

# 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

Wilson Elementary School

Rica Blanks, Community Schools Case Manager

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## Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

### Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

#### Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

**Racially-Just, Relationship-Centered Spaces:** At Wilson, our goal is to create an inclusive and supportive environment where every member of our school community feels valued and empowered. Our approach is guided by the California Community Schools (CA CS) Framework's core values, emphasizing inclusivity, shared power, and strong connections between classrooms and the community. We prioritize equity and diversity by ensuring that all students, families, and staff feel welcome and respected. Throughout the year, we organize events and classroom activities to celebrate Hispanic Heritage Month, Black History Month, Asian/Pacific Islander Month, Women's History Month, Autism Awareness Month, Mental Health Awareness Month, and other similar occasions.

**Shared Power:** We believe in collaboration among all interest-holders – students, parents, educators, and community partners. Through processes like School Advisory Councils and Listening Campaigns, we empower all voices to contribute to shaping school policies and practices. To establish a shared understanding of Community Schools, we used various methods of data collection and relationship building. The Community Schools Case Manager (CSCM) played a key role in connecting with staff, parents, students, and the local community. The CSCM also organized presentations and supervised activities on campus to engage with students, staff, and families, and build relationships. Additionally, the CSCM participated in community tours and site visits to better understand the city of Lynwood and its surrounding community. Monthly newsletters and informational materials were created to keep the community informed about our initiatives.

Together with the district CS Coordinator, school site CSCMs developed a mission and vision to guide the work of Community Schools within the Lynwood Unified School District. This mission and vision were regularly shared at team meetings and individual site-based CSAC meetings.

As mentioned, Wilson also conducted a Listening Campaign involving one-on-one interviews with parents, staff, and students to assess initial needs, which led to the establishment of the Community Schools Advisory Council (CSAC). This council, which meets monthly, plays a crucial role in understanding and committing to the work of Community Schools. CSAC members were also involved in the Needs & Assets Assessment process to analyze academic progress, student demographics, assets, and needs at our school. Furthermore, we conducted a school-wide survey to gather feedback from parents, students, and staff. The results were then shared with the CSAC members and the broader school community. Through the Needs & Assets Assessment process, Listening Campaign, and the survey, CSAC members worked together to identify and prioritize collective goals for the upcoming school year.

**Classroom-Community Connections:** At Wilson, we aim to go beyond traditional classroom learning by establishing strong partnerships with local organizations, businesses, and cultural institutions. These partnerships enrich our curriculum and provide real-world learning experiences for our students, ultimately enhancing academic achievement and promoting a sense of belonging and civic engagement.

**A Focus on Continuous Improvement and Possibility Thinking:** We are dedicated to fostering a growth mindset, viewing challenges as opportunities for growth and improvement. By nurturing a culture of continuous learning and open-mindedness, we inspire creativity and resilience among our students and staff. Through ongoing assessment and feedback, we strive to adapt our practices to meet the evolving needs of our diverse community. The CSCM at Wilson will lead efforts in thorough evaluation of programs, workshops, and initiatives through various data monitoring tools such as observations, surveys, one-on-one interviews, and feedback forms.

**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.

Engaging the school community in identifying top CS priorities and a shared vision involves a thoughtful and inclusive approach that values diverse perspectives. Wilson developed an inclusive engagement strategy to effectively reach diverse subgroups throughout all phases of data collection and relationship-building efforts. To ensure comprehensive representation of various perspectives, the CSCM took proactive steps during the Listening Campaign and school-wide survey outreach. In addition to engaging parents, students, and staff broadly, deliberate efforts were made to actively involve individuals from diverse racial/ethnic backgrounds, various grade levels, different staff roles, and those with special education needs.

Key strategies included:

- **Language Access:** Providing translated materials and interpreters for all engagement activities.
- **Targeted Outreach:** Collaborating with school staff and utilizing student information systems to specifically reach historically marginalized families.
- **Safe Spaces:** Creating welcoming environments for discussions, ensuring confidentiality and respect for diverse viewpoints.
- **Empowerment:** Empowering marginalized groups by offering leadership roles in decision-making processes (e.g. Community Schools Advisory Council).

The CSCM engaged directly with students, teachers, and assistants in classrooms to gather survey input. Additionally, active participation in parent meetings such as the School Site Council, English Learner Advisory Committee, and Parent/Teacher Organization facilitated robust engagement with parents, caregivers, and families. Moreover, the CSCM's involvement in staff meetings ensured meaningful participation from both certificated and classified staff members.

**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
Deliver comprehensive public presentations and annual reports outlining engagement efforts, inclusive of resulting community school plans/updates, objectives, data, and outcomes.	<ul style="list-style-type: none"> <li>● Ensure CSCM is included in the monthly staff meetings to provide presentations and updates to the school community.</li> <li>● Promote the standard practice of including CSCM in site-based admin meetings.</li> <li>● Increase opportunities to report updates to community members (e.g. city meetings, district meetings, etc.).</li> </ul>
Integrate various school-wide efforts and initiatives (e.g., Expanded Learning Opportunities, Universal Transitional Kindergarten) to support alignment and streamline efforts.	<ul style="list-style-type: none"> <li>● Increase Expanded Learning Opportunities through Community Schools Initiative</li> <li>● Collaborate with local organizations such as Lynwood Parks and Recreation</li> </ul>

## 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
Offer community service opportunities for students	<ul style="list-style-type: none"> <li>• Provide opportunities and incentives for students to volunteer at school and/or community events (e.g. Health Fair, PBIS events, etc.)</li> <li>• Walking field trips for students to learn about their community (e.g. city hall, library, etc.)</li> </ul>
Host a College and Career Day	<ul style="list-style-type: none"> <li>• Invite professionals from various career fields and higher education institutions to present to students about their career/college journey</li> </ul>

## 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

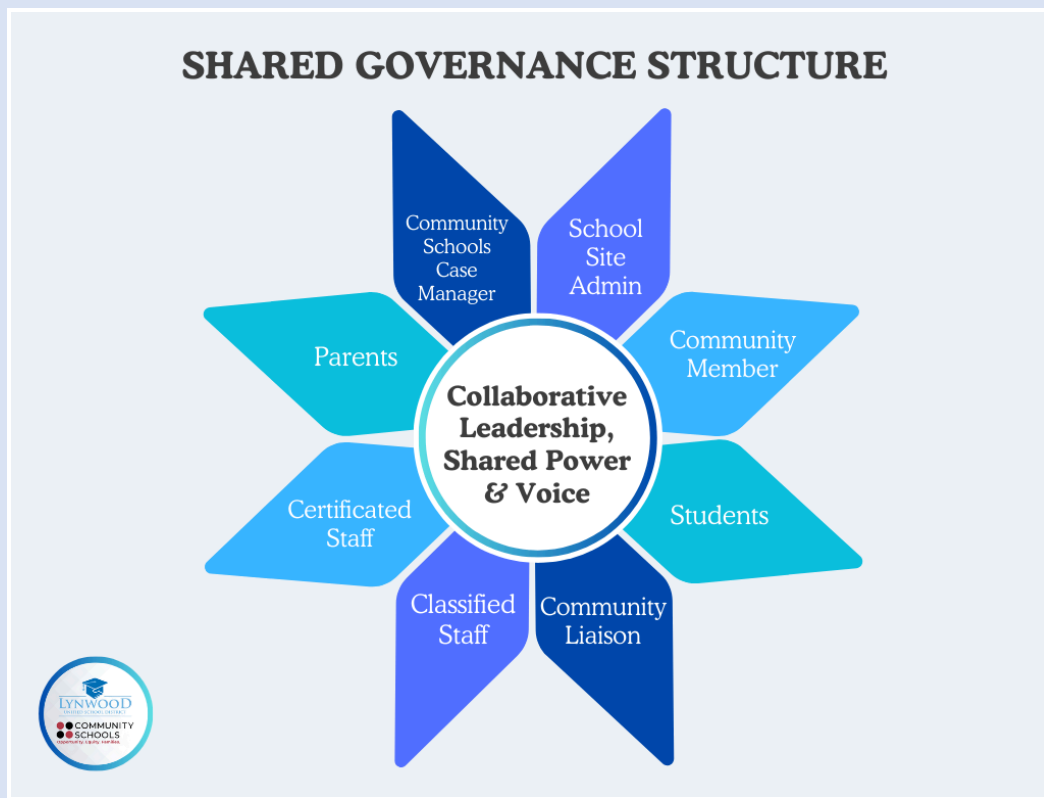
Goals	Action Steps
Continue facilitating monthly meetings for the Community Schools Advisory Council (CSAC)	<ul style="list-style-type: none"> <li>• Create schedule of meetings and post publicly</li> <li>• Determine and confirm members for the school year, ensuring students, parents, classified, certificated staff, and community partners are involved.</li> </ul>

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):

At our community school, Wilson prioritizes shared governance and a collaborative leadership structure that empowers interest-holders at all levels. Wilson actively engages the school community through comprehensive needs and assets assessments, listening campaigns, and surveys to ensure inclusive decision-making at the school level, embracing viewpoints from classified staff, certificated staff, parents, and students.

The Community Schools Advisory Council (CSAC), shown in the diagram below, includes representatives from these different groups. CSAC fosters community engagement through the CS Four Pillars and CA CS framework, aligning with both the CS implementation plan and the school's plan for student achievement. The CSCM holds a pivotal role on this council, facilitating ongoing collaboration with educational partners at the school site. Regular communication channels are established to keep all interest-holders informed about school developments, decisions, and opportunities for involvement. CSAC also utilizes democratic processes, such as Robert's Rules, to promote shared leadership and decision-making during council meetings. This includes proposing motions, deliberating, and voting on action items. Collaborating closely with all CSAC members, the CSCM educates all members and participants about the CS Framework, Capacity-Building Strategies, and the application of Robert's Rules to support well-informed CS implementation efforts.

By fostering a system of shared governance and collaborative leadership, our community school cultivates a culture of trust, accountability, and shared responsibility. This approach not only strengthens relationships within our school community but also enhances our capacity to meet the diverse needs of our students and families effectively.



## 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
Build capacity of school staff and interest-holders on the topic of Community Schools	<ul style="list-style-type: none"> <li>Specialized training and continued support to school staff and interest-holders so they understand and follow the principles of Community Schools in their roles.</li> </ul>

### Key Staff/Personnel

Dr. Dawn Green	Community Schools Coordinator, District Level
Rica Blanks	Community Schools Case Manager (CSCM), Site Level
Trionne Magee	School Site Principal
Mark Rollice	Assistant Principal
Carmen Gaytan	Community Liaison
Eribel Martinez	SEL Specialist

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

In order to ensure the long-term sustainability of the Community Schools program at Wilson beyond the CCSPP grant period, Lynwood Unified School District will develop a detailed vision and plan. This comprehensive approach will involve creating a strategic plan focusing on the program's vision, goals, and sustaining strategies. Additionally, the plan will emphasize the establishment of partnerships and collaborations with various educational organizations and community stakeholders. It will also include exploring diverse funding options to secure financial support for the program's continued success.

Furthermore, the plan will prioritize the implementation of an effective and thorough evaluation and data collection system to monitor the program's impact and outcomes. It will also incorporate providing specialized training to staff, equipping them with the necessary skills and knowledge of Community Schools to effectively support and manage the initiative. Moreover, the plan aims to foster community involvement and commitment by actively engaging and involving community members in the program's initiatives and activities.

By taking these comprehensive steps, Lynwood Unified School District aims to ensure the sustained success and impact of the Community Schools initiative at Wilson and across all school sites in the district.

## 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
Explore new partnerships.	<ul style="list-style-type: none"> <li>Explore various community organizations to support expanded learning and enrichment, and integrated student/family supports.</li> </ul>
Expand/utilize existing partnerships.	<ul style="list-style-type: none"> <li>Engage existing partners under the LUSD Health Collaborative to provide additional services and programming on site.</li> </ul>

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:

Based on the findings of the Community Schools Survey, it has been identified that sports and arts programs are of utmost importance to our school, as expressed by staff, students, and parents. In addition, other priorities include parent education workshops, staff professional development training, and other expanded learning opportunities for students, such as music and social clubs.

All partnerships, both current and future, are aligned with the mission and vision of Lynwood Unified School District (LUSD) Community Schools and are developed with the specific needs of our school community in mind. When creating program plans for the upcoming school year, priority will be given to new and existing partnerships that address the specific needs of our school community.

Existing partnerships:

- **LUSD Health Collaborative:** current partnerships with various agencies that provide physical health, mental health, and basic needs resources to students and families in need. These are district-wide supportive services available to all school sites. Partners in the Health Collaborative include but are not limited to, the Department of Public Health, Champions of Caring Connections, Baby2Baby, LA Regional Food Bank, and more.
- **St. Francis Medical Center:** provides health education workshops and presentations to students, families, and community members. Past topics have included: Growth & Development, Stroke, Nutrition, Diabetes, Cholesterol, Alzheimer's Disease, and more.
- **LA County Dept. of Mental Health:** provides mental health education workshops and presentations to students, families, and community members. Past topics have included: mental health awareness, social media safety, and the child's growing brain.
- **Vision to Learn:** provides free eye exams and eyeglasses to students in need.
- **Crossroads:** provides onsite, in-person mentorship to students in need.
- **CSULB Athletics:** provided extended learning opportunities by donating tickets to a basketball game and hosting a college visit for students.
- **Environmental Defenders:** provided motivational and informational assemblies to students to promote environmental health and sustainable practices.
- **Tree People:** provided extended learning opportunities to students via a free field trip that included a nature walk and lessons on earth science and sustainable practices.
- **LA Public Library, Watts Location:** increased families' access to technology by providing free internet hot spots for 10 families in need.
- **Partnerships with various community businesses:** provided donations to increase integrated supports to students, families, and staff; also provided student incentives to build morale and participation, and increase attendance. Past donations have included: gift cards/certificates, toys, clothing, backpacks, food, hygiene kits, and more.

Potential/future partnerships:

- **One on One Basketball:** potential partnership in progress. To provide basketball/sports enrichment and expanded learning for students during and/or after school.
- **Artsy Kids:** potential partnership in progress. To provide curriculum-based art programming for students during and/or after school. Program includes drawing, painting, sculpting, crafting, etc.

- **Natural History Museum:** potential partnership in progress. To provide expanded learning for students via the Mobile Museum experience.
- **Crossroads:** potential expansion of partnership in progress. To provide canned goods and nonperishable items for students and families in need, will support the establishment of an on-site food pantry.
- **LA Center of Photography:** potential partnership in progress. To provide photography classes to 6th grade students.
- **Discovery Cube (LA or OC):** potential partnership in progress. To provide STEM-focused expanded learning for students via guided field trips, workshops and/or assemblies.
- **Inner City Arts:** potential partnership in progress. To provide media arts programming for students (photography, graphic design) and/or music programming (music production, instruments) after school.
- **Study Smart Tutors:** potential partnership in progress. To provide in-person tutoring for students during and/or after school hours, as well as parent education workshops.

## Site Level Goals and Measures of Progress

Goals	Action Steps
<p><b>Expanded Learning &amp; Enrichment Time:</b> Increase expanded learning and enrichment opportunities for all students.</p>	<ul style="list-style-type: none"> <li>● Partner with local organizations to deliver enrichment and expanded learning programs, prioritizing highest needs as indicated by the Community Schools Survey (e.g. sports, art, music)</li> <li>● Launch a minimum of two new enrichment programs and make them available to all students</li> <li>● Evaluate the success of the programs based on student participation rates and positive evaluation</li> </ul>
<p><b>Family &amp; Community Engagement:</b> Increase engagement with families and the community.</p>	<ul style="list-style-type: none"> <li>● Partner with local organizations to provide parent education workshops on a variety of topics including, but not limited to, health, mental health, parenting, financial literacy, and supporting children with special education needs</li> <li>● Establish a food and clothing pantry on-site to provide basic needs resources to students and families in need</li> <li>● Launch an accessible platform to post flyers, resources, and workshop materials, for families who are unable to attend workshops.</li> <li>● Evaluate the success of engagement based on the number of workshop attendees; their feedback on the value of the information and services provided; and the utilization rates of basic needs resources by students and families.</li> </ul>
<p><b>Attendance Interventions:</b> Increase school-wide attendance rates by 5%.</p>	<ul style="list-style-type: none"> <li>● Create monthly or quarterly perfect attendance bulletin boards to highlight students with perfect attendance</li> <li>● Organize monthly awards, recognition, and special events for students with high attendance rates</li> <li>● Collaborate with the Attendance Assistant and/or Community Liaison to host at least two parent education workshops throughout the year to emphasize the significance of student attendance and identify barriers to student attendance</li> </ul>

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