

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: *TRES PINOS ELEMENTARY SCHOOL* IMPLEMENTATION PLAN

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

Tres Pinos Union School

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Strategies, Priorities and Goals

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

Strategy 1: Shared Commitment, Understanding, and Priorities

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

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

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

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

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

At Tres Pinos School, our decision to adopt the community school model is driven by our commitment to nurturing a supportive environment where both students and families can thrive. Through extensive engagement with stakeholders, it became clear that there is strong belief in the value of a community school approach. This model is fully aligned with the California Community Schools (CA CS) Framework, underscoring our dedication to its core Overarching Values.

We prioritize creating racially-just, relationship-centered spaces that foster inclusivity and equity, ensuring all students feel valued and supported. We believe in shared power, engaging students, parents, staff, and community members in collaborative decision-making processes that shape the direction of our school.

Our commitment to classroom-community connections bridges the gap between theoretical learning and real-world experiences. Through partnerships with local organizations and businesses, we enrich educational opportunities and deepen community engagement.

Embracing a focus on continuous improvement and possibility thinking, we nurture a growth mindset that encourages innovation and resilience in overcoming challenges. As a small rural school, we are keenly aware of the limitations in resources for our students and families. Our developmental plans center on implementing the CA CS framework to create a nurturing environment where the holistic development of every child is paramount.

We are dedicated to providing comprehensive support services that address academic, social, and emotional needs. By leveraging our community partnerships and embracing these core values, we are actively building a community school where students and families can flourish. Our goal is to ensure that every child at Tres Pinos School has the opportunity to succeed and thrive in a supportive and enriching educational environment.

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.

At Tres Pinos School, our commitment to implementing the community school model includes a proactive approach to engage historically marginalized student and family groups. We understand the critical importance of ensuring that all members of our school community, especially those who have been historically marginalized, are heard, valued, and included in shaping our educational environment. To achieve this, our implementation process for community schools incorporates several key strategies.

Firstly, we will conduct culturally responsive outreach efforts that are inclusive and respectful of the diverse backgrounds of our community. This includes providing materials and communications in languages spoken by our families and ensuring accessibility to all. We will also strengthen partnerships with local organizations and community leaders who have established trust with historically marginalized groups. These partnerships will help us better understand their unique needs and ensure that our programs and services are responsive and effective.

We are committed to hosting family engagement events that are inclusive and accessible, offering opportunities for historically marginalized families to share their perspectives, priorities, and aspirations for their children's education. Furthermore, we will ensure equitable decision-making by inviting diverse voices to participate in our Community Schools Council and other advisory groups. This involvement will allow these groups to contribute to shaping our school's direction and priorities.

In addition, we will incorporate culturally relevant curriculum and programs that reflect the diversity of our student body and honor the cultural backgrounds and experiences of historically marginalized groups. Lastly, we will establish ongoing feedback mechanisms to gather input from historically marginalized families on the effectiveness of our initiatives and make necessary adjustments based on their feedback.

Through these comprehensive strategies, we are dedicated to creating a community school environment that is truly inclusive and equitable. We strive to ensure that historically marginalized student and family groups are actively engaged and empowered to participate in and benefit from all aspects of our educational community.

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 |
|---|---|
| Integrated Student Supports | <ul style="list-style-type: none"> -Student Survey (SEL/Wellness Center Survey to all students) -Partnerships with community based organizations |
| Collaborative Leadership and Practices | <ul style="list-style-type: none"> -Parent participation in events -Parent participation in Panther Council meetings -Parent participation in Community Schools Events |
| Effective Communication and Family Engagement | <ul style="list-style-type: none"> -Parent teacher conferences -Parent surveys -Communication through the school app / website -Newsletters, flyers, signage (school posters) |

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 |
|-------------------------------------|--|
| Professional Learning Opportunities | -Workshops on mental health, SEL, PBIS, MTSS -Collaboration with school site mental health providers |
| Mental Health and Wellness | -Implement SEL platform in the classroom (CharacterStrong) -Student Assemblies on Wellness -Wellness Center -Mental Health Services -Classroom practices (model SEL behaviors) |

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 |
|--|--|
| Continue Community Schools Council | -Meet twice per trimester -Training and capacity building -Engagement and communication -Add student representation |
| Public presentation of community school initiative | School Board Presentation on Community Schools Initiative |

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):

Community school coordinator works closely with the school principal, along with the San Benito County office of Education to create diverse and equal voices to represent all stakeholders. Panther council Meeting serves as an avenue to discuss support and plans with school partners such as students, staff and community agencies.

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 |
|--|--|
| Continue to obtain mental health providers that are multilingual | <ul style="list-style-type: none"> -Signing MOU's -Mentorship programs -Constructive feedback -Inclusive workspace culture |
| Continue current community school staffing | -Assign Community School Coordinator for Tres Pinos School |

Key Staff/Personnel

| | |
|------------------|---|
| School Principal | The school principal plays a crucial role in leading a community school. The principal provides educational leadership by setting the school's vision, mission, and goals aligned with the community school model. They ensure that curriculum and instructional practices meet the needs of diverse student populations, including historically marginalized groups. They make sure the school is fair and includes everyone. This means fixing any problems with resources and making sure everyone feels safe and respected. The principal also works to get families and the community involved in school. The principal sets up events for families to join, keep communication open, and make sure families have a say in decisions about how their kids learn. |
|------------------|---|

| | |
|---|---|
| Mental Health Therapist & Community Schools Coordinator | Provides crucial counseling services, offering individual and group sessions to address social, emotional, and behavioral challenges. They work closely with school staff to identify students who may benefit from mental health support and collaborate on strategies to meet students' needs. Additionally, the therapist facilitates partnerships with local organizations and community leaders to enhance resources available to students and families. Also works on organizing family engagement events, workshops, and information sessions to involve parents and the community in the educational process. They also collect and analyze data to evaluate the effectiveness of community school programs and initiatives, ensuring they meet the needs of students. Offers guidance and resources to help families understand and address their children's mental health needs, fostering a supportive and enriching school environment. |
| SBCOE Community School Administrator | Consultative support and coordination of the county resources and funding including potential partnerships from different agencies. |

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

To sustain our community school initiative beyond the life of our implementation grant, we are taking proactive steps in planning, collaboration, and resource allocation. We will diversify funding sources by seeking additional support from local, state, and federal sources, as well as private foundations and corporate sponsors. Building relationships with donors and grant-making organizations interested in education and community development will be crucial.

Additionally, we plan to establish and strengthen partnerships with local organizations, businesses, nonprofits, and community stakeholders. By collaborating on shared goals and seeking financial and in-kind contributions, we aim to sustain our programs and services. We will also maximize the use of existing school and community resources, identifying cost-effective ways to deliver services and leveraging school facilities for community use after hours.

To demonstrate the impact of our community school model, we will collect and share data on student outcomes, family engagement, and community well-being. Using evidence-based practices, we will justify continued investment in our initiatives. Furthermore, we are committed to building the capacity of school staff and community partners. We will provide professional development and training opportunities to ensure the quality and effectiveness of our programs as we work to sustain and expand our community school efforts.

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 |
|---|---|
| Include community partners in community school council meetings | - Itemized Agenda to add community partners -Ongoing collaboration |
| Include community partners in Community School events | -Invitation to the event -Provide education on programs and services |
| Integrated Student Support Partnership | -Partnership with community based organizations to address student learning addressing the whole child -SEL activities -Performing Arts -Health and Well-being |

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:

This academic school year (2023-2024), we established partnerships that have enriched our students' educational experience and promoted community engagement. We partnered with the YMCA of San Benito County to implement the Youth Fit for Life program, which provides health education classes and physical activities four times a week for each grade level. Additionally, we collaborated with the San Benito Arts Council to offer a 12-week Song and Dance Program for younger students and a 12-week ukulele program for older students.

These initiatives were developed based on feedback from students and families last year. To celebrate these partnerships and promote family involvement, we organized community school night events. With the YMCA, we hosted a Family Fitness Night, and with the San Benito Arts Council, we held a culminating performance showcasing what students learned during their 12-week programs. These efforts reflect our commitment to providing programs that meet the needs and interests of our school community, fostering a supportive and engaging learning environment.

Our goal for the academic school year (2024-2025), we plan to engage in services with Go Kids to support with parent workshops and community resources.

Site Level Goals and Measures of Progress

| Goals | Action Steps |
|---------------------------|--|
| Continue partnerships | -Signing MOU's, regular assessment, long-term planning |
| Engage community partners | -Outreach for new community partners such as grant funding to continue collaboration |
| Parent Workshops | -Partnership with Go Kids -Childcare access for parent workshops |

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