

# 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
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:

After engaging our interest-holders to answer the question, "Why a community school for our school?", Monte Vista continues to ensure that all educational partners—teachers, staff, parents, students, and community members—share a common understanding of our mission, vision, and goals. This year, we deepened our efforts to support students' social-emotional and behavioral well-being through expanded MTSS structures, embedded restorative practices, and targeted PBIS refreshers across grade levels. We also prioritized authentic family and community engagement through regular events, culturally responsive outreach, and expanded access to services and supports. Avenues for participation were broadened, and community partnerships strengthened to support the holistic success of our students and families.

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

Commitments and the CA Community Schools Framework, as demonstrated through the following values:

- **Assets-Driven and Strength-Based Practice:** Our continuous improvement work is grounded in the MTSS Plan-Do-Study-Act cycle, using data to guide decisions. This year, we strengthened our SST and COST processes to emphasize student assets, family voice, and culturally responsive communication. Celebrating student success remained a key part of identity-affirming practices schoolwide.
- **Racially Just and Restorative School Climates:** We expanded our implementation of Restorative Practices, PBIS, SEL, and trauma-informed approaches through classroom-based restorative circles, schoolwide campaigns, and staff training focused on culturally affirming, anti-bias practices. Monthly Pride Rallies and Tier II/III supports contributed to a proactive, relationship-centered climate.
- **Powerful, Culturally Proficient, and Relevant Instruction:** Teachers incorporated student identity, culture, and lived experience through service-learning, heritage celebrations, and real-world projects. Community partnerships enriched learning by bringing in experiential and locally grounded opportunities.
- **Shared Power and Participatory Practices:** Families and staff engaged in decision-making through SSC, ELAC, MTSS, and PBIS teams. Student voice was uplifted through Student Council, peer mentoring, and informal input systems designed to center youth in shaping climate and culture.

These commitments were supported through professional development in SEL, trauma-informed practices, and PBIS, and through expanded access to 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.

Our school's plan for deepening the Needs and Assets Assessment process continues to prioritize inclusive, ongoing engagement and data collection that informs our evolving community school strategy. In 2024–2025, we broadened participation, deepened reflection, and made intentional outreach efforts to historically marginalized groups.

We built upon previous years by using a range of data tools including:

- Community & LCAP Thought Exchange Surveys
- CA Healthy Kids Survey (CHKS)
- CA School Staff Survey (CSSS)
- PBIS Self-Assessment Survey (SAS)
- Staff PD Needs Survey
- ELOP Survey
- ELAC, SPED, GATE Parent Advisory Committees
- School Site Council

In addition to these tools, we incorporated new engagement opportunities to dive deeper into community priorities and co-create our community school vision. These included:

- One-on-one interviews with families experiencing homelessness or foster care
- Focus groups with historically underserved students (e.g., EL, IEP, LGBTQIA+)
- Coffee with the Principal forums centered on community schools
- Visioning and reflection circles with staff
- Family nights with language support and accessible feedback tools
- Joint community events co-hosted with CBOs
- Student Council discussions, classroom listening circles, and suggestion boxes

We addressed barriers to engagement by offering flexible meeting times, in-language interpretation, childcare, and tech support. Our ongoing goal is to ensure all voices — especially those historically excluded — are heard and centered in shaping our school's community school work.

These practices are helping us develop a deeper understanding of the needs, strengths, and hopes of our community, and will continue guiding our priorities.

**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 using the following method: Plan, Do, Study, Act

We then identified and developed the following updated core priorities that emerged through expanded engagement and reflection:

Core Priorities	Outcome	Indicators
Strengthen and deepen Positive Behavioral Supports through PBIS, Restorative Practices, and SEL integration	Decrease behavior incidents and support a positive and inclusive school climate	PBIS Tiered Fidelity Inventory (TFI), MTSS Fidelity Integrity Assessment (FIA), SWIS behavior data, implementation data from restorative circles and SEL lessons
Increase access to tiered academic, behavioral, and social-emotional interventions through integrated student supports	Identify and respond to students' needs across academic, behavioral, and SEL domains with timely, targeted supports	Reading Universal Screener (i-Ready), Panorama SEL Screener, Behavior Data (SWIS), student support plans from SST and COST
Expand Family & Community Engagement	Strengthen trust and partnerships with families and community organizations to increase participation and build shared ownership of student outcomes	Family attendance and input at school events, participation in advisory committees and forums, feedback from family surveys, number and type of community partnerships activated

We have strategically collaborated with community partners aligned to these core priorities, including mental health service providers, after-school program leaders, and family resource networks. As we continue implementation, we will revisit these priorities in collaboration with students, staff, families, and community members to ensure they remain responsive to our evolving needs and assets.

## 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
<b>Community-based curriculum and pedagogy</b>	<ul style="list-style-type: none"> <li>• Develop a site-based training series to build staff understanding of community-based learning</li> <li>• Organize community walks and opportunities for teachers to learn from local families and organizations</li> <li>• Offer ongoing support, collaboration time, and peer mentoring to support implementation</li> </ul>
<b>Culturally relevant curriculum</b>	<ul style="list-style-type: none"> <li>• Review current curriculum to ensure students and families are reflected and represented</li> <li>• Utilize supplemental materials and guest speakers to highlight diverse cultures, histories, and voices</li> <li>• Incorporate cultural heritage months and community stories into classroom instruction</li> </ul>
<b>Lesson Planning and Curriculum Development</b>	<ul style="list-style-type: none"> <li>• Conduct professional development sessions on designing lessons that connect to students' lived experiences</li> <li>• Collaborate with educators to create and share sample units that embed community-based learning across content areas</li> <li>• Support lesson planning that includes civic engagement, real-world issues, and student agency</li> </ul>
<b>CBL Principles</b>	<ul style="list-style-type: none"> <li>• Facilitate workshops exploring core principles of CBL, including service-learning, place-based learning, and experiential learning</li> <li>• Provide readings, case studies, and planning tools that explore the theoretical foundations and practical application of CBL</li> </ul>

## 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.

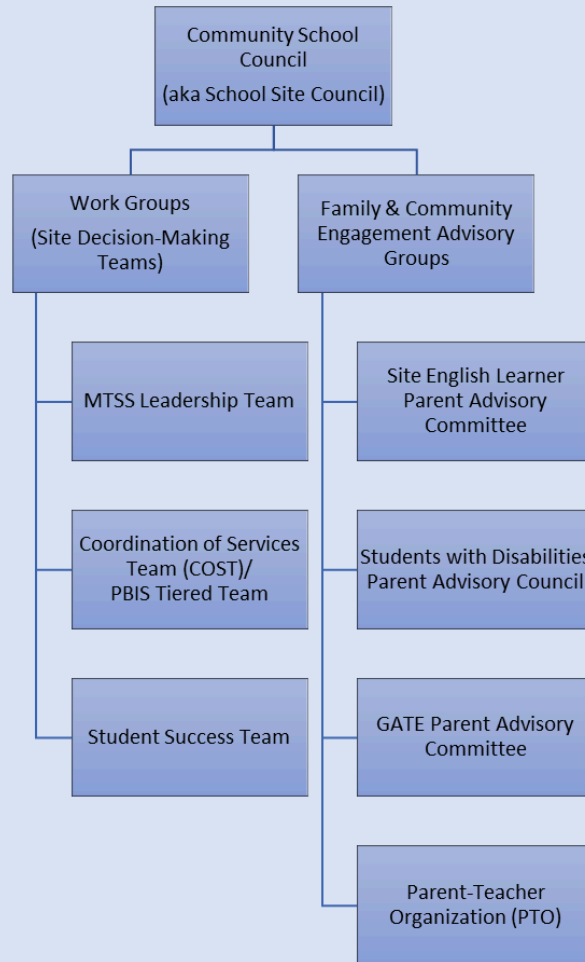
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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
<b>Strengthen Site Decision-Making Teams</b>	<ul style="list-style-type: none"> <li>• Invite interest-holders not already represented to participate on existing teams and advisory groups, including families, classified staff, and students</li> <li>• Explicitly seek out participation from historically marginalized groups through targeted outreach, personal invitations, and language-access support</li> <li>• Engage School Site Council, Student Council, and advisory groups in exploration activities to guide community school implementation and refine priorities</li> <li>• Review and revise decision-making processes to ensure they are inclusive, equitable, and accessible to all interest-holders</li> <li>• Use staff meetings, surveys, and PLCs to incorporate teacher, student, and family voice into collaborative decision-making</li> </ul>
<b>Enhance Communication and Transparency</b>	<ul style="list-style-type: none"> <li>• Utilize multiple communication platforms including newsletters, social media, Parent Square, and in-person events to share updates and gather input</li> <li>• Establish a central information hub in both digital and physical formats, accessible to all interest-holders in multiple languages</li> <li>• Provide regular progress updates on community school efforts during Coffee with the Principal, staff meetings, and family engagement events</li> </ul>

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
<b>Assess Staffing Needs and Student Demographics</b>	<ul style="list-style-type: none"> <li>• Conduct ongoing analysis of student population, including demographic diversity, home languages, and academic, behavioral, and social-emotional needs</li> <li>• Review attendance, behavior, and academic data to determine areas of need for targeted staff support</li> <li>• Identify and address staffing gaps to better serve our multilingual learners, students with disabilities, and other historically underserved populations</li> </ul>
<b>Ensure Sustainable Site-Level Community Schools Staffing and Supports</b>	<ul style="list-style-type: none"> <li>• Collaborate with the LEA's Health &amp; Wellness Services department to support site-based mental health services, counseling, and coordination of services</li> <li>• Maintain a dedicated site-level Community Schools Coordinator to support implementation and alignment with MTSS and family engagement efforts</li> <li>• Recruit and retain diverse, multilingual staff reflective of the school community to ensure culturally and linguistically responsive support</li> <li>• Partner with community-based organizations to extend capacity through contracted services and on-site supports</li> </ul>

## Key Staff/Personnel

<b>Site-Level Coordinator (Outreach Consultant-ORC)</b>	<ul style="list-style-type: none"> <li>• Serves as the liaison between school, home, and services to connect students and families to mental health supports, case management, and community resources</li> <li>• Acts as the site-level McKinney-Vento liaison to ensure student needs are identified and met</li> <li>• Leads schoolwide implementation of PBIS, SEL, and Restorative Practices, including professional development and student recognition systems</li> <li>• Provides targeted site-level interventions, including social skills groups, Check-In/Check-Out systems, and mentoring</li> <li>• Supports staff in monitoring whole-child progress and coordinating intervention tracking across MTSS tiers</li> </ul>
<b>School/Family Outreach Assistant (SFOA)</b>	<ul style="list-style-type: none"> <li>• Supports the Outreach Consultant in delivering tiered social-emotional and behavioral interventions</li> <li>• Assists with monitoring student progress and implementing small-group and individual supports</li> <li>• Provides communication and outreach to families, helping bridge access to school and community resources</li> <li>• Participates in school events, engagement activities, and student recognition programs to build strong school-home partnerships</li> <li>• Leads inclusive outreach strategies, particularly for families experiencing barriers related to language, housing instability, or access to services</li> </ul>

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

Our school is actively working with the LEA's Health & Wellness Services Department to pursue additional funding sources that will support sustainability beyond the life of the CCSPP implementation grant. Current efforts include applying for the HCAi Certified Wellness Coach Employer Support Grant and utilizing the Fee Schedule program under the Children & Youth Behavioral Health Initiative (CYBHI), part of Governor Newsom's Master Plan for Kids' Mental Health.

We are also embedding our Community Schools priorities into the School Plan for Student Achievement (SPSA) to institutionalize core practices through the school's shared decision-making process. By integrating implementation goals into formal site planning, we aim to maintain a long-term focus on equity, mental health, student engagement, and whole-child success even after the grant period ends.

## **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
<b>Expand and Align Community Partnerships</b>	<ul style="list-style-type: none"> <li>• Inventory current partnerships to assess services offered and alignment with identified student and family needs</li> <li>• Research new partnerships based on priority needs identified through the Needs and Assets Assessment, including mental health, basic needs, and enrichment programs</li> <li>• Conduct outreach to potential partners, including local nonprofits, businesses, cultural organizations, and service providers</li> <li>• Collaborate with LEA departments and external agencies to expand access to whole-child supports such as case management, wellness services, and extended learning opportunities</li> </ul>
<b>Increase Awareness and Accessibility of Partner Services</b>	<ul style="list-style-type: none"> <li>• Invite LEA departments and existing partners to present at staff meetings, Coffee with the Principal, and family engagement events</li> <li>• Ensure the Community School Coordinator embeds updated partnership information into school communications and family meetings to promote timely connections to services</li> <li>• Maintain a visible and regularly updated community resource board (both digital and physical) accessible to students, staff, and families</li> <li>• Highlight community partners through newsletters, social media, and school events to strengthen relationships and visibility</li> </ul>

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:

Through collaboration with our LEA's Health & Wellness Services Department, Monte Vista has built a robust network of community partnerships that support the holistic needs of our students, families, and staff. Current partners include the City of Montclair, City of Ontario, Montclair Fire and Police Departments, Foothill Family Shelter, ParkTree Medical Clinic, Children's Fund, Assistance League, Inland SoCal United Way, California Universities, Shoes That Fit, Love for Humanity, Isaiah's Rock, Victor Community Services, Catholic Charities, Kaiser Permanente, Molina Medical, Inland Empire Health Plan (IEHP), Soroptimist International, and Assemblymember Freddie Rodriguez. We also maintain an active partnership with our Parent Teacher Organization (PTO).

These partnerships are responsive to the shared priorities identified by students, families, staff, and community members through our Needs and Assets Assessment. They provide essential services such as access to healthcare, emergency assistance, mental health support, food, clothing, and school supplies. In addition to direct services, our partners play a meaningful role in building school community by participating in events like Read Across America Week, Career Day, Family Nights, classroom presentations, and staff recognitions.

As we move forward, our goal is to continue strengthening these relationships while identifying new partners that align with our Community School vision. By doing so, we will ensure all students feel safe, supported, and connected—both within and beyond the classroom.

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