

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

Fort Sage Unified School District

Site Contact: Derek Cooper

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Lead Agency Contact: Bryan Young

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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:

To build a shared understanding of community schools, the lead agency (Lassen County Office of Education, hereafter referred to as LCOE) has committed to providing ongoing opportunities for school sites in the county to participate in professional development activities centered around community schools practice, as well as understanding and implementing the framework. LCOE has hosted communities of practice which have given school sites tangible structure and resources to strengthen their ability and capacity to become a community school. Topics thus far have included needs assessment and asset mapping, creating whole-child intervention strategies, and aligning current school-based efforts with the community schools framework.

Additionally, LCOE and FSUSD offer a variety of professional development outside of community schools which aligns with the framework. Some of the training are on restorative justice, Social Emotional Learning, shared leadership councils, and curriculum support. Fort Sage Unified commits to aligning with the efforts to build a shared understanding of the cornerstone commitments within our school site and among all staff.

Cornerstone Commitments:

Assets-Driven and Strength-Based Practice:

Identify and build on the strengths and assets of our students, families, staff, and greater community. By valuing their collective wisdom from experience, history, and culture, we seek to create restorative school climates where all students and families feel supported and valued.

Lead Agency:

- Provide training and coaching for staff on asset-based thinking and strength-based practices
- Promote and support the use of asset-mapping tools and other assessment methods that focus on strengths and assets
- Share success stories and best practices related to asset-driven and strength-based approaches from other community schools, both locally and regionally

Site:

- Conduct asset-mapping exercises with students, families, and community members to identify strengths and assets in the school community
- Develop programs and initiatives that build on the strengths and assets identified through the asset-mapping process
- Train staff on asset-based thinking and incorporate it into daily interactions with students and families

Racially Just and Restorative School Climates:

Will work to create nourishing and sustaining school climates that are centered in the embrace of and support for all students, centering restorative practice rather than punitive punishment at school

Lead Agency:

- Provide training and coaching for staff on restorative practices
- Promote understanding and practice of restorative practice as organizational norms

Site:

- Train staff on restorative practice and promote implementation of restorative practice at all levels

Powerful, Culturally Proficient, and Relevant Instruction:

Will focus on teaching and learning that is relevant to, inclusive of, and centered in the wisdom, history, culture, and experience of our students, families, and communities.

Lead Agency:

- Collaborate with community partners to offer enrichment opportunities that align with students' interests and needs
- Provide professional development on community-based learning principles

Site:

- Providing opportunities for students to learn from and about diverse perspectives and experiences, such as through guest speakers, field trips, or partnerships with community organizations.
- Incorporating student feedback and input into instruction development to ensure that it is relevant and meaningful for them.

Shared Decision-Making and Participatory Practices:

Will strive to have authentic shared leadership in all school governance and operations, including engaging families, students, staff, and community members in decision-making processes.

Lead Agency:

- Provide resources and training on shared decision making and participatory practices for all school site leadership teams
- Facilitate regular meetings between school and representatives to share information and make collaborative decisions

Site:

- Establish school site teams that include diverse stakeholders such as parents, students, teachers, and community partners
- Provide regular opportunities for all stakeholders in the school community to provide input and feedback on school policies and programs

- Utilize tools such as surveys, focus groups, and empathy interviews to gather feedback and make decisions collaboratively with stakeholders

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.

Throughout the planning phase, the District led needs assessments, leveraging existing structures for assessing family/student/staff needs while implementing various methods to deepen understanding. As our county has limited resources available, the lead agency provided support with asset mapping, providing the district with an asset map of available resources at the county and district office level. Each site then added available resources within their site/district to ensure a comprehensive, individualized asset mapping process. Fort Sage Unified School District (consisting of an elementary and high school) conducted a comprehensive needs assessment in which parents, students, and staff were engaged in a variety of different methods, including surveys and community meetings.

We recognized that needs assessments will continue to be implemented as we complete sections of this grant. To ensure that the school continues a thorough and meaningful engagement of all stakeholders, the lead agency will provide coaching on needs assessment strategies, facilitating the implementation of those strategies when necessary. Training on empathy interviews, focus groups, and other data collection methods will be provided by the Year 1 of the implementation period. By engaging a wide variety of stakeholders within the school community, including families, students, staff, and community partners, we will ensure a comprehensive data collection strategy in which all voices have input. Engagement will be carefully monitored throughout the process, and strategies will be adjusted as needed. By continuously monitoring and adjusting our approach, we will ensure an equitable representation in our data analysis. Best practice strategies, such as interviews, focus groups, family engagement nights, and surveys, will be utilized. Additionally, we will leverage community partnership to host multipurpose engagement events, where families can obtain resources or participate in activities previously identified as needs, while simultaneously conducting needs assessments to further inform our community school's efforts. Examples of such partnerships include cooking/parenting classes, medical services provided by Lassen County Public Health/Northeastern Rural Health Clinic. Community School Coordinator employed at the school site/district level will play a vital role in organizing engagement efforts, as well as building trust and engaging families during the needs assessment process.

To ensure that the school's data collection tools are culturally responsive and inclusive, data collection efforts will be conducted in multiple languages and be offered in a variety of different formats to ensure that all families and students have the opportunity to fully participate. Additionally, we will work with community partners to identify and remove potential barriers to participation, including things such as offering childcare, offering food and incentives during events.

Data equity is of the utmost importance. As a result, the District will work to combine existing needs evaluation structures, ensuring that families are not over-surveyed. Best practices for data equity and data collection, including asset-based/people-first language, accountability reporting, and designing data collection around the 5 P's of health equity (people, place, process, power, purpose) will ensure that the needs assessment process at each site is effective and designed to empower shared decision making.

We will continue this commitment to equity and asset-based thinking in the analysis and reporting of the needs assessment data. Our District is aware that demographic data has historically been utilized to further harm under-served communities. Therefore, we will only collect demographic data when necessary, and commit to being transparent about our intended uses of all data that is collected. Upon analysis of the data, the school will utilize collaborative methods to develop priorities and create action plans. The shared decision-making group will consist of a diverse group of individuals, including families, students, staff, and community partners, representing various backgrounds and perspectives in the community. Engaging community partners during this goal-setting and the action-planning process will help leverage resources at a school/county-wide level, as well as promote systems thinking. Engaging families, students, and staff will promote a user-centered solutions approach and ensure shared decision-making practices. School sites will be able to leverage LCOE staff to facilitate consensus-building activities, as well as leveraging community partnerships.

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
<p>Goal 1: Improve the social-emotional well-being of our students through increased access to licensed school staff and improved student support team</p>	<ul style="list-style-type: none"> ● Chronic absenteeism ● SEL Competencies ● School climate surveys
<p>Goal 2: Improved academic performance through increase of Tier 1 instructional competences, including strengthened UDL practices and differentiated instruction, including teacher mentoring, one-on-one instruction, and innovative teaching strategies with a student-centered focus</p>	<ul style="list-style-type: none"> ● CAASPP scores ● Chronic absenteeism
<p>Goal 3: Implement comprehensive student-family engagement strategy which will foster strong alliances with students, families, and community partners to create a system of support which serves all within our school system and where all voices are heard, valued, and have the opportunity to inform school decision making</p>	<ul style="list-style-type: none"> ● School climate surveys ● Chronic absenteeism ● Suspension/ expulsion rates ● SEL competencies

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
<p>Goal 1: Create welcoming and safe learning environments that support the socio-emotional and behavioral development of all students while removing barriers in order to increase school connectedness among students, community and families.</p>	<ul style="list-style-type: none"> ● Implement school Wide Social Emotional Learning practices. ● Hire and implement Community School Coordinator, School Counselor and Wellness Coach. ● Train all staff in restorative practices and implement consistent restorative discipline processes. ● Remove barriers to participation for families and community members through family nights, cultural celebrations and community dinners. ● Partner with local agencies to provide wraparound supports such as mental health services, food distribution, and parent education workshops.
<p>Goal 2: Build educator capacity to understand and implement community based learning.</p>	<ul style="list-style-type: none"> ● Partner with the Lead Agency and local experts to provide ongoing professional development on culturally responsive pedagogy, fund of knowledge and community based instructional practices. ● Facilitate professional learning communities where educators can share community based learning strategies, student outcomes and resources. ● Develop a Community Based Learning Resource Toolkit for teachers that includes sample lessons, local case studies and guidelines for integrating community assets into curriculum.
<p>Goal 3: Strengthen educator, family, community connections to inform learning experiences</p>	<ul style="list-style-type: none"> ● Conduct empathy interviews and family storytelling sessions to gather insights about students' cultural backgrounds, interests and lived experiences. ● Coordinate community asset walks or mapping projects with staff and families to identify local resources and learning opportunities. ● Develop classroom projects and service learning units that connect curriculum to real life community issues identified by students and families. ● Invite community leaders, elders, and family members in the classrooms as guest speakers, co-teachers or mentors to support place based and culturally grounded instruction.

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

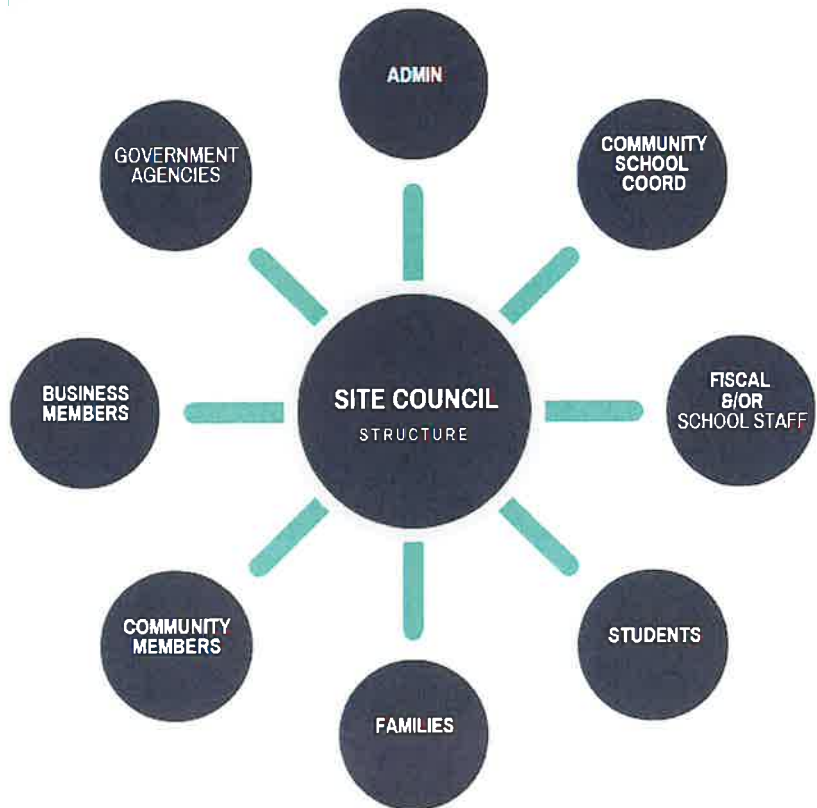
Goals	Action Steps
<p>Site Level Goal 1:</p> <p>FSUSD will complete team, leadership, and deepened asset mapping activities to understand and/or revise site-level shared leadership and better link students/families to community resources.</p>	<p>Action Steps</p> <ul style="list-style-type: none"> · School will assign its Community School Coordinator (CSC) to lead the mapping efforts · The CSC will identify and build relationships with businesses, churches, community-based organizations, and other stakeholders within the local community · The CSC and other members of the Leadership Team will work with these stakeholders to identify opportunities for collaboration and shared leadership. · The school will use the results of the mapping activities to launch or revise a shared leadership structure. <p>Outcomes</p> <ul style="list-style-type: none"> · The school will have a comprehensive asset map of the local community that includes businesses, churches, community-based organizations, and other stakeholders. · The school will have established relationships with stakeholders within the school's boundaries, including those that can potentially provide input to the school's Leadership Team or other forms of stakeholder engagement. · The school will have established relationships with stakeholders within the school's boundaries, including those that can potentially provide input to the school's Leadership Team or other forms of stakeholder engagement.

<p>Site Level Goal 2:</p> <p>Develop clear communication systems to support transparency, collaboration and continuous improvement</p>	<p>Action Steps</p> <ul style="list-style-type: none">- Utilize various platforms through the school website, printed flyers, Catapult, and community boards; to allow access to all.- Establish feedback with surveys, community dinners, and comment boxes to gather input before and after decisions are made.- Review the communication processes at meetings to ensure transparency. <p>Outcomes</p> <ul style="list-style-type: none">- With open communication and transparency the community, families and students will be more involved in their role within the school.
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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):

FSUSD SITE COUNCIL

Fort Sage Unified School District Site Council Leadership Team



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
<p>Site Level Goal 1:</p> <p>Staffing is another area of challenge. FSUSD faces difficulties hiring staff and teachers. Currently, we have positions open for the grant, but for teachers at the elementary and the high school. As a district it is essential to find teachers to teach Career Technical Education (CTE) and A-G required courses, otherwise it limits college and career readiness options. The district also lacks coaching support for implementing the new science standards, which affects instructional quality.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> - Elementary and high school teachers positions will be posted at both sites. These positions will be advertised at the school website, Edjoin and local job listing agents. - The district will entertain stipends and mileage reimbursement to recruit teachers. - The district will work diligently to recruit another teacher from the Philippines. - Will contract with Lassen Community College to provide assistance in providing classes in CTE at the school. In addition, provide high school/college academic counseling. - District and LEA will provide UDL training on all subjects K-12th grade on the updated state standards.
<p>Lead Agency Goal 1:</p> <p>By the end of year 1, we will hire a Community Schools Coordinator, School Wellness Counselor and a Wellness Coach as part of the Community Schools Team.</p>	<p>Action Steps</p> <ul style="list-style-type: none"> - A Community Schools Coordinator, School Wellness Counselor, Wellness Coach positions will be posted for hire through the district’s website, Edjoin and local job listing agents. - Will provide, as needed, certification for Wellness Coach and School Counselor. - Community School Coordinator will be provided the opportunity to be trained through workshops through LEA, the consortium and the state.

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

<p>Site Level Goal 1: By the end of Year 1, we will establish a fully functioning school site Leadership Team with a designated Community School Coordinator to support the coordination and implementation of our school and the community school strategies that address the unique needs of our student population</p>	<p>Action Steps</p> <ul style="list-style-type: none"> · Establish our Leadership Team that includes an administrator, a Community School Coordinator, and other interested/ relevant staff · Partner to provide training and professional development opportunities to our Leadership Team members, focusing on building leadership capacity, collaborative problem-solving, and community engagement · Collaborate with the Lead Agency to share best practices and resources to support the development and implementation of Leadership Teams. <p>Outcomes</p> <ul style="list-style-type: none"> · A functioning Leadership Team established by the end of the school year. · Leadership Team members will participate in at least two professional development opportunities focused on leadership, collaboration, and community engagement. · The Leadership Team will actively engage families, community members, and stakeholders in decision-making processes related to the implementation of community school strategies.

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:

Fort Sage Unified School District has developed partnerships that reflect the needs, strengths and aspirations of our students, staff, families and community members. These partnerships are designed to enhance learning, provide critical wraparound support, and foster a stronger sense of connection between the school and the community.

The Fort Sage Family Resource (FSFRC) has been a key partner in co-hosting events such as community dinners, providing essential services like food, clothing and supporting family engagement efforts. Lassen County Public Health and Lassen Family Services have provided wellness information, family centered resources, and education. They have participated in school hosted events to directly engage with families and inform them of available services. Lassen Intervention and Lassen Community College have supported student wellness and academic planning. They offer counseling services and college/career readiness programming that responds to students' and parents' long term goals.

Moving forward the plan is to connect with Susanville Indian Rancheria and Reno-Sparks Indian Colony to ensure our students' cultural identities are honored and reflected in accurate instruction and school activities. We will be connecting with local businesses, although it is a limited resource, so our students can job shadow, be mentored and participate in community based projects.

When our school counselor and Wellness Coach are employed with the district we will have them working with the students to expand their therapy and wellness programs that will be trauma informed, strength based and culturally responsive.

By collaborating with our team of students, teachers, administration, community members and business/government agencies we ensure that our community schools approach reflects the experiences, values and voices of those we serve. These partnerships support our long term vision of a school that functions as a hub of support, learning and connection for the entire community.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Site Level Goal 1:</p> <p>During the grant period, increase and strengthen community partnerships at the school site and district level, leveraging partnership established by the Lead Agency, to ensure equitable outcomes for students and families</p>	<p>Action Steps</p> <ul style="list-style-type: none"> · Utilize needs and assets assessment to identify and map community assets and resources available to support student success and well-being · Hire a district community school coordinator to lead community partnerships and serve as the district liaison in Lead Agency partnership efforts · Develop and implement a comprehensive plan to engage identified partners in school-based initiatives and programs · Establish regular communication channels between school staff and community partners to ensure ongoing collaboration and coordination · Develop a system of referrals to maximize efficiency in student/ family referrals to various integrated student supports <p>Outcomes</p> <ul style="list-style-type: none"> ● Increase the number of community partners engaged in school-based initiatives and programs ● Increase the number of students and families served by community partners

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