Explore braided funding opportunities through federal, state, and community-based resources to sustain key programs and services • Strengthen partnerships with community organizations, higher education institutions, and local agencies to expand resources and supports • Develop leadership capacity among staff, families, student leaders, and community partners to ensure shared ownership and sustainability of Community Schools efforts beyond the grant period.

Key Staff/Personnel

Describe the plans or steps you are considering to build sustainability beyond the life of your 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
Teacher Leaders and Working Group Facilitators	Support implementation of Community Schools priorities, facilitate planning and continuous improvement efforts, promote Community Learning, and help build staff capacity through shared leadership.
Educational Partner Leadership Structure (ELAC, PSA, Community Schools Committees)	Guide implementation of Community Schools priorities, review needs, support continuous improvement efforts, and ensure the voices and perspectives of the broader school community are heard.

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:

Mountain View School has established a diverse network of partnerships that directly support the priorities identified by students, staff, families, and community members through our Mountain View Together Needs and Assets Assessment process and ongoing community engagement efforts.

In response to the community's expressed need for wellness, belonging, and integrated supports, Mountain View partners with organizations such as Family Health Centers of San Diego, Harmonium, Champions for Health, and HealthCorps to provide mental health services, wellness education, health resources, and social-emotional supports. These partnerships help reduce barriers to learning while promoting the well-being of students and families.

To address basic needs and strengthen family stability, Mountain View collaborates with organizations including the San Diego Food Bank, Food 4 Kids Backpack Program, Chicano Federation, Legal Aid Society, and other community-based agencies. These partnerships provide food assistance, clothing resources, legal services, family support, and referrals to community resources that help families navigate challenges and access opportunities.

Mountain View's commitment to Community Based Learning and student agency is strengthened through partnerships with organizations such as ArtReach, Leah's Pantry, VIA International, Native Like Water, Chicano Park Museum and Cultural Center, and the New Children's Museum. These partnerships connect classroom learning to real-world experiences, local culture, environmental stewardship, civic engagement, and student leadership while helping students develop a stronger sense of identity, belonging, and purpose.

The school also partners with organizations such as Big Brothers Big Sisters, Girl Scouts San Diego, Reality Changers, and San Diego Youth Services to provide mentoring, leadership development, expanded learning opportunities, and enrichment experiences that support the whole child and foster positive youth development.

All partnerships are reviewed through the lens of the Community Schools strategy and are aligned to priorities identified through the Needs and Assets Assessment process. Community partners are invited to participate in family engagement events, Community Schools Committee meetings, working groups, and schoolwide initiatives to ensure their work remains responsive to community voice and evolving needs. Through ongoing collaboration, shared planning, and continuous improvement, Mountain View seeks to cultivate partnerships that are sustainable, mutually beneficial, and centered on improving outcomes for students, families, and the broader community.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Strengthen strategic partnerships that address identified student, family, and community priorities, including wellness, basic needs, family engagement, and Community Based Learning.</p>	<ul style="list-style-type: none"> • Utilize Needs and Assets Assessment findings to identify partnership development. • Maintain and strengthen partnerships that provide well family supports, mentoring, enrichment, and basic needs. • Align partner programs and services to schoolwide goals and identified priorities. • Establish regular communication and planning structures to coordinate services and maximize impact. • Monitor participation and outcomes to ensure partnerships meet student and family needs.
<p>Increase community partner engagement in implementation, and continuous improvement of Community Schools initiatives.</p>	<ul style="list-style-type: none"> • Invite community partners to participate in Community Schools Committee meetings, working groups, family engagement events, and student learning exhibitions. • Create opportunities for partners to co-design program and Community Based Learning experiences with education and community partners. • Engage partners in reviewing data and identifying opportunities for improvement. • Develop shared goals and clearly defined roles to strengthen collaboration and accountability. • Celebrate and recognize partner contributions while cultivating mutually beneficial relationships.

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