

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

Pioneer School

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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:

Our students face complex barriers that extend beyond academics. A community school model provides the framework to respond holistically by integrating academics, wellness, social-emotional supports, and family partnerships. This approach helps ensure students come to school ready to learn, feel safe and connected, and leave prepared for college, career, and life..

Reflecting the CA Community Schools Overarching Values:

- **Racially-just, relationship-centered spaces:**
Our site is committed to creating a school culture that centers trust, respect, and cultural responsiveness. We are implementing restorative practices, peer mentoring, and culturally affirming SEL to foster healing and belonging among all students, especially those from historically marginalized groups.
- **Shared power:**
Through our Site Team and family and student meetings, we are engaging diverse voices in shared decision-making. Parents, caregivers, and students actively shape program development and resource allocation, and we are developing youth leadership opportunities to ensure student voice drives change.
- **Classroom-community connections:**
Teachers and community partners are working collaboratively to embed real-world, community-connected learning in classrooms. We are developing integrated project-based units that reflect students' lived experiences and local contexts, while also expanding in-school supports like mental health and academic interventions.
- **Continuous improvement and possibility thinking:**
Our team is committed to regular data reviews and stakeholder feedback. We are cultivating a culture of learning where we see challenges as opportunities to innovate. Staff are participating in ongoing professional learning focused on equity and trauma-informed practices.

Developmental Plans:

Pioneer continues to be committed to building strong relationships:

- Strengthen Relationships between students, families, staff, and partners 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.

Building on the foundation established last year, Pioneer is committed to deepening the Needs and Assets Assessment process by expanding community voice and input to ensure that our priorities reflect the full range of student, family, staff, and community experiences. With the support of the CCSPP implementation grant, we will engage in an inclusive and culturally responsive process to identify shared priorities and co-create a community school vision.

This year, we will go deeper by implementing structured, site wide strategies to engage a broader range of interest-holders.

Stakeholder Engagement Plan

Administrators will participate in reflection and planning meetings to assess school wide systems and structures that support or hinder family and community engagement. They will also help facilitate alignment with district and CCSPP goals.

Certificated Staff will be engaged through surveys and grade-level meetings to identify student needs, barriers to family engagement, and opportunities for strengthening classroom-community connections.

Classified Staff will be included to lift their unique insights into campus climate, student needs, and family interactions especially for families who may not engage directly with teachers.

Students will be invited to participate in focus groups and visioning activities, including art, writing, and storytelling exercises, to express what they need to feel safe, supported, and connected at school. We will hold dedicated sessions for ELLs, foster youth, and other student groups often underrepresented in decision-making.

Families will be invited to participate in family involvement events and digital surveys. Through our family events, we will offer workshops that include space for two-way feedback and co-creation of priorities.

Community Members and Partners will join community-networking events designed to surface neighborhood-level needs, identify partnership opportunities, and align supports with student and family priorities.

In addition, we will take intentional steps to engage historically marginalized students and families—including English Learners, unhoused youth (McKinney-Vento Act), foster youth, and racially marginalized communities—by:

Holding events at times and locations convenient for working families and providing childcare, and interpretation.

Building trusting relationships through consistent, face-to-face contact and follow-up that demonstrates how their voices shape decisions.

This deeper engagement process will ensure that our school's evolving community school strategy is inclusive, equitable, and anchored in the voices and strengths of those we serve. The priorities and vision that emerge from this effort will guide all implementation efforts moving forward.

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
Increase Student Attendance and Reduce Chronic Absenteeism	<ul style="list-style-type: none"> • Reduction in chronic absenteeism rates across grade levels • Increased percentage of students with 98% or higher average daily attendance • Improved family awareness and use of attendance-related support services (e.g., transportation, mental health, housing) • Stronger identification and case management systems for students with persistent attendance challenges
Strengthen Family Engagement and Partnerships	<ul style="list-style-type: none"> • Increased family participation in school activities, workshops, and advisory groups • Growth in the number of families connected to ParentSquare and the Aeries Parent Portal • Positive feedback from family surveys (measuring connection, trust, communication) <p>Higher engagement among historically marginalized families, including McKinney-Vento and foster caregivers</p>
Improve Student Social-Emotional Wellness	<ul style="list-style-type: none"> • Increased participation on-campus mental health services and SEL programming • Decreased office discipline referrals and suspension rates • Improved scores on student climate surveys (e.g., sense of belonging, safety, emotional regulation) • Implementation of schoolwide restorative practices (e.g., circles) • Staff PD participation rates focused on trauma-informed practices and SEL

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 Educator Understanding of CBL Theory and Practice	<p>Provide professional development focused on the foundations of CBL, including asset-based pedagogy, culturally sustaining instruction, and project-based learning connected to community issues.</p> <p>Facilitate learning opportunities for staff and students to make connect connections with community resources and opportunities(e.g., commu multicultural visual and performing arts, ETC)</p>
Implement Community-Based Learning Projects and Experiences	Highlight and celebrate student work through schoolwide events, showcases, and presentations to the community such as a Career Exploration Week where students will explore through researching and learning about career opportunities that will be available to them.

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	Continue to offer workshops and training sessions focused on developing leadership skills such as communication, advocacy, team building, and project management.
Teacher Leadership Development and Opportunities	Pioneer staff will continue to participate in AVID conferences, district-led PDs and other leadership workshops that focus on student-centered practices, equity, and collaboration.

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 Pioneer, shared governance is built on a collaborative leadership model that brings together administrators, educators, families, students, and community members to ensure inclusive and democratic decision-making. The structure is designed to promote transparency, shared power, and meaningful participation across all stakeholder groups such as:

Principal
Vice Principal
School Site Staff
Parent Trainings
ELAC
School Site Council
AVID 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
Ensure Staffing Serves the Needs of the Target Student Population	Conduct regular needs assessments (e.g., chronic absenteeism, ELL performance, social-emotional needs) to identify specific staffing priorities (e.g., mental health counselors, bilingual liaisons, attendance support).
Develop a Long-Term Sustainability Plan for Staffing and Resources	Evaluate staffing impact regularly and adjust resource allocation based on evolving school and community needs.

Key Staff/Personnel

Community School Lead (Vice Principal)	Serves as the site-based Community School Implementation Lead
Principal	Provides overarching leadership for all site functions, including instructional, operational, and community-focused initiatives
Counselor	Participates in implementation of restorative practices and trauma-informed approaches

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

Pioneer is dedicated to making the community school approach a lasting part of our school's culture and daily work. We are planning ahead to keep this work going even after the grant ends by focusing on the following key steps:

1. Use other school funds to keep key programs going

We will look at using money from other sources—like Title I, ELO-P, or district funds—to continue important parts of our work, like family workshops, student supports, and mental health services.

2. Train our own staff and families

We will provide training for teachers, staff, and parents so they can take on leadership roles, support programs, and help the work continue even if grant staff change.

3. Keep key teams and routines in place

We will continue using family meetings, school leadership teams, and community feedback to guide our work and make sure it stays connected to what families and students need.

4. Build strong relationships with community partners

We will keep working with local organizations who share our goals and may be able to offer support, services, or staff to help us continue.

5. Show the impact

We will collect stories and data to show how this work helps our students and families—and use that to ask for continued support from the district and school board.

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
Increase stakeholder participation in CCSPP planning	Utilize social media and other means to advertise opportunities for stakeholders to participate in CCSPP planning process.
Involve Community Partners in School Planning	Include partners in events, planning sessions, and visioning activities (e.g., Community Connection Center, Child Guidance, Delano Police Department, Soroptimist, etc.)

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:

At Pioneer, we are building strong partnerships with local agencies and organizations that directly reflect the needs, hopes, and vision shared by our students, families, staff, and community. These partnerships help us provide real, practical support to address barriers to student learning, improve wellness, and empower families.

We are committed to making these services accessible and welcoming by offering them on campus, at family events, and through coordinated referrals. These partnerships were identified based on input gathered through our needs and asset assessments and directly align with our community school priorities: improving attendance, family engagement, and student wellness.

- **Community Connections** – Provide wraparound services like bill pay assistance, housing, food, and flu vaccines for families.
- **Kern County Human Services** – Connect families with WIC, CalFresh, Medi-Cal, and other aid programs.
- **Child Guidance Clinic** – Offer mental health services for students and families on-site or through referrals.
- **Vision Center** – Provide free or low-cost vision screening and glasses for students.
- **Delano Union High School District** – Coordinate educational pathways and cross-school activities.
- **Delano Police Department & Fire Department** – Collaborate on community events and student safety awareness.
- **CVOS** – Donate backpacks and school supplies to ensure students are ready to learn.
- **Community Civic Clubs / Girl Scouts / Soroptimist International** – Promote leadership, empowerment, scholarships, and enrichment for students and families.

Site Level Goals and Measures of Progress

Goals

Action Steps

Expand mental health support for students	Maintain active partnership with Child Guidance and train staff on referral process
Build career and education pathways	Introduce future-focused programs and align with student interests

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