

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

Crossroads Academy; Nancy Dempsey

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 Crossroads Academy, our commitment to becoming a community school is grounded in the belief that every young person deserves meaningful opportunities, strong relationships, and a pathway to a successful future regardless of their current circumstances. For our incarcerated youth, a community school means creating a supportive ecosystem that connects education, career development, mental health services, probation, families, and community partners around the whole child. Through individualized support, mentoring, employability skills instruction, and restorative practices, students build trusting relationships with adults who help them envision positive futures.

We promote shared power by incorporating student voice into career exploration, transition planning, educational goal setting, and Child and Family Team meetings. Students actively participate in identifying their interests, strengths, and aspirations, helping shape their educational and postsecondary pathways.

Our work emphasizes classroom-community connections through partnerships with local employers, Napa Valley College, Rising Scholars, Nimbus Arts, the Napa County Library, and community organizations that provide career readiness experiences, internships, work-based learning, arts education, and postsecondary opportunities. These connections help students see the relevance of their learning and build bridges to life beyond incarceration.

Finally, we embrace continuous improvement and possibility thinking by regularly reviewing student outcomes, collaborating with probation and community partners, and adapting supports to meet emerging needs. Moving forward, we will continue expanding student leadership opportunities, strengthening family engagement where possible, increasing access to work-based learning experiences, and deepening partnerships that support successful reentry, postsecondary enrollment, and long-term success.

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 Napa County Office of Education Court and Community School department regularly engages students, families, staff, and community partners to identify strengths and areas of growth in both the Camille Creek and Crossroads schools. Information is collected in a variety of ways as listed below:

- Weekly meetings with Probation & school staff to build on successes and identify areas of growth
- Juvenile Hall Evaluation report completed yearly
- Interview partnering agencies to collect input
- School Site Council/ELAC
- Healthy Kids Survey
- Bi-yearly family surveys
- Student SEL surveys
- Parent contacts including meetings, phone calls, text messages, email

- Partnership with Juvenile Justice Coalition
- Interviews and feedback from the Napa Grand Jury

Our needs assessment uncovered many strengths of the Crossroads program that are aligned with the Community School model. The students are provided in-person wrap-around services in mental and physical health. A nurse supports the site daily to provide medication administration and triage services for physical health issues. Counseling offered through Napa County Mental Health allows for individual sessions and group sessions addressing substance abuse, anger management, and prosocial skills.

In addition, Community School funding supports a full-time Career Technical Education (CTE) teacher who provides students with hands-on career exploration, employability skills instruction, and future-ready learning experiences. Through activities such as career readiness labs, workplace skill development, guest speakers, and transition planning, students are able to explore potential career pathways while building confidence in their abilities and future opportunities.

Beyond career preparation, the CTE teacher plays a critical role in fostering a positive school culture by developing strong relationships with students, creating a sense of belonging, and helping youth envision themselves as successful contributors to their communities. These experiences increase awareness of postsecondary and career options while preparing students to participate in internships, job shadowing opportunities, employment, and continued education upon release from the program.

A third area of growth is expanding academic support and credit recovery opportunities for students. Many students who enter the Crossroads classroom have experienced significant interruptions in their education, resulting in credit deficiencies and gaps in academic skills. There is a strong opportunity to provide targeted academic assistance and expanded learning opportunities that help students recover credits, stay on track toward graduation, and build confidence as learners. By combining individualized support, flexible learning opportunities, and trauma-informed practices, students can make meaningful academic progress while developing the skills and self-efficacy needed for successful transitions back to school, employment, and postsecondary education.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Provide all students with access to employability skills and Career Technical Education (CTE) opportunities that promote career readiness, workplace success, and positive postsecondary and employment outcomes.	30% of students in year 1, 35% of students in year 2, and 40% of students in year 3 will enroll in one CTE section. 100% of students in the Crossroads class will attend the once weekly employability skills class.
Increase access to expanded learning opportunities through after-school programming that supports credit recovery, academic success, arts enrichment, and technology skill development. These programs will foster student engagement, creativity, critical thinking, and college and career readiness while addressing individual learning needs	Increase expanded learning from 1 day per week to 3 days per week by the end of year 1. Increase number of students served in the expanded learning program.
Strengthen cross-agency partnerships to provide comprehensive, whole-child supports that promote academic success, well-being, career readiness, and successful community reintegration for the county’s most vulnerable youth.	Alongside Napa County Probation, ensure a structure is in place to support students via regular CFT meetings, cross departmental check-ins, and connection with NCOE College/Career Readiness Dept. and Napa Valley College to support students in planning for successful reintegration.

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
Create opportunities for community connections inside the juvenile hall classroom	CTE and admin will create and execute a series of engaging activities for students to build relevant skills to transfer to working in their local community. Guest speakers will come into juvenile hall to participate in career exploration
Offer internships and work experience For eligible students in the community	Administration will work in conjunction with juvenile hall staff to provide students with opportunities to build employability skill in their local community through internship and work

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
<p>Evaluate existing leadership and decision-making structures that embed shared leadership and stakeholder engagement. The committee will include student representatives, family members, probation partners, school staff, and community organizations, creating a collaborative forum for gathering feedback, informing school improvement efforts, enhancing educational opportunities, and supporting successful student outcomes during incarceration and reentry.</p>	<p>Collaborate with key stakeholders to gather feedback on their experiences with the current decision making processes and their suggestions for improvement. Revise processes to reflect feedback.</p>
<p>Provide parents with opportunities for meaningful participation and shared decision-making to ensure that educational experiences are responsive to the unique needs of their students.</p>	<p>Ensure that parents of incarcerated students are represented at joint Site Council and ELAC meetings</p>
<p>Invite families to be part of the Board of Education meetings, and provide translation for increased access.</p>	<p>Post Board meeting agendas and invite through Parent Square. Work with NCOE to provide translation services.</p>

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):

To strengthen shared decision-making, the school will establish processes for gathering stakeholder feedback through meetings, surveys, and collaborative discussions. Feedback will be reviewed by the leadership committee and used to inform recommendations, refine practices, and improve governance structures. Stakeholders will have ongoing opportunities to contribute to decisions affecting school climate, student support services, family engagement, and educational programming.

Family voice will be integrated into the governance system through participation in joint Site Council and ELAC meetings, with intentional outreach to parents of incarcerated students. Families will also be invited to participate in Board of Education meetings, creating opportunities for engagement at both the site and district levels. Board agendas and meeting invitations will be distributed through ParentSquare, and translation and interpretation services will be provided in partnership with NCOE to ensure equitable access and participation.

This shared governance system will create clear structures for collaboration, elevate stakeholder voice, and promote collective responsibility for improving student outcomes, well-being, and successful reentry experiences.

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
Braided funding (Title 1D) will be used to provide CTE instruction	Contract with CTE teacher to provide training and career exploration activities for all students
Bilingual instructional support specialist works at the school to support teacher with classroom instruction	NCOE will provide 1 FTE bilingual instructional support specialist to enhance classroom learning and aide in facilitating classroom instruction.

Key Staff/Personnel

CCSPP site level coordinator – Principal Nancy Dempsey	Leads the CCSPP initiative by working alongside the students, families, school staff, Family Service Team, and community partners to share the Community School vision and support the actions that move that vision forward.
LEA level Community School Program Planner-Vanessa Rubio Mabanta	Support the coordination of county-level government agencies, non-profits, community-based organizations, and other external partners to support Community Schools implementation. Napa COE Community Schools Lead will provide

	<p>technical assistance to transform and deepen authentic connections for staff, students and families.</p> <p>Napa COE and the Bay Area RTAC Team provide the following support systems rooted in the California Community Schools Framework: 1. Quarterly webinars and technical assistance offerings. 2. Monthly Transformational Learning Communities (TLC's). 3. Bay Area RTAC virtual office hours.</p>
<p>Angela Higdon - Assistant Principal</p>	<p>Engages in the planning and execution of the Community School Plan. Supports site staff in implementing the plan including development of CTE programs and connection to industry professionals. Works with staff & students to provide employability skills, career exploration and life skills training.</p>

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

To ensure the long-term sustainability of Community School strategies beyond the CCSPP grant, Crossroads Academy will continue to utilize braided funding sources, including Title I, Part D, LCFF, probation funding, and competitive grants. Key programs and staffing that support student engagement, academic progress, career readiness, and successful transitions will remain priorities.

Napa County Probation has committed partial funding to sustain the CTE teacher position, ensuring continued access to employability skills instruction, career exploration, life skills training, and workforce readiness opportunities for all students. Title I, Part D and other funding sources will support expanded learning, credit recovery, and academic interventions. Napa County Office of Education will continue providing a bilingual instructional support specialist to enhance classroom instruction and support student learning.

Site leadership, including the Principal as the Community School Site Coordinator, the Assistant Principal, and the LEA-level Community School Program Planner, will continue coordinating implementation efforts, strengthening partnerships, and monitoring outcomes. Through ongoing collaboration with probation, community partners, and regional technical assistance networks, Crossroads Academy will sustain and refine successful practices that support positive educational and postsecondary outcomes for students.

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 alongside Napa County Probation to implement community school model in the juvenile hall setting	Provide 1FTE gen ed teacher; 1 FTE CTE teacher; 1 FTE Full time bilingual aide; 0.4 FTE SPED resource teacher
Partner with NCOE College and Career Readiness department to enhance Student learning	Partner with NCOE College and Career Readiness dept To provide learning opportunities and guest speakers

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:

In partnership with Napa County Probation, NCOE will continue to strengthen the community school model within the juvenile hall setting to ensure students receive high-quality instruction, individualized supports, and meaningful college and career readiness opportunities. This strategy focuses on meeting students' academic, social-emotional, and transitional needs while preparing them for success beyond the juvenile hall setting.

NCOE will provide targeted staffing to support student learning, including one full-time general education teacher, one full-time Career Technical Education (CTE) teacher, one full-time bilingual instructional aide, and a 0.4 FTE Special Education Resource Teacher. This team will collaborate to deliver standards-based instruction, differentiated supports, language access, and specialized interventions aligned to student needs.

NCOE will also partner with the College and Career Readiness Department to enhance learning experiences and expand exposure to postsecondary pathways. Students will participate in career exploration activities, workforce readiness experiences, and engagement with guest speakers representing a variety of industries and educational pathways. These opportunities will help students connect classroom learning to real-world applications and future goals.

Through the integration of academic instruction, targeted supports, and career readiness programming, this strategy strengthens student engagement and promotes positive outcomes. In collaboration with key partners, NCOE will ensure students in the juvenile hall setting have access to the tools, relationships, and opportunities needed to support their long-term success.

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