

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

La Sierra High- Cohort 3- CDS Number: 54 10546 5430327 Site Principal: Jose Bedolla, School
Contact Information: (559) 733-6963

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces (Relationship Focus)
2. Shared power (Shared input)
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

La Sierra believes in the application of the Community Schools framework for several reasons. The first being that La Sierra has historically served underrepresented communities within Tulare County. Since a great majority of these students and families are first generation, La Sierra is committed towards utilizing the Community Schools framework towards better addressing the needs of its students for future college and career preparation. The next reason that La Sierra believes in the application of the Community Schools framework is due to support for raising student achievement. Historical school data via the California Dashboard for La Sierra, reflect the need for La Sierra to better support at-promise student learning and growth. La Sierra will utilize the CCSPP Implementation Grant to continue the Community School teacher position. The Community School teacher provides targeted academic and behavioral intervention support to La Sierra students across all 7-12 grade level spans. For the upcoming 26-27 school year, the CCSPP teaching position will be split 50% between two teachers for continued school improvement measures for improving student learning outcomes across all 7-12 grade level spans.

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.

La Sierra utilized student and staff focus groups, the advent of its School Site Council, English Learner Advisory and Parent Teacher Organization committees towards identifying its respective school needs for the application of the Implementation Grant. La Sierra's original Implementation Grant application during the Spring Semester of 2024, requested the funding being used for the creation of a social worker position. Due to budget and staff realities, La Sierra informed the CCSPP commission during the Summer of 2024, that the Implementation Grant cycle would be utilized to continue the Community School teaching position. The Community School teaching position was originally approved through the CCSPP Planning Grant cycle. The Needs Assessment data from all of La Sierra's Educational partners, coupled with the importance that the Community School teaching position entails, substantiated why La Sierra moved forward with utilizing the new Implementation Grant cycle towards continuing the Community School teaching position. The Community School teaching position meets the needs of La Sierra in providing targeted academic and behavioral intervention support to the site's at-promise students for ongoing school improvement efforts towards raising student achievement across all 7-12 grade level spans. La Sierra will continue to implement the Community School teaching position with fidelity during the upcoming 26-27 school year for ongoing school sustainability measures towards raising student learning outcomes over time. Removed from this, the Community School teacher is actively involved in engaging all educational partners via the site's after school outreach activities for improving familial engagement towards supporting school initiatives for student betterment and advancement.

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
Academic Support (tutoring, specialist, etc.)	Through the application of the Community School teaching position, student learning outcomes across CDE Dashboard metrics in the areas of English Language Arts and Mathematics will improve for raising student achievement towards college and career preparation and standing. This goal will continue for the upcoming 26-27 school year.
Multi-Tiered Systems of Support	Through the application of the Community School teaching position, the La Sierra tiered systems of support will further improve towards reducing student suspension rates and improving student attendance rates for greater student success both within and outside of the classroom for ongoing student capacity building efforts. This goal will continue for the upcoming 26-27 school year.
Summer Programs	Through the CCSPP Implementation grant, any remaining funding will be utilized to help support expanded learning opportunities for La Sierra students across grade levels 7-12. The implementation of a summer program will further allow La Sierra at-promise students to receive additional academic and social support towards continuing strong connections to school and community for ongoing student success efforts. This goal will continue for the upcoming 26-27 school year.

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
Ongoing Staff Professional Learning	La Sierra will utilize the upcoming 2026-2027 school year via its Professional Learning Community and monthly Staff Meetings to build capacity regarding the Community School Framework and pillars. The completion of these meetings will further help La Sierra improve its tiered systems for raising student academic and social achievement. La Sierra will also continue to participate in the Community Engagement Initiative for ongoing support towards improving familial participation for student success efforts across all 7-12 grade level spans.
School Outreach Meetings	La Sierra will utilize its School Site Council, English Learner Advisory, Parent Teacher Organization and Community Engagement Initiative meetings to build capacity amongst all educational partners regarding the Community School pillars for stakeholder professional learning and capacity building regarding how the Community School framework will further help La Sierra improve its educational services for student advancement.

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
School Leadership Team	La Sierra continues to have a School Leadership Team that consists of the Site Principal, Learning Director, Truancy Officer and Community School teacher. This leadership team supports the implementation of the Community School framework and teaching position for ongoing school improvement measures for raising student achievement across all 7-12 grade level spans. The team also supports the professional development of the Community School framework and pillars to La Sierra staff and educational partners via the advent of the site's SSC, ELAC, PTO and CEI Meetings for ongoing stakeholder professional development and capacity building.
Compassionate Systems Leadership Team	La Sierra has a Compassionate Systems Leadership Team that supports the interdisciplinary integration and application of the Community School frameworks for ongoing school improvement measures. The Compassionate Systems Leadership team consists of the Site Principal, Learning Director, middle school and high school staff, the Community School teacher and middle and high school cadets. This Leadership team also works in conjunction with the School Leadership team in building professional capacity amongst all La Sierra staff and educational partners regarding the interdisciplinary integration of the CCSPP and Compassionate Systems frameworks for the ongoing refinement of La Sierra's Tiered Systems of Support for student success efforts over time.

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):

There is a horizontal articulation in how La Sierra implements the application of the CCSPP framework. The School Leadership team works in partnership with the Compassionate Systems Leadership team towards integrating, sequencing and teaching the CCSPP frameworks to all La Sierra Educational partners for ongoing school improvement measures. The School Leadership and Compassionate Systems Leadership teams work in partnership towards providing the necessary training and teaching of the CCSPP frameworks to all La Sierra educational partner groups i.e., (SSC, ELAC, PTO & CEI organizations) for ongoing school capacity building measures. This action plan will continue for the upcoming 26-27 school year for program implementation efforts.

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
The application of the Community School Teaching Position	We plan to utilize the Implementation Grant to continue to execute with fidelity the Community School teaching position. The CSP position provides targeted academic and behavioral intervention support to our site’s at-promise students for ongoing school improvement measures towards raising student achievement over time. For the upcoming 26-27 school year, the CCSPP teaching position will be split 50% between two teachers for continued school improvement measures for advancing student learning outcomes across all 7-12 grade level spans. Our goal after the conclusion of the Implementation Grant Cycle is to phase the CSP teaching position into our LCAP General Funding cycle for sustainability of the CSP position over time.
La Sierra Administrative Team	For the upcoming 26-27 school year, the La Sierra Site Principal and Learning Director will work directly with the two Community School teachers towards ensuring that the Community School framework and pillars are championed and integrated into all components of La Sierra’s Tiered Systems of Support for improving student learning outcomes across all 7-12 grade level spans. The La Sierra Administrative team will work in directly mentoring and coaching the La Sierra Community School teachers towards teaching the CCSPP principles for student and educational partner engagement and capacity building measures.

Key Staff/Personnel

Describe the plans or steps you are considering to build sustainability beyond the life of your 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
<p>Leo's Club & Compassionate Systems Leadership Team</p>	<p>La Sierra will utilize the Leo's Club and Compassionate Systems Leadership teams during the upcoming 2026-2027 school year to complete service learning on behalf of areas of need in Tulare County. The Leo's and Compassionate Systems Leadership teams will engage in applying the CCSPP pillars towards further engaging La Sierra youth via the importance of project based learning towards providing service in making a positive impact in local communities of need. La Sierra will partner with local service agencies in Tulare County towards providing outreach for student community support and engagement.</p>
<p>Student Leadership Development and Opportunities</p>	<p>For the upcoming 26-27 school year, the La Sierra administrative team will work directly with the Community School teachers via the School and Compassionate Systems Leadership teams towards developing and promoting student leadership opportunities for the application of the CCSPP framework. The goal with the cultivation of these student leadership opportunities is that it will further create greater student efficacy towards the importance that students can have in positively impacting their schools and local communities for productive societal change and transformation. The last goal of the Student Leadership Development application is that it will further connect students to the importance of education towards becoming college and career ready for ongoing student capacity building measures for raising student achievement across all 7-12 grade level spans. It is La Sierra's goal that every student is college and career ready upon graduating from the military academy for successful post-secondary advancement.</p>

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:

For the upcoming 2026-2027 school year, La Sierra will apply the CCSPP principles via the advent of the site's School and Compassionate Systems Leadership teams and Leo's Club respectively. La Sierra will partner with local Tulare County service organizations regarding providing service learning for local community areas of need. As a military academy, La Sierra will utilize the CCSPP framework to further outline the importance of service and project based learning towards engaging students in positively giving back to their local communities. It is La Sierra's goal that through the application of the CCSPP principles in conjunction with its leadership teams, that all La Sierra students become better citizens towards understanding the important role that each person has in being able to positively transform society for the betterment of all citizenry. La Sierra will continue to utilize the CCSPP principles towards improving its school systems while engaging local community agencies for the continual fostering of new community partnerships for site and student capacity building measures over time.

Site Level Goals and Measures of Progress

Goals	Action Steps
College & Career Readiness	<p>La Sierra will apply the sequence of College & Career readiness in conjunction with the CCSPP framework towards its ongoing familial outreach in building capacity regarding the importance of education towards better supporting first generation La Sierra students. The integration of the College & Career and CCSPP frameworks will better improve student achievement and learning outcomes for La Sierra students across all 7-12 grade level spans for ongoing student success efforts. La Sierra will accomplish this by implementing the California College Guidance Initiative i.e., (CCGI) platform for the first time during the upcoming 2026-2027 school year. The CCGI platform will serve great utility in promoting access to college to all La Sierra students towards acquiring success and happiness through the forging of strong school and familial partnerships via the application of the Whole Child approach for student agency and betterment.</p>
School Outreach Meetings	<p>La Sierra will always provide ongoing educational partner capacity building regarding the CCSPP Pillars in all of its SSC, ELAC, PTO and CEI Meetings. The application of these CCSPP teachings will further engage and inform La Sierra families regarding the importance of the CCSPP framework and Community School teaching position towards better serving the unique learning needs of La Sierra students. The implementation of these processes will ensure that school improvement measures towards raising student achievement will continue with efficacy for future generations of incoming students.</p>

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