

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: CESAR E. CHAVEZ IMPLEMENTATION PLAN

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

Isaura Arreguin Community School Coordinator César É Chávez Elementary

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:

At César E. Chávez Elementary, our shared understanding of why we are a community school is grounded in the belief that student success depends on strong relationships, equity-driven practices, and meaningful collaboration between school, families, and community partners. Our implementation continues to align with the California Community Schools Framework and its overarching values of racially-just, relationship-centered spaces, shared power, classroom–community connections, and continuous improvement.

Shared Commitment, Understanding, and Priorities:

Our ongoing implementation goal is to deepen shared understanding and collective commitment to the community schools strategy among staff, families, and partners. Moving forward, we will strengthen engagement structures that ensure consistent input from all interest-holders, with particular emphasis on elevating student and family voice in shaping school priorities and decision-making processes. This includes continued opportunities for dialogue, feedback, and co-planning that reflect community needs and assets.

Shared Power:

We are continuing to develop and refine systems that distribute leadership and promote shared decision-making. Staff, families, and community partners are increasingly engaged in shaping programs and supports, ensuring that schoolwide priorities are informed by those most impacted. Our focus is on strengthening authentic participation rather than consultation alone, with clear pathways for input to influence practice.

Classroom–Community Connections:

We will continue expanding intentional alignment between classroom learning and community engagement. This includes strengthening culturally responsive practices and increasing opportunities for families to engage in student learning through literacy, wellness, and enrichment activities that extend beyond the classroom.

Continuous Improvement:

Our implementation plan continues to rely on ongoing data review and reflection cycles, including attendance, engagement, academic, and wellness indicators. The Wellness Team and site leadership will use this data to monitor progress, identify needs, and refine supports in real time to ensure responsiveness and effectiveness.

Overall, our next phase of implementation focuses on deepening systems of collaboration, strengthening shared leadership, and sustaining continuous improvement to ensure equitable outcomes for all students and families.

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 move into the CCSPP implementation phase at César E. Chávez Elementary, we will deepen our Needs and Assets Assessment process to ensure it is ongoing, inclusive, and representative of the entire school community. Our goal is to continuously engage all interest-holders in identifying shared priorities and refining our community school vision.

We will engage administrators, certificated staff, classified staff, students, family members, community members, and community partners through multiple strategies designed to ensure broad participation and meaningful input. Staff engagement will include structured collaboration during staff meetings, professional learning communities, and targeted listening sessions focused on school climate, student needs, and systems of support. Administrative teams will continue to use data review cycles to align priorities and monitor progress.

Student voice will be intentionally elevated through student focus groups, advisory circles, and structured surveys that capture experiences related to belonging, safety, engagement, and academic support. Family engagement will be expanded through workshops, school events, and ongoing feedback opportunities, as well as informal engagement spaces already established at the site such as wellness activities and parent gatherings.

Community partners will be engaged through regular coordination meetings and collaborative planning sessions to align services and supports with identified needs.

To ensure meaningful participation from historically marginalized student and family groups, we will implement intentional outreach strategies including home visits, targeted follow-up communication, and flexible engagement options outside of traditional meeting times. We will also continue to prioritize multilingual, culturally responsive communication and create multiple ways for families to share input, including one-on-one conversations, surveys, and small-group sessions.

Through these processes, we will ensure that our community schools priorities are co-developed, continuously refined, and grounded in authentic voice and shared ownership across the entire school community.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Strengthen School Climate, Belonging, and Student Engagement through a Whole School Community Approach	Increased student sense of belonging and connection to school; increased participation in schoolwide activities involving students, families, and staff; improved school climate survey results; increased student voice in school experiences; increased positive engagement in classroom and school activities
Strengthen Authentic Family–Student–Staff Partnerships and Shared Decision-Making (Collaborative Leadership)	Increased participation in joint family–student–staff engagement sessions; increased family and student input in school planning and decision-making; improved trust and communication between home and school; increased participation in workshops, events, and feedback opportunities; evidence of shared input shaping school programs and practices
Strengthen Integrated Student Support Systems for Academic, Social-Emotional, and Wellness Needs (Whole Child Supports)	Increased coordination between Wellness Team, teachers, students, and families; increased student access to academic, behavioral, and mental health supports; increased follow-through on student support plans; improved student academic engagement and readiness; increased participation in intervention and support services

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
Strengthen inclusive, relationship-centered learning environments that connect student learning to identity, culture, lived experiences, and community assets through school-based and community partnerships. (Relationship-Centered Spaces)	Use the community room as a hub for culturally responsive learning experiences, family workshops, student voice circles, and storytelling sessions that reflect backgrounds and experiences. Partner with community organizations (e.g., mental health, local cultural groups, and community agencies) to bring guest speakers, activities, and culturally relevant learning experiences into school events, connecting these experiences to classroom instruction to increase engagement, development, and student belonging.
Build shared understanding of students and families to inform instruction and strengthen shared power between school, home, and community. (Shared Power)	Implement structured opportunities for educators to learn directly from students through student voice circles, family engagement events, home visits, and community-based learning. Use gathered input to inform instructional planning and schoolwide practices, and student voice shapes decision-making.
Strengthen classroom community connections by integrating real-world, culturally relevant learning experiences into daily instruction. (Classroom–Community Connections)	Support teachers in designing instruction that connects academic standards to students' experiences, cultural identities, and local community issues. Encourage the use of culturally relevant materials, student storytelling, and community-based examples to foster engagement and ownership of learning.
Promote continuous improvement through ongoing collaboration between staff, families, and community partners to strengthen Community-Based Learning. (Continuous Improvement & Possibility Thinking)	Expand engagement opportunities such as Literacy Night, cultural workshops, and family learning sessions aligned to classroom instruction. Use feedback along with student and family input, to continuously refine instructional practices and strengthen CBL implementation.

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
Strengthen shared decision-making among students, families, and staff.	Expand structured input opportunities through student, family, and staff forums, surveys, and leadership groups (e.g., Chicas con Poder, parent engagement sessions).
Align school and community school systems through coordinated leadership.	Hold ongoing collaboration meetings between administration, Community Schools Coordinator, Wellness Team, and staff to align services and priorities.
Strengthen communication and sustainability of shared leadership systems.	Document feedback, communicate decisions, and use engagement to improve systems and accountability.

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):

At César E. Chávez Elementary, the shared governance structure operates through coordinated leadership at both the district and site levels to ensure alignment, accountability, and shared decision-making.

At the district level, governance is led by the Superintendent and Board of Trustees, who establish district-wide vision, policies, and priorities that guide educational programs and resource allocation across all schools. District leadership provides oversight for CCSPP implementation, ensures compliance with state requirements, and supports equity-driven initiatives through district departments and leadership teams.

At the site level, governance is led by the Principal, who is responsible for schoolwide leadership, implementation of district priorities, and alignment of instructional and community school goals. The Assistant Principal supports operational leadership, instructional systems, and student support coordination. The Community Schools Coordinator supports implementation of CCSPP strategies and ensures alignment of engagement, partnerships, and support systems.

Site-level decision-making is informed by collaboration among school leadership and staff, with input from families, students, and community partners. This structure ensures that school-level priorities reflect both district direction and the needs of the school community.

Together, district and site leadership work in alignment to support continuous improvement, equity, and shared responsibility for student success. Communication between the Superintendent's office, district leadership teams, and site administrators ensures that goals are consistent across systems and responsive to student and family needs.

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
Ensure staffing structures are aligned to the needs of students and families and support effective implementation of CCSPP strategies.	Review staffing assignments and responsibilities annually to align with student needs, including attendance, wellness, academic, and engagement supports. Use student data, family input, and site-level needs to inform staffing adjustments and support allocation.
Maintain and strengthen site-level community school coordination to ensure continuity of CCSPP implementation.	Sustain the Community Schools Coordinator role at the site level to coordinate partnerships, engagement efforts, and integrated supports. Collaborate between administration, coordinator, and support staff to ensure effective implementation of CCSPP strategies.
Develop long-term sustainability plans to ensure community schools staffing and initiatives are sustained through long-term funding.	Work with district leadership to identify and secure braided funding (e.g., CCSPP, district funds, grants, and partnerships) to sustain staffing and programs. Develop a multi-year sustainability plan that identifies roles and essential student and family supports.

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
Build and sustain a coordinated network of community partners that support student learning, wellness, and family engagement.	Maintain ongoing collaboration with community organizations through scheduled partnership meetings and coordination sessions. Prioritize activities aligned to student needs (attendance, wellness, literacy, engagement) and ensure partners are integrated into school events.
Ensure community partners are actively involved in planning, implementation, and continuous improvement of community school initiatives.	Include partners in school-based planning meetings, engage in regular feedback cycles. Use input from partners to refine programming. Ensure services remain responsive to student and family needs. Strengthen communication structures between school leadership, the Community School Coordinator, and partners.
Align community partnerships with long-term goals and services of CCSPP goals and services.	Develop systems to document partnerships, track services provided, and evaluate impact on student and family outcomes. Identify opportunities to sustain key partnerships through multi-year agreements, shared resources, and braided funding approaches with district support.
Expand equitable access to culturally responsive services and resources through community collaboration.	Continue to strengthen partnerships that support wellness, academic enrichment, and family engagement. Ensure services are culturally responsive, and connected to school goals and community needs.

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:

At César E. Chávez Elementary, our strategic community partnerships are deeply integrated into a year-long Community Schools calendar designed to reflect the priorities of students, families, staff, and community members. These partnerships are responsive to identified needs around wellness, academic support, family engagement, cultural connection, and access to essential resources, and are intentionally coordinated through the school's Community Schools structure.

Throughout the year, we collaborate with partners such as Salinas Valley Health, which supports a multi-session Women's Health Series covering preventive care topics such as mammograms, women's wellness, and reproductive health education. We also partner with Taylor Farms, which supports student achievement through the Golden Ticket incentive for English reclassification, reinforcing bilingualism and academic success.

In partnership with Monterey County agencies, United Way, Monterey Action Council, and other community organizations, we provide families with workshops focused on financial literacy, tax preparation, housing resources, Know Your Rights information, and family preparedness planning. These offerings are directly aligned to family-identified needs for economic stability and access to information.

We also maintain strong collaboration with Hartnell College, which provides ongoing adult English classes for families, strengthening language access and family engagement in school life. Additional partnerships support literacy development, parenting workshops, and culturally relevant learning opportunities such as Literacy Night, Math Night, and parent education sessions.

Our Community Schools calendar also reflects partnerships that support basic needs and wellness, including food distribution support, clothing closet access, costume giveaways, and seasonal family support events. These resources help reduce barriers to learning and support overall family stability.

Cultural and engagement partnerships, including Plaza Comunitaria and local community facilitators, support workshops such as Día de los Muertos activities, piñata making, and culturally rooted family learning experiences that strengthen identity and belonging.

Across the year, these partnerships are actively coordinated through school leadership and the Community Schools Coordinator to ensure alignment, sustainability, and responsiveness. Community partners are not only service providers but active collaborators in planning, implementation, and continuous improvement, ensuring that programming reflects the lived experiences, voices, and priorities of the school community.

Site Level Goals and Measures of Progress

Goals	Action Steps
Strengthen and expand a coordinated network of community partnerships that support student success, family well-being, and lifelong learning.	Align partners (Salinas Valley Health, Taylor Farms, Har United Way, Monterey County agencies, Monterey Actio Comunitaria, and others) to the Community Schools cale partnerships to include new opportunities based on fami parenting education, digital literacy, and school navigatio
Increase family capacity to support student success and navigate the school system.	Offer parent education workshops on topics such as und school system (grading, assessments, attendance, MTS how to communicate with teachers, and strategies to sup home. Provide ongoing support through Cafecito/Tardec one-on-one guidance.
Strengthen digital literacy and access for families.	Provide workshops on basic computer skills, accessing s and digital communication tools. Offer hands-on support center hours to help families access resources and stay child's education.
Expand culturally responsive parenting, family education opportunities.	Offer workshops focused on parenting strategies, child c social-emotional support. Partner with community organ bilingual, culturally relevant sessions aligned to family ne
Increase access to integrated supports through responsive community partnerships.	Continue providing coordinated services such as health (Salinas Valley Health), financial literacy (CHASE), ESL and basic needs supports (food distribution, clothing clo events). Use family feedback and participation data to c programming.

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