

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: BOBIER 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:

We believe that every student has unlimited potential and deserves support that addresses the whole child. This includes academic success, physical and emotional well-being, and a strong sense of belonging within the school community. Through collaboration with staff, families, students, and community partners, we recognized that implementing a Community School model would strengthen and expand the important work already taking place at Bobier Elementary. Our goal is to ensure that students feel heard, empowered in their learning, and confident that their voices and experiences are valued.

Racially Just and Relationship-Centered Spaces:

Building strong relationships between students and staff has created meaningful opportunities for communication, support, and connection. By prioritizing these relationships, we foster an inclusive and equitable environment where students feel safe sharing their needs, perspectives, and goals. This supportive culture helps students develop a positive self-image and recognize opportunities for growth and success that they may not have previously envisioned for themselves.

Shared Power and Collaborative Leadership:

Bobier Elementary embraces a collaborative leadership approach that elevates the voices of staff, students, families, and community partners. Decisions are guided by the needs, feedback, and ideas of our school community. This shared decision-making process strengthens trust, promotes a sense of ownership, and fosters belonging among all stakeholders.

Classroom-to-Community Connections:

We actively connect learning experiences to the broader community by partnering with organizations that provide valuable resources and opportunities for our students. These partnerships enhance access to mental health services, tutoring, and after-school enrichment programs. Additionally, they support project-based and service-learning opportunities that allow students to engage with real-world issues and make meaningful contributions to their community.

Continuous Improvement and Possibility Thinking:

At Bobier Elementary, we are committed to continuous growth and improvement. We regularly analyze data and gather feedback to ensure that all voices are represented in our decision-making processes. By reflecting on outcomes and identifying areas for growth, we strive to make informed decisions that positively impact our school community. This commitment to continuous improvement creates a culture of collaboration, innovation, and shared responsibility for student success.

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.

As Bobier Elementary enters the next year of implementing the Community School Initiative, we have taken time to reflect on our progress and identify opportunities to strengthen our needs assessment process and deepen engagement across our entire school community. While our initial assessment successfully captured the perspectives of staff, parents, students, and community partners, we recognize the importance of broadening participation to ensure all voices are represented.

Moving forward, our goal is to make the needs assessment more accessible to families and increase opportunities for community partner involvement. We plan to implement a more targeted outreach approach to engage each stakeholder group intentionally and meaningfully. This includes elevating student voice by ensuring representation from all student populations and creating additional opportunities for students to actively contribute to decision-making processes.

We also aim to increase participation among both classified and certificated staff by encouraging greater involvement in advisory meetings and leadership discussions. Community partners will play a more active role, not only in supporting the development of the school needs assessment but also in participating in broader community needs assessments that inform our work.

Student input remains a priority. While we have included both general education students and students with disabilities in our assessment efforts, we plan to intentionally expand participation to include more English learner voices, recognizing their valuable contributions and importance within our school community.

To strengthen family engagement, we will continue utilizing ParentSquare, which has proven to be an effective communication tool for connecting with families. We plan to leverage this platform to distribute needs assessment questions in manageable formats, such as one question at a time, to encourage greater participation. Additionally, we will continue providing interpretation services and explore opportunities to offer childcare during engagement events whenever possible.

Finally, we will include representatives from each stakeholder group as ambassadors on our Community School Leadership Team. By doing so, we will further promote shared leadership, collective decision-making, and equitable participation in shaping and implementing our community school strategies.

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
Ensure all students have equitable access to high-quality learning environments that support excellence and innovation by strengthening parent and community involvement through meaningful workshops, family events, and ongoing communication.	Increase student and family engagement through active participation in workshops, school events, and ongoing communication. Strengthen relationships and build trust with students and families to foster a more connected school community. Success will be measured through participant feedback, surveys, and focus group discussions that provide insight into the effectiveness of engagement efforts.
Bobier Elementary remains committed to engaging all students in meaningful learning experiences that foster critical thinking, collaboration, and real-world problem-solving. These efforts directly support our vision and mission by increasing student engagement and strengthening family involvement. We continue to integrate student support services with academic instruction, with a focus on Universal Design for Learning (UDL), English Language Arts (Core Instruction and Writing), and Mathematics through Math Transformations. Professional learning opportunities for staff will align with the Community School Framework, ensuring that instructional practices and support systems work together to enhance student achievement and overall success.	Implement targeted strategies to reduce chronic absenteeism and improve student attendance through Student Study Team (SST) meetings, attendance monitoring, and Check-In/Check-Out supports. Provide ongoing professional learning opportunities for certificated staff to strengthen instructional practices that promote student engagement through critical thinking, collaboration, and authentic real-world problem-solving experiences.
Students will demonstrate improved academic outcomes that help close achievement gaps and equip them with the skills needed for future success in college, careers, and life. Expanded learning opportunities will be provided to support student growth, enrichment, and achievement beyond the regular school day.	Academic performance data will reflect positive student outcomes, with increased enrollment and participation in extended learning opportunities.

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
Promote deeper learning through authentic, community-linked projects and track progress using academic data, student reflections, and project-based performance measures.	• Implement student-led conferences to promote student ownership of learning and strengthen family engagement. • Use student survey data to demonstrate an increased sense of belonging, connection, and engagement within the school community. • Showcase community connections and student learning through presentations, exhibitions, and other opportunities for students to share their work with authentic audiences.

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
Enhance awareness, value, and participation in shared decision-making among staff, families, students, and the broader community.	Establish clear pathways for engagement and distribute leadership opportunities across staff, students, and families.
Foster and maintain a strong shared leadership structure that promotes collective responsibility and decision-making.	Assess and align current shared decision-making bodies—such as the School Site Council, CSAC, ELAC, PTA, and student leadership teams—with the goals and principles of the Community Schools Initiative.

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):

The Community Schools District LEA will continue to explore long-term sustainability strategies beyond the grant implementation period, with a focus on maintaining the additional staffing positions supported through Community Schools funding. Many of our community partnerships are made possible through the generosity and commitment of partner organizations, and we will work to sustain these collaborations for as long as resources and availability allow.

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
Develop clear role descriptions and expectations for community liaisons and the Community Schools Site Lead.	The school counselor will serve as a liaison between the school site and the district/LEA, ensuring clear communication and collaboration. The school counselor will continue to play an active leadership role as the Community Schools Site Lead, supporting implementation and coordination efforts. Conduct team mapping to identify strengths, roles, resources, and opportunities for collaboration to support Community School goals.

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
The Community Schools District LEA will continue to explore long-term sustainability strategies beyond the grant implementation period, with a focus on maintaining the additional staffing positions supported through Community Schools funding. Many of our community partnerships are made possible through the generosity and commitment of partner organizations, and we will work to sustain these collaborations for as long as resources and availability allow.	We plan to continue to seek our community partners to Support our mission, values and goals to sustain our Community school.

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 Schools District LEA will continue to explore and develop sustainability strategies to support the Community Schools initiative beyond the grant period. Priority will be given to identifying resources and funding opportunities to maintain positions and services established through the Community Schools grant. Additionally, many of our community partnerships are made possible through the generosity and commitment of partner organizations, and we will work to sustain and strengthen these collaborations as resources and availability allow.

Assistance League: Support our socio economic students with shoes and jackets/blankets

Costco (reading support & school supplies): Reading support and backpacks

CSUSM Classroom volunteers: College students volunteer in classrooms and collaborate with out teachers

DEA/Law Enforcement (Red Ribbon Week): School wide presentation and hands on activities for our students

Educational Enrichment systems (EES): Provide preschool at Bobier Elementary and many VUSD elementary school sites

Fit kids: supports children's health through an active lifestyle Got your back: Students are able to bring food at home over the weekend

Healthy Campus: Mental health providers that offer individual counseling on our school campus

Hunter (garden water irrigation system): Supporting our garden with an irrigation system Jazzercise Vista

Kiwanis Club: Sponsor and present BUG awards to our students

Kids College: Provide after school enrichment opportunities to our students

Kids in Need/Toyota Carlsbad: Provided students with school supplies and backpacks.

Lions Club (glasses for students): Support our socio economic students with prescription glasses

Murray High School (reading support): High school students provide reading support to our students on a weekly basis

Palomar Family Counseling: supports with site based individual counseling at school

PASSAmeriCore: through this program we have a mentor on campus that provides support for 30 targeted students through individual and group mentoring, academic support, grades and attendance reviews

Sage Garden Project: fund and train cooking & garden instructor who helps students at underserved elementary school experience hands-on, standard-based lessons as they grow, prepare, and share nourishing food Sprouts

Food For Thought - Farmers Market: Donates food for student cooking classes

Somos Maiz: Parent workshop on the history and culture of corn and traditional tortilla making

Vista Community Clinic: Dental and Vision Screening on campus

Vista Library: Collaboration between kindergarten teachers and library leadership to provide valuable academic standards information to the community

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