

# 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

### 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:

At Sunrise Middle School, our community school journey is rooted in the belief that schools must serve as relationship-centered, racially just, and culturally responsive ecosystems—places where all students, especially those from historically underserved backgrounds, feel seen, heard, and empowered. The answer to “Why a community school for my school?” is simple: our students and families deserve more than academic instruction; they deserve a joyful, equitable, and inclusive space where healing and opportunity intersect. Our site's understanding of the community schools model is directly aligned with the CA CS Framework's overarching values. We prioritize shared power through monthly meetings with student leadership, parent advisory groups, and staff collaboration teams. Our work is relationship-centered, as seen in our peer mediation program, expanded home visits, and culturally rooted events like the Fall Back Festival. We continue to strengthen classroom-community connections through place-based learning projects, such as our Environmental Justice unit focused on Coyote Creek, and we embrace continuous improvement and possibility thinking by aligning funding with our vision and applying for grants that sustain innovation.

In 2025–2026, we will formalize our shared governance structure, expand student voice in planning decisions, and pilot a system of “community co-leads” for initiatives that bridge classrooms, families, and neighborhood partners.

**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.

As we prepare for the implementation phase, we plan to deepen our needs and assets assessment by broadening engagement and diversifying our data sources. We will use a multi-pronged approach including bilingual surveys, one-on-one interviews with students and families, focus groups for classified and certificated staff, and neighborhood-based visioning forums co-hosted with local organizations like LUNA and the Wooster Neighborhood Association.

To ensure historically marginalized groups are centered, we will work with cultural brokers and trusted parent leaders to conduct listening circles with undocumented families, recently arrived immigrant students, and families with limited internet access. These sessions will take place in trusted community spaces and include translation, food, and childcare to reduce barriers. Students will engage in advisory-driven inquiry projects to identify what they need most from their school. Each stakeholder group's feedback will be documented, synthesized, and reflected back through a community data walk to ensure transparency and shared ownership.

**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
Integrated Student Supports	<p>Improved attendance, reduced behavioral referrals, increased access to mental health services</p> <p>Expansion of peer mediation, counseling partnerships, and on-site mental health support for underserved students</p>
Authentic Family and Community Engagement	<p>Increased parent participation rates, home visit outcomes, enrollment growth from key neighborhoods</p> <p>Family-led event planning, multilingual communication systems, and formation of a Family Advisory Council</p>
Community-Based Curriculum and Pedagogy	<p>Increased student engagement, student-led projects, cross-curricular environmental justice work</p> <p>Implementation of place-based, culturally responsive projects aligned to environmental and social justice issues in the local community</p>

## 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
Build teacher capacity to implement culturally responsive, community-rooted learning across grade levels and subject areas.	<p>Facilitate three professional learning workshops on the theory and practice of community-based learning</p> <p>Host quarterly cross-grade share-outs of student work connected to place-based or culturally relevant projects</p> <p>Partner with local elders, activists, and artists to co-teach or co-develop project-based units</p> <p>Document and highlight student projects in public showcases and on digital platforms</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
Establish inclusive, representative leadership structures that promote shared decision-making and transparent communication.	<p>Continue our formal School Site Council that includes students, families, staff, and community partners</p> <p>Conduct a schoolwide mapping of all existing decision-making bodies and restructure to reduce duplication and increase access</p> <p>Provide leadership training for students and family representatives to support their effective participation</p> <p>Establish advisory rotations and feedback cycles that inform site-level decisions</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 of other graphic):

**A Community School Site Council (CSSC)** that integrates ELAC, SSC, and student leadership

**Grade-level leadership teams** meeting monthly to align instruction and culture

**Partner Advisory Forum** meeting quarterly to co-plan community services and events  
(We can provide a visual org chart upon request.)

## 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
Secure and sustain staffing structures and funding to maintain community school initiatives over the long term.	<p>Maintain site-level Community School Coordinator and increase stipends for family and student liaisons</p> <p>Work with HR to prioritize hiring multilingual, culturally responsive staff</p> <p>Build a sustainability plan by identifying three long-term funding sources (e.g., CCSPP, local philanthropy, district LCAP)</p> <p>Train a succession pipeline of teacher-leaders and parent advocates to ensure continuity</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
Strengthen, align, and expand partnerships to support student wellbeing, learning, and community connection.	<p>Formalize MOUs with core partners (e.g., Peacemakers, LUNA, school-based health clinic)</p> <p>Create a vetting and onboarding process for new partners aligned to school vision and student data</p> <p>Schedule Partner Planning meetings to co-design programs, reflect on impact, and align services</p> <p>Integrate community partners into classroom learning, advisory sessions, and extracurricular activities</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:

All school partners work in collaboration with each other and only after hearing the priorities of our stakeholders.

Partners are:

School health clinic - mental health therapy and school vaccination/health exams

Peacemakers Inc - trained youth mentors and peer mediation program

LUNA (Latinos United for a New America) - community outreach, immigration and housing issues

Wooster Neighborhood Association - facilitate neighborhood safety concerns, cleanups and environmental concerns

## Site Level Goals and Measures of Progress

Goals	Action Steps
Mental Health Services for our students	<ol style="list-style-type: none"> <li>1. Partner with the school-based health clinic to provide on-site counseling.</li> <li>2. Schedule weekly sessions with licensed therapists for referred students.</li> <li>3. Train staff on referral protocols and trauma-informed practices.</li> <li>4. Host family workshops on mental health awareness.</li> </ol>
Shared Decision-Making Bodies that center the voices of students, families and community	<ol style="list-style-type: none"> <li>1. Continue a Community School Site Council (CSSC) with students, families, staff, and partners.</li> <li>2. Conduct monthly meetings to co-design initiatives and review progress.</li> <li>3. Provide leadership training for student and parent reps.</li> <li>4. Collect feedback through multilingual surveys and listening sessions.</li> </ol>
Conflict resolution for our students	<ol style="list-style-type: none"> <li>1. Expand the peer mediation program in partnership with Peacemakers, Inc.</li> <li>2. Train student mediators and staff advisors in restorative practices.</li> <li>3. Integrate conflict resolution circles into advisory.</li> <li>4. Track and review mediation outcomes quarterly for continuous improvement.</li> </ol>

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