

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

Marco Antonio Firebaugh High School

5246 Martin Luther King Jr. Blvd
Lynwood, CA 90262

Principal: Larry Reed
Phone: (310) 886-5200

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:

1. Building Relationships with Staff, Students, Parents, and Community Partners:
 - This is foundational to the success of community schools. By fostering strong relationships, you create a supportive environment where everyone feels valued and engaged.
2. Mission and Vision Statement:
 - Provides clarity and direction for the Community Schools Initiative. It aligns stakeholders toward common goals and helps guide decision-making and actions.
3. Community Newsletters:
 - Keep stakeholders informed about initiatives, successes, and upcoming events. They enhance transparency and encourage community involvement.
4. Formation of Community Schools Advisory Councils (CSACs):
 - CSACs provide a structured way for community members to contribute ideas, concerns, and support. They ensure diverse perspectives are considered in decision-making.
5. Listening Campaign:
 - Actively seeking input from stakeholders shows that their voices matter. It builds trust and helps tailor programs to meet community needs effectively.
6. Data Analysis and Reporting:
 - By analyzing school and community data, you gain insights into academic progress, demographics, and community needs. This informs strategic decisions and resource allocation.
7. Data-Driven Approach:
 - Using data to understand academic progress and student demographics allows for targeted support and interventions. It ensures resources are used efficiently to address both assets and needs.
8. Engaging CSAC through Needs and Asset Assessment:
 - Involving CSAC in assessments ensures that community perspectives shape priorities and strategies. It fosters ownership and commitment to the initiative's goals.

Overall, these strategies collectively strengthen community schools by fostering relationships, aligning efforts with community needs, and ensuring that initiatives are data-informed and inclusive. This holistic approach enhances the effectiveness and sustainability of community school programs in LUSD.

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.

1. Developing the Community Schools Survey

- Determine the needs, concerns, and aspirations of students, staff/teachers, and parents to tailor the community schools initiative effectively.
- Include questions about:
 - Satisfaction with current programs and services.
 - Ideas for improvement.
 - Specific needs of historically marginalized students and new parents.
 - Suggestions for enhancing community engagement and support.

2. Engaging Stakeholders

- Parent Meetings: Use these meetings to introduce the survey, gather input, and discuss community school goals.
- School Site Council Meetings: Present survey progress and gather feedback from council members to refine initiatives.
- PBIS Committee: Align community schools efforts with positive behavioral interventions and supports.
- Staff Meetings: Update teachers on survey findings and community school developments.

3. Listening Campaign

Purpose: Ensure all voices, especially historically marginalized students and new parents, are heard.

Approach: Conduct focus groups or interviews, ensure anonymity and confidentiality, and use inclusive language.

Analysis: Synthesize findings to identify common themes and specific needs.

4. Presenting Findings

- Share results with the school community via meetings, newsletters, or dedicated presentations.
- Highlight key findings and proposed actions to address identified needs.

5. Engagement Plan

- Diversity of Engagement: Outline strategies to engage administrators, staff, students, families, and community members based on survey findings.
- Tailored Approaches: Use differentiated methods like workshops, forums, and digital platforms to suit diverse stakeholder preferences.

6. Engaging CSAC (Community School Advisory Committee)

- Needs and Asset Assessment Process:
- Gallery Walk:** Display survey results and gather feedback through discussions.
- Encourage open dialogue to explore questions, share solutions, and prioritize actions.

In Additional: Continuous feedback, data utilization, and evaluations.

By following this structured approach, you can ensure that your community schools initiative is inclusive, responsive to stakeholder needs, and effectively contributes to a supportive educational environment.

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, townhall meetings, rotary clubs, etc.)
Integrate various school-wide efforts and initiatives (e.g., Expanded Learning Opportunities, Gold State Pathways) to support alignment and streamline efforts.	Increase Extended Learning Opportunities through Community Schools Initiative Collaborate with Lynwood Parks and Recreation Using community partners such as 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 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
<ul style="list-style-type: none"> Empower community schools with the autonomy to innovate on curriculum, pedagogy and assessment in order to curate an instructional framework that best responds to the assets and vision of the local community. 	<p>Partner with the Equity Department to ensure the development and implementation of Culturally Relevant and Just curriculum in classrooms.</p> <p>Partner with LTA to discuss how we can innovate curriculum and pedagogy (CBL, Social Justice, etc.)</p>
<ul style="list-style-type: none"> Culturally relevant events on campus 	<p>Partner with school clubs and organizations</p>

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.

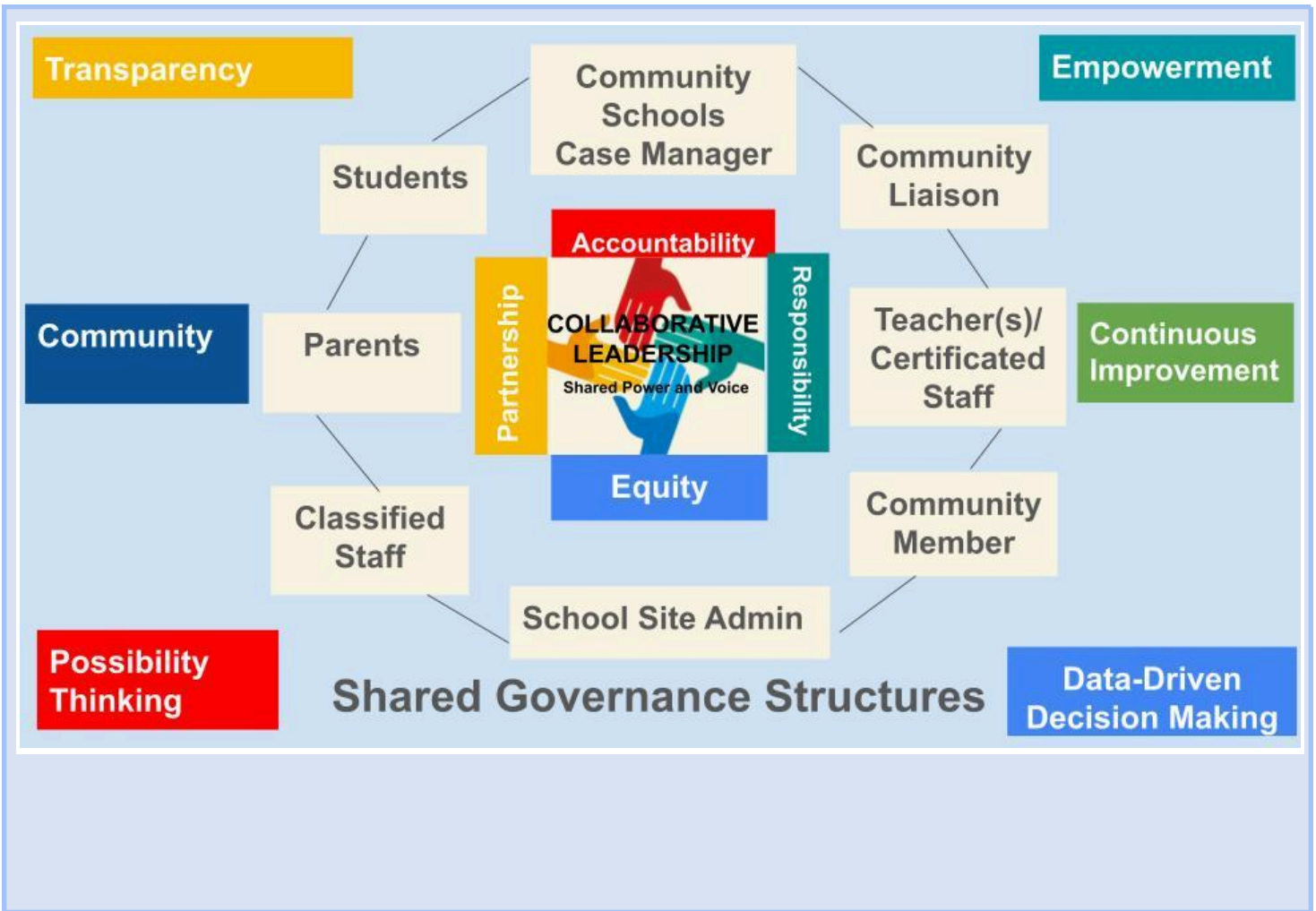
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Provide continuous leadership development opportunities for students, educators, families, and community members</p>	<p>Provide professional development for leaders to help s</p>
<p>Engage stakeholders through community events, workshops, and student leadership opportunities to ensure their voices are heard in shaping initiatives. Forge collaborative partnerships with local organizations to leverage resources and expertise in supporting community school programs.</p>	<p>Provide ongoing training and capacity building to empower stakeholders in their roles.</p> <p>Activities that support collaborative planning (Ex: Needs Assess</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):

Shared Governance at our site is approached with the selection of a diverse population of interest holders (students, parents, teachers, classified staff, admin, and case manager). We all have an equal share/part in discussing and partaking in the decision-making process for what is in the best interest of our students and school.



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
<p>Focus on building school culture during PD's and staff meetings.</p>	<ol style="list-style-type: none"> 1. Clarify Vision: Clearly communicate the school culture aligned with community schools values. 2. Facilitate Dialogue: Encourage inclusive discussions and feedback sessions. 3. Embed Values: Integrate core values into PD sessions and meeting agendas. 4. Lead by Example: Model behaviors that promote a positive school environment. 5. Celebrate Achievements: Recognize successes that reinforce desired culture. 6. Offer Relevant Training: Provide workshops on interpersonal skills and cultural competence. 7. Monitor and Adjust: Regularly evaluate effectiveness and adjust strategies accordingly. <p>Implementing these steps fosters a cohesive and supportive school culture among staff in community schools.</p>
<p>Survey staff on connectedness/team climate and what supports they need.</p>	<p>Design a survey to assess staff connectedness and team climate. Include questions on support needs. Distribute the survey and collect responses. Analyze results to inform targeted support strategies.</p>

Key Staff/Personnel

Larry Reed	Principal
Lakeisha Wright	Community Schools Case Manager, Site Level
Dr. Dawn Green	Community Schools Coordinator, LUSD
Gustavo Gonzalez	Licensed Clinical Social Worker
Allyce Edwards	School Counselor

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

- Provide specialized training and ongoing support for all school staff to ensure adherence to community school principles, including social justice and community-based learning (CBL)
- Collaborate with the school district to develop a sustainable funding strategy for crucial roles and partnerships, ensuring program continuity and honoring agreements with external stakeholders.
- Seek opportunities for grants, fundraising, and external funding to support our long-term school improvement plan.
- Foster unity among stakeholders to collectively enhance the school's overall effectiveness.

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	<ul style="list-style-type: none"> - Continue to support and collaborate with the PBIS 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 site - Professional Development for MTSS with Community Schools Advisory Council /Community School Case Manager and Community Liaison
Maintain strong community partnerships	<ul style="list-style-type: none"> - Invite partners to school events and workshops - Creating a vision and vetting process for community partnerships to ensure quality and alignment of programs and services.

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:

Planned partnerships:
Fostering a culture of holistic excellence

- Social Emotional Wellness - Wellness Wednesday
- Student Workshops
- HEALTH COLLABORATIVE

Continued Collaboration with Educational Partners

- CROSSROADS mentoring group

- National College Resource Foundation (NCRF)

Continuous Supports that promote lifelong learning and success

- PBIS
- College/Career Readiness (College fairs, FAFSA support)
- Arts Festival
- Financial Literacy Class
- SELsa Event (Social emotional learning)
- Community Agencies (DPSS, DPH)
- Partnerships with Community Colleges (Dual Enrollment)

2024-2025 School Site Goals

Site Level Goals and Measures of Progress

Goals	Action Steps
Positive School Climate	Following through with disciplinary actions. Teacher buy-in with PBIS, raise the PBIS status from Bronze to Gold and more frequent home visits.
Physical Health and Well-Being	Operation of the wellness center. Additional mental health awareness throughout the school year and across campus.
Family and Community Engagement	Provide computer training for parents that need assistance with Aeries and Parent Square to help with communication with FHS staff/teachers. Establish teacher/parent conferences along with end of the year activities.

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