

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

Hamilton Elementary, 57550 Mitchell Rd, Anza, CA 92539, 951-763-1840

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:

Addressed Rural Needs: Expanded access to basic groceries and essential medical care right in our local community.

Provided Emergency Support: Positioned our school and community hall to offer clean water and public showers during power outages.

Honored Local Heritage: Lifted up Anza's unique Native and agricultural culture to set our campus apart from Valley schools.

Centralized Services & Learning: Transformed our mountain campus into a hub for outside services and established dedicated parent education programs.

Community Partnerships & Shared Leadership

We established active partnerships with local organizations like the Thimble Club and Lion's Club. To build an inclusive, relationship-centered environment, we hosted events like Theatre Club, Family Paint Night, and Parent Walks. We also shared decision-making power by including parents, staff, and community members on key committees like Title VI, ELAC, and the School Site Council (SSC).

Connecting Learning to the Community

We connected classroom lessons to our local environment by having students interview community members and interact with local figures—such as host firefighters reading during Read Across America. To continuously support our families, we organized backpack giveaways, hosted a Fall Festival, launched an integrated tutoring system, and established Parent/Community Ambassadors to ensure Hamilton Elementary truly serves as a mountain hub built of and for Anza.

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.

To transition from initial planning to deep implementation, our site will employ a multi-layered assessment strategy designed to capture the voices of all interest holders, specifically targeting those who have been historically underserved.

Deepening the Assessment Process

We will move beyond surface-level data by implementing empathy interviews and focus groups to further define and identify needs. For our broader community, we will launch a refined survey that builds upon previous results to "drill down" into specific priorities. To ensure accessibility for working families, all community forums and visioning exercises will be calendared regularly with hybrid options, like offering both virtual attendance and recorded sessions for those unable to attend in person.

Targeted Engagement for Marginalized Groups

Our commitment to the CA CS Framework's overarching values is reflected in how we intentionally engage historically marginalized student and family groups.

Native American Community: We will partner directly with the Native Club and invite Native families to lead visioning sessions centered on sharing their cultural traditions, skills, and interests. This ensures the school's "mountain-strong" identity is rooted in indigenous leadership.

Hispanic/Spanish-Speaking Families: We will utilize empathy interviews and attend ELAC meetings for deep-dive discussions on community school priorities, ensuring all materials and dialogues are linguistically accessible and culturally responsive.

Inclusive Community Events: High-traffic touchpoints like the Backpack Giveaway and Fall Festival will serve as informal "listening posts," where staff have access to digital and paper needs assessment surveys and conduct short one-on-one interviews with community members who may not typically attend other school meetings.

High engagement activities such as experiential assemblies as well as cultural and academic field trips.

Access expansion to afterschool tutoring and development of the tutoring program into a sustainable system.

Support and training for teachers and staff for behavior, academic rigor, and well being.

By blending formal data collection with these relationship-centered interactions, we ensure our implementation reflects a shared vision that honors Anza's unique demographic and geographic landscape.

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
Decrease Chronic Absenteeism/Increase Attendance	By June 2027, Attendance Rate for all students will maintain at least at 96% or increase by at least 2% points from 25-26 EOY 93.7% to 26-27 EOY 95.7% as measured by the end-of-year attendance rate. Increase fun and engaging schoolday activities and student incentive to attend class and demonstrate good citizenship. Increase high engagement activities such as experiential assemblies as well as cultural and academic field trips.
Improve Student Support	By June 2027, Suspension Rate for all students will maintain at no more than 2% or decrease by at least 0.5% points from 25-26 EOY 5.1% to 26-27 EOY 4.6% as measured by the California Dashboard suspension rate. Increase fun and engaging schoolday activities and student incentive to attend class and demonstrate good citizenship. Increase opportunities for staff professional development for behavioral management and student supports.
Improve Student Academic Achievements	By Spring 2027, Reading proficiency for all students will maintain at least at 75% or increase by 3% points from 25-26 SMT 29.2% to 26-27 SMT 32.2% as measured by Lexile Assessment. By Spring 2027, Math proficiency for all students will maintain at least at 75% or increase by 3% points from 25-26 SMT 22.3% to 26-27 SMT 25.3% as measured by Quantile Assessment. Continue and improve upon the tutoring program.
Increase Parent Involvement/Engagement	We will increase opportunities for families to be involved on campus as well as after school activities. We will increase family communication opportunities through continued empathy interviews and needs assessments.
Increase Family Access to Resources	Bobcat Den to be expanded per needs assessment to increase capacity for family laundry, clothing, shoes, backpacks, etc.
Increase Staff Support & Training	Staff will receive professional development on phonics programs, small group tiered instruction and curriculum used in classrooms. Staff will have opportunities for professional development for behavioral intervention, student supports, and staff supports.
Increase Community Based Learning/Project Based Learning	We will create neutral space for outdoor and community learning. We will create an outdoor learning space for projects and experiential learning. Increase high engagement activities such as experiential assemblies as well as cultural and academic field trips.

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
The school plans to complete a full restoration of the campus greenhouse, transitioning it from nonoperational to a fully operational, ADA-compliant community based learning lab, by securing grant funding and coordinating district-level infrastructure repairs.	1. Plan to secure grant through RCOE or other for greenhouse repairs 2. Clean out site, remove tree from sump pond 3. Plan to request district repair of electrical, etc for fans 4. Create ADA access to greenhouse 5. Eventually repair evaporative cooling wall 6. Create plan for greenhouse upkeep system for the future
Establish a designated "Community Outdoor Classroom" on school grounds equipped with shade, weather-resistant seating and educational stations. Space would also be utilized for parent and community member led classes centered on sharing their cultural traditions, skills, and interests.	1. Seek community help and donations in building seating and surfaces 2. Purchase outdoor whiteboard or equivalent 3. Options for shade 4. Sign up sheet for teachers to use the space
Increase high engagement activities such as experiential assemblies as well as cultural and academic field trips.	1. Set the Calendar: Map out all field trips and assemblies to avoid scheduling conflicts with exams and testing. 2. Secure Funding: Allocate community school budget funds. 3. Prepare Students Beforehand: Teach a brief 1-2 lesson primer on the topic or venue so students arrive with background knowledge and questions. 4. Make Events Interactive: Use live Q&As, hands-on demonstrations, and scavenger hunts to keep students engaged. 5. Assign a Brief Follow-Up Task: Have students create a quick reflection project (e.g., a short presentation, photo journal, or lab write-up) to solidify learning. 6. Collect Feedback & Build a Database: Survey teachers and students after each event, and keep a rating log of the best venues, speakers, and performers for future use.

Goal 1: Establish Infrastructure for Community-Based Learning (CBL)

Plan to transform the campus greenhouse into an operational, ADA-compliant community-based learning lab to serve as a hub for student research, family engagement, and contextualized educator learning.

- Action Steps:
 - Funding & Site Clearance: Secure grant funding through RCOE (or alternative sources) to fund restorations. Clear the site, removing obstructions such as the tree in the sump pond.
 - District Coordination & Safety: Partner with district maintenance to repair core infrastructure (electrical, fans, and future evaporative cooling wall repairs).
 - Accessibility & Sustainability: Modify the layout to ensure full ADA compliance, and establish a long-term maintenance plan to ensure the facility's future viability.
- Proposed Measure of Progress: 80% completion of structural repairs and ADA compliance by June 2028.
 - Formalized greenhouse upkeep schedule to be signed off by district and school leads.

Goal 2: Create a Culturally Responsive Outdoor Classroom

Designate a "Community Outdoor Classroom" equipped for academic instruction and parent-led cultural sharing, allowing educators to learn directly from families' assets and traditions.

- Action Steps:
 - Resource Mobilization: Solicit community donations and volunteer help to construct weather-resistant seating and learning surfaces.
 - Instructional Set-Up: Equip the area with outdoor whiteboards, shade structures, and educational stations.
 - Integration Systems: Implement a digital reservation system for teachers and a community sign-up pipeline for parent-led classes.
- Measures of Progress:
 - Outdoor classroom fully operational and utilized by at least 60% of teaching staff per quarter.
 - Calendar reflects parent- and community-led sessions sharing cultural skills or traditions.

Goal 3: Build Educator Capacity in Community-Based Learning (CBL)

Utilize available space and eventually the greenhouse and outdoor classroom as practical settings for educators to study the theoretical roots of CBL and build deep relationships with student families.

- Action Steps:
 - Theoretical Alignment: Provide professional development (PD) using available space and eventually the greenhouse or outdoor classroom to teach the principles of place-based and community-based learning theories.
 - Experiential Staff Learning: Have educators attend and participate in the parent-led cultural classes in the outdoor space to gather firsthand knowledge of family assets, histories, and funds of knowledge.
- Measures of Progress:
 - 100% of instructional staff participate in PD linking the new spaces to CBL pedagogy.
 - Staff surveys show an increased understanding of student family backgrounds and practical application of CBL strategies.

Goal 4:

Increase high engagement activities such as experiential assemblies as well as cultural and academic field trips.

- Action Steps:
 - Set the Calendar
 - Allocate community school budget funds.
 - Survey teachers and students after each event, and keep a rating log of the best venues, speakers, and performers for future use.
- Measures of Progress:
 - Participation & Scope
 - Learning & Engagement
 - Execution & Efficiency
 - Cost Efficiency

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
Create community and parent interest and participation.	1. Leverage local news and radio, as well as other venues, to inform more parents and community members to participate in Steering Committee meetings. 2. Conduct one on one empathy interviews and directly reach out to parents for involvement. 3. Use news and other venues to continuously educate the community about community school happenings and accomplishments. 4. Use Parent Square, website, and social media to promote events and happenings.
Create student interest and participation	1. Inviting student leaders to participate in CSSSC meetings and data reviews. 2. Establish roles for student rep (share out from meetings, take lead with surveys or a focused survey question) 3. Establish how many/which meetings a student needs to attend.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

1. The Community School Steering Committee (CSSC)

The CSSC serves as the central governing and voting body responsible for oversight, budgeting, and ensuring shared decision-making with district and community partners.

- Composition: The committee strives to maintain 10 voting members. To ensure a deeply collaborative infrastructure, representation is intentionally drawn from diverse interest holders across the school ecosystem:
 - District staff or administration (1)
 - Parents/caregivers (2)
 - Educators (2)
 - Students (1)
 - Hemet Teachers Association (HTA) labor union (1)
 - Classified staff (1)
 - Community interest holders (2)
- The Wider Community School Team: Non-voting participants from the broader school community are highly encouraged to regularly attend CSSC meetings to share ideas, insights, and opinions.

2. Officer Roles & Leadership

The leadership within the CSSC includes two distinct officer positions elected for one-year terms:

- Facilitator: Responsible for developing and finalizing meeting agendas, collaborating with working groups, and guiding meetings to ensure differing opinions are heard while actively striving to build consensus.
- Secretary: Acts as the custodian and distributor of all official documentation (such as bylaws and meeting minutes), conducts CSSC and officer elections, and steps in to perform the Facilitator's duties if that office becomes vacant.

3. Ad-Hoc Working Groups

To tackle specific tasks or initiatives, the CSSC has the authority to form Ad-Hoc Working Groups.

- These groups operate under the umbrella of the main committee.
- The chairs of these working groups must be active members of the CSSC, and they regularly report back to the general body during monthly meetings.

4. Decision-Making & Democratic Process

- Consensus First: Matters are always debated with the primary goal of reaching complete consensus. Meetings utilize *Robert's Rules of Order* as a structural baseline while prioritizing collaborative agreement.
- Voting Backstop: If complete consensus cannot be reached, a vote is held to determine if the issue can be tabled. If 51% or more of the present members require an immediate decision, a proposal can be officially carried by a simple majority (51%+) vote, provided a quorum (51% of the total committee) is present.

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
Establish Dedicated Site-Level Leadership: Recruit, hire, and retain a full-time site-level Community School Coordinator to manage partnerships, align services, and support the target student population.	1. Draft a Targeted Role Profile: Define the site coordinator role as a Teacher on Special Assignment (TOSA) to ensure strong instructional alignment and credibility among site staff. 2. Build Labor & District Alliances: Advocate for the necessity of this position by collaborating with local labor associations (HTA/CTA) to ensure alignment with collective bargaining agreements. 3. Secure Executive Approval: Present a data-driven case to the Local Educational Agency (LEA) leadership and the School Board, highlighting how a dedicated coordinator directly improves student outcomes. 4. Inclusive Governance: Ensure the site coordinator, an LEA-level Director, a parent liaison, and tribal nation representatives are actively integrated into the Community School Steering Committee to guide site-level work.

Institutionalize and Sustain Academic Interventions: Scale the community school tutoring system into a high-impact intervention program with diversified funding.	1. Launch with Seed Funding: Design, launch, and implement the initial tutoring system utilizing Community Schools (CS) startup funds. 2. Demonstrate Proof of Concept: Establish rigorous measures of progress (e.g., attendance metrics, reading/math growth data) to prove the critical need and success of the intervention program. 4. Transition to Sustainable Funding: Leverage the program's proven success to advocate for long-term, full funding through the Expanded Learning Opportunities Program (ELOP), supplemented blending/braiding with Title I funds.
Increase Staff Support & Training	Staff will receive professional development on phonics programs, small group tiered instruction, and curriculum used in classrooms. Staff will have opportunities for professional development for behavioral intervention, student supports, and staff supports.

Increase Parent Involvement/Engagement	We will increase opportunities for families to be involved on campus as well as after school activities. We will increase family communication opportunities through continued empathy interviews and needs assessments.
Increase Family Access to Resources	Bobcat Den to be expanded per needs assessment to increase capacity for family laundry, clothing, shoes, backpacks, and additional family and student supports.

Key Staff/Personnel

School Principal	Serves as the site's chief executive and instructional leader, ensuring the community school strategy aligns with the school's overall academic mission and district expectations.
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Community School Coordinator (Site-Level / TOSA)	This is a planned role that is not yet filled. This role would serve as the central hub of the community school strategy at the campus. This individual is responsible for the day-to-day management of community partnerships, aligning external services with student needs, and facilitating communication between the school, families, and service providers.
Facilitator	Works with the Site Coordinator and Principal to build consensus on program directions and set monthly meeting agendas.
Secretary	Tracks site-level metrics, records votes regarding staffing or budget adjustments, and maintains official site documentation.
Parent / Community Liaisons	Main Role/Function: Acts as the primary bridge between the school staff, families, and the broader community, ensuring that families are empowered partners in their children's education. Key Responsibilities: Conducts family outreach, facilitates parent education workshops, helps recruit the two parent/caregiver voting members for the CSSC, and ensures that diverse and multilingual families have a voice in site-level decision-making.

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

Our strategy transitions the community school model from temporary grant reliance to a permanently funded, district-embedded infrastructure. Under the governance of the Community School Steering Committee (CSSC), core personnel and academic programming will be sustained through the strategic braiding of permanent public funds. Specifically, the site-level Community School Coordinator will be institutionalized into the district's Local Control and Accountability Plan (LCAP) using LCFF supplemental funds, while the high-impact student tutoring system will be fully sustained by blending Expanded Learning Opportunities Program (ELOP) and Title I revenue streams.

To diversify resources beyond state education dollars, the CSSC will launch a dedicated sustainability focus group to cultivate long-term local alliances. This ad-hoc group will be charged with developing formal Memoranda of Understanding (MOUs) with local businesses, philanthropic foundations, and community organizations to secure ongoing financial and material commitments. By legally cementing these partnerships, the site would ensure that services and family support systems remain active and integrated long after the initial grant period closes.

Finally, long-term survival is safeguarded through aggressive capacity building and an institutionalized culture of continuous improvement. We will invest in ongoing professional development for school staff, parents, and community partners to embed the community school philosophy permanently into our workforce. Managed by the CSSC officers, the site will utilize a centralized knowledge-sharing platform to archive best practices and track rigorous data, such as attendance and academic growth metrics, ensuring an undeniable proof of concept that drives the democratic, shared decision-making process forward.

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
Expand and diversify the Community Schools Strategic Steering Committee (CSSSC) to ensure leadership reflects the community's demographics and assets.	Action Steps: • Formal Tribal Leadership Integration: Partner with local tribal leaders to co-create a dedicated seat on the CSSSC, ensuring indigenous perspectives directly shape school policy and development. • Culturally Responsive Recruitment: Use the assets identified in the community assessment to intentionally recruit underrepresented families and community leaders into the CSSSC. Measures of Progress: CSSSC demographic makeup matches or exceeds student body demographics by the end of Q4. • 100% attendance and active voting participation from tribal and community partners at monthly meetings.
Launch a Sustainable Parent and Community Ambassador Program	Action Steps: • Tiered Volunteer Pipelines: Recruit and onboard family and community ambassadors to support both in-classroom activities and out-of-classroom community resources. • Shared Leadership & Capacity Building: Provide formal leadership training and extended learning opportunities for ambassadors, equipping them to co-develop, manage, and scale school support systems. Measures of Progress: • A cohort of at least 10–15 trained Ambassadors active by the end of the first semester. • Tracking logs showing a consistent increase in volunteer hours and ambassador-led initiatives.

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:

We categorize our established and planned community partners into four strategic areas to build a comprehensive network of support:

- Cultural & Community Leadership: Tribal Leaders, Lions Club (*Established*); Thimble Club (*Planned*)
- Media & Communications: Local News Representative (*Established*); Local Radio Station (*Planned*)
- Educational & Professional: Neighboring High School Staff, California Teachers Association (CTA) (*Established*)
- Infrastructure & Industry: Local Electric Co-op (*Planned*), Fire Department (*Planned*), Post Office (*Planned*), California Highway Patrol (*Planned*), AMR/Paramedics (*Planned*), Riverside County Sheriff (*Planned*), California Dept of Forestry (*Planned*)

Our partnerships directly address the specific needs and visions of our school community:

- Students (Pathways & Mentorship): Collaborating with neighboring high school staff eases academic transitions and creates mentorship pipelines. The planned partnership with the Electric Co-op will provide hands-on STEM learning and exposure to local career pathways.
- Families & Community (Culture & Mutual Aid): Partnering with Tribal Leaders ensures our school environment is culturally responsive and honors indigenous heritage. The Lions Club provides vital community-led volunteer support and resources for families.
- Staff (Support & Advocacy): Engaging with the CTA directly addresses staff priorities for professional resources, advocacy, and a supportive working environment.
- Community Voice (Two-Way Communication): Utilizing local news and radio partners ensures democratic communication, allowing us to broadcast student success, share vital resources, and keep the community actively informed.

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