

# 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

|                           |                                      |
|---------------------------|--------------------------------------|
| Implementation Plan       | Year 3: July 1, 2026 - June 30, 2027 |
| District Name             | Chico Unified School District        |
| School Name               | Citrus Elementary School             |
| Grades                    | TK-5                                 |
| School Contact Person     | Shanon Payne                         |
| Consortium Contact Person | Chase Chevallier                     |
| Consortium Contact Email  | dchevallier@chicousd.org             |

## Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site’s community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

### Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

#### Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. In your response, be sure to indicate how your site’s understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

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

- Citrus, in coordination with the Chico Unified School District (CUSD), is committed to the Community Schools framework, emphasizing racially-just, relationship-centered spaces; shared power; classroom-community connections; and continuous improvement. Our engagement efforts involve clear, consistent communication with families and community partners through regular stakeholder meetings, multilingual outreach, and events designed to clarify the Community Schools model.
- Citrus will embed culturally responsive and inclusive practices through ongoing professional development in anti-bias training, trauma-informed practices, and restorative methods.
- Classroom-community connections will be fostered by incorporating engaging, relevant curriculum, informed by ongoing student and community feedback, ensuring academic and extracurricular activities reflect student diversity.
- Citrus will strengthen shared power by establishing a community schools leadership team composed of students, families, staff, and community members, employing surveys, focus groups, and home-based engagements to ensure broad community participation.

**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.

Citrus will deepen its needs and asset assessment by:

- Engaging administrators, certificated staff, classified staff, students, family members, community members, and partners through diverse, accessible methods including surveys, one-on-one interviews, focus groups, visioning exercises, and community forums.
- Conducting targeted outreach to historically marginalized groups by utilizing multilingual resources, bilingual staff, and culturally responsive practices.
- Leveraging school social workers to enhance family outreach, home visits, and personalized engagements to overcome barriers such as language, technology, childcare, and transportation.
- Regularly analyzing collected data to identify top community school priorities and ensure comprehensive stakeholder involvement in the visioning process.
- Continuously refining engagement strategies to foster inclusive participation, focusing specifically on historically underserved populations.

**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  |
|---|--|
| During Year 3 of implementation, Citrus will have an increase in integrated student support for SEL, particularly with regard to Tier 2 and 3 mental health counseling and support.   | <ol style="list-style-type: none"> <li>1. Increase counseling mental health contacts with wellness counselors and school social worker year to year.</li> </ol>  |
| During Year 3 of implementation, Citrus will evaluate and refine plans for increased community and family engagement events and participation in school activities.   | <ol style="list-style-type: none"> <li>1. Maintain or increase participation of family and community members with school and at Citrus Back to School Night and other family and community engagement events by 5-10%</li> </ol>                               |
| During Year 3 and throughout the implementation grant phase, leverage the use of the School Social Worker to make connections with families, provide additional Tier 2 and 3 behavioral/SEL supports, and work towards a “hub” structure for outside support for students and families. | <ol style="list-style-type: none"> <li>1. Decrease chronic absenteeism by 1.5% during year 3, and increase attendance each subsequent year during implementation.</li> <li>2. Increase the number of parents that have parent portal access to 90%.</li> </ol> |
| During Year 3 of implementation, Citrus will provide professional development to staff on the use of restorative practices within the classroom to better meet the needs of students.   | <ol style="list-style-type: none"> <li>1. A minimum of .6% drop in suspension and In School Suspension resets.</li> </ol>  |
| During Year 3 of Implementation, Citrus will make improvements on CAASPP performance at all grade levels due to increased levels of support.  | <ol style="list-style-type: none"> <li>1. Increase average distance from standard for grades 3-5 on ELA and Math CAASPP scores by at least 3 overall.</li> </ol>   |

## 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>By the end of Year 3 of Implementation, Citrus will have established a culture of integrating Community Based Learning (CBL) and Curriculum that fosters students to engage with issues in the community and participate more in the community.</p> | <ol style="list-style-type: none"> <li>1. Work with organizations that partner with Citrus to explore ways to implement practices that encourage students to engage with the community and participate.</li> <li>2. Work with community partners and stakeholders to offer educational opportunities on campus that are culturally relevant to the campus.</li> </ol>   |
| <p>By the end of Year 3 Implementation, CUSD with direction from the Community Schools Coordinator will explore options for bringing in training on Community based Learning for the 7 proposed Community Schools sites.</p>                           | <ol style="list-style-type: none"> <li>1. Research and identify opportunities for participation and or facilitation of CBL opportunities for educators and teachers.</li> <li>2. Explore options to work with CSU Chico and Butte College to provide CBL implementation.</li> <li>3. Provide CBL training/professional development for teachers and educators.</li> <li>4. Collect and review data on the effectiveness of the training.</li> </ol> |

## 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>By the end of Implementation Year 3, Citrus will complete a more comprehensive relational mapping of the school and its surrounding areas in order to inform the composition of the site level shared leadership structure that will work towards better connecting students and families to resources within the community</p> | <ol style="list-style-type: none"> <li>1. The Social Worker works with the district CSC and site level advisory group to conduct and oversee the site level relational mapping and needs and assets efforts.</li> <li>2. The School Social Worker will work to identify, make or refine partnerships with community partners-- businesses, non profit organizations, faith based organizations, as well as other community partners-- that function within the boundaries of the school site and potentially the larger Chico community.</li> <li>3. These site level relational mappings and needs and assets assessment will inform the revision of the site shared leadership structure to better meet the needs of the students and families at Citrus</li> </ol> |
| <p>During year 3, and the entirety of the grant, develop a plan to increase positive home visits before and during school to engage with families with the goal of improving student success.</p>  | <ol style="list-style-type: none"> <li>1. Work with the site Community Schools Leadership Team to develop systems for meeting families where they are.</li> </ol>   |

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):

The shared governance structure at Citrus aligns closely with Chico Unified's existing Multi-Tiered System of Support (MTSS) model. At the site level, the Community Schools Advisory Council (CSAC) leadership comprises administrators, a designated School Social Worker serving as the site coordinator, and representatives from certificated and classified staff, student representation, family representation, and community-based representation. This team is responsible for making decisions about Community Schools through a collaborative process.

At the district level, the Community Schools Coordinator (CSC) oversees implementation, facilitates quarterly Community Schools Advisory Committee (CSAC) meetings, and convenes a bi-monthly District-Level Community Schools Team, including site administrators and School Social Workers from each community school site. Quarterly district-level meetings, led by the CSC, ensure alignment, effective communication, and shared decision-making across all community schools, fostering continuous collaboration and consistency in practice.

## 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  |
|--|---|
| Citrus will work with the district and the Community Schools Coordinator to establish a fully functioning Community Schools Leadership Team (CSLT) on site that includes the new school social worker position and other potential support staff | <ol style="list-style-type: none"> <li>1. Identify staff to join/participate on the CSLT</li> <li>2. Provide professional development for members of the CSLT on leadership, the Needs and Assets process, and resource mapping.</li> </ol> |
| The district and the Community Schools coordinator will establish a Community Schools Leadership team that consists of district level staff and representatives from the Leadership Teams from the Community Schools Sites.                      | <ol style="list-style-type: none"> <li>1. Work with Butte County Office of Education to explore options for streamlining Medi-Cal billing system/processes in anticipation of new hires of school social workers.</li> </ol>                |

**Key Staff/Personnel**

|   |   |
|---|---|
| District Community Schools Coordinator - Chase Chevallier | Coordinates the implementation of the California Community Schools Framework at all grant funded Community Schools sites, advises and runs the site-level Community Schools Advisory Councils, works with the district steering committee, attends community engagement events, and with the help of site Social Worker and Targeted Case Managers, coordinate and evaluate the Needs and Assets Assessments and Resource mapping at all Community School sites with the CSAC.  |
| School Social Worker                                      | School social workers offer expertise to the educational system and the student services team. Trained as mental health professionals, they address a spectrum of needs: mental health, behavior, positive behavioral support, academic guidance, classroom assistance, and consultations with educators, parents, community agencies, social services and administrators. Their role extends to providing both individual and group counseling. School social workers play a pivotal role in advancing the school's mission by creating an environment conducive to learning and will serve as the site lead for Community |

|  |  |
|--|--|
|  | <p>Schools, i.e. site Community Schools Coordinator. The School Social Worker will be a crucial member of the Site Based Intervention Team that helps to target services for students.</p>   |
| <p>Teacher on Special Assignment - Interventionist</p> | <p>As identified in the Needs and Assets assessments, hired a Teacher on Special Assignment (TOSA) to work as a credentialed individual with extensive experience working with challenging student behaviors. This position will work directly with site administration and they will serve on the School Based Intervention Team (SBIT) to help identify and provide supports for all students.</p> |

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

To build sustainability beyond the implementation grant, Citrus and CUSD will:

- Integrate Community Schools strategies into existing Local Control and Accountability Plan (LCAP) goals, leveraging current resources dedicated to social-emotional, behavioral, and academic supports.
- Expand Medi-Cal billing by developing a plan to bill for services provided by School Social Workers and Wellness Counselors to sustain financial resources for critical services.
- Utilize existing grants and pursue additional funding opportunities through coordinated grant-writing efforts, including but not limited to: ELO-P, ASES, ASSETs, MTSS, EHCY, equity multiplier and CSI grants.
- Establish internal expertise among school social workers and wellness counselors, reducing external professional development costs, and creating district-wide sustainability in SEL and restorative practices.

## 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>Throughout the Implementation Grant phase, Citrus will increase the number of Community and Family participants in School Site Council and the Community Schools Advisory Council (CSAC) and Continue to Host Community Resources/Partnerships during Engagement Activities through the aid of thorough Resource/Relational Mapping.</p> | <ol style="list-style-type: none"> <li>1. The Community Schools Coordinator will work with the CSAC, the School Social Workers to increase outreach to families and community members/organizations utilizing Resource/Relational Mapping</li> <li>2. The Community Schools Coordinator will work with the CS Advisory Council and members of The Community Schools Leadership Team to increase engagement activities and explore options for off campus events to increase participation</li> <li>3. Work with the district to evaluate effectiveness and maintain sustainability.</li> </ol> |

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:

Citrus will develop strategic community partnerships through:

- Strengthening and expanding existing partnerships with organizations such as Chico Area Recreation District (CARD), Boys and Girls Club, CSU Chico, Butte College, Victor Community Health Services, and other local nonprofits to provide comprehensive student supports.
- Regularly engaging partners in planning, development, and continuous improvement through participation in Community Schools Advisory Councils (CSAC), family engagement nights, and other collaborative events.
- Utilizing community asset mapping to identify new partnership opportunities aligned with community-identified priorities and student needs.
- Coordinating expanded learning opportunities, enrichment programs, and culturally responsive services in collaboration with community-based partners.
- Enhancing communication strategies to maintain active involvement from community partners, ensuring alignment with school and community goals.

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