**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](https://online.flippingbook.com/view/92573733/) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](https://drive.google.com/file/d/1enPndjBIb1U8qE2I-pbOOxhw0n5Robgm/view?usp=sharing). 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](https://drive.google.com/file/d/1PUMBV5JhDco66V0b7uOu8krQlf282J4M/view) 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](https://online.flippingbook.com/view/92573733/).

## 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](https://drive.google.com/file/d/1enPndjBIb1U8qE2I-pbOOxhw0n5Robgm/view?usp=sharing), 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**

Fremont School

1318 Clinton Street

Delano, Ca 93215

661-721-5050

Principal: Martha Barajas

## 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](https://app.box.com/s/prc5srab27gu7hm7f20935cf2gcaen65)):

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:

| Providing rigorous and more focused learning experiences for our students as a result of pandemic learning loss brought our priorities and opportunities for growth into sharper focus and highlighted one of our greatest assets: the strength of Fremont School Community. Our families and communities are critical partners in preparing students to be ready for the world and in building a school culture that encourages our students to look towards their future. We recognize the incredible knowledge, traditions, and resources our school community partners contribute, and we commit to strengthening these connections so that we may collectively create more opportunities for our students. We must model for our students what collaboration and respect for others looks like by creating transparent and empowered opportunities of engagement to ensure that everyone has an opportunity to contribute. Fremont is committed to building strong relationships: **Strengthen Relationships** between families, students, and the school to improve student success. **Accessible Information** by providing clear, consistent, and accessible information to the school community. **Leading for Impact** by leveraging our educator roles as impactful and committing to making the difference in each student’s life. **Honoring Perspectives** by respecting the school’s diverse population, having empathy and acting upon the perspectives of students and the families we serve.  |
| --- |

**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.

| Fremont will work on growing a cohort of school leaders and community volunteers to develop resources and activities to promote regular school community events on campus that engage family and staff. We want to link every student to a parent or guardian on the Aeries Parent Portal and Parent Square to expand communication while building school to home relationships. Fremont looks towards establishing a Family Academy to equip families with the skills, information, and networking opportunities to support students’ academic and social-emotional success. Lastly, we want to provide opportunities for robust stakeholder learning engagement in academic success activities offered by the school. Additionally, offer Professional Development for all staff to build capacity on how to strengthen relationships with families while thinking outside of the norm when planning school community activities.  |
| --- |

**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](https://docs.google.com/document/d/1r8fyBGLI4ZuD476GgavFYqOuE4jwB2NW/edit) (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** |
| --- | --- |
| Improve Chronic Absenteeism in the different subgroups.  | Fremont school will continue to conduct home visits and incentivise school attendance to reduce chronically absent students. |
| Improve social media issues with cyberbullying.  | We will continue to work as a school to provide student and parent education of internet safety and proper usage of social media to our students. |
| Increase parent involvement when offering school site programs and practices that teach social-emotional skills. | We have a full time school social worker available on site to support with social and emotional skills. |

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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 |
| --- | --- |
| Advisory System to ensure every student has a home base/family group and an advisor who knows them well. | We will offer mentorship through teaching and support staff. |
| Community-Based Curriculum, Pedagogy and Projects | Campus beautification with plants/tiles/garden, etc. |

### 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 |
| --- | --- |
| Parent Leadership Development and Opportunities | Parents participate in school site council meetings and willcontinue to encourage parent participation for school events.  |
| Teacher Leadership Development and Opportunities | Fremont will provide continuous leadership meetings, Professional Developments, and AVID Conference Trainings to further expand teacher professional development.  |

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):

| PrincipalSchool Site StaffParent TrainingsELAC School Site CouncilAVID Leadership |
| --- |

### 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 |
| --- | --- |
| To maintain the CSL position | Advocate with DO personnel on the needs of the school |
| Fund the CSL position | Currently with CS funding - Possible LCFF |

#### Key Staff/Personnel

| Community School Lead (Vice Principal) | Support the Community School Grant |
| --- | --- |
| Principal | All Site Functions |
| Counselor | Provide counseling services to students and families |

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

| We plan on working with district staff to see how we can sustain this program through district funds. If not, we may be able to work with them to split fund the position with LCAP monies or other grants that come our way.  |
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### 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 |
| --- | --- |
| Work with Child Guidance | Continue working with CG to support the mental health needs of our students.  |
| Work with Delano Police Department, School Resource Officers | Invite them to parent meetings as well as school events.Accompany support staff on home visits. |

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#### 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:

| Community Connections - Bill pay, housing, day care, food bank, vaccines, flu shots, etc.Kern County Human Services - WIC, Food Stamps, Cash aid, Medical Child Guidance - Mental Health ServicesVision Center - vision screening, eye glassesFriend Outside - Support for students with incarcerated parents.Delano Union High School District - Educational Pathways, coordinate school events, cross school articulationDelano Police Department - School Resource Officer, coordinate community eventsFire Department - Coordinate student fire safety awarenessCVOS - Donate backpacks for studentsCommunity Civic Clubs/ Soroptimist - Scholarships  |
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#### Site Level Goals and Measures of Progress

| Goals | Action Steps |
| --- | --- |
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