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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

Kingsley Elementary School

Melaine Troesh, Principal

909-984-3634

melaine.troesh@omsd.net

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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment 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

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

After engaging our interest-holders to answer the question, "why a community school for my school?"

Our site's implementing of community schools reflects its commitment to the CA CS Framework through the Overarching Values as evidenced by ongoing implementation of Restorative Practices, Positive Behavior Intervention and Support (PBIS), Social-Emotional Learning (SEL), and Community Outreach, to ensure racially-just, relationship-centered spaces. We are engaging our school community in democratic spaces building shared ownership with deep engagement through School Site Council, Coffee with the Principal, Student Council, School MTSS Leadership Teams, PBIS Teams, connecting parents through School Loop, Class Dojo, Twitter, Instagram, district parent engagement such as Eureka trainings, Reclassification meetings, SELPAC, Holiday and Music Programs, Back to School Night, Open House and other family and community meetings. We are linking classroom instruction to the broader community focusing on strengths and providing engaging learning environments connecting civic engagement and real-world issues by

providing Tier 1 resources to all our students. Our focus on continuous improvement includes ongoing reflection, analysis, shared learning, and revision through our MTSS Plan-Do-Study-Act cycle, grade level data days, PBIS data meetings, and weekly COST (Coordination of Services Team) meetings using data as a tool for improvement to ensure our students, families, school staff, and the community are valued, engaged, and empowered.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

Kingsley Elementary School will increase interest-holder input through surveys:
- *Community Thought Exchange Survey*
- *LCAP Thought Exchange Survey*
- *CA Healthy Kids Survey (CHKS) and CA School Staff Survey (CSSS) surveys*
- *PBIS SAS*
- *Staff PD Needs Survey*
- *ELOP Survey*
- *School Family Survey*
- *Student and teacher Panorama Surveys*
- *SWIS Behavior Observational Data*
- *FIA & TFI*

Kingsley Elementary School will increase interest-holder parent and community participation in advocacy groups:including engaging historically marginalized student and family groups
- *Site English Learner Parent Advisory Committee*
- *Site Students with Disabilities Parent Advisory Committee*
- *GATE Parent Advisory Committee*
- *School Site Council*
- *Loving Solutions Parenting Classes*
- *Eureka Math Support parent education classes.*
- *Reclassification Meetings*

Part B: 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 Positive Behavioral Supports	*Outcome: Decrease negative student behaviors* *Indicators:* *Positive Behavior Intervention and Support (PBIS)* *Tiered Fidelity Inventory (TFI)* *Major Discipline Referrals* *Daily SEL Lessons*
Reduce and eliminate exclusionary practices	*Outcome: Increase student access to the learning environment* *Indicators:* *CA Healthy Kids Survey (CHKS)* *Panorama Surveys (teacher and student),* *District LCAP Survey*
Identify students in need and ensuring supports are put in place to improve student outcomes.	*Outcome: Increase student achievement* *Indicators:* *Reading Universal Screener (i-Ready)* *SEL Universal Screener (Panorama)* *Behavior Screener (SWIS)* *ODR data (SWIS)* *Monthly PBIS Tier 1&2 meetings* *Weekly Coordination of Services meetings.* *Regular PBIS Tier 3 meetings as needed* *Weekly mentor meetings* *Teacher Google Form* *Teacher lessons with ORC and TOA*

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
Inventory existing teams and groups that can be invited to participate in school governance and needs identification.	*Map existing teams, identify groups that are not represented on those teams.*
Strengthen Site Leadership Teams by increasing parent and staff participation in the shared decision making process.	*Invite interest-holders that are not already represented to participate in existing advisory groups and other site leadership teams.*

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):
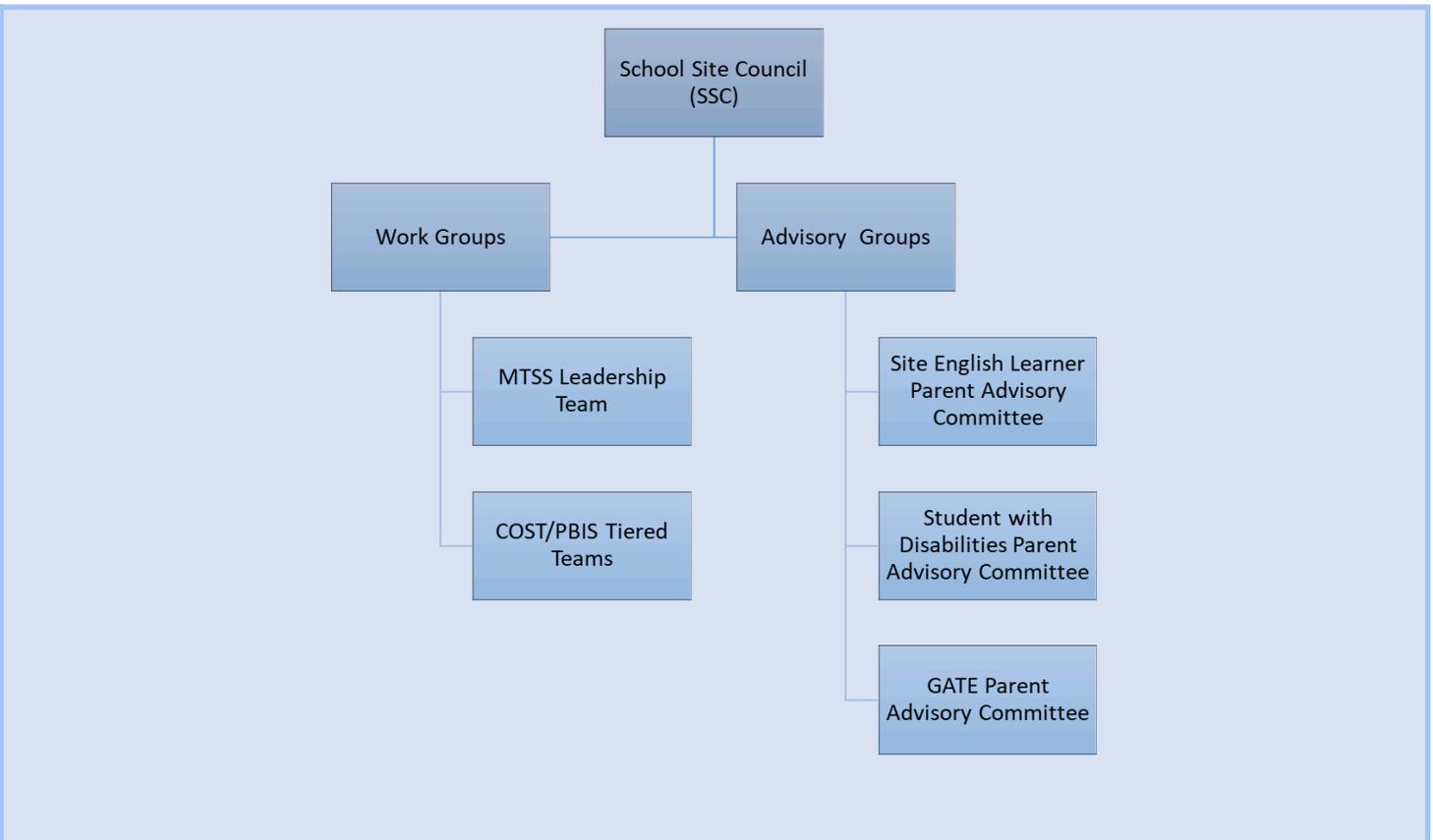
Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools "de-silos" all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Align LCAP, Community School & SPSA activities	*Ensure SPSA goals are aligned to LCAP. Embed Community School goals and actions into SPSA*
Identify Community School activities that align with other school initiatives	*Map out all resources with MTSS Leadership Team, which serves as our Community School Council, and create comprehensive initiative alignment document*

Strategy 5: Staffing and Sustainability

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
Sustain Community Schools structure, staffing and supports	*Collaborate with our LEA's Health & Wellness Services Department to ensure continuity of staffing. Identify funding sources beyond CCSPP for Key Staff. Research additional grant opportunities and work with our LEA's Health & Wellness Services Department on options for sustainable funding sources.*

Key Staff/Personnel

Site-level Coordinator Outreach Consultant-ORC	*Serve as school-home-services liaison to connect students and families to mental health and case management services, service as site homeless liaison, lead school-wide implementation of PBIS, SEL, and Restorative Practices, provide site level interventions such as social-skills groups, support staff in whole-child progress monitoring and intervention tracking*

School Family Outreach Assistant	*Support the Outreach Consultant with delivering tiered social-emotional and behavioral interventions, and supports to students.*

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

Our school is working with our LEA's Health & Wellness Services Department to implement the Fee Schedule program as part of the Children & Youth Behavioral Health Initiative (CYBHI), which is part of Governor Newsom's Master Plan for Kids' Mental Health. In addition, we are infusing Community Schools goals and actions into our SPSA and School Site Council to ensure long-standing commitments as part of our shared decision-making process.

Strategy 6: 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
Increase Community Partnerships	*Inventory current partnerships, research partnership opportunities available in our school community, and reach out to potential new partners*
Increase Awareness of Existing Partnerships	*Schedule Health & Wellness Services staff to present to families and staff members about current resources through established partnerships.* *Community School Coordinator will embed ongoing information into staff and family meetings to better connect services to those in need.*

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:

Our school currently has established partnerships with organizations including Shoes that Fit, Assistance League, City of Montclair, Spark of Love Toy Drive, United Way food packs, Promise Scholars, Montclair Collaborative, and various businesses who provide student incentives. Shoes that Fit and the Assistance League provide families with clothing and shoes multiple times per year as needed. Spark of Love and City of Montclair help families who are in need during the holiday season with food and gifts. United Way supports students each week with food to sustain them over the weekend. The various businesses provide incentives

for students who continue to strive and succeed in academic, social emotional, and citizenship progress. The Promise Scholars partnership supports students by encouraging college and career readiness. The Montclair Collaborative supports families with resources in the community over a variety of needs. These partnerships support the vision and priorities for our students, staff, families and community members by helping families to be better equipped to meet their and their children's needs, in multiple areas, throughout the school year.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase staff capacity to provide integrated Social-Emotional Learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior.	*Schedule professional development from the Health & Wellness Services department for all staff on SEL, Restorative Practices, and trauma-informed practices embedded in the instructional day.*
Utilize shared decision-making with all interest-holders to ensure diverse student needs are being attended to.	*Provide professional development to all interest-holders on developing shared understanding, building relationships, and coordinating efforts to better support students.*

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase educators' theoretical knowledge and practical skills necessary to implement community-based curriculum and pedagogy effectively	*Develop a comprehensive training program for community-based learning, organize site visits to schools to support community-based learning, and offer ongoing support and mentoring*
Utilize curriculum representing diverse cultures and people	*Review existing curriculum and determine if students and families are represented within it.* *Utilize supplemental materials if necessary to provide students experiences representative of diverse cultures and people.*

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Math Achievement	● Use CAASPP results to identify students in need of intervention ● Provide tiered Math intervention based on areas of need as measured by i-Ready ● Evaluate interventions based on i-Ready data ● Adjust intervention groups as needed	**Outcome:** Increase student Math achievement and growth **Indicators:** Via i-Ready, increase by 20% the number of students as "Early on Grade Level" or "Above" in Math. Increase Students at Met/Exceeding Standards by 5% in Math on CAASPP.

Reading Achievement	• Use CAASPP results to identify students in need of intervention • Provide tiered Reading intervention based on area of need as measured by i-Ready • Evaluate interventions based on i-Ready data • Adjust intervention groups as needed	**Outcome:** Increase student Reading achievement and growth **Indicators:** Via i-Ready, increase by 20% the number of students as "Early on Grade Level" or "Above" in Reading. Increase Students at Met/Exceeding Standards by 5% in ELA on CAASPP.
Suspension Rate	• Identify previous year's students who were suspended or had high number of major referrals and provide tiered support to minimize negative behaviors • Monitor suspension rates and provide tiered support to identified students	**Outcome:** Increase positive student behaviors **Indicators:** Reduce suspension rate by 0.3% or maintain 1% or less.
Student Self-Efficacy	• Plan and deliver foundational SEL instruction • Administer Fall SEL Survey assessment and study results • Act to identify small group and individual intervention groups • Repeat Plan-Do-Study-Act cycle with Winter and Spring SEL Screener Assessment	**Outcome:** Students will increase self-efficacy to positively impact academic achievement **Indicators:** Increase favorable responses to student Self-Efficacy by 5%
Chronic Absenteeism	• Identify previous year's students who were chronically absent and provide tiered support to minimize absences • Monitor absence rates and provide tiered support to identified students	**Outcome:** Reduce chronic absenteeism rates **Indicators:** Reduce by 0.5% or maintain a 2.5% or less rate.
Staff Climate	• Review previous year's CSSS data • Provide training and support in response to needs • Administer current year CSSS • Share results with staff • Determine additional needs to increase staff positive climate	**Outcome:** Increase positive staff climate **Indicators:** 100% staff participation by staff on CA School Staff Survey (CSSS)

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.