

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

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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:

Diamond Tech strives to operate as a full community school because our unique "wall-to-wall" Career Technical Education (CTE) and A-G model demands deeply supportive, relationship-centered environments where student agency thrives. We intentionally design racially just and relational spaces by implementing restorative practices and regular classroom Community Circles that build trust and reduce exclusionary discipline. Shared power is operationalized through democratic co-governance bodies, including our active School Site Council (SSC), ELAC, and student leadership panels, ensuring families, industry partners, and youth directly co-author our annual school improvement priorities. Instruction bridges the classroom to the broader community via real-world project-based learning (PBL) and career-ready internships. Finally, we embed a relentless focus on continuous improvement, utilizing comprehensive data reviews to dynamically refine our supports and maintain a culture of high expectations and infinite possibility.

Developmental Plans for Values Reflection: 1. Formally schedule bi-weekly data-review protocols within cross-curricular Professional Learning Communities (PLCs) to track student progress, focus on academic intervention, and maintain a constant baseline for continuous improvement. 2. Hardcode restorative culture structures and PBIS expectations directly into daily school operating manuals and campus digital portals to secure standard tier-one relationship environments. 3. Align joint governance meeting timelines (SSC, ELAC, and Student Council) into a master calendar to elevate stakeholder decision-making and build trust through transparent communication loops.

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.

To deepen our asset assessment, Diamond Tech plans to move beyond general surveys by implementing segment-specific, qualitative listening loops that match our tight-knit campus size. We will engage administrators, certificated staff, and classified personnel through targeted focus groups embedded within existing professional learning blocks to map operational resource gaps. For students and families, we will utilize interactive visioning exercises during our designated family workshop nights and leverage classroom Community Circles to unearth qualitative trends. To specifically reach and engage historically marginalized student and family groups, including socioeconomically disadvantaged and English Learner populations, we will deploy bilingual outreach via ParentSquare, conduct localized one-on-one phone interviews, and coordinate with our Community School Specialist to establish welcoming, low-stakes listening circles that respect and leverage family funds of knowledge.

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
Authentic Family and Community Engagement	<ul style="list-style-type: none"> - Create more consistent engagement with families in different grade levels with primary focus on 9th grade families. - Aim to identify underrepresented groups to encourage participation. - Create more opportunities to ensure shared decision making.
Strengthen academic partnerships with families.	<ul style="list-style-type: none"> - Expanding opportunities such as family workshops to aim for increase in their student’s academics in a variety of topics such as monitoring grades, understanding transcripts, graduation requirements, and understanding student assignments and projects. - Collaborate with teachers and staff for support for sharing academic progress and support in the classroom to students and outside the classroom to families. For example, being present at family workshops, and maintaining consistent communication with families.
Promote a safe and supportive school environment through implementing PBIS strategies and restorative practices.	<ul style="list-style-type: none"> - Utilize Restorative Practice approach when addressing conflict and Building Community with students. - Integrate PBIS and Restorative Practice in the classroom, and school routine practices. - Ongoing professional development for staff on MTSS & best practices, and review of student data. - Decrease overall suspension rates and behavioral referrals.

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
Collaboration with Community Partners	<ul style="list-style-type: none"> - Scale our professional internship and workplace mentorship models into the 11th and 12th grades - FARMS Program: Community Action - Embed regional industry professionals and community volunteers directly into the academic calendar to act as guest speakers, mentors, and formal project panel judges. - Community partner events and active service contracts for specialty programs
Create opportunities within school community and instruction in the classroom	<ul style="list-style-type: none"> - Community Circles with students and families - Family Engagement Events - Projects, student instruction, and student opportunities connected to real-life experiences and workforce preparation structures. - Provide continuous professional development and release time for teachers to unify core content with industry needs.

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
Existing Governance Structures Assessment	<ul style="list-style-type: none"> - Identify gaps in voice representation - Strengthen leadership teams and make meetings accessible to increase representation of students, families, and community partners that are underrepresented. - Build out a Parent Ambassador Team - Establish a localized industry partner advisory seat within site governance.
Strengthen Communication and Transparency	<ul style="list-style-type: none"> - Formalize a joint academic governance aligned with current systems. - Follow-up and share on action items to maintain transparency. - Use data driven to guide decision-making and monitor impact and feedback.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

At Diamond Tech, our governance framework operates as a unified circle of shared power rather than a top-down hierarchy. The core engine is the **School Site Council (SSC)**, which serves as our primary democratic body alongside the **ELAC** to co-author and vote on annual school-wide improvement priorities and resource allocations. Running parallel is our **Student Leadership Team**, which serves as an active advisor to the administration, translating peer data into operational inputs. Because of our intentional small-school size, these groups meet dynamically with core faculty and community partners to form a single, collaborative ecosystem focused on whole-child success.

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
Ensure staffing effectively serves the target student population through aligned roles, systems, and supports.	<ul style="list-style-type: none"> - Ongoing staff meetings and professional development Opportunities for staff to be aligned and supports Are implemented to provide accessible services to all students in MTSS Structures. - Consistently review student data to guide priorities And interventions. - Provide collaboration opportunities among all staff to strengthen collaborative work
Sustain staff leadership capacity & aligned growth.	<ul style="list-style-type: none"> - Formalized collaboration schedules with cross-curricular PLC's - PD cycles on PBL & UDL, and restorative practices. - Collaboration time dedicated to calibrating grading and evaluation criteria for students.

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
Build and sustain a coordinated system of community partnerships that support student success, family engagement, and staff capacity.	<ul style="list-style-type: none"> - Formalize partnerships through contracts and MOU's - Braid CTE grant funding to support - Create opportunities for community members to provide support and strengthen collaboration. - Scale the mentorship model into 11th grade.
Develop long-term sustainability systems to maintain and grow strategic partnerships.	<ul style="list-style-type: none"> - Renew multi-year service contracts and agreements. - Embed industry professionals and community volunteers into core assessment. - Develop long-term planning to ensure community Partnership and coordination.

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:

Moving forward, Diamond Tech is actively working toward an ecosystem of community and post-secondary partnerships where students and parents directly drive the continuous improvement of our real-world learning models. Rather than operating as passive participants, we are actively expanding structured leadership opportunities to center student and family voices. We are establishing an ongoing collaboration loop where our student panels and newly designed parent focus groups meet directly with regional workforce and higher education partners, such as Cabrillo College. This ensures that as we map out new dual enrollment pathways and articulated coursework, the selections directly reflect the career aspirations and economic goals our families value most.

Parallel to these higher education pipelines, we are systematically working toward embedding student-led feedback and parent insights directly into the evolution of our six "wall-to-wall" CTE pathways. Our immediate goal is to have students actively co-design real-world project criteria with our agricultural and technological industry partners, ensuring our technical certifications, mock interview events, and internship placements remain highly engaging and responsive to youth interests. By maintaining this forward-focused commitment to student and family agency, we are building a collaborative pipeline where our entire school community works collectively to equip graduates for immediate entry into high-wage regional industries or advanced post-secondary programs.

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