

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

School Site Contact Information:

Elderberry Elementary 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
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:

Elderberry Elementary School has a shared vision that reflects our deep commitment to the California Community Schools (CA CS) Framework and its Overarching Values. At Elderberry, we are dedicated to creating racially-just, relationship-centered spaces where every student feels a sense of belonging. We believe in shared power—empowering families, staff, and community partners to co-create solutions that support student success. We strive to build strong classroom-community connections that make learning relevant and meaningful, while embracing a mindset of continuous improvement and possibility thinking. These values guide our work as we build and sustain a community school that meets the whole-child needs of every learner.

Our site's understanding of community schools reflects its commitment to the CCSPP Cornerstone

Commitments as evidenced as follows:

- **Assets-Driven and Strength-Based Practice:** focus on continuous improvement includes ongoing reflection on strengths, analysis, shared learning, and revision through our Multi-Tiered System of Support (MTSS) Plan-Do-Study-Act cycle using data as a tool for improvement to ensure our students, families, school staff, and the community are valued, engaged, and empowered. We also ensure all Coordination of Services Team (COST) and Student Study Team (SST) meetings and plans are built on strengths valuing the history, culture, and language of our families.
- **Racially Just and Restorative School Climates:** ongoing implementation of Restorative Practices, Positive Behavior Intervention and Support (PBIS), Social-Emotional Learning (SEL), and Trauma-Informed practices.
- **Shared Decision Making and Participatory Practices:** engaging our school community in democratic spaces building shared ownership with deep engagement through School Site Council, School MTSS Leadership Teams, PBIS Teams, PLC meetings, grade-level planning meetings, staff meetings, and other family and community meetings.

To ensure these commitments are reflected in our school's work, we provide ongoing professional development, support, resources, and services for students, staff, and families.

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.

We actively seek input from stakeholders through various ways in order to foster an inclusive and responsive educational environment. This commitment to transparency and continuous improvement ensures we are listening to diverse voices and aligning our work with the real needs and priorities of our school community.

Surveys were administered both in writing and electronically, inviting both staff and parents to share their perspectives. The data gathered through this needs assessment process helps school leaders make informed decisions that reflect stakeholder expectations and guide the development of our community school strategies.

In addition to informing planning, the surveys serve as an ongoing tool to assess satisfaction, identify areas for growth, and make meaningful adjustments. Engaging our community in these processes builds a shared sense of ownership, leading to a more collaborative, supportive, and student-centered school environment.

Elderberry's plan for conducting a deep Needs and Assets Assessment included leveraging the following data collection methods to inform our community school strategy:

- Community Thought Exchange Survey
- LCAP Thought Exchange Survey
- CA Healthy Kids Survey (CHKS)
- CA School Staff Survey (CSSS) surveys
- PBIS Self-Assessment Survey
- Staff PD Needs Survey
- ELOP Survey
- Elderberry specific parent/family survey
- Site English Learner Parent Advisory Committee
- Site Students with Disabilities Parent Advisory Committee
- GATE Parent Advisory Committee
- African American Parent Advisory Committee
- School Site Council
- Multi-Tiered System of Support (MTSS) Team

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.

We analyzed our Needs and Assets Assessment data by reviewing the survey results and other data in our various meetings.

We then identified and developed the following core priorities that emerged:

Core Priorities	Outcome	Indicators
Strengthen Positive Behavioral Supports	Decrease negative student behaviors	PBIS Tiered Fidelity Inventory (TFI), MTSS Fidelity Integrity Assessment (FIA), and number of major discipline referrals
Reduce and eliminate exclusionary practices	Increase student access to learning environment	CA Healthy Kids Survey (CHKS)
Identify students in need of academic, behavior, and/or social-emotional tiered support and provide interventions matched to need	Increase academic, behavior, and social-emotional student outcomes	Reading Universal Screener (i-Ready), SEL Universal Screener (Panorama), and Behavior Screener (SWIS)

We strategically collaborated with community partners on our core priorities.

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
Continue to support a robust library of class sets of books that are culturally relevant, and are responsive to community values, language, and environments for teachers to select for their reading groups every 6 - 8 weeks. Books are listed not only by content, but also by Lexile levels. [Note: library of class sets began in 2022-2023 and has continued to expand as teachers request.]	<ul style="list-style-type: none"> In grade-level planning meetings discuss book choices for each classroom based on student needs, values, cultural relevance, local history, etc. for every 6- 8 week period. Maintain and strive for continuous improvement of the system for teachers to select and then have delivered to their classroom the book set of choice.

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.

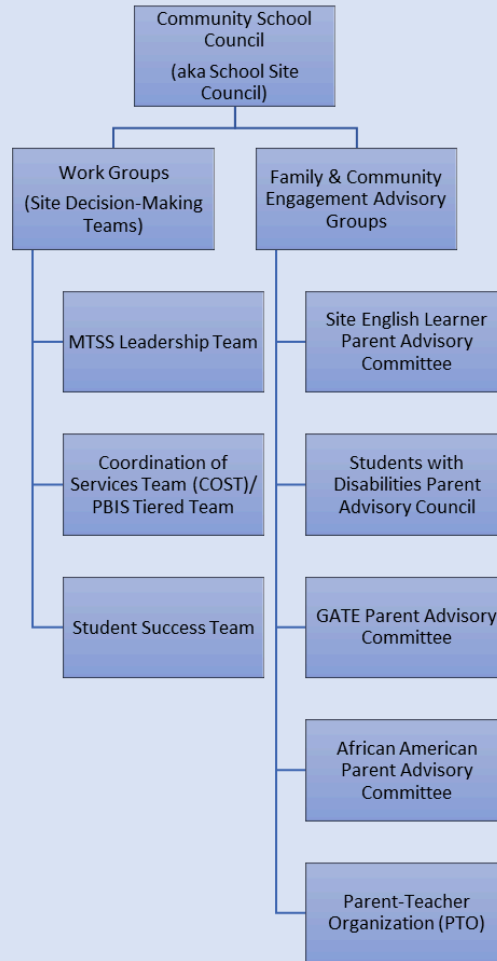
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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
Increase parent and family involvement opportunities for all students through a variety of offerings, such as parent advisory meetings including English Learners, Students with Disabilities (SWD) and GATE advisory groups, parent education opportunities, parent-teacher conferences, surveys, volunteering, and family events by 5% or maintain participation above 80% as evidenced by event calendars, sign-in sheets, survey participation data and registration logs.	<ul style="list-style-type: none"> • Increase parent engagement by providing opportunities for meaningful opportunities for parent education and involvement. • Identify parents to participate in the Annual District Parent Leadership Conference. • Provide materials and resources to support parent education programs and meetings. • Provide interpretation for parent meetings, conferences and parent training.

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
Assess Staffing Needs and Student Demographics	<ul style="list-style-type: none"> • Conduct thorough analysis of student population, including demographic diversity, language proficiency, and needs • Identify key areas where staffing adjustments are necessary to better serve target student population
Sustain Community Schools structure, staffing and supports	<ul style="list-style-type: none"> • Collaborate with LEA's Health & Wellness Services department to ensure continuity of staffing • Identify funding sources beyond CCSPP for staff • Research additional grant opportunities • Work with Health and Wellness Services Department on options for sustainable funding sources

Key Staff/Personnel

Site-Level Coordinator Counselor/Outreach Consultant (CORC)	<ul style="list-style-type: none"> • Serve as school-home-services liaison to connect students and families to mental health and case management services • Service as site homeless liaison • Lead school-wide implementation of PBIS, SEL, and Restorative Practices • Provide site level interventions such as social-skills groups, support staff in whole-child progress monitoring and intervention tracking
School/Family Outreach Assistant (SFOA)	<ul style="list-style-type: none"> • Support the Outreach Consultant with delivering tiered social-emotional and behavioral interventions, and supports to students. • Provide support to families regarding attendance by removing any barriers that impede on the child's social-emotional and academic success or attending school.

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

Our school is working with our LEA's Health & Wellness Services Department to implement the Fee Schedule program as part of the Children & Youth Behavioral Health Initiative (CYBHI), which is part of Governor Newsom's Master Plan for Kids' Mental Health. In addition, we are infusing Community Schools goals and actions into our SPSA to ensure long-standing commitments as part of our shared decision-making process.

In order for Elderberry Elementary to build capacity and sustain our community school initiatives, we are committed to investing in ongoing training and professional development for our school staff, community partners, and key stakeholders. These efforts are designed to strengthen our collective ability to implement and sustain the core principles of the community school model.

The site coordinator, in collaboration with the OMSD Health and Wellness Team, will provide comprehensive, schoolwide training focused on Behavior, Social Emotional Learning (SEL), Trauma-Informed Practices, and strategies for cultivating inclusive, relationship-centered learning environments. We will also create a knowledge-sharing platform to capture best practices and lessons learned.

This aligns with our current Plan-Do-Study-Act cycle, reinforcing a culture of continuous improvement and commitment to student success.

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
Maintain or increase Community Partnerships to meet the needs of our students and their families.	<ul style="list-style-type: none"> • Inventory and assess current partnerships • Strengthen community partnerships through community school events • Coordinate with our LEA's Health and Wellness Services Department in terms of identifying unmet needs or additional possible partnerships.
Increase Awareness of Existing Partnerships	<ul style="list-style-type: none"> • Counselor Outreach Consultant (CORA) will ongoingly embed information into staff and family meetings to better connect services to those in need • Regularly send resource flyers to families to ensure awareness of services within the school • Invite Health and Wellness Services staff to present to staff members about current resources

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:

Elderberry School community, alongside our LEA's Health & Wellness Services department, currently has established partnerships with the City of Montclair, City of Ontario, Ontario Library, Foothill Family Shelter,

ParkTree Medical Clinic, Children's Fund, Assistance League, California Universities, Inland SoCal United Way, Shoes that Fit, OMSD's Health and Wellness Case Management and Counseling Services, Love for Humanity, Isaiah's Rock, Victor Community Services, Catholic Charities, Kaiser Permanente, Molina Medical, Inland Empire Health Plan (IEHP), and Soroptimist.

At Elderberry Elementary, our community partnerships are essential in supporting the vision and priorities for our students, families, staff and the broader community by focusing on the whole child. Together, these partnerships help provide vital services—including mental health support, social-emotional learning, and assistance with basic needs such as food, housing, and clothing. Our school community deeply values and relies on these supports to ensure the academic, social and emotional success of every student. By working collaboratively with our partners, we can respond to the unique needs of our families and provide culturally responsive resources and strategies that help staff meet students where they are. These efforts not only create a safe and inclusive environment but also empower students and families to thrive—academically, emotionally, and socially.

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