

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

Will Rogers Elementary School
11220 Duncan Ave,
Lynwood, CA 90262
Principal: Dr. David Morales dmmorales@mylUSD.org

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:

As a recipient of the state grant program administered by the California Department of Education through the California Community Schools Partnership Program (CCSPP), Will Rogers Elementary is concluding its first year of the implementation grant. Throughout this past school year, the school has collaborated with various community members and interest-holders to develop project goals

and activities. A site-level Community Schools Advisory Council, (CSAC) was established at Will Rogers Elementary School, including key school leaders (school principal, Social Emotional Learning (SEL) Specialist, certificated teacher, Community Liaison, and Librarian), parents, and a community member. The leadership team collaborated with the CSAC to gather school-site information and resources for conducting a needs assessment, asset mapping, and gap analysis. These efforts aimed to inform the overall CCSPP project goals to develop this site-level implementation plan. Various mechanisms were employed to elicit input, including listening campaigns, interviews, and surveys targeting students, parents, and teachers/staff.

This past year as a district all of the school site Community Schools Case Managers collaborated on creating a mission and vision for Community Schools that was adopted district wide. The following mission and vision that was developed to guide our work is also how we respond to the question “why” a community schools for our district/schools. We want to make sure that the families that we work with feel empowered with the tools necessary to advocate and access the resources needed to improve lives.

Mission: Lynwood Unified School District’s Community Schools mission is to improve the lives of all students and their families by removing barriers to learning and focusing on the ‘whole-child’. We will ensure equity, access, and justice for all students, by providing a safe space that empowers each student to reach their full potential and actively contribute to a thriving and connected community.

Vision: We will transform the lives of our students, our community, and generations to come through: fostering a culture of holistic excellence, collaboration with educational partners, and continuous support that promote lifelong learning and success.

Our understanding of Community Schools reflects our commitment to the California Community Schools Framework through the following overarching values:

Value 1- Racially-Just, Relationship-Centered Spaces: Will Rogers Elementary is dedicated to creating a racially-just environment where every student feels valued and respected. By prioritizing building strong relationships with staff, students, parents, and community partners, we ensure that our school fosters inclusive and equitable spaces that honor the diverse backgrounds of our community members.

Developmental Plans for Value #1: Will Rogers Elementary faculty, staff, and school administration are committed to embracing racially-just, relationship-centered spaces in the following ways:

- Enhance Professional development: there is a need for ongoing training for certificated and classified teachers on implicit bias and its impact on discipline practices, along with opportunities to build cultural competence and awareness.
- Focus on intentional restorative justice practices.

- Strengthen MTSS: Strengthen the support systems for MTSS - Multi-Tiered System of Support for our Tier 1, Tier 2, and Tier 3 students, particularly our students who may struggle academically or our at-risk students.
- Promote SEL (Social-Emotional Learning)- Our SEL does a lot of wellness activities with students and we want to continue to expand those initiatives to align with Community Schools.

Value #2- Shared Power: Will Rogers Elementary believes in the importance of shared power in decision-making processes. The formation of Community Schools Advisory Councils (CSAC) has provided a platform for key interest-holders, including school leaders, students, parents, and community members, to have a voice in shaping the school's initiatives. This council ensures that diverse perspectives are included, promoting a collaborative approach to school governance. Our school also counts with a school site council, including teachers, parents, and other members which allows the opportunity for shared power and decision making.

Developmental Plans for Value #2: Will Rogers Elementary faculty, staff, and school administration are committed to embracing shared ownership for decision-making processes with each other in the following ways:

- We will be creating Community Schools bylaws that will support the decision-making process during the advisory council meetings.
- The Community Schools Case Manager will be involved in other committees to ensure that the Community Schools goals are aligned.
- Continuing the CSAC monthly meetings with clear and concise agendas and fostering a culture of continuous improvement and possibility thinking.

Value #3- Classroom-Community Connections: Our school is committed to strengthening the connections between the classroom and the wider community. Communication has been enhanced through the publication of monthly district wide AND school site *Community Schools Newsletters* that keeps everyone informed about school activities, achievements, and initiatives. Additionally, our community engagement efforts, such as listening campaigns, interviews, and surveys, gather feedback and understand the needs and concerns of the school community. These activities help integrate community insights into our educational practices, making learning more relevant and impactful.

Developmental Plans for Value #3: Will Rogers Elementary faculty, staff, and school administration are committed to embracing classroom- community connections in the following ways:

- Establish partnerships with local organizations, businesses, and institutions to provide enrichment opportunities and resources.
- Encourage and facilitate the involvement of parents and community members in school activities and classroom support.
- Organize events and workshops that are culturally relevant and support creating positive school climate and connectedness.

Value #4- Focus on Continuous Improvement and Possibility Thinking: Will Rogers Elementary is dedicated to continuous improvement and fostering a mindset of possibility thinking. By analyzing and reporting data on school performance and community needs, we gain valuable insights that inform our decision-making processes. This academic and demographic analysis helps us identify assets and areas for improvement, driving our efforts to create a dynamic and responsive educational environment. This year we had a needs assessment survey that allowed all shareholders to share their opinions on what they appreciate from our school and what they would like to see improved.

Developmental Plans for Value: Will Rogers Elementary faculty, staff, and school administration are committed to focusing on continuous improvement and possibility thinking in the following ways:

- **In-Depth Asset & Needs Analyses:** Will Rogers Elementary will need to do more in-depth data analysis and be more intentional when creating survey questions to yield the data needed for improvement.
- **Focus Groups:** Although we have conducted several survey options, we must establish concentrated focus groups to represent all interest groups (i.e., newcomers, monolingual families, african-american families etc.)

With these initial accomplishments, there is still more work to be done to reach the transforming phase of shared understanding and schoolwide commitment where everyone embraces and understands what it means to be a 'community school!'"

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.

Will Rogers Elementary School established a Community Schools Advisory Council that will continue to meet beginning in September of the 2024-2025 school year. The advisory council is composed of students, families, staff, and community. As a district, we plan on creating bylaws for the advisory council that will provide structure, clarity, and guidance for effective governance and operation. The bylaws will help promote transparency, accountability, and consistency in decision-making, ultimately contributing to the success and sustainability of Community Schools. The advisory council will be a space to give everyone a platform to help identify focus areas guided by the data collected in the needs assessment.

In conjunction with an advisory council, we will continue to have one-on-one interviews, focus groups, and school-wide surveys that will allow us to gauge the needs of the school community. Based on our school's student population, a focus will be placed on engaging the 4% non-Hispanic/Latino population. Will Rogers Elementary school is also unique in that it offers the Dual Language Immersion Program. Based on survey findings, over 60% of survey participants are part of the dual language program. Furthermore, 100% of the advisory council members this year were also part of the dual program. This 2024-2025 school year a huge focus will be placed on making sure that the advisory council is balanced with members from the monolingual program as well as an effort to increase survey participants from the monolingual program.

We plan to be very intentional in how we will engage the 4% non-Hispanic/Latino and monolingual students and families. For starters, we will make personal phone calls and emails to make sure that our families that fall within the 4% are taking the survey, this is attainable because our student population is small. We will also make sure that we include at least one representative from the monolingual program and one from the dual language program in our Community Schools advisory council.

We will continue to have opportunities for shareholders to engage with community schools through surveys, listening campaign opportunities, and focus groups. In 2023-2024 we had 80% student response rate, 24% families response rate, and a 50% staff response rate. This upcoming school year we plan to be more intentional in the needs assessment questions that are asked so that families and staff find value in taking the survey. Furthermore, we will increase our outreach efforts so that our most marginalized families feel included and valued in the school's needs assessment process.

Lastly, our school will be more intentional this 2024-2025 school year in uploading documents such as survey findings, listening campaign findings, community schools advisory council meeting agendas and minutes on our communication platforms such as ParentSquare so that it is accessible to our entire school community. Furthermore, there will be more opportunities for the Community Schools Case Manager to present to staff and parents during meetings to share about the Community Schools framework and ways in which it could be incorporated in their role to create buy-in for program sustainability. The Community Schools Case Manager will also be more involved in the committees at the school site in order to support the school and embed the community schools model in the different committees.

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
<p>Deliver public presentations and annual reports detailing engagement efforts along with the resulting community school plan/updates, goals, data, and outcomes.</p>	<ul style="list-style-type: none"> - Ensure the Community Schools Case Manager is part of the monthly staff meetings to provide presentations and updates to staff - Standard of Practice to include Community Schools Case Manager in site based Admin Meetings - Increase opportunities to report updates to community members (city meetings, town hall meetings, rotary clubs, etc.)
<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 Expanded Learning Opportunities through Community Schools Initiative - Collaborate with Lynwood Parks and Recreation, LA County Library - Use 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.

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

Site Level Goals and Measures of Progress

Goals	Action Steps
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.	<ul style="list-style-type: none"> - Partner with the Equity Department to ensure the development and implementation of culturally relevant and just curriculum in classrooms. - Partner with LTA to discuss how we can innovate curriculum and pedagogy to include Community Based Learning, Social Justice, etc.
Educators will participate in professional development to ensure understanding of Community-based learning.	<ul style="list-style-type: none"> - Provide additional training and support to teachers for a successful implementation of community based learning (CBL) -Provide educators with opportunities to engage in reflective discussions about the effectiveness of community-based learning and its impact on student learning outcomes. -Provide opportunities for educators to observe community-based learning in action and explore ways to integrate it into their classrooms.

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.

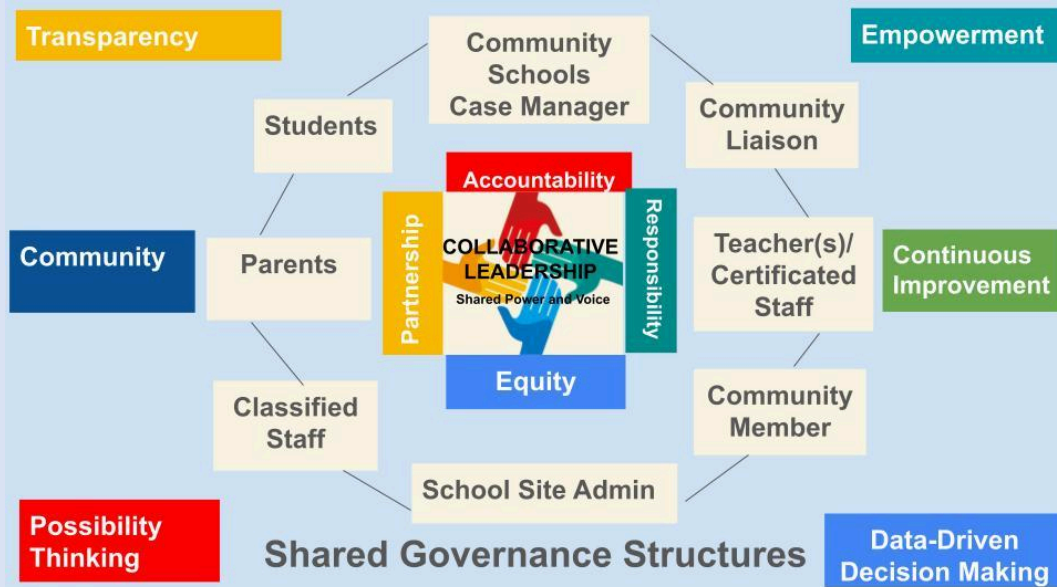
Site Level Goals and Measures of Progress

Goals	Action Steps
Provide continuous leadership development opportunities for students, educators, families, and community members	<ul style="list-style-type: none"> - Provide PD for leaders to help support their growth and development - Book Study with CSAC Members that focuses on leadership in education (i.e. Servant Leadership)
Regularly engage students, families, educators, and community partners in conversations about how to improve decision-making and implementation processes to strengthen the impact of the community school strategy.	<ul style="list-style-type: none"> - Frequent presentations and opportunities for discussion open to ALL shareholders. - Activities that support collaborative planning (Needs Assessment,

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

Our Community Schools Advisory Councils have been developed with the following shared governance structure in mind:



Some of the current site-level leadership structures in place at Will Rogers Elementary are:

- Community Schools Advisory Council (CSAC)
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)
- Positive Behavioral Interventions and Supports (PBIS)
- Multi-Tiered Systems of Support (MTSS)
- Parent-Teacher Organization (PTO)

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
Ensure that all shareholders understand the CCSPP framework to increase buy-in and implementation at the school site.	<ul style="list-style-type: none"> - Community schools staff will continue to participate in professional development around the CCSPP framework - Create professional development around the CCSPP framework to present to other key shareholders. - Conduct pre and post surveys to collect data and assess impact and understanding of the CCSPP framework.
Develop sustainability plan to maintain core staff	<ul style="list-style-type: none"> - Continue to review funding source to ensure funding for core staff. - Identify potential key partners that can support with additional funding for the CCSPP implementation at the school site. - Explore opportunities to diversify funding sources as to not rely on one single source.

Key Staff/Personnel

Dawn Green, Community Schools Coordinator (LEA Level)	Leads implementation of the CCSPP grant and oversees all of the community school sites and leads the district-level advisory council.
Esmeralda Garcia, Community Schools Case Manager (Site Level)	Conducts needs and assets assessments and supports the implementation of the CCSPP grant at the school site level with the support of the school site Community Schools Advisory Council.
David Morales, Principal	Provides site-level community schools leadership and support; serves on the Community Schools Advisory Council and works with Community Schools Case Manager to secure partnerships and resources.
Diane Caraveo, Social Emotional Learning Specialist	Coordinates and provides social emotional services to students including one on one and group counseling, assists administration, staff and parents in meeting the social emotional needs of students. Serves as part of the Community Schools Advisory Council.
Ivette Ortiz, Community Liaison	Provides support and services to families in need of resources and serves as part of the Community Schools Advisory Council.
Samantha Rios, Certified Student Support Analyst	Assists with the development and implementation of positive behavioral support and intervention techniques. Serves as part of the Community Schools Advisory Council.

Araceli Monreal, Teacher

Serves as part of the Community Schools Advisory Council.

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

Building sustainability for a community school program requires a strategic and collaborative approach that leverages multiple resources and engages educational partners. To build sustainability of Community Schools at Will Rogers beyond the life of the CCSPP grant, Lynwood Unified School District will develop and refine a long-term vision and plan that incorporates funding, partnerships, data collection, and community engagement that will be applied to all schools as described:

1. Develop a long-term strategic plan that outlines the school's vision, goals, and strategies for sustaining the community school program beyond the life of their implementation grant. The plan will include strategies for securing ongoing funding, building partnerships, and engaging shareholders.
2. Build partnerships and collaborations with community organizations, businesses, and government agencies to expand our network and access additional resources. This will help build a more sustainable model that is not solely dependent on grant funding.
3. Look for different funding options by investigating and applying for grants from government agencies, private foundations, corporate sponsors, fundraising, and individual donors.
4. Build a strong evaluation and data collection system to demonstrate the effectiveness of the community school grant. This will also help secure ongoing funding and support from shareholders.
5. Offer specialized training and continued support to all school staff so they have a clear understanding of the Community Schools framework and how they can implement this framework in their role.
6. Empower community members to take responsibility for the community school program and cultivate a sense of commitment to its success. This approach will ensure the program's sustainability beyond the initial implementation grant by nurturing a culture of community buy-in and involvement.

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
Explore and establish strong partnerships	<ul style="list-style-type: none"> - Inventory current community partnerships - Update community partnership contacts as needed - Communicate with partners regarding school initiatives and successes.

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:

Lynwood Unified has an established health collaborative with many partners and community based organizations, for the full list please see website:
https://www.mylusd.org/apps/pages/index.jsp?uREC_ID=1293123&type=d&pREC_ID=877970

Some of the established partnerships that Will Rogers currently works with to support physical and mental health include:

- **Vision to Learn:** bring optometry services on to campus at regular intervals throughout the year to provide for students (this organization serves students, not families)
- **Wesley Dental:**
- **The Guidance Center:** Brings mental health/behavioral services, health management, psychiatric services, substance use prevention to both students and families
- **Shields for Families:** Offers mental health/behavioral services, health management, health programs and preventative care.
- **Department of Mental Health (DMH):** Offers mental health/behavioral service, parent and student workshops and resources.
- **St Francis Medical Center:** offers enrollment eligibility specialists for enrollment assistance and referral services that links families to valuable health benefits, social services, and community programs. All services provided by the HBRC are free to the community

This year Will Rogers partnered with the following agencies to provide enrichment opportunities for our students:

- **Department of Public Works (DPW):** Provided a motivational assembly regarding the importance of recycling.
- **Natural History Museum (NHM):** Mobile museum for students in grades K-2nd. Students were able to learn about the Los Angeles Ice Age Area.
- **History Brought to Life:** offered assemblies designed to give students an in depth understanding of specific events and people who are responsible for shaping California's history.
- **Think Together:** Before and after school enrichment opportunities for students
- **Ame Kora Productions:** Offered performances for students showcasing the rich culture of West African drum and dance.
- **Mahana Dance Company:** Offered performances for students showcasing the rich culture of the islands of the pacific for Asian American and Pacific Islander Heritage Month.
- **High Touch High Tech:** Offered science program for third grade about physical and behavioral adaptations.

This year Will Rogers partnered with the following agencies to provide enrichment opportunities for parents:

- **Parent Organization Network (PON):** Supports parents capacity building through workshops that help parents understand their English Learner and the steps necessary for reclassification.
- **Student Services Specialist (Substance Use Prevention):** District consultants who offer substance use prevention workshops for both students and parents.

The Lynwood Community Schools Mission and Vision includes the two key components of fostering a culture of holistic excellence and offering continuous support that promote lifelong learning and success. Some strategies and partnerships have already been established in order to support these key components such as:

- **Wellness Wednesday:** Social Emotional Specialist and Community Schools Case Manager host lunch recess events to support the mental wellbeing of our students through art and other activities.
- **Fun Fridays:** Social Emotional Specialist and Community Schools Case Manager host lunch recess events to support the physical wellbeing of our students through community building activities.
- **Check in/Check Out:** MTSS strategy to support students who need extra check-ins because of behavioral, attendance, or other special needs. This strategy fosters a culture of holistic excellence to make sure students are well.
- **College and Career Readiness:** Will Rogers adopts a college wednesday where all students and staff wear college gear in order to promote a college going culture.
- **Arts Festival:** District wide event that showcases students artwork and provides an opportunity for families and the community to come together to receive an array of resources.

- **Dia de los Muertos Event:** An event that promotes the school community to come together and learn about the Dia de Muertos customs. It is a celebration and remembrance of life where all students create an altar and showcase it during this special event. Different community based organizations come out and share resources.

Finally, there are many partners that we plan to establish a stronger partnership of collaboration with such as the Los Angeles County Library. The county library offers a wealth of resources in person and online, they already promote lifelong learning therefore aligning with our community schools mission and vision. Will Rogers would like to explore a stronger partnership with the library to offer workshops or online courses at our school site to promote literacy for both students and their families. Furthermore, another partner that we want to build and strengthen a partnership with is the Lynwood Adult school. They also offer a lot of opportunities for adults to continue their education and commitment to lifelong learning. At Will Rogers, we want to explore a partnership with them to provide development opportunities for the families at our school.

2024-2025 School Site Goals

Site Level Goals and Measures of Progress

Goals	Action Steps
By the end of the school year, Will Rogers will establish a partnership with a local community-based organization to provide a technology literacy workshop series for parents. The success of this goal will be measured by the number of parents attending the workshops and their feedback on the usefulness of the information provided. Community Schools will allocate resources to support the workshops	<ul style="list-style-type: none"> - Identify Potential Community-Based Organizations (CBOs) and reach out to discuss the possibility of collaboration. -Schedule meetings to discuss collaboration details and potential workshop formats. - Engage with the Community Schools Advisory Council to allocate necessary resources such as funding. -Develop a marketing plan to promote the workshop series to families within the school community and the broader local area. -Finalize workshop dates, times, and locations in coordination with the CBO.

<p>By the end of the first semester of the 2024-2025 school year, Will Rogers will launch a comprehensive outreach program to clarify basic needs and SEL support. This includes developing informational materials and organizing events. Success will be measured by a 20% increase in families accessing basic needs services compared to the previous year.</p>	<ul style="list-style-type: none"> - Create informational materials such as brochures, flyers, and pamphlets outlining available basic needs services and SEL support resources. - Plan and schedule outreach events such as community meetings, workshops, or informational sessions to engage with parents and caregivers. - Develop a marketing strategy to promote outreach events - Provide training to school staff to effectively communicate with families, address their concerns, and provide information about available resources and support services. - Implement a system to track the number of families accessing basic needs services and participating in SEL support activities
<p>By the end of the school year Will Rogers will have increased the number of extra-curricular clubs offered on site by 25% compared to the previous year. Community Schools will allocate resources such as funding to support the expansion of school clubs.</p>	<ul style="list-style-type: none"> - Create a proposal outlining potential new club ideas, estimated costs, and anticipated benefits for student engagement and learning. - Work with the Community Schools Advisory Council to secure necessary funding for the expansion of extracurricular clubs. - Reach out to teachers, staff members, and community members who are passionate about specific areas of interest to serve as club advisors or volunteers. - Develop a marketing campaign to promote the new and existing extracurricular clubs to students. - Track student participation and attendance in extracurricular clubs to assess their popularity and effectiveness. - Collect feedback from students, parents, and club advisors regarding their experiences with the expanded extracurricular program.

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