

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

San Martin Gwinn Environmental Science Academy (aasena@mhusd.org)

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:

A community school with a well developed framework aids in supporting the gaps that a traditional school fails to address; such as the need for a collaborative understanding that a student's success is not solely based on an award winning curriculum. Student success begins when we collectively understand that foundational human needs must first be met.

San Martin Gwinn, following the implementation of the CA CS Framework, has propelled forward as a whole, as there is a continued understanding by all stakeholders that a focus on continuous improvement is imperative to our student's success.

The community schools framework through the overarching values has allowed for inclusivity by promoting access to the education of diverse cultures. This, in turn, has allowed for organic conversations to develop, offering a supportive space where previously marginalized groups gain a seat at the table - providing everyone with a deeper understanding of diverse cultures without leaving the country or the classroom.

San Martin Gwinn, with its diversified partnerships, has gained significant support. We continue to emphasize the critical need for our parents to shift from their traditional school parent role to a community school parent role with the formation of decision making committees. Students, families, school staff, and the community are empowered and encouraged to share their ideas, concerns, and opinions with the school for the betterment of our students.

One of the developmental values that we are currently working on in order to expand on our classroom-community connections is the formation of a student government. In collaboration with some of our local government leaders, we are developing a program that closely models our federal government's framework. This will allow for both upper graders and lower graders to join in the decision making of their school while offering a real-world and project-based learning opportunity.

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.

San Martin Gwinn will continue to strengthen a framework for the Advisory Council Committee in the beginning of the 2024-2025 school year. The Advisory Council Committee is composed of students, families, teachers, and community staff members. This will allow for a wide-lense view of what our sites' needs and assets are while giving everyone a platform to identify areas of focus.

In conjunction with an Advisory Council Committee, we will continue conducting focus groups & surveys site-wide to gauge the needs of our stakeholders. As a site, we have studied the data to gain perspective as to who our marginalized population is. Based on our demographics we have learned that our site's population consists of 43.9 % of EL students. To better support and engage our EL families San Martin Gwinn offers interpretation and translation services when conducting all school wide communication - including surveys and focus group opportunities. All committees are open to all families, despite any language barriers. San Martin Gwinn is committed to being inclusive ...

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
Increased Family and Community Engagement	Other: Number of families that attended school events/activities throughout the year
Expanded After school Learning Programs	Proficiency Scores for ELA and Math
Positive School Climate and Social-emotional Learning (SEL)	PBIS/ Climate and Culture Survey

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
Partners will receive capacity building that will strengthen implementation	• Initiate Professional Learning Opportunities
System leaders will collect and analyze data that are aligned with the results framework to support continuous improvement.	• Use Data for Continuous Improvement

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.

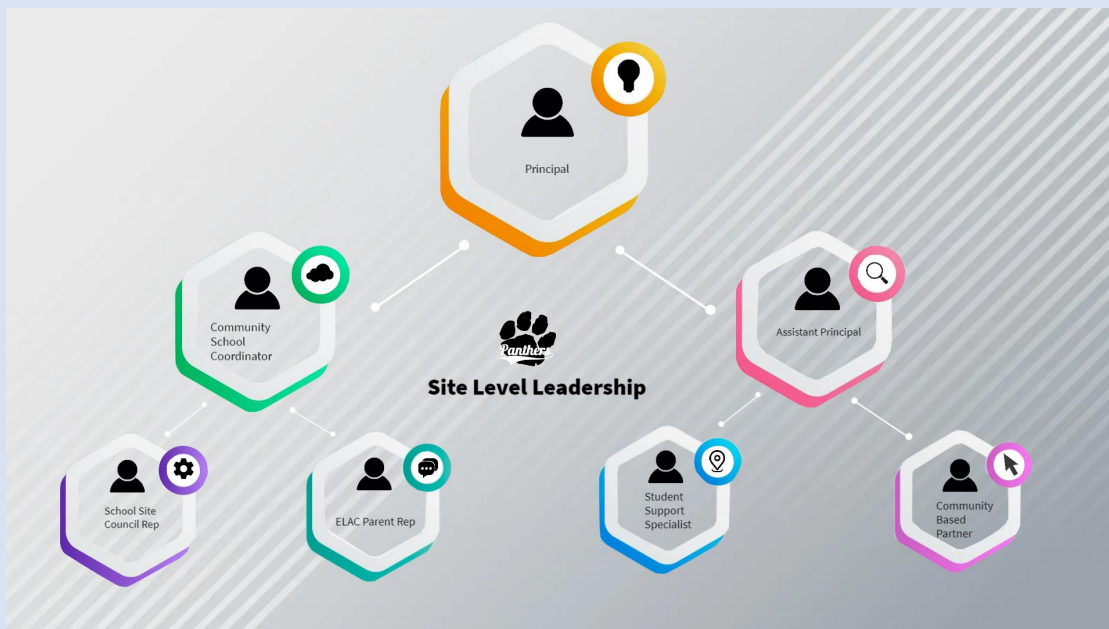
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Relationships with lead Leadership agencies and local partners are formed a shared vision	• Collaborative leadership practices around Professional Learning Communities and transformational leadership
By June 2025, the percentage of parents/guardians engaged on their child's education will increase by 10% as measured by attendance at parent engagement events.	• Increase the communication, parent/guardian involvement, and parent/guardian engagement in our various committees and school-wide events.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

As shown in the chart below, the school site-level leadership will include: Principal, Assistant Principal, Community School Coordinator, Student Support Specialist, Community Liaison, Student, Community Based Partner, School Site Council Representative, and ELAC Representative.



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
Building Community School Capacity and Infrastructure	Community School Coordinator will implement community school processes, programs, partnerships, and strategies, partner with District Coordinator.
Cultivate collaborative leadership practices around Professional Learning Communities and transformational leadership	By year five, 100% of teachers will be trained on the core aspects of our community school practices and how partnerships will expand whole-child support.

Key Staff/Personnel

Principal/Assistant Principal	Works with the school site leadership team to prepare budgets with a view to help sustain the community school.
Community School Coordinator	will implement community school processes, programs, partnerships, and strategies.
Community Liaison	facilitates parent-school communication, facilitates community agency referrals, and encourages parent and family involvement.

Student Support Specialist

- provides direct support and assistance to students who may be experiencing homelessness, are in the foster care system, or may have chronic absenteeism.

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

In order to build sustainability beyond the life of the grant, the district is committed to the planning and input process, not only within the grant but also throughout our LCAP goals. Within this grant application we have woven together many of the programs we are already implementing, while allowing the grant to enhance and expand the work we are already doing. Each of our LCAP goals have short and long term strategies that are complemented by the Community Schools pillars and our action plan through the grant period. As we continue to collect and assess data the grant coordinator and the grant advisory committee will be evaluating specific activities to determine if those activities can and should be continued, if we need to add additional support to achieve those goals and if they can continue to maintain or scale the projects according to the need. The district has made a committed effort to build sustainable systems and practices throughout the district that focus on the development and support of the whole child.

To highlight a few:

- LCAP Goal 1: Advance College, Career and Civic Readiness for Improved Year-Over-Year Student Achievement in Pre-K thru 12th grades
 - Providing multi-year professional development plans focusing on establishing and enhancing “great first instruction” through the Professional Communities (PLC) model.
 - Providing the sites with additional support from our Teachers on Special assignment in areas of: math, english language development, visual and performing arts, and Literacy.
 - Expanded learning opportunities through before, after and summer school programs.
 - Development and implementation of the TK-12 Counselor plan to ensure the needs of our students are being met equitably.
 - Providing AVID for students in our secondary sites.
 - Providing opportunities through field trips, Naviance, and college and career initiatives.
- LCAP Goal 2: Promote Parent/Guardian, Family, and Community Engagement in Education to Support a Shared Vision of Student Achievement
 - Development and the facilitation of a comprehensive Family and Community Center, that focus on supporting families through shared culturally relevant experiences, guest speakers, support groups, and access to medical, legal, and other services.

- LCAP Goal 3: Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement
 - Implement and grow our established wellness centers at all of our comprehensive secondary sites, as well expanding our wellness spaces at our elementary schools.
 - Implementation of Positive Behavior Intervention Systems and Restorative Practices to reduce off task behaviors and suspensions.
 - Providing and implementing social emotional curriculum and supports.
 - Enhance school connectedness and safety.
- LCAP Goal 4: Improve Equity, Access, and Inclusion for Diverse Student Learners for increased opportunities for student learning in the least restrictive environment (LRE), student academic progress, and overall student achievement
 - Implementation and training around inclusive classrooms.
 - Professional development for Co-teaching and supporting inclusive practices.

As we continue to develop clarity for our staff around Community schools and the vision of supporting the whole child we will continue to collaborate and determine which programs and initiatives are supporting students and continue or adjust as needed. In addition to providing enhancement to many of the programs we are doing, throughout the grant we have also built in opportunities to build capacity in our classified and certificated staff around the Community School's Pillars. With this year coming to an end with our current LCAP, the four pillars of community schools will be built into next year's LCAP to align with the district's goals and will create sustainability beyond the life of the implementation grant.

Strategy 5: Strategic Community Partnerships

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

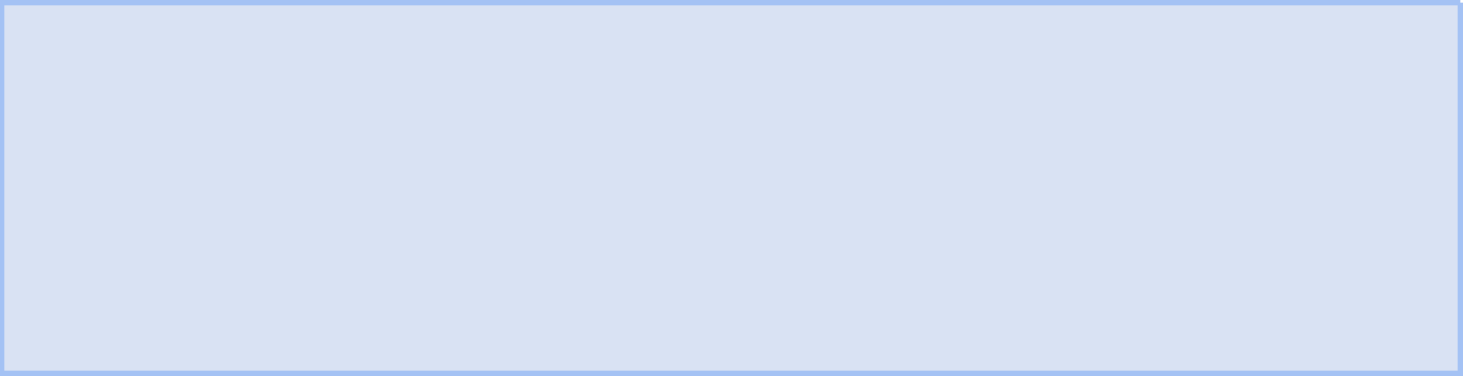
In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners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

Site Level Goals and Measures of Progress

Goals	Action Steps
By year 5, 100% of teachers will be trained on the core aspects of our community school practices and how partnerships will expand whole-child support.	• Cultivate collaborative leadership practices around Professional Learning Communities and transformational leadership
Cultivate community partnerships around integrated student supports as well as enriched and expanded learning opportunities.	• By year five, 100% of teachers will be trained on the core aspects of our community school practices and how partnerships will expand whole-child support.

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 partnerships that we have established include: Rebekah Children's Services, YMCA, Healthier Kids Foundation, Community Solutions, Discovery Counseling, Youth Alliance, Santa Clara Youth Task Force, the District Attorney's office to provide Parent Project, and Morgan Hill Public Library. We are planning on establishing a partnership with Bay Area Community Health, Fused Learning, Living Above The Influence (LATI), and Morgan Hill Hub. The district works with these outside agencies to provide families with education around positive parenting and working with students who are at risk. Additionally, to provide small groups, and individual socio-emotional counseling, trauma response (emergency), family mediation, parent engagement opportunities, and alternatives to suspensions. The School Linked Resources and the student support specialist team work as a bridge to provide resources such as counseling, medical, and housing in efforts to support the whole child to reduce negative behaviors.



Site Level Goals and Measures of Progress

Goals	Action Steps
Student Achievement: The percentage of all students who score at or above standard on the district wide assessments (Fountas and Pinnell Reading Assessment and NWEA MAP assessments in both Math and ELA) will increase by at least 10% by June 2025.	• Strong Understanding of Reclassification Benchmarks by All Stakeholders (student, teacher, parent) • Emphasizing Academic Language During Integrated and Designated English Language Development (ELD) • Focus on reading and writing school-wide for our ELs • Providing Tier II Intervention and Reteaching • Response to Intervention Tier II Support in Reading • Learning Lab Personnel and ongoing training • MTSS support for English Language Learners new to the country • Balanced Literacy Training for staff and monitoring system • Instructional supplies and academic support programs
Parent Engagement: The percentage of parents engaged in their child's education will increase by at least 25% as measured by the total number of families that have downloaded the Parent Square communications application by June 2025.	• Support and communication with families regarding school related topics such as email, Aeries, gradebook, Naviance, conferences, google classroom, attendance, 504, IEP, SST, nutrition, homework strategies, positive parenting home / school support connections. • Parent training / Fingerprinting / volunteer opportunities • Bilingual Translation for IEPs, report cards and all means of communication • Materials, supplies, and equipment to support communication with parents to include banners, sound systems, tables and chairs and more • Supplies to support any Family Night Activities (Game Night, Science Night, Movie Night, ELAC, SSC, Parent Teacher Association, and more). • Supplies, light snacks, and childcare for any parent activities and other supplies as needed for the success of the activity
Student Engagement: The percentage of all students that are classified as having chronic absenteeism will decrease by at least 10% by June 2025	• Increase daily attendance, campus supervision, and implement a school wide positive reward system for behavior and attendance • Increase engagement and opportunities for field trips and assemblies

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