

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN (AIAHS 2026-2027)

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 (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:

Given our community, which is predominantly Latinx, we've found our students and families to be very relationship-oriented. Without trust and connection, the academic work can be challenging. The community school model is a natural fit for who we are and what we believe in.

Throughout the year we engaged in conversation, focus groups, and surveys to co-create the school we want and a common theme is that everyone wanted their voice heard. Families didn't just want to be informed, they wanted more voice. Students wanted more engaging classrooms. Staff wanted guidance on how to better connect with students and families.

Some of the ways we internalize the CCSPP values are through culturally-responsive curriculum, a refinement of our advisory system, which includes more training for advisors, and tracking demographic participation in areas such as field trips and planning groups. To ensure shared power, we will continue strengthening our leadership groups and councils, collaborative planning opportunities, and improved communication. We have increased community partnerships to strengthen our "learning by doing" approach. Finally, we continue to reflect and push our thinking through structured activities and guidance from outside partners.

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.

Building on our existing structures—parent meetings, surveys, and focus groups—we will expand our engagement to ensure all voices inform our priorities. Although our school is 100% composed of students and families from historically under-served communities we will continue to be mindful of better engaging all stakeholders, including engaging in home languages that may differ from English. We will add more structured and more focus to better gain feedback.

- Administrators will join reflection sessions and retreats to align leadership with community school values.
- Teachers and counselors will engage in grade and department level meetings and PD sessions with structured visioning to explore instructional and student support needs.
- Students will share their voices through advisory discussions and journal prompts, student-led focus groups, and participation at staff meetings.
- Families will be engaged through expanded bilingual surveys, listening circles, and small-group conversations hosted in homes and community spaces.
- Community partners will participate in facilitated forums and mapping sessions to identify assets and explore deeper collaboration to support student learning and well-being.

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
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Reduction of suspension levels from high of 13% in 2023-2024 to 4% in 2025-2026. Our goal is to remain under 4%.
Advisory System to ensure every student has a home base/family group and an advisor who knows them well.	Via student survey data, to improve student response to questions related to reporting a positive relationship with a caring adult to from 93% in 2023-2024 to 80% in 2025-2026. Our goal is to be 90%+
Shared mission, values, and cultural aspirations	Via staff surveys our goals is to get 100% reported clarity on a shared mission and vision.

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
Multiple professional development opportunities for learning and reflection. Minimum of four opportunities throughout the year.	We continued working with a specialist to develop programming throughout the year consisting of PLCs and reflective activities to better engage our students and families. This includes off-campus engagement with the local community.
Multiple student and family engagement opportunities for staff. Minimum of four.	Beyond the regularly scheduled school activities, we are working into our staff meetings and professional development time opportunities for staff to do deep listening with our families and students and engage in co-creation of school goals.

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
We aim to improve our shared leadership structures by including a broader cross section of students, families, staff, and community partners to co-create goals, track and review data, and to make recommendations for school priorities. Our goal is for the demographics of planning committees to reflect that of our school, if not in exact number, in input opportunities and practice that reflect our community.	Track recruitment and participation in our existing groups, such as our Parent Action Committee, ELAC, and LCAP groups to ensure a wider range of participation. This will happen through more general announcements such as through ParentSquare and through targeted recruitment for underrepresented groups. Participation will be encouraged through regular, personalized communication and public recognition of ideas, participation, and implementation.
We will map and audit our school teams and committees to improve coordination, avoid duplication, and develop a more cohesive and collaborative ecosystem. This will result in documents that clearly describe each team's/committee's roles and responsibilities.	We are continuing to map our systems and teams to clarify responsibilities to reduce confusion, improve communication and collaboration, and identify needs.

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):

Our parent/care giver group meets regularly with our Executive Director, in both evening and morning meetings to share ideas, review data, and give feedback. We have restructured our student government, to create two different groups, one that focuses on community projects and social events, while another will be more governance focused and work with the Executive Director and Leadership team for input on student needs and requests. Staff time will continue to have space for structured group discussion and surveys, as well as one-on-one opportunities to share thoughts. Outside coaches and consultants will provide insights. All of this will continue to be monitored by the Board of Directors.

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
We will a culturally responsive Site Coordinator, ideally who has existing ties to our community. This coordinator would help lead family engagement, community partnerships, and work with other staff to improve student supports. This will include developing systems to track quantifiable data towards meeting set goals. The responsibilities of this position, as envisioned, exists in many areas but it is key to centralize the work for cohesion. This will happen by this upcoming school year.	We did meet this goal last, year, but are in the process of hiring a new Site Director, who at the time of this writing, is our summer programming director. This candidate has been immersed in the CCSPP framework, is rooted in our community, and has experience leading with a culturally responsive lens at school sites. He has been working collaboratively to identify existing structures, staffing, and school needs. We are restructuring staff to not only better align work loads and address campus needs.
We will continue working with finance department to ensure a blend of grants, LCFF resource contributions, and other funding sources so key staff positions exist beyond the implementation phase.	We will work with our finance team to craft a staff plan, based on current conditions and aspirations, as informed by staff, student, and family input.

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
We have a number of existing partnerships and our goal is to better track their input and impact. Entering this school year we will develop a feedback process and clearer expectations. At the end of each semester we will review this data.	We will continue refining our shared feedback process to capture insights from partners, including their insights to our school's operations. Update MOUs and/or SOW to include measurable outcomes. We also need a standardized feedback form from our students, staff, and families to share how well these programs work.
Identify new partnerships based on our school's needs. This is ongoing, but our next focus period will be at our opening PD session in late July.	We will continue to evaluate our school's current needs to assess additional partnership needs. While we continuously add new partners, we will be more strategic on how we do this. We will base these needs on data, such as that captured by stake-holder surveys and LCAP goals.

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:

There are four key partnerships that we will highlight. The first is with Reach University. We just wrapped up a greatly intertwined relationship that led to an increase in coaching for our staff, including our Executive Director, as well as all of our instructional staff. All of our instructional staff received formal coaching and mentoring to improve academic structures and classroom culture. There is a shared desire for increased rigor and more engaging classrooms, all of which we have seen. We recognize that the classroom experience is at the center of the school experience so we have focused heavily on this area.

We have started a new relationship with Ellevate to improve our instruction for our English Language Learners. This platform was recommended by two highly respected community partners whose expertise is with multilingual learners. This addressed not only the need to improve our ELL experience and outcomes, but also our instructors' stated desire for systems. Furthermore, our contact at Ellevate has already helped us with other programming including planning college trips.

Aside from improving academic performance, we also work with community partners to assist with mental health and SEL development. One of our key partners is East Bay Agency for Children (EBAC), who has not only helped us with trainings, but we've been able to hire two mental health counselors through them, greatly increasing our students' access to services. Both of these counselors have signed contracts to continue through the next school year.

We recently started another initiative to help with engagement and school pride, which is offering multiple varsity level sports for the first time in the school's history. This is possible through a partnership through the Bay Area Charter Schools Athletic Conference and a multi-school agreement with another high school. Students and families have consistently asked for sports offerings. Not only is this offering responding to this ask, but we saw increased school pride and cohesion, leading to an increase in community belonging. We also noted improved attendance and academic outcomes for our student athletes. We are continuing this partnership in the new school year.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase academic outcomes, as measured through LCAP.	Implement timelines and action steps created by our new Academic lead, who will work closely with the Executive Director around follow-through, support, and accountability for our staff to help measure effectiveness of coaching and new partnerships such as Ellevote.
Increased student engagement and connectedness to school community as measured by student surveys.	Through student surveys and focus groups, measure student response to services such as access to mental health and new programs such as sports.

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