

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

School Name: Gordon J. Lau Elementary School

Principal: Gloria Choy, choyg@sfusd.edu

Assistant Principal: Lisa Kwong, kwongl@sfusd.edu

Community Schools Coordinator: Sherman Chen, chens11@sfusd.edu

Social Worker: Hanon Ling, lingh@sfusd.edu

Parent Liaison: Candy Pang, pangx@sfusd.edu

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:

Building an inclusive and collaborative school community is at the heart of our mission. We are committed to creating a strong sense of belonging through intentional relationship-building, social-emotional learning, and by honoring the diverse backgrounds of our students and families.

We place a strong emphasis on including historically marginalized families in our decision-making processes. By recognizing the value of diverse perspectives, we actively invite their input to ensure their voices are heard and their needs are met. Through accessible communication and thoughtful engagement strategies, we provide meaningful opportunities for participation and representation. Our goal is to create an environment where all families feel respected, empowered, and connected across the school.

We also encourage students to take an active role in shaping their school experience. Whether through student leadership, extracurricular activities, or school surveys, we provide opportunities for students to share their ideas, express their opinions, and take on meaningful responsibilities.

Our approach to teaching includes integrating real-world, community-based experiences into the curriculum. We are committed to ongoing improvement by using data, feedback, and targeted professional development to ensure our staff continues to grow alongside our students.

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.

Developing a shared vision and identifying top priorities for our Community School requires an inclusive and collaborative approach. We value participation, honor diverse perspectives, and actively engage all members of the school community. Below is an outline of how we engage various groups in this important work:

1. Community School Team:

- **Weekly Meeting/Check-in:** The coordinator continues to meet regularly with the community school team (Principal, Assistant Principal, Social Worker, and Family Liaison) to explore their perspectives on community needs and assets, collecting valuable insights on priorities for the school.

2. Certificated and Classified Staff,

- **Meetings:** Coordinator attends monthly Staff Meeting, Centralized PDs, and Instructional Leadership Team Meeting, and shares necessary updates regarding the Community School initiatives

3. Students and Parents:

- **Surveys:** The coordinator will conduct an annual survey for students and parents to gather feedback on how our school is implementing the Community School frameworks

4. Community Members and Partners:

- **Community forums:** Host forums that invite community agencies and after-school program partners to participate in discussions about aligning the needs and visions of our school with those of our community partners.
- **Stakeholder interviews:** Conduct interviews with representatives from community organizations and partners to gather their insights and suggestions.

5. Engaging Underrepresented Groups and Increasing Cultural Representation

- **Support meaningful participation:** Provide essential resources, such as childcare and language interpretation, to ensure that non-English speaking families can fully engage in school events and decision-making processes.
- **Implement intentional outreach:** Create individualized messages or phone calls to actively inform and invite African American families to participate in school events and meetings.
- **Offer supportive parent group:** Facilitate a monthly Spanish-speaking parent support group to strengthen relationships and provide strategies to address the chronic absenteeism among the Hispanic students.
- **Foster inclusive environments:** Create a welcoming school space where all students feel safe, respected, and empowered to share their ideas openly.

By using these strategies, our school can meaningfully involve all stakeholders in shaping key priorities and a shared vision, ensuring the final plan reflects the diverse needs and cultures of our whole 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
Students will maintain math achievement while developing foundational skills in English	<ul style="list-style-type: none"> ● Students will show Increased Achievement in foundational skills as measured by STAR, ELPAC, and the BPST. ● Students receiving academic support in reading or math will Show Growth in the STAR assessment and the SBAC annual assessment ● Students will demonstrate Increased Engagement in the classroom and extracurricular activities, as determined by data collected during classroom walkthroughs ● The admin team will work with teachers to strengthen the implementation of Tier 1 strategies and decrease student referrals for Tier 2 and Tier 3 support ● Social Worker will work the the admin teacher to help track interventions for identified sub groups. ● The admin team will collaborate with after-school programs (YMCA and OST) to foster a culture of extended learning that maximizes opportunities for student learning.

<p>Enhance a sense of belonging and improve school safety by addressing the issue of bullying.</p>	<ul style="list-style-type: none"> • Social Worker will work closely with our Community School Coordinator to implement Peacemakers, an anti-bullying program, to train students and school personnel to recognize, address, and prevent bullying • Noon monitors and student Peacemakers will be provided monthly trainings to help students solve conflicts on the yard • All staff will implement the Second Step Program school-wide. • The admin team will identify and track at-risk students are during fall and spring Classroom SSTs • The attendance team (admin and attendance clerk) will identify truant students through Monthly Attendance Reports and provide extra support to students and families • Admins will hold Behavior Assemblies twice a year to review school norms and expectations. • Teachers will explicitly teach and model behavioral expectations. • All school staff will be using School-wide incentives to encourage positive behavior for all students, i.e. Student of the Week, Panda tickets, monthly popcorn parties, etc. Teachers will identify a student of the week in the 3-Be's category. Names will be announced via Panda Announcements, and the social worker will send out certificates to each student every week. The school identifies and promotes monthly appreciations with pins for the Pyramid of Success • Staff and students will have a Clear Understanding of the consequences of challenging behaviors • An Increase of 5% in the domain of School Safety in the annual School Culture Survey
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<p>Improve communications between parents and school</p>	<ul style="list-style-type: none"> ● Parents will show increased and consistent Attendance at parent-teacher conferences, school events, or workshops ● Families will report higher satisfaction regarding communication and support as indicated by satisfaction survey ● Our Parent Liaison will ensure 100% of activation in ParentVUE ● Families and school staff will report stronger trust and collaboration as indicated by satisfaction survey
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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>Taking steps to develop a community-based curriculum</p>	<ul style="list-style-type: none"> ● Survey teachers on how they are addressing this goal, identify high-impact strategies, and share key findings with the staff. ● Invite interested teachers to form a subcommittee to find opportunities to enhance our existing curriculum by integrating real-life experiences and issues that reflect the cultural and linguistic backgrounds of our students.

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
Create a democratic and inclusive structure for shared decision-making	<ul style="list-style-type: none"> Identify existing structure for shared decision-making We will use the Participation Continuum to evaluate if we are moving towards a more collaborative model of decision-making. Revise the structure with community input Launch updated leadership structure to facilitate democratic and inclusive participation for all
Focus on relationship building and fostering trust among stakeholders	<ul style="list-style-type: none"> Enhance communication and transparency among all stakeholders involved in the decision-making process Prioritizes structures for sharing information with stakeholders Provides training, resources, and support to help individuals develop the knowledge necessary to engage in decision-making processes

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):

Site-Level Leadership Structure:**Administrative Team:**

- Site administrators, Social Worker, Parent Liaison work closely with the Community School Coordinator to oversee the work
- Community School Coordinator:
 - Serves as the primary point of contact for coordinating community school activities and initiatives at the site level.
 - Is responsible for facilitating communication, collaboration, and partnership-building efforts.

Site-Based Decision-Making Team: Composed of administrators, teachers, support staff, parents, students, and community members.

- School Site Council:
 - Represents the interests and perspectives of parents and caregivers.
 - Provides input on decision-making processes and advocates for the needs of families within the school community.
- English Learning Advisory Committee:
 - Represents the interests and perspectives of English learners' parents.
 - Provides input and suggestions on decision-making processes and
 - Advocates for the needs of English learners.

Instructional Leadership Team:

- Advises the school on decisions regarding teaching and learning. It is made up of one representative for each grade level and other subject content leads

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
Utilize the needs assessment data to guide staffing decisions, ensuring that the staff composition aligns with the diversity and unique needs of the student population.	<ul style="list-style-type: none"> Provide continuous professional development and training opportunities for staff to enhance their cultural competency, proficiency in trauma-informed practices, and capacity to address the diverse needs of students.

Key Staff/Personnel

Xiaoying Pang	Parent Liaison (1.0 FTE, funded by CCSPP) The Parent Liaison will act as a bridge between the school and families, helping to build strong, trusting relationships through clear communication, support, and engagement. They assist families in navigating the school system, promote involvement in school activities, and help overcome language or cultural barriers.
Miaofeng Guan	Safe School Ambassador Staff

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

Sustaining our community school strategy beyond the grant period is essential for long-term impact. To support this, we are prioritizing capacity building, meaningful stakeholder engagement, integration into school culture, strong data practices, and leadership development. These efforts are designed to create a lasting foundation that continues to support students, families, and the broader community well into the future. Our strategies may include, but are not limited to:

- Invest in ongoing capacity building and professional development for school staff, administrators, families, and community partners to ensure the long-term sustainability of the community school model. This includes equipping all stakeholders with the skills, knowledge, and resources needed to support and expand the work.
- Promote shared ownership by actively involving school staff, students, families, and community members in planning and decision-making processes. Empower stakeholders to take on leadership roles in driving and sustaining the community school strategy.
- Strengthen and expand existing structures, such as the Community School Team and School Site Council, by inviting broader stakeholder participation to support ongoing collaboration and communication beyond the grant period.

- Implement consistent monitoring and evaluation practices to assess the effectiveness and impact of community school initiatives, using data and feedback to inform continuous improvement.

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
To Meet Goal# 3 Improve communications between parents and school	<ul style="list-style-type: none"> • Develop a comprehensive list of neighborhood agencies in the Chinatown community • Connect with local agencies to understand the resources they provide • Create an organized catalog of resources to share with neighboring schools
To Meet Goal# 3 Improve communications between parents and school	<ul style="list-style-type: none"> • Foster collaborations with neighborhood agencies and organizations • Invite personnel to be guest speakers at workshops, facilitator for parent support group, participate in the annual resources fair
To Meet Goal# 2 Increase academic achievement in the area of ELA and Math, especially for identified sub groups	<ul style="list-style-type: none"> • Connect with community organizations to create a vision for extended learning • Meet with the YMCA, Commodore Stockton Early Education School leaders to create a vision for extended learning. • Plan check-in points throughout the school year • Create a plan to increase learning opportunities after school, on weekends, and in the summer.
To Meet Goal# 2 Increase academic achievement in the area of ELA and Math, especially for identified sub groups	<ul style="list-style-type: none"> • Connect with community agencies who provide early childhood education • Meet with leaders from neighborhood preschools to review Kindergarten Readiness Inventory data and share Kindergarten expectations
To Meet Goal# 2 Increase academic achievement in the area of ELA and Math, especially for identified sub groups	<ul style="list-style-type: none"> • Partner with the Chinatown YMCA to provide reading tutors for 2nd and 3rd grade students who are nearing benchmark levels. (Cost = \$80,000) • Collaborate with Reading Partners to support students reading 6 months to one year below grade level by bringing in targeted tutoring assistance. (Cost = \$15,000)

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:

Building responsive partnerships is a cornerstone of our community school strategy. We aim to collaborate with a wide range of local and citywide partners to meet the diverse needs of our school community:

- **Nonprofit organizations and social service agencies** to help meet students' and families' basic needs
- **Local businesses and universities** to expand career exploration and college readiness opportunities
- **Community-based organizations and cultural institutions** to provide enriching, culturally relevant programs
- **Family engagement agencies** to empower and support parents as active partners in student success

By aligning these partnerships with the priorities of our stakeholders, we strive to create a strong, interconnected support system that enhances student learning, deepens family involvement, and strengthens overall community well-being.

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