

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

Latitude High School

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](#)):

Describe the developmental plans for ensuring these values are reflected in your community schools work:

When we asked our school community the question, “Why a community school for our school?”, the answer was clear: we need a school model that centers relationships, shared leadership, and real-world learning to support the whole child. Our approach is grounded in the California Community Schools Framework, and we're committed to bringing its four core values to life—creating racially-just, relationship-centered spaces; building shared power; connecting classrooms to the broader community; and continuously improving how we serve students and families.

We start with relationships. As part of our commitment to **Value 1: Racially-just, relationship-centered spaces**, we prioritize trust, belonging, and identity safety every day. This shows up in how we approach school culture, behavior support, and community-building. We've invested in restorative practices, embedded SEL lessons, and created space for meaningful student and family voice—because when students and families feel seen and valued, learning thrives.

Value 2: Shared power is also central to how we work. We don't make decisions in isolation—our Parent Unity Coalition, student leaders, and staff teams all play a real role in shaping what happens at our school. We believe co-creating solutions with those most impacted leads to stronger programs and deeper trust. This kind of collaboration has helped guide everything from safety planning to advisory programming.

We also believe school should connect to life beyond the classroom. That's why **Value 3: Classroom-community connections** is a big focus. We use project-based learning to help students apply what they're learning to real-world issues and opportunities. Our curriculum is designed to reflect our students' lives and communities, and we partner with local organizations and city leaders to give students hands-on experiences that build both skills and civic engagement.

Lastly, we're always learning and growing. As part of our commitment to **Value 4: A focus on continuous improvement**, we regularly reflect on data from student surveys, behavior trends, and academic progress to adjust our practices. We use this information not as a compliance requirement, but as a way to get better—for our students, families, and staff. It helps us stay responsive and focused on what matters most.

Looking ahead, our goals include expanding our partnerships, deepening student and family leadership, strengthening our restorative systems, and building better ways to measure whole-child outcomes. We're proud of the foundation we've built and excited about what's next in our community school journey.

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 implementation phase of our community school work, we're committed to deepening our understanding of both the needs and the assets within our school community. Our goal is to engage all stakeholders in building a shared vision and setting clear priorities for our community school transformation—one that is inclusive, responsive, and equity-driven.

To do this, we'll use a multi-pronged engagement strategy designed to reach a wide range of voices, especially those who have historically been marginalized or underrepresented. We will continue to build on the relationships and structures already in place, while expanding and refining our outreach and engagement efforts.

Administrators, Certificated, and Classified Staff will be engaged through dedicated staff meetings, visioning workshops, and department-based focus groups. We'll use these spaces to gather insights on what's working, where we need support, and how we can align our community school efforts with staff strengths and passions. All-staff professional development days will also include reflection and planning time rooted in community school principles.

Students will participate through classroom-based visioning activities, student-led forums, and the expansion of our Student Government. We'll also use anonymous surveys to ensure that all students—especially those who may be less comfortable speaking in public settings—have a way to share their experiences and ideas. Specific outreach will be conducted with English Learners, students with disabilities, and LGBTQ+ students to ensure their perspectives shape the work.

Families will be engaged through bilingual surveys, small group listening sessions, and our ongoing Parent Unity Coalition meetings. We'll prioritize accessibility by offering interpretation, allow children, food, and flexible scheduling. To ensure we reach historically marginalized families—particularly those who speak languages other than English or who may have experienced trauma or exclusion in educational spaces—we will collaborate with trusted community liaisons and cultural brokers who can help facilitate safe, meaningful conversations.

Community Members and Community Partners will be brought into the process through collaborative planning meetings, one-on-one interviews, and an annual Community Partner Forum. We'll use these settings to map local assets, identify alignment opportunities, and co-design initiatives that support whole-child success beyond the school walls.

Across all groups, we will center equity and trust-building in our engagement practices. That means slowing down when needed, making space for authentic dialogue, and ensuring that feedback isn't just collected—but acted upon. We are also committed to making the results of these engagements visible through community-facing reports and iterative planning updates, so that all stakeholders can see how their voices are shaping our priorities and vision.

Ultimately, our goal is not just to collect input, but to build a sustained culture of collaboration, where everyone feels ownership over our shared work to create a thriving community school.

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
Increase student attendance and engagement	Chronic Absenteeism
Support academic achievement through MTSS	SBAC performance in ELA and Math
Support pathway engagement and CTE courses	CCI

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
Increase parent engagement at Exhibition	Engage parent unity coalition to spark more awareness and excitement for exhibitions
Increase opportunities for rite of passage trips	Survey students and parents for best dates and how to meet their needs on the trips PD for teachers and staff for safety and curriculum relevant cohesion with the trips

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 participation and number of meetings with Parent Unity Coalition	Engage the parent unity coalition to support with more events and participate in more outreach
Provide more structures for student government to understand concerns of the student body	Provide structures and follow up through mentoring opportunities

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 our community school, we are committed to building and strengthening collaborative leadership through a system of shared governance that ensures students, families, staff, and community partners all have a voice in decision-making. Our current site-level leadership structure includes regular instructional coaching cycles supported by a team of school-based coaches. These coaches not only support teachers with instructional practices but also meet regularly to identify trends, reflect on implementation, and elevate staff needs and innovations to school leadership. This structure helps bridge classroom practice with schoolwide planning.

Additionally, our Parent Unity Coalition plays a central role in our shared governance model. This group meets regularly to provide feedback on schoolwide initiatives, plan family-engagement events, and support community outreach. We are working to expand both the frequency of meetings and the level of family participation to ensure broader representation, especially among historically underrepresented groups. Our goal is to not only increase attendance but to deepen parents' influence in school planning and resource allocation decisions.

We are also focused on growing our student leadership structures. This year, we aim to create more formal opportunities for student government to gather input from peers, bring forward student concerns, and follow up through structured mentoring and advisory connections. By supporting students as decision-makers and school leaders, we ensure that youth voice remains central to our transformation efforts.

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
Strengthen Staff Connection and Retention	<p>Develop and implement regular staff reflection and wellness check-leadership or coaching teams.</p> <p>Expand our instructional coaching model to include both pedagogic opportunities for staff to lead and share best practices.</p> <p>Recognize and celebrate contributions through ongoing appreciation with staff values and culture.</p>
Implement Rigorous, Equity-Centered Hiring Practices	<p>Recruit from educator pipelines that prioritize multilingual and BIPC including through partnerships with local universities, teacher resid community-based networks.</p> <p>Involve a broader hiring team—including students and family representative interview panels to reflect the voices of those most impacted by state</p> <p>Ensure transparency in hiring timelines and role expectations, and comprehensive onboarding that orients new staff to the community</p>

Key Staff/Personnel

SART Coordinator	Focused to work on root causes for why students are absent.
MTSS Coordinator	Both for building the capacity at the site to leverage site and community resources, facilitate the implementation of data informed screening and intervention practices, engage in training for staff on family engagement and building healing centered communities.
Attles Center for Excellence	Run SEL and mentoring groups

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

Integrating Community Schools Strategies Into Core Structures

We are working to embed community schools strategies—such as shared leadership, restorative practices, and integrated student supports—into our school’s foundational systems. By aligning these practices with our existing school improvement plans, LCAP goals, and staff development structures, we are creating long-term consistency that will persist even after the grant period ends.

Building Capacity Within the School Team

We are intentionally distributing leadership across roles and departments so that responsibility for sustaining the work does not fall on a single individual. Through ongoing coaching, peer mentoring, and professional learning communities, we are equipping teachers, classified staff, and administrators to carry forward key elements of the work, from family engagement to project-based learning to advisory systems.

Strengthening Partnerships and Leveraging External Resources

We are investing in strategic partnerships with local organizations, city agencies, and community-based groups to share responsibilities, co-lead initiatives, and expand access to services without relying solely on school funding. We are also exploring partnerships that can support grant writing, program evaluation, and capacity building over the long term.

Advocating for Ongoing Funding at the District and Local Level

At the LEA level, we are advocating for the inclusion of core community school staffing roles (such as a site coordinator and student/family engagement leads) in ongoing district budgets. We are also exploring braided funding models that combine state funds, federal Title I funds, philanthropic dollars, and in-kind partner contributions.

Documenting and Sharing Impact

We are committed to tracking both quantitative and qualitative outcomes of our community schools work. This includes collecting stories of impact, highlighting student and family voice, and documenting measurable improvements in engagement, school climate, and academic growth. These data will help us build the case for ongoing investment from multiple stakeholders.

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
Expand our engagement with community partners	<ul style="list-style-type: none"> - Have Attles center for excellence and Seneca expand their outreach and engagement with parent unity council, student government and school leaders - Host quarterly partnership summits that bring together students, families, staff, and partners to align on shared goals and reflect on progress.
Increase student voice and leadership in decision-making	<ul style="list-style-type: none"> - Provide structured advisory periods and forums for student government to gather and share student feedback. - Implement peer mentoring programs and leadership workshops to build student capacity in advocacy, problem-solving, and planning.

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:

We have established and are continuing to grow meaningful partnerships with organizations that align with our community school vision. These include the **Attles Center for Excellence**, which supports youth leadership and college/career access, and **Seneca Family of Agencies**, which provides behavioral and mental health services. Both partners have deep roots in our community and are responsive to the lived experiences and expressed needs of our students and families.

We are also planning to partner with the **Center for Supportive Schools (CSS)** to launch a **peer mentorship program** that will foster cross-grade relationships, leadership development, and stronger student connection. This program will complement our existing work around advisory and student voice, while creating new structures for student-to-student support.

To ensure alignment, we involve partners in regular reflection with our school staff, Parent Unity Council, and student government. These relationships are guided by feedback from families, staff, and students and rooted in shared accountability. Our partnerships aim to provide wraparound supports while affirming the voices and priorities of the people most impacted by our work.

Site Level Goals and Measures of Progress

Goals	Action Steps
Improve schoolwide culture and climate through restorative practices	<p>Provide ongoing professional development for staff in restorative approaches and emotional regulation strategies.</p> <p>Expand restorative circles and peer-led mediation in advisory periods and disciplinary processes.</p>
Increase consistent and culturally responsive family engagement	<p>Offer multilingual family workshops co-facilitated by community partners and school staff.</p> <p>Encourage advisors to build strong relationships with families through regular communication and participation in schoolwide engagement structures such as Back to School Night, Student-Led Conferences (SLCs), and Presentations of Learning (POLs) to build relationships and gather input from historically underrepresented families.</p>

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