

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: SAN PASQUAL ACADEMY 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
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:

Our community schools implementation is reflected in our mission, which states:

We value diversity and strive to eradicate institutionalized racism and discrimination in all forms. Our priority is to raise the achievement of all students through the elimination of the racialized opportunity gap that negatively impacts our students of color. We accomplish this through the delivery of culturally and linguistically responsive standards-driven instruction, courageous and advocacy-oriented leadership, and relevant professional learning. All JCCS community members stand personally committed and professionally accountable for the achievement of this mission.

Our work is based on the core belief that collective impact is maximized when schools serve as a central hub with a holistic approach to meeting the needs of students and their families. Our approach is rooted in community wisdom, which allows us to collectively amplify the voices of our communities.

We will continue to refine our existing infrastructure to increase services at our site to meet the needs identified by students, partner agencies, staff, and community members. As a school we engage in an integrated, comprehensive and equitable approach to enhance services and support by: dedicating staff to coordinate efforts; intensifying our prevention/intervention services through our multi-tiered system of supports; and leveraging and growing current partnerships.

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 we launch into a new school year we will engage in reflection and review of implemented services and partnership development with our community to determine what services and supports have met the needs of students and families. This will provide guidance on potential new partnerships to pursue.

We plan to revise surveys to include opportunities for reflection on programs that have been accessed to gauge effectiveness from the perspective of our students and families. Meetings and collaboratives with partners will inform our shared work.

In reflecting on the methods utilized surveys provide an initial starting point. However, using one-on-one interviews, focus groups, visioning exercises, and meetings/forums we can gather more complete data and the ability to engage more deeply is possible.

Our current structure of weekly professional learning communities provides the scheduled time to engage our administrators, certificated and classified staff. Monthly meetings (Division Equity Leadership, Student and Family Engagement, leadership, and instructional coaches) will allow for time to engage and discuss. Additionally, position-alike training and meetings can be leveraged to go deeper in the needs and assets assessment.

Based on feedback we will continue to utilize both in-person and virtual opportunities to maximize engagement for both our families and educational partners. Scheduled classroom discussions as a component of the work will allow for increased student participation.

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
Attendance Improvement	Increase overall attendance and reduce chronic absenteeism
Mental Health Screening	Research, review, and select a universal screener for implementation
Student Leadership Development and Opportunities	Increase opportunities for students to participate as leaders through Bring Change to Mind and other options

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
Internships and Work Based Learning	Engage with partners to develop and implement internships and work based learning opportunities
Implement State Seal of Civic Engagement	Develop guide, rubric and implementation plan for State Seal of Civic 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 Rites of Passage, CASAs, and other interest-holders participation in decision-making and guidance	Intentional outreach through multiple means with a variety of options for participation
Increase student participation in decision-making and guidance	Intentional outreach through multiple means with a variety of options for participation

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):

Trusting relationships fuel school and community transformation. To this end, we have initiated collaborative spaces rooted in community wisdom to ensure transparency, equitable distribution of resources, and restorative communication and collaboration. These gatherings provide spaces for visioning, feedback, and ongoing guidance that is based on our community assets and needs. By providing opportunities which elevate the voices of all, we will continue to ensure the conditions that students need to thrive, remain at the forefront of our work.

Our plan for ensuring ongoing reflection and assessment consists of monthly meetings to analyze student achievement data via our Division Equity Leadership Team (DELT), whose primary focus is continuous improvement through the lens of equity, systematic efficiency and effectiveness. Participants of this group include senior leadership, principals, classified and certificated staff, general education teachers as well as special education teachers, nurse, data technician, and system of support staff. This group meets monthly and meeting minutes are kept on file. Subgroups

of the DELT are known as Regional Equity Leadership Teams (RELT), which are active at each school site. Both the DELT and RELT have active participation of staff who represent student subgroups in our program, including the Foster Youth and Homeless Liaison and special education teachers.

Data will be collected through our Synergy system and will be reviewed and compared to baseline assessment data to monitor progress in meeting the goals and objectives.

The Student and Family Engagement (SAFE) team will evaluate and reflect on the data from a student and family support perspective and will engage with educational partners, where practicable, to evaluate engagement and perseverance in external programming.

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
Funding to sustain CS strategy	Continue to explore funding opportunities through aligned activities while also braiding and blending current funding
Support and develop diverse school staff and partner positions to reflect and meet the needs of our community	Outreach to colleges and universities to recruit interns and potential staff reflective of our school community.

Key Staff/Personnel

Executive Director	Partner with Human Resources to support the outreach, recruitment and hiring of diverse, multilingual staff
Principal	Engage with opportunities to recruit potential staff reflective of our school community.
Community School Manager	Develop sustainability plan to ensure continuous progress and improvement
Program Specialist, Social Work Services	Lead for recruitment and placement of diverse, multilingual interns

Visual and Performing Arts Technician	Aligns with partner arts agencies to recruit diverse, multilingual teaching artists
CTE/Workability Program Analyst	Recruit diverse, multilingual CTE instructors

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

We intentionally strategize to blend and braid funding to build sustainability. This includes funding from mental health sources (e.g., Children and Youth Behavioral Health Initiative {CYBHI}, Student Behavioral Health Incentive Program {SBHIP}, Creating Opportunities in Preventing and Eliminating Suicide {COPEs}, and the Mental Health Services Professional Demonstration Grant Program); college and career readiness (i.e., K12 Strong Workforce, Career Technical Education Incentive Grant {CTEIG}, and Golden State Pathways Program {GSPP}); and nutrition/health initiatives (i.e., Farm to School, Food Nutrition Best Practices).

We are elevating opportunities for sustainability through enhanced options available via expanded funding available in collaboration with MediCal and Managed Care Providers to ensure students and are connected to support required to ensure health, well-being, and collaborative coordination of services.

A key component of our sustainability practices is to collaborate with our identified partners (governmental entities, community based organizations, and arts education partners) to engage in other grant funding opportunities to support the continuation of our shared work.

Ongoing alignment of our community school goals with our LCAP and SPSA goals further strengthens the ability to engage with those funding opportunities to further the sustainability of the ongoing work.

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
Improved communication on strategic community partnerships	Revise and refine site map and resource table to reflect new and expanding partnerships developed based on needs and assets analysis
Cycle of improvement to engage partners with needs and assets assessment data	Engage community partners with the needs and assets analysis to develop programming and responsiveness

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:

Visual and Performing Arts: Our current menu of services has been expanded to increase student participation across all of our sites. Programming will include opportunities for students to explore their communities via technical theater studies, audio engineering, podcast and video creation, public arts study and design, photography, and music creation. Student and family voice is integral in implementing arts programming that will have a lasting effect on students as they progress to their future pathway. Arts partners share a passion for equity in the arts and utilize culturally relevant and community driven arts and artists in programming that is integrated into the classroom, allowing students and teachers to continue learning beyond the artists time in the classroom. Opportunities include arts paid internships (*Theater Works* and *Arts Works*), student paid teaching artist positions at our sites, and exhibitions of student learning integrating arts partners with core content curriculum. Arts programming will rotate throughout classrooms to ensure that all students have equitable access. Workshops provided to families are delivered online (art supply kits to be delivered in person) and in-person with embedded social-emotional learning (SEL) to support relationship building and well-being.

Employment/Job Readiness: Through existing partnerships with Access, San Diego Workforce, Manpower, and others we offer referrals, events, workshops, training and preparation courses, employment readiness support and resources are facilitated for students and families. Existing partnerships with community colleges and continuing education include opportunities for students to access certificate and degree programs to increase ability to obtain living wage jobs.

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