

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

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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:

The Napa County Office of Education Camille Creek Community School is part of the Court and Community School System in California. For decades, our focus has been on the whole child as our population consists of the county's most vulnerable youth. We understand that our families must have a strong voice in their student's education so that we can, as a team, address the barriers that are preventing the students from success in school and in their community. We have a history of partnering with local community agencies, probation, social services, and local service agencies to connect our students and families with local supports to improve outcomes for both the family and the student. Our community partners are provided opportunities to be present on the campus during the school year and expanded learning hours. Community partners provide feedback to the school via emails, interviews, and surveys supporting the overarching value of shared power with our staff and families.

Our demographics are bicultural, with the majority of our families of Hispanic background. Our family service team was created with bi-cultural, bilingual staff to support the families in a more authentic manner. Our School Social worker, Bilingual Interventions Coordinator, and 2 parent liaisons are trained to provide culturally sensitive support to parents. They interact with parents in an authentic and strengths based manner and encourage them to give feedback to the school during family/student meetings, via surveys, at Site Council and ELAC, and informal chats.

Classroom and community connections are an important step in the future success of our students. We provide numerous opportunities for our students to learn off campus, whether it be working with horses at Spirit Horse Equine therapy, caring for the native plant garden at Skyline Park, or assisting seniors in better understanding their digital devices at the senior center. We provide students with paid internships and are looking to increase those learning experiences as our students are engaged more strongly when they find the activity relevant and meaningful.

Through the CCSPP and LCAP process, as well as the SPSA and WASC plans, we reflect on the initiatives and successes of our plans using diversified data and feedback. We understand that the cycle of continuous improvement provides a structured approach to enhancing educational quality and outcomes. Through the lens of continuous improvement, engaging all stakeholders—especially those with different perspectives than our educational partners—allows new ideas to emerge. This inclusive approach ensures diverse insights contribute to the ongoing enhancement of educational quality and outcomes.

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.

Camille Creek Community School aims to expand our CCSPP committee by including new members in our bi-weekly meetings. We specifically want to have parents and additional classified staff members present at these meetings. Additionally, as mentioned in the report, we plan to establish a Parent Leadership Team. This group will assist in the planning and execution of school community events to elevate our family voices and increase engagement.

We will continue to administer formal surveys twice a year to families and students, annual surveys and interviews with our community partners, and annual staff surveys to inform our ongoing work. Focus groups have proven to be effective for gathering qualitative data and feedback from our students, and we will maintain this practice annually. Our families represent the most marginalized populations in the community, with the majority of parents being Spanish-speaking. Therefore, we will prioritize hiring bilingual/bicultural staff and provide translation services at all family meetings and events. Additionally, to better support our long-term English learners, we will train teachers in best practices for using the science of reading to aid older students who struggle with literacy. We will also continue to offer one-on-one tutoring for our most struggling readers.

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
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Camille Creek staff will participate in Professional Development to improve student outcomes, reduce suspension rate and referrals.
Community Based Learning	Camille Creek will increase the number of community based learning opportunities for students to engage in with a goal of 80% of students having at least 2 opportunities per semester
Parent Leadership Development and Opportunities	We will expand parent leadership opportunities by establishing a Parent Leadership Team that will partner with school staff to strengthen family engagement, provide input on school initiatives, and help shape meaningful opportunities for parent collaboration and involvement.

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
Personalized Learning Plans	Students will co-create a personalized learning plan with homeroom teacher and review goals and progress every three weeks
Community-Based Curriculum, Pedagogy and Projects	Increase the number of paid internships offered to students

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
Parent Leadership Development and Opportunities	Create Parent Leadership Team to increase parent participation and leadership on campus
Teacher Leadership Development and Opportunities	All staff will continue to engage in the collaborative exercises to support student literacy as well as digital equity in partnership with NCOE Continuous Improvement dept as well as Verizon Innovative Learning 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):

Principal/Assistant Principal oversee all staff at the schoolwide level. The Family Service team is led by the Bilingual Interventions Coordinator who plans professional development and supports data collection and family interactions with the parent liaisons. The Family Service Team and Principal/Assistant Principal work to provide activities and events for parents. We include Community Partners in the planning as needed. Site Council and ELAC meetings have representation as described by the CDE - admin, teacher, classified staff, parent, student, and community representative. The school support staff are supervised by both the Principal and Assistant. Student leadership will create opportunities for improved school culture on campus. Probation and the school SRO support in the safety of the campus and meetings are held informally with administration and relevant staff numerous times throughout the week and more formally at Safety Planning Meetings. Camille Creek has two NCOE student board members who represent the schools interest at the county office level.

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
To maintain the CSL position	CSL position is divided on site by Principal and Interventions Coordinator. Funding is not CCSPP - LCFF and PEI grant
Fund the CSL position at LEA level	There is a Community Schools Coordinator at the LEA level Who supports the work at the site level

Key Staff/Personnel

2 Parent Liaisons	Support the Community School Grant by building and maintaining trusting relationships with parents. Acts as a bridge between the school and the classroom
Principal/Assistant Principal	All Site Functions
School Social Worker	Support student academic and social success; support parents with basic needs
Interventions Coordinator	Work in conjunction with students and families using targeted interventions to improve student outcomes

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

We will be working with the District Office Staff to allocate funds to continue the work being funded by the CCSPP grant. LCFF and Equity Multiplier funds would be the most likely source to sustain funding

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
Work with Community partners to host parent engagement and education on campus	Create a collaborative that meets quarterly to schedule Community partner offerings and activities on campus
Increase opportunities for paid internships to include a greater number of students	Create outreach methods and tracking system with local business for internship and funding opportunities.

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:

COPE Family Center - provide support and education to parents
 Puertas Abiertas - support families with housing, legal services, food, and community engagement
 ParentsCAN - provide parent support and advocacy for students with special needs
 Aldea Children and Mental Health Services - provides mental health check ins and substance abuse group on campus
 Napa Valley College -Counseling and transition support
 VOICES/ On The Move - connect youth with resources and leadership opportunities
 Napa County Mental Health - therapeutic services on campus and crisis intervention
 NEWS - support for students and family members experiencing domestic violence, relationship counseling on campus
 Adult Education - counseling and transition services; vocational classes for seniors
 ABODE- Homeless housing and food services
 Napa County Self Sufficiency - cash, food and medical services and assistance
 Spirit Horse Therapeutic Riding Center - provides equine therapy for students
 Up Valley Family Center - coordinated services for our more rural families
 Napa County Probation - provide support to families and youth who are on probation
 Napa Housing Authority -
 OLE Health - comprehensive health services
 Alternatives for Better Living - anger management groups and individual therapy
 Skyline Park Master Gardener - works with our students both at the park and our garden

Napa Valley Education Foundation - arts program

Partnerships are central to Camille Creek Community School's vision of creating a community school where students and families have access to the resources, relationships, and opportunities needed to thrive. Through collaboration with community-based organizations, higher education institutions, healthcare providers, social service agencies, and local government partners, we are able to provide coordinated wraparound supports that address academic, social-emotional, physical, and basic needs barriers to learning.

These partnerships support the Community Schools Framework by strengthening family engagement, increasing access to mental health and wellness services, expanding college and career readiness opportunities, and connecting students to meaningful community-based learning experiences. By sharing responsibility for student success and leveraging community resources, our partners help create a supportive, relationship-centered environment that promotes equity, belonging, and positive outcomes for all students and families.

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