

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:

Miller is currently at the engaging phase of shared commitment, understanding, and priority by implementing a needs and assets assessment that engages 75%-100% of stakeholders in identifying a shared vision and top priorities. Miller will provide the Youth Truth survey to all students, families, and staff and provide other surveys to gather input as needed with data that is reviewed and analyzed by multiple stakeholders, creating a shared commitment.

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.

Miller will engage in historically marginalized student and family groups through the African American Advisory Council (AAAC) and English Language Advisory Council (ELAC), Associated Student Body (ASB), and School Site Council (SSC) to determine the priorities and goals to drive student academic and social emotional and behavioral success.

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>Decreasing Student Suspensions</p> <p>Miller Elementary School will reduce the percentage of students suspended at least one day to 4% as measured by the CA School Dashboard. Based on the metrics from the 23-24 school year, 5.9% of students were suspended at least one day. As a result, Miller leadership will work to prevent maladaptive behaviors, social emotional supports, and additional restorative practices to reduce the percentage of all students being suspended by at least 1.9%</p>	<p>Miller Elementary utilizes a wide variety of social-emotional supports and resources to support student social-emotional health, promote positive peer-to-peer relationships, and implement restorative practices. First and foremost, Miller has an embedded PBIS system with a token economy to reinforce students following behavioral expectations as specified by the PBIS behavior matrix. Behavior is also addressed via the PBIS flowchart. PBIS incentives include a weekly store as well as assorted monthly activities. In addition, Miller utilizes the SST system to provide targeted tier 2 and tier 3 behavior supports as identified by SIMS. Lastly, Miller has partnered with outside community partners to support social-emotional health including Alafia, Music for Mental Health, and ELEVO.</p>
<p>Increasing Student Attendance</p> <p>Miller Elementary School will maintain at least 96% average daily attendance (ADA) and have a student chronic absenteeism rate no higher than 25%. These two goals were made both in alignment with district policy and the school's comprehensive needs assessment. Lancaster School District has set a goal for all schools to maintain ADA at 96% or higher. In the 23-24 school year, Miller Elementary School maintained an ADA of 91.48%. In addition, 30.2% of all students at Miller were identified as chronically absent (Missing 10%+ of the school year).</p>	<p>Miller admin facilitated weekly attendance meetings to review data and identified students that need additional tier 2/tier 3 attendance intervention support. Miller's family ambassador, attendance clerk, school counselors, and AP made personal phone calls to connect with families, conducted home visits, and provided families with wellness bags and additional resource pamphlets. In addition, students were incentivized for good attendance as well. Monthly, one homeroom per grade level with the highest ADA percentage was awarded a treat. Quarterly, students with perfect attendance were also rewarded with a treat.</p>

<p>Increasing Parental Engagement</p> <p>Miller Elementary School will improve both the level of parental engagement on campus as well as the rate of positive experiences families have based on respect, care, and appropriability. Parental engagement and positive relationships are metrics that can be quantified via Youth Truth. Based on the 23-24 Youth family survey results, Parental engagement was scored as 3.42 (16th percentile) and positive relationships was scored as 4.03 (15th percentile). For the 24-25 school year, leadership at Miller will work to increase these numbers to at least the 50th percentile for parental engagement (3.75+) and positive relationships (4.25+)</p>	<p>Organize a series of meetings with key partners (staff, families, community partners, and students) to collectively define the Community School Initiative's shared priorities, goals, and roles.</p> <p>Develop a comprehensive action plan that outlines clear roles, responsibilities, and timelines for each partner involved in the initiative.</p> <p>Miller Elementary has worked to provide parents and families in general have a variety of ways to participate in their student's well being. In addition, multiple events has been held to include families including Back to School Night, Movie Nights, Fall Festival, Monthly Student Assemblies, UTK holiday performances, monthly council meetings (SSC, ELAC, AAAC). Furthermore, Miller works with the Lancaster School District to provide families with additional health resources such as the Immunization Clinic, Hazel Telehealth visits, Big Smiles dental care, Alafia mental health referrals, and Parenting Partners workshop. Lastly, Miller communicates with families in a variety of methods. While ParentSquare is the primary means of communication, information is also included on the school's website as well as social media accounts</p>
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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
Regularly evaluate the effectiveness of the school’s implementation of community-based curriculum and pedagogy.	<p>Identify and partner with community agencies and experts to increase school culture and community engagement.</p> <p>Provide professional learning opportunities for staff to learn and apply racially-just and culturally-sustaining teaching and learning.</p>
Broaden the representation in our decision-making bodies to involve all educational partners.	<p>Audit all potential educational partners, including staff, administrators, students, parents, community organizations, and local businesses.</p> <p>Develop and distribute invitations to all identified partners to participate in decision-making bodies.</p> <p>Use various communication methods (emails, meetings, surveys) to ensure accessibility and engagement</p>
Offer continuous professional development and training opportunities to ensure all staff members are aligned with and dedicated to the core principles of our community school practices.	<p>Create a comprehensive plan that outlines key topics and sk related to the core principles of community school practices.</p> <p>Provide time during staff meetings/PLCs for sharing best practices and discussing how to apply the principles effectively in the classroom.</p>

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>Promote genuine collaboration and shared leadership among educational partners involved in community school initiatives, ensuring that the community school offers equitable support and opportunities to all students and community members.</p>	<p>Conduct outreach to ensure board representation in decision-making, including marginalized or underserved groups.</p> <p>Provide ongoing training and capacity-building opportunities for all partners to foster skills in collaboration, equity, culturally responsive practices, and community engagement.</p>
<p>Parent Leadership Development and Opportunities</p>	<p>Form advisory committees that include diverse groups of parents to provide input on school policies, events, and Initiatives.</p> <p>Provide workshops on skills such as communication, advocacy, and organizational leadership to empower parents to lead initiatives and represent the needs of their peers.</p> <p>Provide ongoing mentorship and support for parents who wish to continue developing their leadership skills and influence within the school community.</p>
<p>Teacher Leadership Development and Opportunities</p>	<p>Offer teachers opportunities to lead professional development sessions or collaborate on cross-disciplinary projects.</p> <p>Involve teachers in key decision-making bodies, such as curriculum committees or school improvement teams (ILT), allowing them to take on leadership roles in shaping policies and practices.</p> <p>Offer time and resources for teachers to participate in these leadership opportunities without compromising their classroom responsibilities.</p>

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 Miller administration teams routinely collaborates with the community through council and advisory groups that support the vision at Miller such as the School Site Counsel (SSC), English Language Advisory Counsel (ELAC), and African American Advisory Committee (AAAC). Feedback on ideas is elicited during meetings. In addition, any modifications to governing documents such as the School Plan for Student Achievement (SPSA) and School Safety Plan (CSSP) require an approval vote from SSC where community members are able to provide their unique perspective on how changes might affect the

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>Create a supportive environment that values staff contributions, fosters professional growth, and promotes job satisfaction.</p> <p>Secure and manage resources effectively to ensure staff have the tools and support necessary to perform their roles optimally.</p>	<p>Regularly gather staff feedback to identify areas for improvement in the work environment, leadership, and Responsibility.</p> <p>Analyze data to address issues promptly and improve staff Morale.</p> <p>Explore ways to strategically integrate CCSPP funding with other funding sources to achieve the shared goal of building the site’s capacity to address the various needs based on needs, assets assessment, and other data sources.</p>
<p>Establish a sustainable funding model through partnerships, and community support to secure resources and materials for the Community School Initiative.</p>	<p>Build partnerships with local businesses and community organizations to secure long-term financial and material Support.</p> <p>Organize fundraising events, campaigns, or crowdfunding initiatives to engage the local community in support the initiative.</p>
<p>Build and maintain strong relationships with local businesses, organizations, and stakeholders to ensure ongoing support and resources that benefit the Community School Initiative and its staff.</p>	<p>To deepen their investment in the initiative's success, involve local businesses and organizations in school events, advisory boards, or volunteer activities.</p> <p>Ensure regular follow-ups to assess and strengthen the relationship, showing appreciation and celebrating shared successes.</p>

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>Expand community partnerships with organizations that focus holistically on students, families, and the broader community to effectively leverage local resources and enhance the impact of community school initiatives.</p>	<p>Expand partnerships with local organizations, businesses, and government entities to share sources and expertise.</p> <p>Engage with potential community partners to explore how they can support and enhance the community school initiatives.</p> <p>Engage community collaborations to expand reach and impact while minimizing additional costs.</p> <p>Conduct an annual review and update the Community School Partnership Matrix to identify potential new partnerships that could support community school initiatives.</p>
<p>Establish and maintain sustainable, long-term relationships with key community partners to ensure access to funding, staff, and resources for the school's education and extracurricular activities, and overall growth.</p>	<p>Create formal partnerships or MOUs that outline shared goals, responsibilities, and expectations for the school and community partners.</p> <p>Set up regular meetings or communication channels (e.g., quarterly updates or annual reviews) to maintain strong relationships with community partners and assess the effectiveness of ongoing collaborations.</p>
<p>Increase active participation from diverse community partners by building strong relationships and providing opportunities for their direct involvement in school initiatives, events, and programs.</p>	<p>Organize events such as town halls, workshops, or listening sessions inviting diverse community partners to share their ideas, concerns, and suggestions for school initiatives.</p> <p>Provide guidelines and support to help partners understand how they can contribute, from volunteering at events to providing expertise on specific projects.</p> <p>Recognize and celebrate the contributions of community partners to encourage continued engagement and foster a sense of ownership in the school's success.</p>

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:

One major priority in which Miller will focus on improving is to flourish the current partnerships we have with families and the surrounding community to ensure there is shared-decision making occurring with an open line of communication. Miller currently has a challenge of recruiting families to serve on school advisory councils. In addition, parent attendance at school events is not where it could be comparatively speaking to prior years. As a result, Miller will focus on improving how information is communicated to families, including sharing information on multiple platforms, as well as inviting families to come in for short interviews so that the Miller team is able to better adjust family events and opportunities to meet the individual needs of families as well as community partners.

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