

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**

Columbus Tustin Middle School
 Tustin Unified School District
 Community School Specialist: Jorge Osorio (josorio@tustin.k12.ca.us.)

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:

In what ways has becoming a community school positively impacted Columbus Tustin's students, families, and staff?

To ensure every voice is heard, students, parents, teachers, and staff at Columbus Tustin MS were invited to reflect on a key question:

In what ways has becoming a community school positively impacted Columbus Tustin's students, families, and staff?

Here are a few of their thoughtful responses:

- Connecting with resources or programs that they may not have been able to access on their own. Perhaps due to lack of awareness to programs or barriers to being able to seek out these resources. For staff, it's being able to support families in all aspects not just in their children's academic success.

- More families involved in school activities/ events. Has parents along with students. More knowledge of what the school has to offer.
- Becoming a community school has helped students be more connected and closer to this school and feel like they have a home here at CT.
- "Improved academic engagement: Help students receive enrichment, extended learning, and hands-on experiences beyond the school day (sports, arts, STEM, etc.).
- Stronger mental health & wellbeing: Community schools integrate counseling, wellness spaces, and support services to remove barriers to learning"
- The community has been positively impacted because it gets the community more involved by helping each other and contributing to what is needed. Lunch time activities gets the students to work together and
- Becoming a community school has impacted Columbus Tustin by providing recourses to the students and their families such as food distributions and drives. These resources can help make the lives of those in the community better.
- Es bueno saber que las necesidades de las personas de esta escuela son escuchadas
- Although relatively new to Columbus Tustin, being a community school has helped CT become stronger by getting input from families and people from the community. Rather than the school doing everything on their own, having the feedback and support from the community has made it stronger since my first day here. The staff have been welcoming but most importantly has helped me understand how things work here in contrast to the last school district that I worked in. I plan to continue my role as the afterschool site coordinator and I am happy with how my time has been spent here.
- Better communication amongst parents and teachers.
- I can see the impact and I think it's nice that families can rely on the school in times of need.
- Positivity through sports
- I think students have gotten to spend more time with their families and students have gotten a lot of help other than just education.
- Attendance has increased as parents have learned to trust that school is a safe place for their child.
- Becoming a community school has positively impacted all parts of CT by connecting us. It has also made people want to get more involved and help the community around us.
- All of the events for families are absolutely outstanding!
- I can tell that it has created a meaningful experience for students. I can also tell that it has encouraged parent involvement not only in their child's academic success but overall development.
- Seeing connections, enthusiasm and the positive impact by engaging families is inspiring.

- It was great hear that all programs and family impact, farmers market, students voices!

As a community school, Columbus Tustin Middle School is committed to building genuine relationships with all stakeholders. We strive to ensure that every voice is heard and that the needs of our students remain at the center of our work.

Over the past two years, we have been intentional in creating opportunities for engagement and support. One major step we have taken is conducting a comprehensive needs and assets assessment, developed by the TUSD Community Specialist, to gather data that guides our decisions. In addition, the Columbus Tustin Middle School Community Team has collected "street data" to better understand and respond to the day-to-day experiences of our students.

We have also prioritized gathering community input through various channels, including ELAC meetings, staff meetings, and the Community Outreach Committee. The Community Outreach Committee, made up of leadership students and our community specialist, provides students with a meaningful voice in planning activities and initiatives that support the study body and the wider community.

In October, this group recognized a need and organized a canned and dry food drive, collecting over 400 non-perishable items to stock our Community Room pantry. The pantry has since become a vital resource for families experiencing food insecurity or homelessness. The Community Outreach Committee met every 4 to 6 weeks and continued to be a student-led platform for service and advocacy.

In addition, we established a partnership with a local church and the organization has been instrumental to our success this year. along with parents from our magnet program, they have supported the holistics needs of our students. They have been part of our advisory committee and other committees on campus and share the good work. All benefits support our community school initiative

Our Community Room is a cornerstone of our campus—a safe, welcoming hub that provides food, resources, and a space for connection. It frequently hosts SART meetings, parent workshops, ELAC, School Site Council, and Community Advisory meetings. We remain committed to fully implementing the California Community Schools Framework as we continue to grow and deepen this important work.

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.

Columbus Tustin Middle School is actively developing the systems and protocols necessary to become a thriving Community School. Our work is grounded in collaboration and shared leadership.

We currently have two key groups supporting this effort:

- An Advisory Team composed of stakeholders, including staff and community members.
- A Community Outreach Group led by students.

Both groups provide valuable platforms for voices to be heard, respected, and supported. Together, we are working to establish a strong, positive school climate. As we enter year two of the grant, the goal is to ensure each member of the staff know what a community school is and why is CT a community schools. in addition, our goal for this year is to build the capacity of staff ensuring sustainability

Staff Capacity

We provided professional development opportunities to build staff capacity and foster a sense of ownership in the Community School model. These efforts included book studies using *Belonging* by Doug Fisher, which emphasized cultivating a culture of care and commitment to student well-being. Staff also participated in a workshop led by Ron Mirr focused on strengthening family-school partnerships, as well as a session with Nawal Qarooni aimed at engaging families and promoting strong literacy habits at home. These learning experiences strengthened staff efficacy and supported our work entering the second year of the Community Schools Partnership Program (CCSPP) grant.

We also expanded teacher leadership by adding a Community Lead Teacher, who helps support collaboration, share best practices, and deepen the implementation of the Community School model across campus.

Family Engagement

Our approach to family engagement focuses on creating meaningful and enjoyable opportunities for connection and learning. We are planning engaging, academically focused activities that intentionally integrate student learning, with a strong emphasis on math as a schoolwide goal. By partnering with Nutrition Services to provide meals at family events, we are increasing accessibility and adding purpose to each gathering, ensuring families feel welcomed while engaging in learning-centered experiences that support student success.

We will host family meetings and workshops led by staff, designed around the interests and needs identified in our Needs and Assets Survey, with intentional connections to math strategies families can use at home. Our goal is to strengthen family-school partnerships and create a more inclusive and welcoming environment, while increasing students' math confidence and achievement through consistent family engagement and shared learning experiences.

Our Vision

Our vision of Community Schools is to create a connected and equitable learning environment where every student is supported academically, socially, and emotionally through strong partnerships between staff, families, and community organizations. Guided by our SPSA goals, we are focused on improving student outcomes in ELA, math, ELPAC proficiency, reducing chronic absenteeism and suspension rates, and ensuring targeted supports for unduplicated students through coordinated systems like home visits, COST collaboration, and expanded family engagement. Through enrichment opportunities such as structured lunchtime activities, after-school supports, and meaningful family learning events, we are building a school culture where students feel a strong sense of belonging and are empowered to succeed.

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 Supports in Literacy and Math	● Increase opportunities for students to receive additional support in the areas of literacy and math. Tutoring opportunities for students. ● Have our After-school program be part of our advisory committee. ● Students participating in academic support sessions in literacy and math will demonstrate growth on the local assessments, ELPAC, and CAASPP ● Support families with parent workshops and family events.
Authentic Family Engagement	● Increase in the number of families participating in parent workshops, targeting our unduplicated student families. ● Invite families who would benefit from particular workshops to attend with a personal invitation. ● Involve local high schools to promote their programs early in the school year. ● Improve our family turnout by offering food and drinks for families.
Programs and practices that teach social-emotional skills and support for our Student Wellness group (e.g., SEL curriculum, mindfulness practices)	● We will have a full-time counselor and social worker on site to support students in developing social and emotional skills. In addition, a Community Liaison will be available to engage with and support our families. A community school specialist will be on staff to support staff, students, and families. The specialist will oversee the community school initiative and build staff capacity.

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
Advisory System to ensure every student has a home base/family group and an advisor who knows them well.	Ensure that every student is placed in a small, consistent advisory group (5-10 students) upon enrollment. Use tools like relationship mapping or student surveys to monitor student feels known, supported, and connected. Regularly gather student and staff feedback on the advisory experience.
PD Focused on Learning Strategies focused on creating a clear bridge between the classroom, the school, and the community.	Engage a cohort of teachers in professional development focused on connecting classroom learning to real-world issues. Overall, build the staff's capacity in community schools and offer PD in family engagement.

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
Increase student voice and leadership opportunities by creating structured opportunities for students to contribute to school initiatives and community-building efforts.	Leverage existing school programs, including AVID and Magnet programming, to support student leadership opportunities, fundraisers, and community-building events. Increase family engagement and attendance at school events by intentionally connecting activities to academic learning. Integrate ELA and Math learning opportunities into family events, providing families with take-home learning kits and resources to support at home.
Build teacher capacity and leadership by increasing staff engagement, collaboration, and implementation of Community School practices	Provide ongoing professional learning opportunities during staff meetings focused on the Community School framework, best practices, and implementation strategies. Build staff capacity by highlighting classroom and schoolwide efforts that align with the four pillars of the Community School model. Create opportunities for teacher leaders to share successful practices, collaborate, and support the sustainability of Community School initiatives.

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):

Principal: Megan Galindo
Assistant principal: Corrine Pysher
Community School Specialist: Jorge Osorio
Counselors: Tiffany Jue and Yesenia Barajas
Community Liaison: Maria Alvarez
Social Worker: Kim Tiscareno
Teacher: Chi Deticek (Math), Yajaira Gallegos(Core8), Robin Avalos (Core8), Community Lead Teacher/s
Classified staff
Nutrition Services
ASB and AVID students

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
Integrate the Community School Implementation Plan that closely relates to the site's SPSA	Collaborate with the school administrative team to align Community with the Single Plan for Student Achievement (SPSA). Establish annual goals that prioritize the long-term sustainability of Community School programs and initiatives.
Provide School Training on the Community School Framework to Additional School Staff	Offer professional development during staff meetings that focuses on the community schools framework, best practices, and effective implementation strategies. Showcase classroom and school-wide initiatives that demonstrate how key components of the community schools model are being put into practice.

Key Staff/Personnel

Principal	All Site Functions
Community School Specialist	Support and guide the implementation and sustainability of Community School initiatives aligned with student, family, and school needs. Lead and facilitate Advisory Committee meetings and COST Team collaboration to identify needs, coordinate supports, and develop responsive strategies. Organize and coordinate family meetings, workshops, and training opportunities while strengthening partnerships with community organizations. Plan, coordinate, and oversee enrichment and intervention opportunities through extended learning programs that support student success and engagement.

Counselor	We will remain committed to supporting the academic, emotional, and personal growth of all students by providing coordinated counseling and social work services that address the unique needs of each child. Our counseling team and social workers will collaborate closely with students, families, and school staff to identify barriers, connect families to resources, and provide targeted supports that promote student success. A key part of our work will include designing and delivering social-emotional learning (SEL) lessons that promote mental wellness, strengthen relationships, and build students' skills in self-awareness, coping strategies, and decision-making. By addressing both academic and social-emotional needs, we will continue to foster a safe, supportive, and inclusive school environment where every student has the opportunity to thrive.
Social Worker	A social worker in child welfare will play a critical role in supporting student success by addressing attendance, behavioral, and social-emotional needs through direct services, family engagement, and coordinated interventions. They will work closely with students, families, school staff, and community partners to identify barriers, develop individualized support plans, and connect families with needed resources. The social worker will support foster youth, homeless youth, and families experiencing challenges by providing advocacy, referrals, and ongoing case management. They will oversee attendance interventions, conduct and schedule home visits to better understand family needs, strengthen relationships, and provide targeted support. Additionally, they will maintain accurate documentation, support Mandated Reporter procedures, and ensure students and families have access to services that promote safety, stability, and educational success.
Community liaison	Supports student success by serving as a vital link between families, schools, and community resources through translation, referrals, and assistance with accessing services and applications. The Community Liaison engages families through outreach, workshops, Advisory Committee meetings, and English Learner Advisory Committee (ELAC) sessions to strengthen family partnerships and promote active involvement in student learning. They support teachers by facilitating communication in families' home languages, assisting with student support services, tutoring opportunities, and language assessment processes. Additionally, they contribute to collaborative planning, professional learning, and community school initiatives that foster an inclusive, welcoming, and supportive environment for all students and families.

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

From the beginning, the Columbus Tustin Community School Strategy has placed a strong emphasis on sustainability. As a school site, we have already implemented a number of initiatives and continue to expand our efforts. The list below outlines both ongoing strategies and future plans:

Strengthen and expand partnerships with local organizations to provide workshops and programming for students and families, including:

- Orange County Department of Education
- Second Harvest Food Bank
- Tustin Police Department
- Assistance League
- Tustin Public Schools Foundation
- Catalyst Kids
- Olive Crest
- Socal Reds FC
- Green-PMNA
- Tustin Parks and Recreation
- Friends Church
- Trinity Church
- Beckman/Foothill/Tustin High School

In addition, we may find it necessary to retain/hire a full-time counselor who can support the needs of our student population.

Continue to provide opportunities for school staff to lead training for teachers, families, and students on topics identified through the needs assessment.

- Presenters may include the school social worker, mental health specialist, counselors, teachers, teachers on special assignment, and other staff with relevant expertise.

Encourage participation from teachers, parents, and staff in professional development opportunities supported by CCSPP funding.

- Utilizing this funding for training helps ensure that knowledge and best practices are sustained and shared beyond the life of the grant.
- Invite teachers, parents and staff to participate in professional development opportunities utilizing the CCSPP funding. Training staff with this funding ensures the knowledge and practices will be sustained and shared even after the grant funding ends.
- We also continue to explore grant funding opportunities with the support of the district Community Schools Lead, seeking additional resources to enhance our counseling programs and expand services that support the whole child.
- Partner with nutrition services to cater our family events.
- Stipend staff to be part of our events.
- Have a Community Lead Teacher/s to sustain services pass the grant.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

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:

CT Middle School has built a strong network of partnerships with organizations that support our Community School initiatives. While many of these partnerships were established prior to receiving CCSPP grant funding, others have been developed in direct response to insights gained from our needs and assets assessment. As we continue this important work, we remain dedicated to exploring new opportunities and forming meaningful collaborations with organizations that share our commitment to supporting every student and family in our community.

Current and Potential Community Partners for the Community Schools:

- CT PTO
- Tustin Public Schools Foundation
- Assistance League of Tustin
- Operation School Bell
- Second Harvest Food Bank
- Friends Church
- Trinity Church
- Orange County Department of Education
- Tustin Police Department
- Chick-Fil A
- In-N-Out
- Catalyst Kids

Potential partners:

Site Level Goals and Measures of Progress

Goals

Action Steps

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