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

Lincoln Elementary
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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 toward 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:

Lincoln Elementary: Celebrating Year 1 of the California Community Schools Partnership Program

As we conclude the first year of our journey under the California Community Schools Partnership Program (CCSPP), Lincoln Elementary is proud to reflect on the significant strides we've made in becoming a thriving community school. Our collective efforts have been centered around fostering a robust and inclusive environment where every member of our school community is engaged and empowered.

Embracing the Core Principles and Cornerstone Commitments

From the outset, Lincoln Elementary has embraced the core principles and Cornerstone Commitments of the CCSPP. These principles have guided us in transforming our school into a hub of learning, support, and community engagement.

Celebrating Our Community School Milestones at Lincoln Elementary

As we reflect on our first year under the California Community Schools Partnership Program (CCSPP), Lincoln Elementary has much to celebrate. Our journey toward becoming a vibrant community school has been marked by significant milestones and robust community engagement, fostering a culture of inclusion, collaboration, and shared vision.

1. **Development of Community Schools Surveys**:
    - We initiated comprehensive surveys designed for students, staff/teachers, and parents, gathering invaluable insights into their needs, priorities, and aspirations. These surveys have been a cornerstone in understanding our community's diverse perspectives and shaping our initiatives.
2. **Active Involvement in School Committees**:
    - Our participation in various school committees, such as parent meetings, the School Site Council, and the Positive Behavioral Interventions and Supports (PBIS) committee, has strengthened our community ties and ensured a broad-based approach to decision-making and policy development.
3. **Communication and Transparency**:
    - Regular presentations at staff meetings have kept our team informed about the ongoing work and updates under the Community Schools Initiative (CSI). This transparent communication has fostered a cohesive understanding and commitment to our shared goals.
4. **Listening Campaign**:
    - We launched a comprehensive Listening Campaign to actively incorporate the voices of all community members, especially historically marginalized students and new parent participants. This initiative has been instrumental in bringing diverse perspectives to the forefront and ensuring that every voice is heard and valued.
5. **Sharing the Findings**:
    - The insights gathered from our Listening Campaign were presented to the entire school community, fostering a shared understanding of our collective experiences and setting the stage for collaborative action and improvement.
6. **Engagement Plan**:

- We developed and implemented an Engagement Plan to systematically involve various groups—administrators, certificated staff, classified staff, students, family members, and community members—in our community school's activities and decision-making processes. This plan has been vital in ensuring inclusive and ongoing participation from all stakeholders.

7. **Needs and Asset Assessment Process**:
   - Through the Needs and Asset Assessment Process, we engaged our Community Schools Advisory Council (CSAC) in meaningful and productive dialogues. Our Gallery Walks facilitated robust conversations, where participants could explore, question, and propose solutions in an interactive setting, driving home the importance of community input and collaboration.

These celebrations highlight our commitment to building a strong, inclusive, and responsive community school. By actively engaging all members of our school community and prioritizing transparency and inclusivity, Lincoln Elementary is creating a supportive environment where every student and family can thrive. We look forward to continuing this transformative work and building on the solid foundation we have established.

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.

Deepening Needs and Asset Assessment: Engaging the Lincoln Elementary Community

As we transition from the planning phase to the implementation of the California Community Schools Partnership Program (CCSPP) at Lincoln Elementary, we recognize the importance of delving deeper into our needs and asset assessment. Our goal is to ensure that our entire community actively participates in identifying and prioritizing our community school's key goals and vision. To achieve this, we employed a comprehensive and inclusive engagement strategy that reaches all stakeholders, including administrators, certificated and classified staff, students, family member, and community .

Inclusive Engagement Strategy

1. **Committee Participation**:

- **Administrators** will be engaged through strategic planning sessions and regular administrative meetings, where they can provide leadership and insight into operational needs and potential resources.
- **Certificated and Classified Staff** will participate in focus groups and professional development workshops, offering their frontline perspectives on student needs and school assets.
- **Students** will be involved through student councils, ensuring their voices are heard directly and authentically in shaping their educational experience.
- **Families** will be engaged via multilingual surveys, and one-on-one interviews, particularly targeting non-English speaking households and those who might feel less connected to the school community.
- **Community Members** will be invited to visioning exercises, fostering a collaborative dialogue about how local resources can best support our students and families.

2. **Processes for Deep Engagement**:
   - We utilize **surveys** to gather broad input across the school community, tailoring questions to elicit specific insights from different groups.
   - **One-on-one interviews** will be conducted with key stakeholders to gain deeper understanding and personal stories that may not surface in group settings.
   - **Focus groups** will allow for in-depth discussions and the exploration of diverse perspectives, particularly from historically marginalized groups.
   - **Visioning exercises** and **community forums** will bring together diverse members of our community to collaboratively create a shared vision for our school, ensuring that all voices contribute to our future direction.
3. **Engaging Historically Marginalized Groups**:
   - To ensure we include historically marginalized students and families, we will work with cultural liaisons and community leaders who can bridge communication gaps and build trust with underrepresented groups.
   - We will provide translation services and culturally responsive meeting formats to facilitate genuine participation from non-English speakers and those who might feel alienated from traditional engagement methods.
   - By hosting events at accessible times and locations, and offering childcare and transportation if needed, we will remove barriers to participation for all families.

Through these inclusive processes, Lincoln Elementary will deepen our understanding of community needs and assets. This will allow us to create a comprehensive, equity-driven plan that reflects the diverse priorities and aspirations of our entire school community. Our commitment to engaging all stakeholders, especially those historically marginalized, ensures that our community school is a place where every student and family feels valued, heard, and supported.

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**
Deliver public presentations and annual reports detailing engagement efforts along with the resulting community school plan/updates, including goals, data, and outcomes.	Ensuring CSCM is part of the monthly staff meetings to provide presentations and updates to staff Standard of Practice to include CSCM in site based Admin Meetings Increasing opportunities to report updates to community members (city meetings, town hall meetings, rotary clubs, etc.)
Integrate various school-wide efforts and initiatives (e.g., Expanded Learning Opportunities, State Pathways, Universal Transitional Kindergarten) to support alignment and streamline	Increase Extended Learning Opportunities through Community Schools Initiative Collaborate with Lynwood Parks and Recreation Using community partners such as the Los Angeles Sheriff's Department to support school-wide safety initiatives

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 student's 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.

- think about what's going on at your school site and provide information on how you are in the visioning stage
- Remember to use PBIS/Restorative Practices/SEL Specialist information
- Ask teachers how they bring cultural backgrounds into the classroom
- Ask how they engage students with real-life experiences and learning
- Talk to your teacher on the CSAC — What do they know about CBL? Have they ever used it?
- District Wide PD - Culturally Responsive Teaching (2022)
- Equity Centered /Social Justice Lessons at the end of each Unit
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Site Level Goals and Measures of Progress

Goals	Action Steps
Empower community schools with the autonomy to innovate on curriculum, pedagogy, and assessment to curate an instructional framework that best responds to the assets and vision of the local community.	Partner with the Equity Department to ensure the development and implementation of Culturally Relevant and Just curriculum in classrooms. Partner with LTA to discuss how we can innovate curriculum and pedagogy (CBL, Social Justice, etc.)
Enhance Student Engagement and sense of Belonging through Real-Life and Culturally Relevant learning Experiences	Partner with LTA to discuss how we can integrate real-life experience projects and cultural assets into the curriculum

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 the coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports the 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
Provide continuous leadership development opportunities for students, educators, families, and community members	Provide PD for leaders to help support their growth and development Book Study with CSAC Members that focuses on leadership in education (i.e. Servant Leadership)
Regularly engage students, families, educators, and community partners in conversations about how to improve decision-making and implementation processes to strengthen the impact of the community school strategy.	Frequent presentations and opportunities for discussions open to ALL interest-holding partners Activities that support collaborative planning (Needs Assessment)

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of another graphic):

Expanding on Shared Governance at Lincoln Elementary

At Lincoln Elementary, shared governance is a foundational pillar of our community school model. We believe that the best decisions are made when everyone's voice is heard and valued, reflecting the rich diversity of our school community. This approach ensures that our governance structures are not only inclusive but also responsive to the needs and aspirations of all stakeholders.

Diverse Selection of Interest Holders

Our commitment to shared governance begins with the careful selection of a diverse group of interest holders. We include representatives from all key segments of our school community:

- **Students**: Students are at the heart of our educational mission. Their unique perspectives on the learning environment, school culture, and extracurricular activities are crucial. We engage them through student councils and direct representation in decision-making forums, ensuring that their voices directly influence policies and initiatives that affect their school experience.
- **Parents**: Parents bring invaluable insights into their children's educational experiences and needs. We actively involve parents from various backgrounds, including those from historically underrepresented and marginalized communities. By doing so, we capture a broad spectrum of viewpoints and foster a sense of ownership and engagement in our school's direction.

- **Teachers**: As the primary facilitators of learning, teachers' expertise and day-to-day experiences are essential in shaping effective educational strategies and policies. We include teachers from different grade levels and subject areas, allowing us to address the diverse academic and developmental needs of our students.
- **Classified Staff**: Often the unsung heroes of our school operations, classified staff provide critical support services that keep our school running smoothly. Their perspectives on the operational and logistical aspects of our school are vital. We ensure their participation in discussions about school climate, safety, and student support services.
- **Administration**: School administrators play a key role in providing strategic direction and leadership. Their involvement ensures that our governance processes align with broader educational goals and policies. Administrators facilitate discussions, mediate conflicts, and help implement the collective decisions made by the community.
- **Case Managers and Support Staff**: These professionals provide specialized support to students with unique needs. Their insights into the challenges faced by these students and their families are crucial for developing inclusive and supportive policies and programs. Their participation helps ensure that we address the full spectrum of student needs.

Inclusive Decision-Making Process

At Lincoln Elementary, we practice an egalitarian approach to decision-making, where all members of our governance bodies have an equal share and voice in discussions. This means that decisions are not imposed from the top down but are the result of collaborative dialogue and consensus-building. Key features of our decision-making process include:

- **Open Forums and Meetings**: We hold regular forums and meetings where all stakeholders can share their views and participate in discussions. These meetings are structured to encourage open dialogue and ensure that all voices are heard and considered.
- **Consensus-Building**: We strive to reach consensus on major decisions. This approach fosters unity and ensures that the outcomes are widely supported by the community. When consensus is not immediately possible, we use democratic voting processes that respect the majority view while still considering minority opinions.
- **Transparent Communication**: Keeping everyone informed is crucial. We maintain transparency by regularly updating the school community on the outcomes of governance meetings, the rationale behind decisions, and the next steps. This transparency builds trust and encourages ongoing participation.

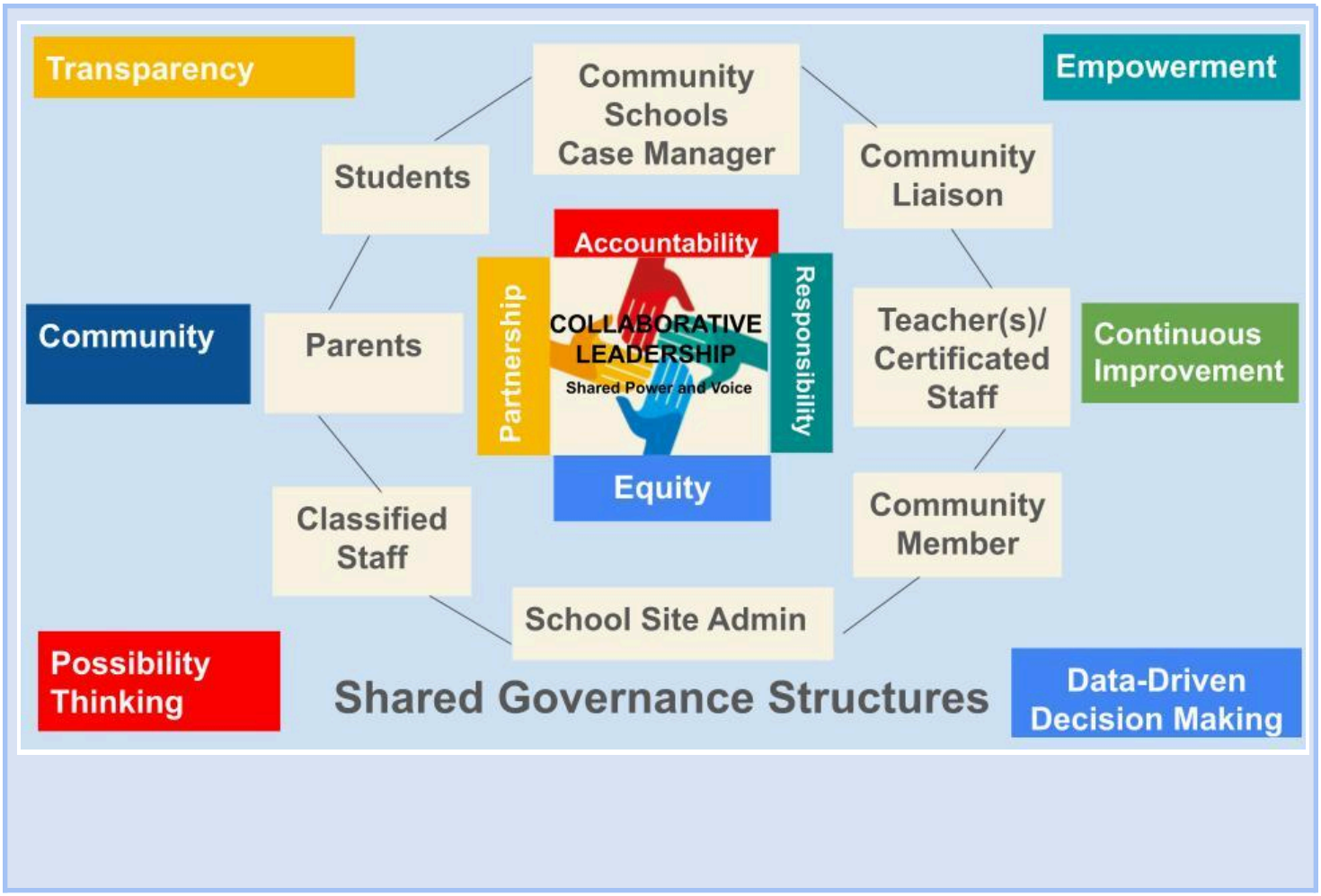
Community Schools Advisory Councils (CSAC)

Our commitment to inclusive governance is embodied in our Community Schools Advisory Councils (CSAC). These councils are structured to provide comprehensive site-level leadership and inclusive representation:

- **Comprehensive Leadership Structure**: Each CSAC is designed to include representatives from all stakeholder groups, ensuring a broad and balanced leadership. The structure is flexible and adaptable, allowing us to respond effectively to changing needs and emerging issues within our community.

- **Inclusive Representation**: We actively seek to include voices from every part of our school community. This includes deliberate outreach to groups that might otherwise be underrepresented, such as non-English speaking families, students with disabilities, and families from lower socio-economic backgrounds. Our goal is to ensure that our councils reflect the full diversity of our school.
- **Focused Committees and Working Groups**: Within our CSACs, we establish focused committees and working groups to tackle specific issues and initiatives. These smaller groups enable more detailed work and facilitate greater involvement from stakeholders with particular interests or expertise.
- **Regular Meetings and Engagement Opportunities**: CSACs meet regularly and provide numerous opportunities for community engagement. These meetings are open to the entire school community, allowing anyone interested to participate or observe. This openness encourages continuous involvement and feedback.
- **Robust Dialogue and Action-Oriented Outcomes**: CSAC meetings are designed to foster robust dialogue and produce actionable outcomes. Discussions are framed around key questions and challenges, with a focus on finding practical solutions that benefit our students and school.

Through these comprehensive and inclusive governance structures, Lincoln Elementary ensures that our community school model is driven by the collective input and shared vision of our entire community. By valuing and integrating diverse perspectives, we create a supportive and dynamic environment where every stakeholder feels a sense of ownership and commitment to our school's success.



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
Establish comprehensive sustainability plans at both the site and system levels to secure long-term funding and resources necessary to maintain core staffing, including the positions of Community School Coordinator and site-level coordinators, ensuring the continuous support and growth of community schools.	• Identify Core Staffing Needs • Develop Long-term Funding Strategies • Institutionalize Core Staffing Roles • Monitor and Evaluate Sustainability Efforts
Ensure that the district recruit, hire and retain a diverse, multilingual staff, including a designated LEA-level Community School Coordinator and site-level Case Managers in every community school, to effectively support and reflect the needs of the target student population	• Assess Needs and Define Roles • Develop a Recruitment Plan • Implement Training and Support Systems • Retention and Professional Development

Key Staff/Personnel

Community Schools Case Manager	• Connect families to resources
Community Liaison	• Identify the needs of the community
Community Schools Coordinator	

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

As Lincoln Elementary embarks on the implementation phase of our Community Schools Initiative under the California Community Schools Partnership Program (CCSPP) grant, our focus is on embedding the principles of community schools into every facet of our operations. This involves comprehensive planning, specialized training, sustainable funding strategies, and a unified approach to school improvement. Our commitment is to ensure that these efforts are inclusive, equitable, and sustainable, ultimately enhancing the educational experiences and outcomes for all our students.

Specialized Training and Ongoing Support for School Staff

To effectively implement the community school model, we recognize the importance of equipping our staff with the necessary knowledge and skills. This begins with specialized training and ongoing support tailored to the diverse roles within our school.

- **Teachers**: Teachers are central to fostering a socially just and inclusive learning environment.

We provide professional development focused on culturally responsive teaching, project-based learning (PBL), and social justice education. These training sessions help teachers integrate these principles into their curriculum and classroom management practices. By empowering teachers with these tools, we ensure that our educational practices promote equity, critical thinking, and engagement among students.

- **Classified Staff and Support Personnel**: Classified staff, including administrative assistants, custodians, and paraprofessionals, receive training that underscores their role in supporting the community school environment. This includes workshops on creating inclusive spaces, understanding trauma-informed practices, and effectively engaging with students and families. Support personnel, such as counselors and social workers, are trained in coordinating with community resources and providing holistic support to students.
- **Administrators**: School leaders participate in leadership training that focuses on the strategic implementation of the community school model. This includes developing skills in collaborative leadership, data-driven decision-making, and community engagement. Administrators are also trained to facilitate and support the work of the Community Schools Advisory Councils (CSAC) and other governance bodies.
- **Continuous Professional Development**: To ensure the longevity and effectiveness of our training efforts, we provide continuous professional development opportunities. This includes workshops, coaching, and collaborative learning communities where staff can share best practices and learn from each other's experiences. Ongoing support helps maintain the momentum of our community school initiatives and allows us to adapt to emerging needs and challenges.

Sustainable Funding and Partnership Planning

Sustaining the initiatives of a community school requires careful planning and strategic financial management. We are committed to developing a comprehensive plan in collaboration with the school district and other stakeholders to ensure the long-term sustainability of our programs.

- **District Collaboration**: We work closely with the school district to develop a financial plan that secures ongoing funding for essential roles and partnerships integral to the community school model. This plan includes provisions for maintaining current programs, expanding services, and adapting to future needs. By aligning our funding strategies with district resources and priorities, we create a stable financial foundation that supports our community school goals.
- **Budgeting for Key Positions and Partnerships**: Essential roles such as community school coordinators, family liaisons, and support staff are crucial for the effective functioning of our community school. We allocate funds to ensure these positions are adequately compensated and can continue to operate without interruption. Additionally, we budget for maintaining and strengthening partnerships with external organizations that provide vital services, such as health care, mental health support, and after-school programs.
- **Securing External Funding**: To supplement district funding and expand our financial base, we actively seek additional sources of revenue. This includes applying for grants from federal, state, and private foundations that align with our community school objectives. We also engage in fundraising activities and cultivate partnerships with local businesses and community organizations. These efforts help us secure the resources needed to enhance and

sustain our programs.

Integrated Planning for School Improvement

A unified and comprehensive approach is essential for effectively implementing and sustaining the community school model. We ensure that all stakeholders are working together towards a common vision for school improvement.

- **Unified Strategic Plan**: We develop a single, cohesive strategic plan that integrates all aspects of our community school initiatives. This plan is created collaboratively with input from students, parents, teachers, classified staff, administrators, and community partners. It outlines our goals, strategies, and metrics for success, providing a clear roadmap for school improvement.
- **Collaborative Governance**: Our Community Schools Advisory Councils (CSAC) play a pivotal role in guiding the implementation of our strategic plan. These councils include representatives from all stakeholder groups and are responsible for monitoring progress, addressing challenges, and making adjustments as needed. By fostering a collaborative governance structure, we ensure that our initiatives are responsive to the needs and aspirations of our community.
- **Engagement and Feedback Mechanisms**: Continuous engagement with the school community is vital for the success of our plan. We establish regular feedback mechanisms, including surveys, focus groups, and community forums, to gather input and gauge the effectiveness of our initiatives. This feedback is used to refine our strategies and ensure that we are meeting the needs of all stakeholders.
- **Monitoring and Evaluation**: We implement robust monitoring and evaluation processes to track the progress and impact of our community school initiatives. This includes setting clear performance indicators, collecting and analyzing data, and reporting on our outcomes. Regular evaluation helps us identify areas for improvement and celebrate our successes, driving continuous improvement in our school environment.

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
Formalize systems and processes that embed integrated student supports	- Continue to support and collaborate with the PBIS The team at the school site. Review data to help support student needs. - Develop communication protocol with Certified Student Support Analysts and other educational partners providing services to students - Strengthen collaboration with Health Collaborative Referral team to get updates on students at the site - Professional Development for MTSS with Community Schools Advisory Council /Community School Case Manager and Community Liaison
Enhance integrated support through improved collaboration and communication	- Formalize systems and supports through improved collaboration and communication - Strengthen family engagement - Regular data review and adjustment - Feedback mechanism and continuous improvement

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:

Building Responsive Partnerships at Lincoln Elementary

At Lincoln Elementary, our commitment to fostering a culture of holistic excellence drives our approach to establishing and nurturing partnerships. These partnerships are carefully selected and developed to align with our community's vision and priorities, providing comprehensive support to students, staff, families, and community members. Our collaborative efforts ensure that each partnership contributes meaningfully to the well-being and success of our school community.

Promoting Social and Emotional Wellness

1. **Wellness Wednesdays**
    - **Partner**: **Social Emotional Learning Specialist and Mental Health Providers**
    - **Focus**: Implementing weekly sessions focused on mindfulness, stress management, and overall emotional wellness for students and staff.

- **Alignment**: These sessions address the community's priority of nurturing the social and emotional well-being of our school population, helping to build a supportive and positive school environment.

2. **Vision to Learn**
   - **Partner**: **Vision to Learn Organization**
   - **Focus**: Providing free eye exams and glasses to students to support their academic success.
   - **Alignment**: Ensuring that all students have the necessary resources to participate fully in their education, particularly supporting those from underserved communities.
3. **St. John's Vaccination Clinic**
   - **Partner**: **St. John's Well Child & Family Center**
   - **Focus**: Offering vaccination clinics on campus to promote student health and safety.
   - **Alignment**: Responding to the community's need for accessible healthcare services, contributing to a healthier school environment.
4. **Multi-Tiered System of Supports (MTSS)**
   - **Focus**: Integrating Positive Behavioral Interventions and Supports (PBIS) and Check-In/Check-Out systems to provide targeted behavioral and emotional support.
   - **Alignment**: Addressing the diverse needs of our students by offering tailored support mechanisms that foster a positive and inclusive school climate.

Enhancing Educational and Career Opportunities

1. **LA Chargers (Read Across America)**
   - **Partner**: **Los Angeles Chargers**
   - **Focus**: Promoting literacy and a love of reading through engaging events and activities.
   - **Alignment**: Encouraging academic excellence and lifelong learning by making reading enjoyable and accessible for all students.
2. **College/Career Readiness Programs**
   - **Focus**: Hosting career days and college readiness workshops to prepare students for future academic and career paths.
   - **Alignment**: Equipping students with the knowledge and skills needed for success in higher education and the workforce, aligning with our community's vision of lifelong learning and success.
3. **Arts Festival**
   - **Partner**: **Local Arts Organizations and Cultural Institutions**
   - **Focus**: Showcasing student creativity and artistic talents through an annual festival.
   - **Alignment**: Enriching the educational experience by celebrating and encouraging the arts, supporting the development of well-rounded individuals.
4. **Financial Literacy Classes**
   - **Partner**: **Financial Education Nonprofits**
   - **Focus**: Providing students and families with essential financial literacy skills through workshops and classes.
   - **Alignment**: Empowering our community with the knowledge to manage finances effectively, contributing to long-term personal and economic stability.
5. **Afterschool Learning and Programs**
   - **Partner**: **Community Centers and Youth Organizations**

- **Focus**: Offering a range of academic and extracurricular activities beyond regular school hours.
- **Alignment**: Supporting student development and engagement by providing safe, enriching opportunities for learning and growth outside of the traditional classroom setting.

Supporting Student and Family Well-being

1. **Parent Educational Workshops**
   - **Focus**: Conducting workshops on topics such as attendance, mental health, and drug prevention to empower parents.
   - **Alignment**: Strengthening family engagement and providing parents with the tools to support their children's success and well-being.
2. **Student Workshops and Conferences**
   - **Focus**: Hosting motivational speakers, and organizing Girls/Boys Conferences to inspire and empower students.
   - **Alignment**: Promoting personal growth, resilience, and leadership among students, helping them navigate challenges and pursue their goals confidently.
3. **Health Collaborative**
   - **Partner**: **Local Health Organizations**
   - **Focus**: Coordinating with health providers to offer comprehensive health services and education.
   - **Alignment**: Addressing the holistic health needs of our students and families, ensuring that physical and mental well-being are prioritized alongside academic achievement.
4. **Motivational Assemblies**
   - **Focus**: Bringing in speakers and organizing events that inspire and motivate students to strive for excellence.
   - **Alignment**: Fostering a positive and aspirational school culture where students are encouraged to pursue their dreams and reach their full potential.

Responsive Partnership Model

Our approach to partnerships at Lincoln Elementary is guided by the community schools framework, ensuring that each collaboration is responsive and aligned with the community's needs and aspirations.

- **Holistic and Inclusive Engagement**: We actively involve all stakeholders in identifying partnership opportunities and shaping our collaborative efforts. This ensures that the voices and priorities of students, staff, families, and community members are reflected in our initiatives.
- **Continuous Feedback and Adaptation**: We regularly seek feedback from our community to assess the effectiveness of our partnerships and make necessary adjustments. This ongoing dialogue helps us stay responsive to changing needs and ensures that our partnerships continue to be relevant and impactful.

- **Strategic Alignment with Community Vision**: Every partnership is carefully evaluated to ensure it aligns with our school's vision of holistic excellence. Whether it's promoting social-emotional wellness, enhancing educational opportunities, or supporting family well-being, our partnerships are designed to address the comprehensive needs of our community.

2024-2025 School Site Goals

Site Level Goals and Measures of Progress

Goals	Action Steps
By June 2025, we will establish and maintain effective family engagement strategies to ensure that at least 80% of families participate in school activities and decision-making processes, thereby fostering a strong partnership between home and school.	Conduct surveys and focus groups to understand the preferences, barriers, and needs of families regarding engagement. Schedule monthly events such as open houses, parent-teacher conferences, and family nights that accommodate various schedules and cultural backgrounds. Train staff and volunteers on effective communication techniques and cultural sensitivity.
By June 2025, we will ensure that we have systems in place to support the basic needs (food, clothing, healthcare) of at least 90% of students and their families, leading to improved student attendance and academic performance.	Conduct needs assessments in each community school to identify the specific basic needs of students and families. Ensure services are accessible to all families, including those with language barriers or mobility issues. Utilize multilingual materials and culturally sensitive outreach methods to ensure all families are aware and able to access the services. Monitor service utilization rates and student outcomes, such as attendance and performance, to gauge the impact of support systems.
By June 2025, we will cultivate a positive school climate to achieve a 30% reduction in disciplinary incidents and a 20% increase in student and staff satisfaction, as measured by annual climate surveys and disciplinary records.	Provide training for staff on SEL and restorative practices Establish regular forums and activities that foster community building and student leadership Regularly review survey data and disciplinary records to measure progress and identify areas needing attention Collaborate with students, staff, and families to create a plan that includes strategies for improving relationships, increasing engagement, and reducing disciplinary incidents

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