

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/aq/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

Antelope Valley Learning Academy
Danyalle Wallin, Principal
dwallin@avlearning.org
(661)902-1469

Mary Reagan, Principal
mreagan@dschs.org
(661)418-1874

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:

Antelope Valley Learning Academy (AVLA) shared an understanding of and commitment to the CA Community Schools Framework, and the overarching Values were evident throughout the last few years of planning and implementation with all of our education partners and in the development of the goals of the CCSP project and

the goals for LCAP. Since AVLA is a public, non-profit charter school designed for 'At-risk' high school students who were not successful in traditional schools, the values of being racially-just, relationship-centered, socially-emotionally safe, with strong classroom-community connections are the foundations of our programs. The AVLA student population is 85% socioeconomically disadvantaged, and a good portion of the students come from challenging environments where there has been significant trauma. Incoming students also have very low trust with others and don't have resources or supportive mentors focused on helping the student be successful. The AVLA community is committed to every student's academic success, supporting social emotional learning and rebuilding trust between the students and adults. It is a flexible, personalized education program that, with becoming a community school, provides a pathway to a high school diploma and a personalized life plan beyond high school for career success.

Within this Implementation Plan, the CA CS Framework awareness, training, and commitment will include the Four Pillars of Community Schools, the Four Key Conditions for Learning, the Four Cornerstone Commitments, and the Four Proven Practices. The five capacity-building strategies below will provide more detail for implementation in each section.

Shared power with all of our community Ed Partners, staff, students, and parents is vital for our becoming a community school and continuously improving. Each person brings a unique perspective and improvement ideas that result in the best community school program and student success.

When asking "What can becoming a community school do to strengthen the values and meet the identified needs of students?", we developed our CCSPP goals to mirror our LCAP goals:

AVLA CCSPP Goals:

1. Ensure equitable access to culturally appropriate, integrated student support services by improving coordination and delivery of school and community resources for students and their families.
2. Build the capacity of families and community members to support AVLA students' academic success, attendance, and positive youth development by providing parent education and connecting families to available community resources.
3. Strengthen collaboration between staff, students, parents, community members and administrators involved in the CCSPP implementation plan, and build staff awareness and promotion of the CCSPP involved resources to students and their families.
4. Partner with community-based agencies to enhance and expand extended learning programming to provide students with new, relevant academic and enrichment learning.

AVLA LCAP Goals:

1. Increase student academic progress.
2. Increase student college and career readiness.
3. Increase student retention for graduation completion.
4. Increase educational partner engagement.

AVLA is committed to ensuring all students progress toward academic proficiency by providing culturally relevant, high-quality, differentiated instruction and academic and social-emotional support. Student mental and physical health needs are continually assessed, and support is provided to optimize student learning focus.

AVLA's main high school campus and its home study location are both located in east Palmdale.

AVLA's Community Schools Site Steering Committee (SSC) ,led by the Community Schools Coordinator (Community Programs Manager), will continue to lead the CCSPP Implementation Project. The Community Schools Coordinator will continue overseeing the community school program, partnerships. and strategies at the school sites. This will include ongoing assessment of the equitable distribution of the Multi-tiered System of Support (MTSS}, mental health, and community partner resources.

The SSC will work with the ELAC, LCAP, and the Parent Advisory Council to assess the degree to which their school site embodies the CA CS Framework and the Overarching Values.

All of these committees will continue to be trained with the CA Community Schools Framework and other guiding documents in the Fall of 2026 to be sure any new members have a full understanding and can participate as collaborative decision-makers. Next, a professional development plan will be developed to improve asset-driven, racially-just, relationship-centered spaces with restorative practices, culturally responsive instruction, shared decision-making, and participatory practices. Additionally, the Community Schools Coordinator, in conjunction with the SSC, will take surveys and lead discussions regarding ongoing unmet student needs. The parent councils and school leaders will incorporate information about the CCSPP initiative into school-wide events, print and digital materials, internal and external communications, and site-level education partners' engagement opportunities to build shared understanding and commitment to the CA CS Framework.

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.

The Community Schools Coordinator and AVLA Site Steering Committee worked with the entire community to conduct a multistep needs assessments process to assess needs of students, families, and the school communities to map community resources and identify service gaps.

Student, school, and community data from the CA Dashboard, internal data, the Learn for Life School Climate Survey, the LCAP, and the Needs and Assets Assessment were gathered and analyzed. The findings were shared with the site leadership and compared to services and systems already in place and gaps were identified. The Community Programs Manager and site leadership brainstormed prospective partners or additional funding resources might fill the gaps for identified needs and then what the CCSPP could provide in resources to meet the remaining needs. This process leveraged existing partners and resources.

The findings were shared throughout the year with the Site Steering Committees and other students, staff, and parents during additional family engagement events to get feedback on proposed CCSPP project, including the alignment of the vision, goals, actions, and expected outcomes with the CA CS Framework and Overarching Values.

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
Equitable access to integrated student support and resources for academic success	Increase the number of students meeting standards in ELA and mathematics as measured by CASPP. Increase the percent of students showing growth on ELA and mathematics as measured by NWEA. Increase the students completing 2.0 credits in each learning period and reduce chronic absenteeism.
Expand extended learning programs with new academic courses, career skills, concurrent enrollment with community college, and other enrichment opportunities.	Increase students' success in concurrent enrollment in community college courses. Increase student-relevant academic courses and activities. Increase additional enrichment opportunities in college and career.
Increase the number of students and parents connected to the community resources.	Increase collaboration and the number of community partners and resources available to students and families. Increase the number of students with all needs met as measured through surveys and focus groups.
Strengthen collaboration between staff, students, parents, community members and administrators involved in the CCSPP Implementation Plan.	Increase the number of engagement activities. Increase the participation numbers at community and school-sponsored events. Increase students' participation in extended learning opportunities.

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
Increase educator proficiency in community-based learning (CBL)	1. Train all staff in theoretical roots and practical elements of community-based learning 2. Teachers who participate in CBL professional learning share best practices for incorporating CBL into the curriculum and educational practices.
Continue using Community Schools Coordinator to spearhead Community Schools development	1. Continue community school implementation through Community School Coordinator 2. Community Schools Coordinator will train educational staff on CBL (progress will be monitored by training logs, sign-in sheets, surveys, and data).

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.

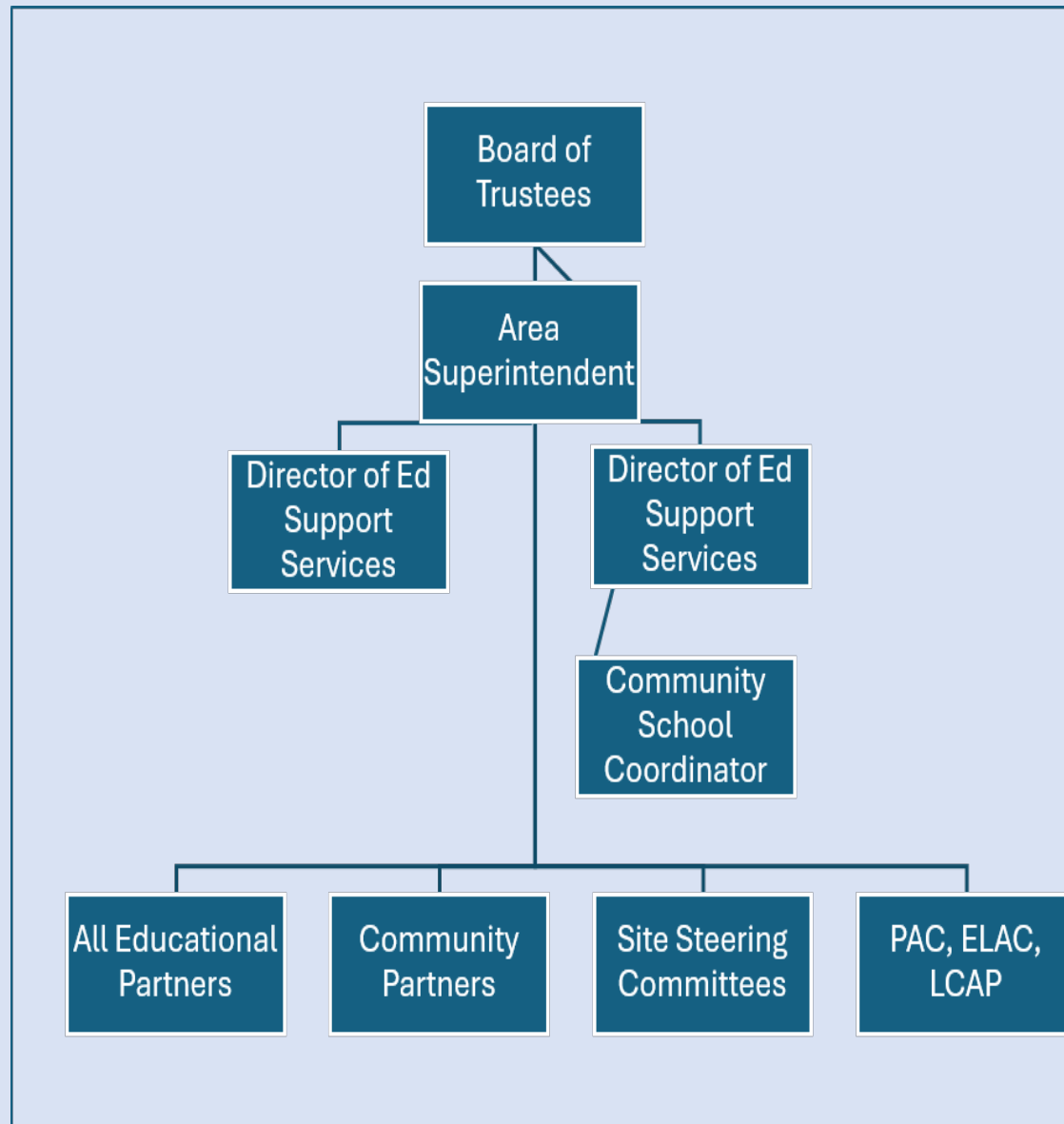
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
A CCSPP Site Steering Committee comprised of parents, students, teachers, classified staff (operations, tutors), administrators, and community education partners will meet four times a year to make major decisions for CCSPP continued implementation.	1.Continue Site Steering Committee and meet quarterly to review implementation actions, including analysis of progress data, and make ongoing decisions. -progress monitored by quarterly agendas, sign-in sheets, and meeting minutes -additionally, data collected shows student progress toward credit completion, meeting graduation requirements, college & career participation, and physical and mental well-being. 2.Solicit qualitative feedback bi-annually from all key education partners, including students, parents, families, teachers, staff, and community partners to collect information useful for community school planning and continuous quality improvement. 3.Incorporate CCSPP implementation reports (include data collected to determine progress), into all key engagement opportunities, including meetings of PAC, ELAC, and LCAP to gather feedback.
Provide integrated student support services	1.Utilize the CCSPP Site Steering Committee to review support services for students struggling with academic progress, physical, or mental health issues and develop an improved integrated support plan. -Progress is measured by meeting minutes, student lists, adjusted individualized learning plans, and student support plans.

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):

The system of collaborative leadership is represented in the following organizational chart:



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
Community Liaison continues in their role	1. Under the direction of the Community Schools Coordinator, the community liaison works with SSC team to develop student lists from the school year for students that need additional support to be successful. 2. In collaboration with counselors, social workers, and other student support staff, CL reaches out to students and determine how to deliver additional supports, such as academic, transportation. -Progress monitored by Community Schools Coordinator -SCC team reviews students who need additional support -Calendar of Community Liaison meetings and community outreach -Monitor progress of identified students in academic, attending non-credit completed by learning period (quarterly basis) \
Community School Coordinator continues in their role	1. Community Schools Coordinator continues monitoring program Implementation and grant commitments -review of current staffing completed, and Social Worker hired to address students' SEL needs -Progress is monitored by meeting minutes, data, staffing and program creation.
Utilize student support personnel and systems to work with identified students	1. Collect and analyze data, and identify student groups in need of intervention -Credit completion, EL progress, graduation rate, NWAE growth, etc. -Continue having students receive support from a counselor and/or social worker -Progress is monitored by SSC and site admin team 2. Adjust supports and actions as needed given student outcomes

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
Enhance relationships with existing partnerships and prospect new partnerships to better meet site-specific needs for students and families' community-based services and activities.	1. Community liaison continues to establish community partners and expand the services of existing ones. Targeted entities will be those who can provide social emotional support, healthcare, and housing for students -Progress monitored by student participation in services provided by partners 2. Review and update the CCSPP Partnership List to identify any new partnerships (bi-annually) - Progress measured by Partnership List expanding 3. Formalize partnerships with a written agreement. -Progress is monitored by a signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including services to be provided. 4. Engage community partners in Site Steering Committee quarterly meetings -Progress is monitored by meeting attendance

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:

Throughout the community school planning process, Site Steering Committee members engaged with local leaders and community education partners from each school site to conduct a community asset mapping and needs/gap analysis. This included completing an inventory of existing community-based service providers operating within the charter attendance area to create an Education Partners list. This list has the partner and the services the partner can provide and in which areas.

The list below includes key existing community-based service providers along with several prospective partners that AVLA plans to establish a relationship with to support the CCSPP Project.

Existing Community Partners

The Children's Center of the AV

Provides clinical therapy and whole person restoration.

America's Job Center of California

Supports our students and their families entering the workforce.

Valley Oasis

Provides housing programs and support.

Bartz Altadonna Community Health Care

Provides primary health care and specialty service care with mobile health capabilities.

The Lost Children's Project

Provides job training courses in industrial arts, auto fabrication and furniture construction.

Project Joy

Works with students and their families to provide empowerment, education, and encouragement

Youth with a Purpose

Provides students with classes focused on art exploration, along with supportive services for students and families.

Antelope Valley College

The Antelope Valley's local community college. AVC academic counselors work with AVLA counselors to support students with enrollment, registering for classes, and tuition.

Penny Lane

Youth, family, community, health, mental health, and housing programs.

Antelope Valley Transit Authority

Transportation support for students.

The Power of Sight

Provides vision screenings and eyeglasses through a mobile clinic

Developing Community Partnerships**Hunger Action LA**

Provides information and assistance regarding CalFresh enrollment, case support, and flyers for local food pantries

Parents Anonymous

Provides parent-focused mental health support

Department of Mental Health

Student workshops related to mental health and how to access mental health services

Antelope Valley Youth Center

Youth-focused prevention, intervention, and re-entry services

Carpenters Training Partners Inc.

Provides job training courses in construction

Vision y Compromiso

Training and advocacy services through Community Health Workers

H.E.L.P.E.R. Foundation

The HELPER Foundation provides a gang intervention community, and gang entrance prevention services.

SALVA Organization

Food and diaper distribution, education courses for Spanish-speaking individuals, migratory clinics

Erick A. Garcia You Are Enough Foundation

Mental health and suicide prevention resources

CA State Parks & Recreation

California outdoor recreational and educational opportunities

Two Lifestyles

Community support, educational classes, prevention programs, youth services, case management, and family empowerment services

American Beauty College

Local beauty school offering training and certification opportunities.

The Community Programs Manager and Community Liaison have been meeting with additional partners throughout the school year to develop new relationships with additional agencies and businesses to benefit students, families and community members. This will include working with each site to address the local needs for wraparound services provided to students and families

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.