

# 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:

Harvest Elementary recognizes that student learning extends beyond the classroom and a community school allows us to support the whole student and offers resources to ensure that students receive comprehensive support. Including addressing their academic needs, social emotional needs, and physical needs essential for student success. Harvest strives to have a positive impact on our community and reflect our commitment to the overarching values of the California Community Schools Framework.

Building Racially-Just Relationships: Harvest strives to establish and maintain a school culture grounded in respect, equity, and dignity across racial and cultural lines with a focus on sustaining positive and trusting relationships among students, families, educators, and community partners to build collaborative, supportive and sustainable spaces where everyone learns and grows.

Shared Power and Participatory Leadership: Harvest aspires to ensure all voices- students, families, staff, and community members- have shared ownership in school decisions. This includes our School Site Council, Site Leadership Team, AVID Team, MTSS Team, and our Associated Student Body (ASB).

Classroom-Community Connections: Harvest strives to create learning experiences that reflect the local history, culture, and environment while engaging students as active participants in their community.

Continuous Improvement: Harvest is focused on using data to intentionally improve outcomes. The data collected will be used to revise our site goals as needed and to provide professional development as needed.

**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.

At Harvest Elementary, formative and summative data is used intentionally to inform decisions and drive continuous improvement with input from a variety of stakeholders. The Leadership Team meets to discuss areas of concerns and reviews school data. The School Site Council meets regularly to discuss programs, school data, and school initiatives. Additionally, the Associated Student Body (ASB) contributes to student voice by using feedback from surveys and classroom discussions to influence school culture and event planning. By incorporating local data and insights from these multiple perspectives, Harvest ensures that decisions are student-centered and responsive to the community's evolving needs.

**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**

Maintain chronic absenteeism below 5%.

To maintain a low chronic absenteeism rate at Harvest Elementary, the school implements a multi-tiered system of supports that engages families, monitors attendance closely, and celebrates student progress. When students begin showing signs of frequent absences, parent or guardian meetings are scheduled with school administration to discuss barriers and create individualized attendance plans. For more serious or ongoing cases, home visits are conducted by school staff to further understand family needs, and referrals may be made to the School Attendance Review Board (SARB) for additional intervention.

Positive reinforcement plays a key role in promoting good attendance. Harvest Elementary offers weekly, monthly, and quarterly incentives.

The school also collaborates with both site and district-level support systems. The school social worker and district marriage and family counselor are available to support students and families facing challenges that may impact regular attendance. These wraparound services help address root causes such as mental health, housing instability, or family transitions. Through this comprehensive and collaborative approach, Harvest Elementary fosters a school culture that values and supports regular attendance for all students.

Increase Parent/Family engagement opportunities by 25%.

Creating parent and family engagement opportunities is essential to fostering a supportive school community. When families participate in school-wide activities such as family nights, cultural celebrations, classroom events, and winter/spring concerts, it helps build connections among families and strengthens their relationship with the school. These shared experiences create a sense of belonging and trust, which are key to developing strong working partnerships between home and school. As families feel more welcomed and involved, they are more likely to support student learning and school initiatives, contributing to a positive and collaborative school culture.

<p>Increase student engagement opportunities: 75% of our student body will participate in school-wide, extra-curricular activities.</p>	<p>At Harvest Elementary, promoting student engagement is a key priority to support the whole child. One way we encourage involvement is through the opportunity to earn the Harvest “H,” a special recognition given to well-rounded students who excel academically, participate in extracurricular activities, and demonstrate good citizenship. Students also have access to a variety of after-school opportunities, including both enrichment clubs and academic intervention programs, allowing them to explore interests and receive additional support. When students are engaged in school activities, they feel more connected to their school community, helping to build a positive and inclusive school climate. A strong, positive climate not only fosters student success but also contributes to improved attendance and a greater sense of belonging.</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
Advisory system to ensure students have a home base/family group and an advisor (teacher) who knows them well.	Students will participate in daily Social-Emotional Learning (SEL) within the home base to help build strong relationships and support their emotional well-being. The home base is a close-knit, family-like atmosphere where all students feel safe, valued, and supported in a learning environment.
Community-Based Curriculum, Pedagogy, and Projects.	At Harvest Elementary, the school-wide garden project is a hands-on project designed to foster a sense of ownership, responsibility, and belonging among students, staff, and families. By engaging in the planning, planting, and maintaining of the garden, students learn teamwork, environmental stewardship, and the value of nurturing something over time. The garden serves as a shared space where all levels contribute and connect, creating a living symbol of unity and collaboration. Through this collaborative effort, students feel pride in their school community, build strong bonds, and cultivate a deeper sense of belonging at Harvest.

## 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.

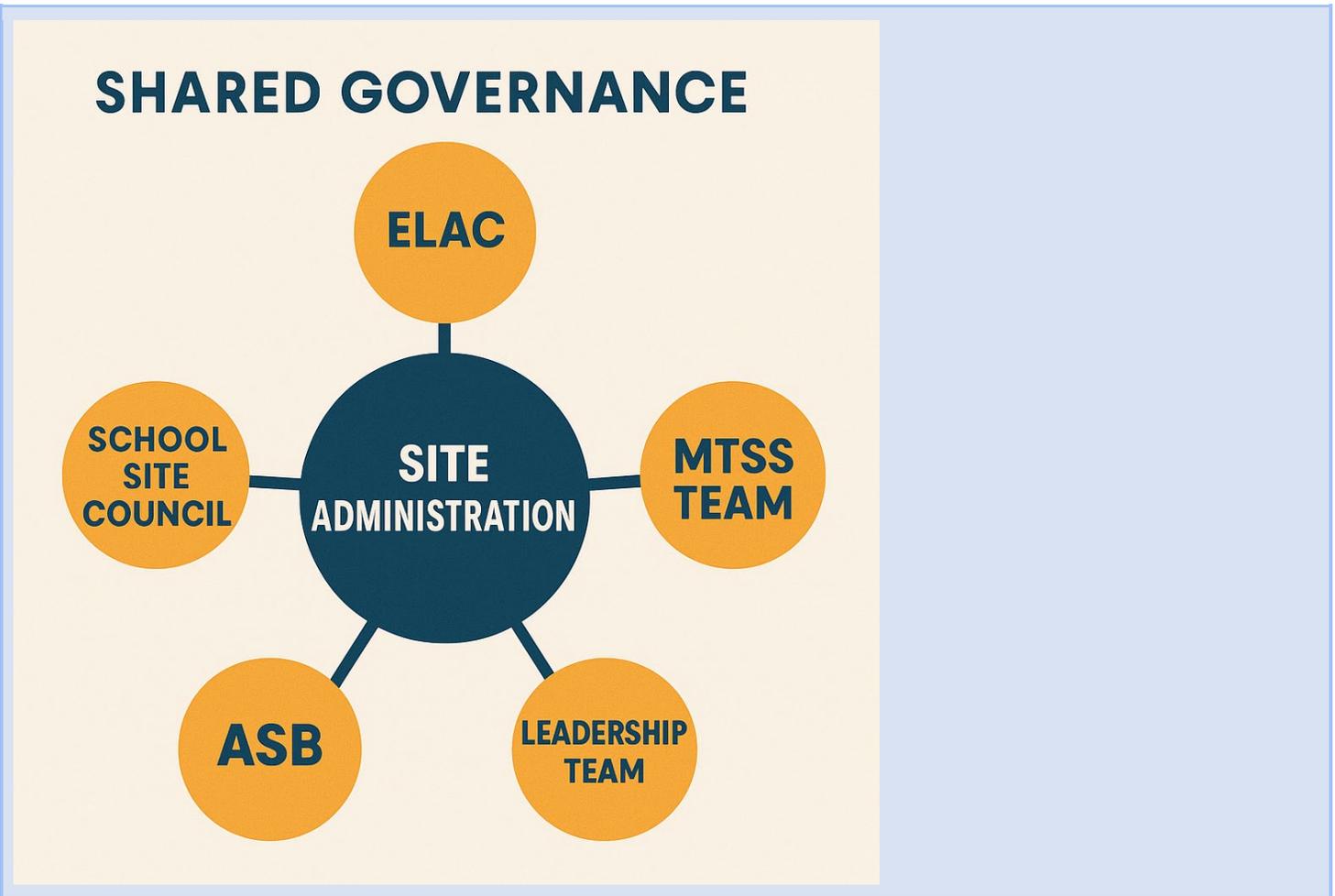
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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 Opportunities	At Harvest Elementary, we collaborate closely with both the English Language Learner Committee (ELAC) and the School Site Council to ensure all voices are heard in our school's direction. Together, we develop a shared vision that reflects the strengths of our diverse community, promoting inclusive decision-making to move the school forward for the benefit of all stakeholders.
Teacher Leadership Development Opportunities	Teachers will receive AVID training to strengthen instructional skills to support academic success. Additionally, they will participate in differentiated professional development focused on social-emotional learning to support the whole child. In the primary grades, the Kimochi curriculum will be used to help students build emotional awareness, empathy, and positive social skills.

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):



## 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 district Community School District coordinator.	Advocate with the district office on the needs of the school.
To continue to fund the Community School District coordinator.	Currently community schools funding is based on socio-economic needs based potential on LCFF (local control funding formula).

### Key Staff/Personnel

Site Administration: Principal, Vice Principal, & Learning Coordinator	Site administration will facilitate collaborative discussions, co to support the needs of the school, and create opportunities stakeholders together to share ideas and to develop solution
School Social Worker	The school site social worker provides counseling services to social, emotional, and behavioral well-being.
District MFT	The district Marriage and Family Therapist provides mental h support the well-being of students, staff, and family members counseling, crisis intervention, and therapeutic support.
Health-Care Team- School Nurse & Health Assistant	The school nurse plays a vital role in supporting student well health needs for both students and their families. Through ro health assessments, and close collaboration with teachers, f healthcare providers, the nurse helps ensure that each stude emotional, and medical needs are addressed. By recognizing concerns early, the school nurse connects families with appr and supports, promoting a safe and healthy learning environ students can thrive.

Describe the plans or steps you are considering to build sustainability beyond the life of your Strategy

Harvest Elementary will work closely with the district to secure partial funding that supports the continuation of our Community School initiatives. Additionally, we will actively seek out and apply for other local, state, and federal grants to help sustain and expand the program’s impact over time.

## 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
Collaborate DPD Site Resource Officers	Participate in School Events, Home Visits, Parent Meetings, and Informational School Assemblies
School Site Council	The School Site Council plays a vital role in bringing together parents, teachers, and staff to collaboratively make decisions that supports student success. Their input helps strengthen the partnership between home and school, ensuring that the diverse needs of our student population are understood and effectively addressed.
ELAC	The ELAC committee plays a vital role at Harvest Elementary by representing the voices of English Learner families and providing valuable input on programs and services. Their feedback helps ensure that language support and academic resources are tailored to meet the unique needs of our diverse student population, ultimately improving student success and family engagement.
Site Leadership Team	The school leadership team meets regularly to address concerns and collaboratively plan strategies that best support both staff and students.

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 partnerships are essential for building a strong, supportive network around our students and families. Working closely with the DPD, specifically the School Resource Officer (SRO), helps foster unity within the community by addressing social issues proactively, ensuring safety, and promoting positive relationships that support the well-being of everyone involved. In addition, the Site Leadership Team works collaboratively with the School Site Council and ELAC to ensure that diverse perspectives are considered in decision-making. By maintaining open communication and regular meetings, they create a unified approach that supports the academic and social needs of all students and families.

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