

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 to execute the vision of community schools 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

Lynwood Unified School District
 Washington Elementary
 4225 Sanborn Avenue
 Lynwood, CA 90262
 Principal: Dr. Juanita Naranjo

Strategy 1: 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 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 possible thinking

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

Washington Elementary is concluding its Year 1 of the Implementation Grant work as the recipient of the California Community Schools Partnership Program (CCSPP). For the last nine months, our school community has shown a strong commitment to implementing the core principles, including the Cornerstone Commitments and elements of the framework by engaging with all educational partners to build capacity and establish a shared understanding of what it means for Washington Elementary to be a 'community school.' "Why a community school for my school?"

Washington Elementary is dedicated to becoming a community school to create a nurturing environment that champions equity, fosters strong relationships, and leverages shared power to enhance educational

outcomes. Our commitment to the California Community Schools Framework is demonstrated through our focus on racially just, relationship-centered spaces, shared power, classroom-community connections, and continuous improvement. Below, we outline our understanding of these values and our developmental plans to ensure they are reflected in our community school work.

Value 1: Racially-Just, Relationship-Centered Spaces

Understanding and Commitment: We recognize the importance of creating an inclusive and equitable environment where all students, regardless of their racial or ethnic background, feel valued and supported. Building authentic relationships among students, staff, and the community is crucial to fostering a sense of belonging and mutual respect.

Developmental Plans:

- Building Relationships: Establish strong relationships among staff, students, parents, and community partners through consistent communication and collaborative activities.
- Listening Campaign: Conduct listening sessions to understand the needs and experiences of all stakeholders, ensuring their voices are heard and valued.
- Community Newsletters: Regularly publish newsletters to keep all stakeholders informed and engaged.
- Restorative Justice Practices: Implement restorative justice practices to address conflicts and build a supportive school culture.
- Community Events: Organize events that celebrate different cultures and create opportunities for students and families to share their traditions and experiences.

Value 2: Shared Power

Understanding and Commitment: We recognize the importance of creating an inclusive and equitable environment where all students, regardless of their racial or ethnic background, feel valued and supported. Building authentic relationships among students, staff, and the community is crucial to fostering a sense of belonging and mutual respect.

Developmental Plans:

- Engagement in Needs and Asset Assessment: Actively involve CSAC in the assessment process to identify and prioritize needs and assets collaboratively.
- Community Schools Advisory Councils (CSAC): Form and empower CSAC to include parents, students, staff, and community members in governance and planning.
- Participatory Budgeting: Involve stakeholders in budgeting decisions to ensure resources are allocated based on collective priorities.
- Surveys and Focus Groups: Use surveys and focus groups to gather input and make data-informed decisions.
- Transparent Communication: Maintain open lines of communication through regular updates and feedback loops.

Value 3: Classroom-Community Connections

Understanding and Commitment: Connecting classroom learning with the community enhances educational experiences and provides students with real-world applications of their knowledge. This integration supports holistic development and strengthens the bond between school and community.

Developmental Plans:

- Community Partnerships: Establish partnerships with local organizations, businesses, and institutions to provide enrichment opportunities and resources.
- Parent and Community Volunteers: Encourage and facilitate the involvement of parents and community members in school activities and classroom support.
- Mission and Vision Statement: Develop and communicate a clear mission and vision statement that highlights the importance of integrating classroom learning with community resources and support.
- Community Events and Workshops: Organize events and workshops that bring together families, educators, and community members to strengthen ties and support student learning.
- Career Days: Organize career days featuring local professionals to expose students to various career paths and opportunities.

Value 4: Focus on Continuous Improvement and Possible Thinking

Understanding and Commitment: A commitment to continuous improvement involves regularly assessing and refining practices to achieve better outcomes. Embracing possible thinking encourages innovation and the pursuit of new ideas to address challenges.

Developmental Plans:

- Data-driven decision-making: Utilize data to monitor progress, identify areas for improvement, and make informed decisions.
- Annual Needs Assessment: Conduct annual needs assessments to evaluate progress and set new goals.
- Collaborative Improvement Teams: Form teams to work on specific improvement projects, fostering a culture of collaboration and innovation.
- Data-Driven Understanding: Utilize data analysis to understand school academic progress and student demographics, aiding in identifying assets and needs.
- Regular Evaluation and Feedback: Implement a system for regular evaluation and feedback to monitor progress and make necessary adjustments to strategies and goals.
- Professional Development: Provide ongoing professional development for staff to equip them with the skills and knowledge needed to support a community school model.

Summary of Year 1 Implementation Efforts

Washington Elementary has shown a strong commitment to the core principles of the Community Schools Initiative by:

- Building relationships with staff, students, parents, and community partners.
- Creating a mission and vision statement to guide the Community Schools Initiative.
- Publishing community newsletters to keep stakeholders informed.
- Forming Community Schools Advisory Councils to foster shared decision-making.

- Conducting a listening campaign to understand stakeholder needs.
- Engaging in a data-driven process to build an understanding of the school and community.
- Actively involving CSAC in the Needs and Asset Assessment process.

By integrating these overarching values into our community school initiative, Washington Elementary aims to create a supportive and dynamic educational environment that meets the needs of all students and fosters strong community connections.

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 into 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.

As we move into the implementation grant process and aim to obtain site-level resources, it is crucial to deepen our needs and asset assessment process. This deeper engagement will ensure that we accurately identify and prioritize our community school initiatives. Here is a reflection on how we will engage various groups in identifying their top community school priorities and vision, along with specific processes to facilitate this engagement:

Engaging Different Groups

Administrator:

- *Processes:* Regular meetings, strategic planning sessions, and visioning exercises.
- *Approach:* The administrator will be involved in setting the strategic direction and aligning the community school priorities with the school's overall mission. We will hold monthly strategic planning sessions to gather their insights and ensure alignment with district goals.

Certificated Staff:

- *Processes:* Surveys, focus groups, and presentations at staff meetings.
- *Approach:* Teachers and other certificated staff will be engaged through surveys to gather broad input and through focus groups to dive deeper into specific issues. Presentations at staff meetings will keep them informed and involved in ongoing initiatives.

Classified Staff:

- *Processes:* One-on-one interviews, focus groups, and surveys.
- *Approach:* Classified staff will be engaged through one-on-one interviews and focus groups to ensure their voices are heard. Surveys will be used to collect comprehensive data on their needs and perspectives.

Students:

- *Processes:* Student surveys, focus groups, and student council meetings.
- *Approach:* Students will be engaged through surveys to gather widespread input and through focus groups and student council meetings to gain deeper insights. Activities like visioning exercises during advisory periods will help students articulate their priorities and vision for their school.

Parents/Guardians:

- *Processes:* Surveys, parent meetings, school site council meetings, and listening campaigns.
- *Approach:* Parents and family members will be engaged through surveys distributed via ParentSquare and during parent meetings. School site council meetings will include discussions on community school initiatives, and listening campaigns will ensure the voices of all families, especially those historically marginalized, are heard.

Community Members and Partners:

- *Processes:* Community forums, focus groups, and strategic planning meetings.
- *Approach:* Community members and partners will be engaged through community forums to gather broad input and focus groups to dive deeper into specific issues. Strategic planning meetings will help align their contributions with school priorities.

Engaging Marginalized Student and Family Groups

To ensure we effectively engage historically marginalized student and family groups, we will:

- 1. Listening Campaign:**
 - Conduct targeted listening campaigns to hear the voices of subgroups and historically marginalized students and parents. This will involve making personal outreach efforts to build trust and gather input.
- 2. Focus Groups:**
 - Organize focus groups specifically for historically marginalized families to provide a safe space for them to share their experiences and needs.
- 3. Community Liaisons:**
 - Utilize community liaisons who are trusted members of these groups to facilitate communication and engagement.
- 4. Translation Services:**
 - Provide translation services at all meetings and in all communications to ensure language is not a barrier to participation.
- 5. Cultural Competence:**
 - Train staff and volunteers on cultural competence to better understand and respect the diverse backgrounds of our community members.
- 6. Multiple Modes of Communication:**
 - In-person communication tends to be more meaningful than email, texts, or, other modes of communication for our families.

By employing these strategies and processes, we aim to create a comprehensive and inclusive needs and asset assessment that accurately reflects the priorities and vision of our entire school community. This approach will ensure that our community school initiatives are well-supported and aligned with the needs and aspirations of all stakeholders.

During the 2023-2024 school year, as a Year 1 Implementation Grant Recipient, Washington Elementary hired a full-time Community Schools Case Manager who initiated a comprehensive needs and asset assessment to engage the Washington community. This process included meetings with various educational partners as part of a listening campaign to build relationships and identify areas for improved support. Our Washington Community School considers all four pillars in its efforts.

Community Schools Survey Results

According to our Community Schools Survey conducted from April 4, 2024, to May 3, 2024, we effectively engaged 75%-100% of our students, certificated staff, classified staff, and parents/guardians through online surveys to help identify community school priorities.

Achievements to Date

- Survey Sample: The survey included students in TK-2nd grades, 3rd-6th grades, teachers and staff, and parents/guardians.
- Survey Design: The survey consisted of 60 questions and was available in both English and Spanish.
- Response Rate: We received 583 responses, achieving an approximate completion rate of 79.9% rate of 79.9%.

Summary of Washington Elementary School Needs Gap Analysis

1. Behavioral Management and School Climate:

Washington Elementary utilizes PBIS, regular assemblies, and visual aids to establish behavior expectations. However, the survey reveals that unkind behavior is an issue, with 36.9% of younger students and 31.4% of older students experiencing it, suggesting gaps in behavioral management and school climate. Additionally, attendance concerns were prominently noted, with absenteeism impacting learning outcomes. Strategies to address these gaps include involving families in developing and implementing targeted attendance improvement strategies using community support and early interventions.

2. Physical and Mental Health Services:

The school employs dedicated health staff, including a nurse and a SEL specialist, but there is a lack of integration among these professionals, and the facilities need improvement. Survey feedback from parents and staff indicates a significant need for robust mental health services and counseling, with 28.6% of staff highlighting mental health support as a gap. Enhancing collaboration among health professionals, upgrading facilities, and expanding mental health services to provide comprehensive support are recommended.

3. Parent and Family Engagement:

Washington Elementary effectively uses digital tools like ParentSquare for communication. However, the survey suggests that training on digital tool usage is insufficient for parents, and feedback mechanisms are lacking. With high engagement levels in school events and parent-teacher conferences (69.9% attendance rate), there is a solid foundation to build on. Proposed strategies include conducting training sessions on digital tools and developing a robust feedback system to capture detailed and actionable insights from parents.

4. Academic Support and Enrichment:

The school offers after-school and summer programs, as well as tutoring support. However, these programs have limited capacity and diversity, and tutoring services lack consistency. The survey reveals that students desire more diverse after-school activities and interactive learning experiences, with specific calls for more hands-on science experiments (29.0% of older students) and field trips (78.8% of older students expressing interest). Expanding and diversifying program offerings and in-person tutoring.

5. College and Career Readiness:

While the school organizes college awareness activities and career days, opportunities for college visits are limited, and parental involvement is minimal. Survey data shows a strong interest among students in more field trips and real-world learning experiences, aligning with their educational preferences. Increasing real-world learning opportunities such as field trips and career exploration activities, and enhancing parental engagement strategies, especially around college and career planning.

6. Special Populations Support:

There are programs in place for immigrant families and youth in foster care, but resource awareness and staff training are inadequate. While the survey did not specifically highlight these groups, the lack of detailed data suggests an area for deeper investigation. Enhancing resource allocation and providing targeted training for staff to better support these populations are essential strategies.

Summary of Washington Elementary School Assets & Celebrations

Washington Elementary possesses several key assets and areas of achievement that have been highlighted through the asset mapping and survey findings. These strengths form a robust foundation for celebrating the school's successes and further building upon them.

Assets of Washington Elementary

1. Dedicated Staff and Health Services:
 - a. The school employs a comprehensive team of health professionals, including a school nurse, a social-emotional learning specialist, and others who provide essential services to the students.
 - b. A significant percentage of staff members have over 20 years of experience, contributing to a deep reservoir of knowledge and expertise in education.
2. Engagement and Involvement:
 - a. High levels of parental engagement are evident, with 69.9% of parents participating in parent-teacher conferences and 39.2% actively involved in school events.
 - b. The school has a robust use of digital tools like ParentSquare for effective communication, enhancing parental engagement, and information dissemination.
3. Behavioral Support Systems:
 - a. The Positive Behavioral Interventions and Supports (PBIS) system is well-integrated into the school, although it needs ongoing refinement and staff training to enhance its effectiveness.

4. Enrichment Programs and Extracurricular Activities:
 - a. The school offers after-school and summer programs that provide additional limited enrichment.
5. Community Engagement:
 - a. Washington Elementary shows strong ties with the local community, as evidenced by student interactions with local libraries and community involvement in school activities.

Celebrations at Washington Elementary

1. Strong Community Ties:
 - a. The school benefits from a strong level of community engagement, with numerous families participating in and contributing to various school functions.
2. Academic Achievements:
 - a. Students excel in creative and analytical disciplines, particularly in fine arts and mathematics, showcasing the effectiveness of the school's educational programs in these areas.
3. Health and Wellness Focus:
 - a. The dedicated health and wellness spaces, including a calming space for younger students, signify the school's commitment to the physical and mental well-being of its students.
4. Cultural Diversity:
 - a. Washington Elementary celebrates its cultural diversity, with a significant representation of Hispanic/Latinx staff and families. This diversity enriches the school's environment and offers a wide array of cultural perspectives and experiences.
5. Supportive and Nurturing Environment:
 - a. Feedback from parents and staff often highlights the positive, supportive, and nurturing atmosphere at the school, which is crucial for fostering a safe and conducive learning 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 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 your first year as you continually engage students, staff, families, and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve	Actions
<p>► Deliver public presentations and annual reports detailing engagement efforts along with the resulting community school plan/updates, including goals, data, and outcomes.</p>	<ul style="list-style-type: none"> ● Ensure CSCM Participation in Monthly Staff Meetings ● Standard of Practice to Include CSCM in Site-Based Admin Meetings ● Increase Opportunities to Report Updates to Community Members 	<ul style="list-style-type: none"> ● Include CSCM in monthly staff meetings to provide presentations and updates. ● Establish a standard practice for CSCM to be a regular part of administrative meetings. ● Report updates at city meetings, town hall meetings, rotary clubs, and other community events.
<p>► Integrate various school-wide efforts and initiatives (e.g., Expanded Learning Opportunities, Golden State Pathways, Universal Transitional Kindergarten) to support alignment and streamline efforts.</p>	<ul style="list-style-type: none"> ● Increase Extended Learning Opportunities through Community Schools Initiative. ● Collaborate with Lynwood Parks and Recreation ● Engage Community Partners for School-Wide Safety Initiatives 	<ul style="list-style-type: none"> ● Expand enrichment opportunities for students. ● Enhance partnerships and resource sharing. ● Work with the Los Angeles Sheriff’s Department and other partners to support 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. 	<ul style="list-style-type: none"> ● Partner with the Equity Department - Develop and implement a culturally relevant and just curriculum in classrooms.
<ul style="list-style-type: none"> ▶ Develop an instructional framework that responds to the assets and vision of the local community. 	<ul style="list-style-type: none"> ● Collaborate with Lynwood Teachers Association (LTA): Discuss innovative curriculum and pedagogy (CBL, social justice, etc.) ● Leverage PBIS/Restorative Practices/SEL Specialist Expertise - Create relationship-centered learning environments fostering belonging. ● Conduct School-Wide Visioning Sessions: Facilitate collaborative visioning sessions for CBL.

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 sites 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>	<ul style="list-style-type: none"> ● Provide Professional Development (PD) - Offer PD for leaders to support their growth and development. ● Book Study with CSAC Members - Conduct a book study focusing on leadership in education (e.g. Servant Leadership)
<p>► 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.</p>	<ul style="list-style-type: none"> ● Frequent Presentations and Discussions - Organize regular presentations and open discussions for all stakeholders. ● Collaborative Planning Activities - Facilitate activities supporting collaborative planning, such as Needs Assessments.
<p>► Leadership team/Community Schools Advisory Councils meet to collaboratively review school and community needs assessment data, plan and refine service delivery, and engage in continuous quality improvement.</p>	<ul style="list-style-type: none"> ● Regular Leadership Meetings - Hold frequent meetings for leadership teams and advisory councils to review data, plan, and refine service delivery. ● Continuous Quality Improvement - Engage in ongoing evaluation and improvement of strategies and processes.

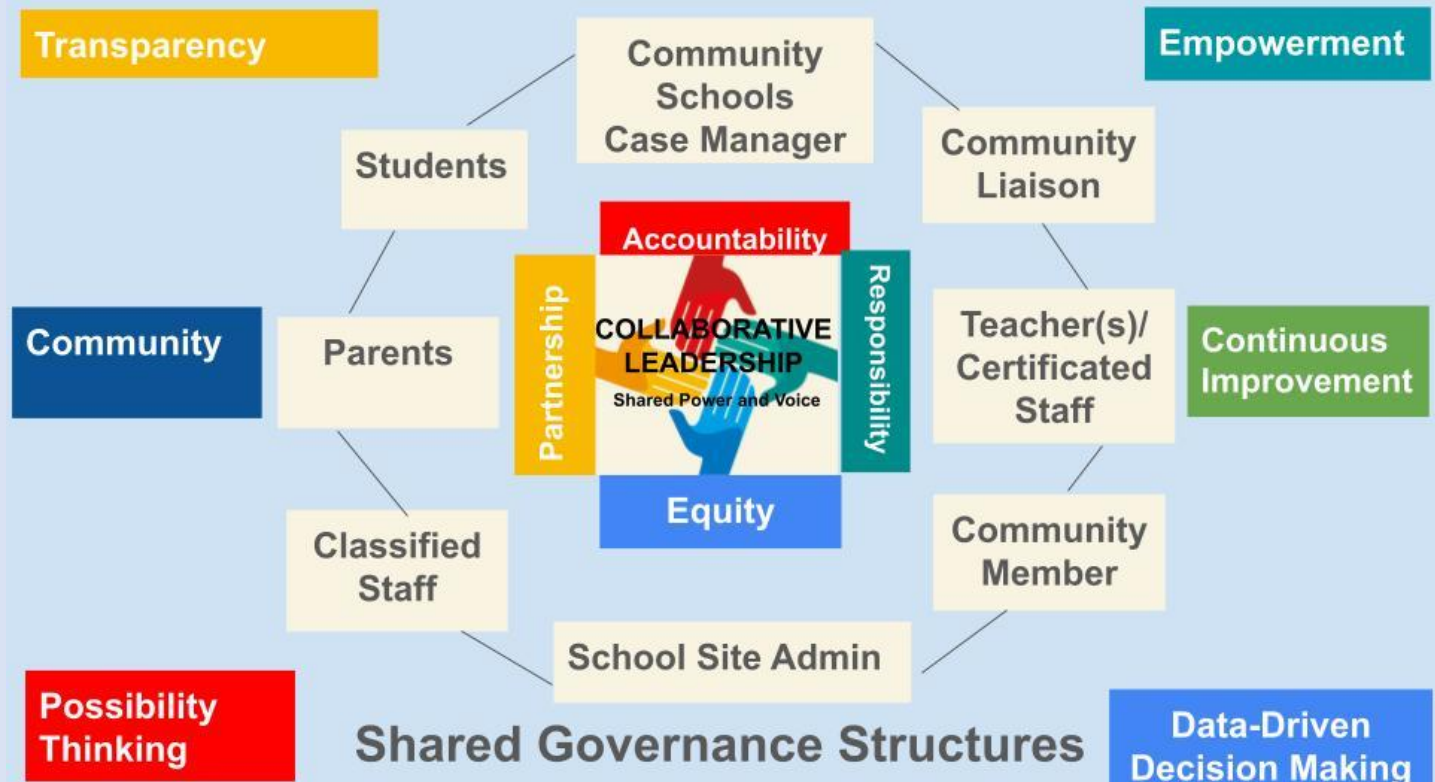
Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphics):

At Washington Elementary, shared governance is approached through the selection of a diverse population of interest holders, including students, parents, certificated staff, classified staff, administrators, and the community school case manager. Each member has an equal part in discussing and participating in the decision-making process, ensuring that all voices are heard and considered in shaping the best interests of our students and school.

Structure of Community Schools Advisory Councils (CSAC)

- Students: Representatives from upper grades, including student leaders and those active in various school activities.
- Parents: Active members of the PTO and other parent volunteers, representing different cultural and linguistic backgrounds.
- Teachers: Educators from various subjects and grade levels, ensuring a comprehensive understanding of academic and extracurricular needs.
- Classified Staff: Involvement of support staff, including office personnel, instructional aides, and maintenance staff.
- Administrators: The principal actively participates in aligning initiatives with school policies and goals.
- Community Schools Case Manager (CSCM): The CSCM coordinates efforts, facilitates meetings, and ensures alignment with the community school framework.
- Community Partners: Representatives from local organizations, businesses, and services such as the Lynwood Parks and Recreation and the Los Angeles Sheriff’s Department.

By fostering a system of shared governance with a diverse and inclusive advisory council, Washington Elementary ensures that decision-making is democratic, transparent, and aligned with the collective interests of the school community. This structure supports the sustainable development and implementation of community school initiatives that benefit all students.



Below is a description of our current site-level leadership structure at Washington Elementary:

- English Learner Advisory Committee (ELAC)
 - Meets monthly.
 - Advises the School Site Council (SSC) to streamline services for our English Learners.
- School Site Council (SSC)
 - Meets monthly.
 - Make core academic decisions for students.
 - Approves critical priorities and initiatives.
- Positive Behavioral Interventions and Supports (PBIS)
 - Achieved the GOLD level for successful implementation for two consecutive years.
 - Meets at least monthly.
 - Address the specific needs of students. or two consecutive years.
 - The team meets, at minimum, monthly to address the specific needs of students.
- Multi-Tiered Systems of Support (MTSS)
 - Provides targeted services to support the success of all students.
- Parent-Teacher Organization (PTO)
 - Facilitates collaboration between parents, teachers, and administrators.
 - Address school-wide issues.
 - Provides input on decisions affecting students and the school community.

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
<ul style="list-style-type: none"> ▶ Enhance Professional Development and Support for Staff 	<ul style="list-style-type: none"> • Develop a mentorship program that pairs new staff members with experienced educators to provide guidance, support, and professional growth opportunities. • The CSCM will participate in grade-level leadership meetings to better understand teachers' needs and provide personalized professional development opportunities and resources.
<ul style="list-style-type: none"> ▶ Foster a Collaborative and Inclusive School Culture 	<ul style="list-style-type: none"> • Promote regular team-building activities, staff retreats, and collaborative planning sessions to strengthen relationships and foster a sense of community among staff members.

Key Staff/Personnel

Dr. Juanita Naranjo	Principal
Crystal Tapia	Community Schools Case Manager
Yvette Cocca	Instructional Lead
New Hire	Academic Coach
Ariana Rivera	Licensed Social Worker
New Hire	Social-Emotional Learning Specialist
Gloria Tecuautzin Mesa	School Community Liaison

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

To ensure the sustainability of our initiatives beyond the life of the implementation grant, we are focusing on several key strategies:

Specialized Training and Ongoing Support for Staff:

We plan to provide specialized training and continuous support to all school staff to ensure they understand and integrate the principles of community schools into their daily responsibilities. This includes training in socially just practices, Community-Based Learning (CBL), and other relevant frameworks. For example, we will organize regular professional development workshops on culturally responsive teaching, social justice education, and community engagement strategies. Additionally, we will establish mentorship programs where experienced educators mentor new staff members, helping them incorporate community school principles into their teaching.

Long-Term Financial Planning with the School District:

We will collaborate with the school district to develop a comprehensive financial sustainability plan. This plan will ensure continued funding for critical positions and partnerships, including strategies to maintain smooth program operations and uphold agreements with external organizations. For instance, we will work with the district's financial team to create multi-year budget forecasts that include provisions for key community school roles such as site coordinators and social-emotional learning specialists. We will also formalize long-term agreements with community partners to ensure ongoing support and resources.

Securing External Funding and Resources:

We are actively seeking out opportunities for additional funding through grants, fundraising, and other external sources to support the long-term sustainability of the school's initiatives. To achieve this, we will form a dedicated grant-writing team to identify and apply for relevant grants from government agencies, foundations, and corporations. We will also launch community fundraising campaigns and events to raise money for specific projects or ongoing needs. Furthermore, we will establish partnerships with local businesses and corporations for sponsorships and donations.

Our sustainability plan involves comprehensive training and support for staff, strategic financial planning with the school district, and proactive efforts to secure external funding. By implementing these strategies, we aim to ensure that the initiatives and programs established through the implementation grant continue to thrive and benefit our school community for years to come.

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 that 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
<p>► Formalize systems and processes that embed integrated student supports</p>	<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 protocols 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 ● Provide professional development for MTSS with the Community Schools Advisory Council, Community School Case Manager and Community Liaison.

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:

At Washington Elementary we are dedicated professionals who take an active role in the educational development of each student. Through a rigorous standards-based curriculum and a focus on perseverance, we inspire our students to reach their highest potential. We diligently research the best practices in education and integrate those practices into our instructional program. We encourage our students to take responsibility for their learning with a positive attitude. We believe our students are the leaders of tomorrow. We strive to instill a sense of integrity, respect, and compassion into children. We proudly empower our students to become successful lifelong learners and productive members of society.

Established and Planned Partnerships

Our school's partnerships are designed to be the response to the vision and priorities of our students, staff, families, and community members. These partnerships support our holistic approach to education, focusing on academic excellence, social-emotional wellness, and community engagement.

Below are examples of established partnerships:

Health and Wellness Partnerships	
St. John's Vaccination Clinic	Provides vaccinations and help services to our students and families.
The Guidance Center and Southern California Health & Rehabilitation Program (SCHARP)	Offer mental health services and counseling.
Masada Homes and Therapy West, Inc.	Provide therapeutic services and support for students with special needs.
Baby2Baby	Supplies essential items such as diapers and clothing to families in need.
Educational and Social-Emotional Support	
MTSS - PBIS - Check In/Check Out	Implemented to support students' behavioral and emotional needs.
Vision to Learn	Provides free eye exams and glasses to students.
Occupational Therapy Training Program (OTTP)	Offers occupational therapy services to enhance student learning and development.
Community and Family Engagement	
Parent Education Workshops	Covers topics such as nonviolent parenting, mental wellness, family violence awareness, and understanding childhood behaviors and disorders.
Student Workshops	Include financial literacy and motivational speakers.
Collaboration with Educational Partners	
ThinkTogether	Offers after-school learning programs and activities.
LA County Department of Public Health (DPH) and Department of Public Social Services (DPSS)	Provide health and social services resources.
Continuous Support and Resources	
Personal Hygiene Kits and School Supplies	Distributed to students in need, ensuring they have the necessary tools for success.
Hotspots	Provided to students to ensure access to online learning resources.

Motivational Assemblies and Arts Festival	Enhance the cultural and motivational experiences for students.
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By establishing and maintaining these strategic partnerships, Washington Elementary ensures that we are responsive to the vision and priorities of our students, staff, families, and community members. These partnerships provide essential resources, support holistic education, and foster a collaborative and inclusive learning environment.

2024-2025 School Site Goals

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>► By the end of the 2024-2025 school year, Washington Elementary will recruit and train eight parent volunteers (1 per grade level) and organize three major school events with a minimum attendance of 25 families each, ensuring all volunteers complete training on school policies and child safety to enhance parent engagement and community involvement</p>	<ul style="list-style-type: none"> ● Classroom Parents (1-2 per class or teacher needs) [must meet volunteer qualifications] volunteer training that covers school policies, child safety, and specific volunteer responsibilities. ● School events (i.e. family nights movie, math, reading, science, health festivals, career & college fairs, family fun days [picnics, sports events], cultural events, grandparents' day.)
<p>► By the end of the 2024-2025 school year, Washington Elementary will establish at least three new before or after-school enrichment clubs (including sports, arts, music, dance, cooking, technology, and gardening) and provide in-person tutoring sessions for at least 25 students, ensuring a minimum participation rate of 10% in enrichment activities and a 10% improvement in academic performance among tutored students.</p>	<ul style="list-style-type: none"> ● Providing before or after-school clubs and enrichment (i.e. sports, arts, music, dance, singing, cooking, technology/coding, chess and strategy games, gardening, yoga, and mindfulness. ● In-person tutoring
<p>► By the end of the 2024-2025 school year, Abbott Elementary will conduct at least four parent education workshops addressing attendance barriers and increase home frequency by 25% aiming to reduce chronic absenteeism by 10% and improve overall attendance rates by 5%.</p>	<ul style="list-style-type: none"> ● Parent Education and Workshops to focus on the importance of attendance, the effects of chronic absenteeism, and barriers to attendance such as health, work schedules, and other personal or family challenges. ● Contact students daily for student absences, and schedule home visits beginning in September.

Developed by the Crystal Tapia. 6-20-2024.