

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

Mesquite Continuation High School
Principal: John Cosner
140 W. Drummond Ave
Ridgecrest, Ca 93555
760-499-1810

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:

A community school seeks to involve all members of the community in order to educate the next generation to prepare them for the world ahead of them. Schools recognize that one institution cannot do it all. However, we can all pool our talents together to make an amazing space for our kids to grow into capable adults. The COVID-19 pandemic taught us just that. In a time of uncertainty and pivoting to keep education moving for our kids, we also realized that this collective event was felt differently in every home in our community.

As children returned to campuses it became evident that we needed a different model of school. One that encompassed all the supports that children need in order to thrive: academic, social, emotional, and behavioral. Focusing on academics alone was no longer going to give our children the competitive advantage they need in order to thrive in our society. Schools needed to become a space where relationships were prioritized and adults worked together to create a school model that would ensure all students had access to the support they needed regardless of their families' socio-economic status. Parents wanted to be involved in their child's education process and become an integral part of the school community. This set the stage for a complete community transformation using the community schools strategy. Partnerships with community agencies were able to be formed in order to address the social-emotional, physical, and mental health needs of our children. Groups were formed in order to discuss the best way forward for our kids that involved all stakeholders: parents, staff, community members, and students. When we all work together for a common goal we gain a sense of pride, understanding, and love for our community at large.

Mesquite Continuation High School sits in a unique position with the students that they serve. Often students need an alternative form of education setting in order to finish their high school diploma. This environment gives them the support and accommodations needed in order to make that first step to thrive as an adult more attainable. Students here tend to be focused on trade careers more so than the typical comprehensive high school student. Having career technical education classes available not only serves to motivate the students but also sets them up for success later in adulthood. All of these facts present a need and a perfect spot for a community school. A place designed to be an educational hub that presents a world full of possibilities to our young adults who are primed to enter the world of work.

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.

In the initial process of our needs and assets assessment, we found that our community is in need of assistance in the following areas: access to affordable health care, enriched classroom experiences especially in the areas of career technical education, employment opportunities, and assistance with materials fees for students utilizing dual enrollment with our local community college.

As we obtain site-level resources we plan on exploring solutions to give our students more access to career technical education so that they are better prepared to enter into internship programs or gain employment in that field of study after graduation.

Data will be collected through yearly surveys, focus groups multiple times per year, advisory councils, and embedding our work in established cohort meetings such as Parent Teacher Organization (PTO), School Site Council (SSC), and English Language Learner Advisory Councils (ELAC). In addition, we plan for our community schools family liaison to engage families and seek feedback during parent nights throughout the school year. As we believe that all stakeholders should have a voice in their children's education, we will seek to obtain those viewpoints in multiple venues and modalities so that we are capturing a more well-rounded view of our community's needs. We also plan on creating a student council to bring in our student voices so that they are an integral part of our community school.

To address those needs identified in our initial needs assessment, we will seek to expand our partnership with Fleet and Family Services from the Naval Air Weapons Station (NAWS) at China Lake. Currently, they are serving our students by offering them optional sessions on budgeting, stress management, and preparing a resume for employment with the federal government. We would like to explore other ways to engage them with our students so our students are better informed of their career options at NAWS.

Additionally, the LEA will offer parent education courses that are targeted to differing needs as revealed by needs assessments. We will also seek a partnership with Parenting Partners which is aimed at empowering parents in discipline strategies and communication with their child's school to be an integral part of their education.

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
Create an enriched academic program where there is an emphasis on aligning student interest with access to career technical education programs within our community.	- Increase attendance rate - Increase English Language Arts and Mathematics proficiency rates - decrease of discipline referrals
Establish and expand the current partnerships to assist students in accessing gainful employment after graduation.	- increase attendance rate - Increase graduation rate - Increase college and career readiness rate
Establish or expand partnerships with community agencies for increased access to community resources (eg: physical health and mental health)	- increase attendance rate - Increase of students and family reports of sense of belonging at school - decrease of discipline referrals

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 social-emotional learning opportunities throughout the school day.	- Continue implementation of Capturing Kids Hearts (CKH) - ensure new staff members receive training in Capturing Kids Hearts (CKH)

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.

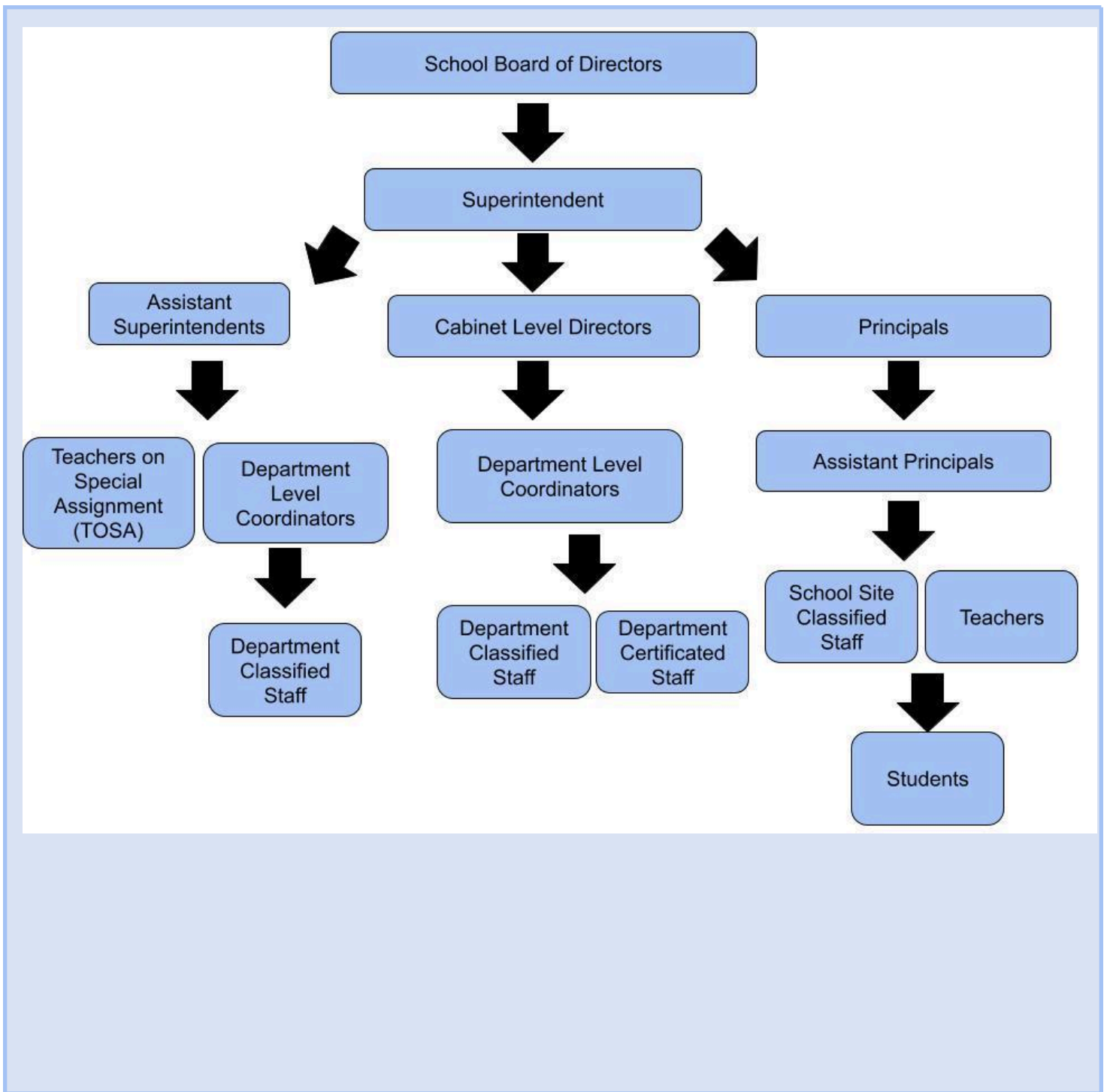
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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 participation from families, community members, and staff in school decision-making processes.	- create multiple venues for input from all stakeholders (eg. focus groups, surveys, personal interviews, advisory councils, etc) - frequently communicate and seek input for the community schools plan for all governance groups with the school site (SSC, ELAC, PTO, etc.)

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
Integrate funding for community schools priorities into existing funding sources (LCAP, Title funding, etc.)	- Throughout the course of the grant period, integrate funding for community school coordinator and site family liaisons into LCAP.

Key Staff/Personnel

Community Schools Coordinator	District-level coordinator for all sites receiving Community Schools grant funding, managing budget, capacity building for site family liaisons
School Site Family Liaisons	Connect families with needed resources, work in conjunction with staff for family engagement events, and serve on governance committees for community school interests.
Family Resource Center Staff	Assist in connecting families with needed resources upon referral from school site family liaisons.

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

We are committed to ensuring the long-term continuity and sustainability of our Community Schools initiative by embedding its core elements into district and site-wide planning and funding structures. Our approach includes leveraging multiple funding sources, strengthening community partnerships, and integrating key personnel and programs into existing frameworks.

To ensure continuity we will:

- Collaborate with the LCAP Advisory Committee to ensure that the goals and funding priorities of community schools align with district-wide objectives and are embedded in budget allocations.
- Partner with School Site Councils (SSC) to ensure site-level needs are reflected in school funding decisions.
- Align with Multi-Tiered System of Supports (MTSS) and social-emotional learning (SEL) strategies, ensuring community school resources are woven into broader student success frameworks.
- Incorporate Community Schools Coordinators and Family Liaisons into permanent roles, funded through LCAP, Title I, and other categorical funding.
- Continue Professional development for teachers and staff on family engagement, trauma-informed practices, and community resource integration, ensuring community school principles are embedded in everyday school operations.
- Prioritize ongoing capacity-building for leadership teams to ensure school administrators, counselors, and teachers are equipped to sustain and expand community school efforts.

To build sustainability we will:

- Explore federal, state, and local grants that align with our community schools' mission.
- Strengthen partnerships with local businesses, community organizations, and philanthropic foundations to create funding opportunities and resource-sharing agreements.
- Leverage county and regional resources by collaborating with the Kern County Superintendent of Schools and other educational agencies to maximize funding opportunities and technical support.
- Institutionalize parent and student advisory councils to provide continuous input on program effectiveness and needed adjustments.
- Foster long-term partnerships with local agencies, healthcare providers, and mental health services to ensure wraparound supports remain available for students and families.
- Develop a long-term impact evaluation plan to collect data on student outcomes, engagement, and family support services, ensuring the program remains responsive to community needs and demonstrates its effectiveness to potential funders.

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
Strengthen community partnerships for student services	- expand or establish partnerships in the local community for increased access to health needs. - increase the number of community outreach events to create stronger community relationships. - expand partnership with our local community college for increased access to career technical education opportunities for students.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

We currently have a strong foundation of established community partnerships that align with the vision and priorities of our students, staff, families, and community members. These include partnerships with our local regional medical center, mental health providers, organizations specializing in social-emotional learning curricula and strategies, and our local military base. Through these collaborations, we have been able to provide vital resources and services to our families, such as mental health support and social-emotional skill development. Moving forward, we aim to expand the scope of these partnerships by enhancing the services they provide and tailoring them to meet the evolving needs of our community. This includes offering relevant and timely parent education courses, improving access to affordable health care services, and reducing barriers such as transportation that may prevent families from accessing critical resources.

In addition to strengthening existing partnerships, we plan to establish new collaborations with local organizations, businesses, and community groups to further align with the shared goal of improving the quality of life for all members of our community. One of the primary focuses of these new partnerships will be to address the community's priority of increasing access to both education and health care services. As we navigate the grant period, we recognize that community needs may fluctuate, and we will remain flexible and responsive to emerging priorities. By fostering relationships with a diverse range of partners, we are committed to building a comprehensive and sustainable network of support that uplifts students and families, ensuring they have the resources and opportunities to thrive.

Our high school students express a desire to be able to learn a specific trade while also working in that field. We intend to explore options with our community partners for the possibility of internships or apprenticeships in the fields of interest of our students. Careers such as welding, health care workers, trade craftsmen, etc.

Site Level Goals and Measures of Progress

Goals	Action Steps
Establish a parent education course with subject matter experts in our community	- Expand partnerships with Fleet and Family Services to link education courses for those who work on our local military base. - Establish a partnership with Parenting Partners in order to build the capacity of parents and increase awareness of home-school communication.
Expand partnerships with local community agencies for increased access to health care.	- Expand current services offered through Ridgecrest Regional Hospital to include the mobile health clinic for vaccines. - Establish a partnership with Kern Family Health to increase medical provider access. - Expand partnerships with Clarvida mental health to ensure district mental health providers do not serve the same families. - Establish internships with community business members for students.

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