



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

Lugo Elementary School
 4345 Pendleton Ave.
 Lynwood, CA 90262
 (310) 603-1493
 Principal: Dr. Paul Ceron

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:

In launching the Community Schools Initiative within LUSD, our primary focus has been on building strong relationships across all stakeholders—staff, students, parents, and community partners. Central to this effort was the creation of a Mission and Vision Statement, providing a clear framework to guide our collective work towards educational excellence and community engagement. Regular Community Newsletters have served as a vital communication tool, keeping all stakeholders informed and involved in our progress and initiatives. To ensure broad representation and input, we established Community Schools Advisory Councils (CSACs), fostering collaboration and feedback from diverse perspectives.

A pivotal component of our strategy has been the Listening Campaign, which allowed us to hear directly from stakeholders about their aspirations and concerns for our schools. Through rigorous data analysis, including comprehensive reports on school academic progress and student demographics, we've deepened our understanding of both school and community needs. This data-driven approach has enabled us to conduct thorough Needs and Asset Assessments in partnership with our CSACs, identifying strengths and areas for growth within our educational ecosystem. Together, these initiatives have laid a solid foundation for meaningful collaboration and continuous improvement as we strive to create inclusive, supportive, and thriving community schools in LUSD.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

In our ongoing efforts to enhance the Community Schools Initiative (CSI) at LUSD, we have undertaken several key initiatives aimed at fostering engagement and inclusivity among students, staff, parents, and community members. Central to this effort was the development of a comprehensive Community Schools Survey, which solicited feedback from students, staff/teachers, and parents to assess their perspectives on current school initiatives and identify areas for improvement. We have actively participated in various forums such as parent meetings, school site council meetings, and the PBIS committee, ensuring that diverse voices are heard and valued in decision-making processes.

To keep stakeholders informed and engaged, we regularly present updates and progress reports at Staff Meetings, highlighting the impact of CSI initiatives and gathering input for continuous refinement. A pivotal component of our engagement strategy has been the Listening Campaign, which prioritizes the voices of historically marginalized students, new parents, and other subgroups within our community. We have presented the insightful findings from this campaign to the broader school community, fostering transparency and dialogue around pressing issues and proposed solutions.

Our Engagement Plan serves as a roadmap to effectively reach and involve different groups, including administrators, certificated staff, classified staff, students, family members, and community stakeholders. This plan guides our efforts in tailoring communication strategies and engagement activities to meet the unique needs and preferences of each group, ensuring inclusive participation and collaboration. Additionally, we have engaged our Community Schools Advisory Council (CSAC) through a robust Needs and Asset Assessment Process, facilitating Gallery Walk sessions that encourage in-depth conversations and collaborative problem-solving. These sessions have been instrumental in identifying strengths, challenges, and actionable solutions to support the holistic development of our community schools. Through these concerted efforts, we are committed to fostering a supportive and inclusive educational environment where every voice is heard, valued, and empowered to contribute to positive change within LUSD.

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, including goals, data, and outcomes.</p>	<p>Ensuring Community Schools Case Manager is part of the monthly staff meetings to provide presentations and updates to staff.</p> <p>Standard of Practice to include Community Schools Case Manager in site-based Administrative Meetings.</p> <p>Increasing opportunities to report updates to community members (city council meetings, town hall meetings, rotary clubs, etc.)</p>
<p>Integrate various school-wide efforts and initiatives (e.g., Expanded Learning Opportunities, State Pathways, Universal Transitional Kindergarten) to support alignment and streamline</p>	<p>Increase Extended Learning Opportunities through Community Schools Initiative.</p> <p>Collaborate with Lynwood Parks and Recreation.</p> <p>Using community partners such as the Los Angeles Sheriff’s Department to support school wide safety initiatives.</p>

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
Empower community schools with the autonomy to innovate on curriculum, pedagogy and assessment in order to curate an instructional framework that best responds to the assets and vision of the local community.	<p>Partner with the Equity Department to ensure the development and implementation of Culturally Relevant and Just curriculum in classrooms.</p> <p>Partner with LTA to discuss how we can innovate curriculum and pedagogy.</p>
Develop and implement curriculum that reflects and respects the cultural diversity of students and their families.	Incorporate diverse perspectives, histories, and contribution materials and teaching practices. Provide professional development for educators on culturally responsive teaching strategies.
Foster partnerships with community organizations, cultural institutions, and local experts to enrich curriculum and pedagogy.	Involve community members in curriculum planning and implementation. Provide opportunities for students to engage in community-based projects and service-learning activities.

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
Establish SY 2024- 2025 Community Schools Advisory Committee	Utilize District Sample Bylaws to form site based community School Advisory Committee to include a minimum of 9 meetings per year and decide on them at the beginning of the year. To schedule for committee to present findings at SSC annually and ELAC annually.
Continue to meet with SSC and ELAC committees	Attend monthly committee meetings. Communicate with parents and other committee members to facilitate the needs assessment feedback. Invite/ Re-invite a variety of education partners.

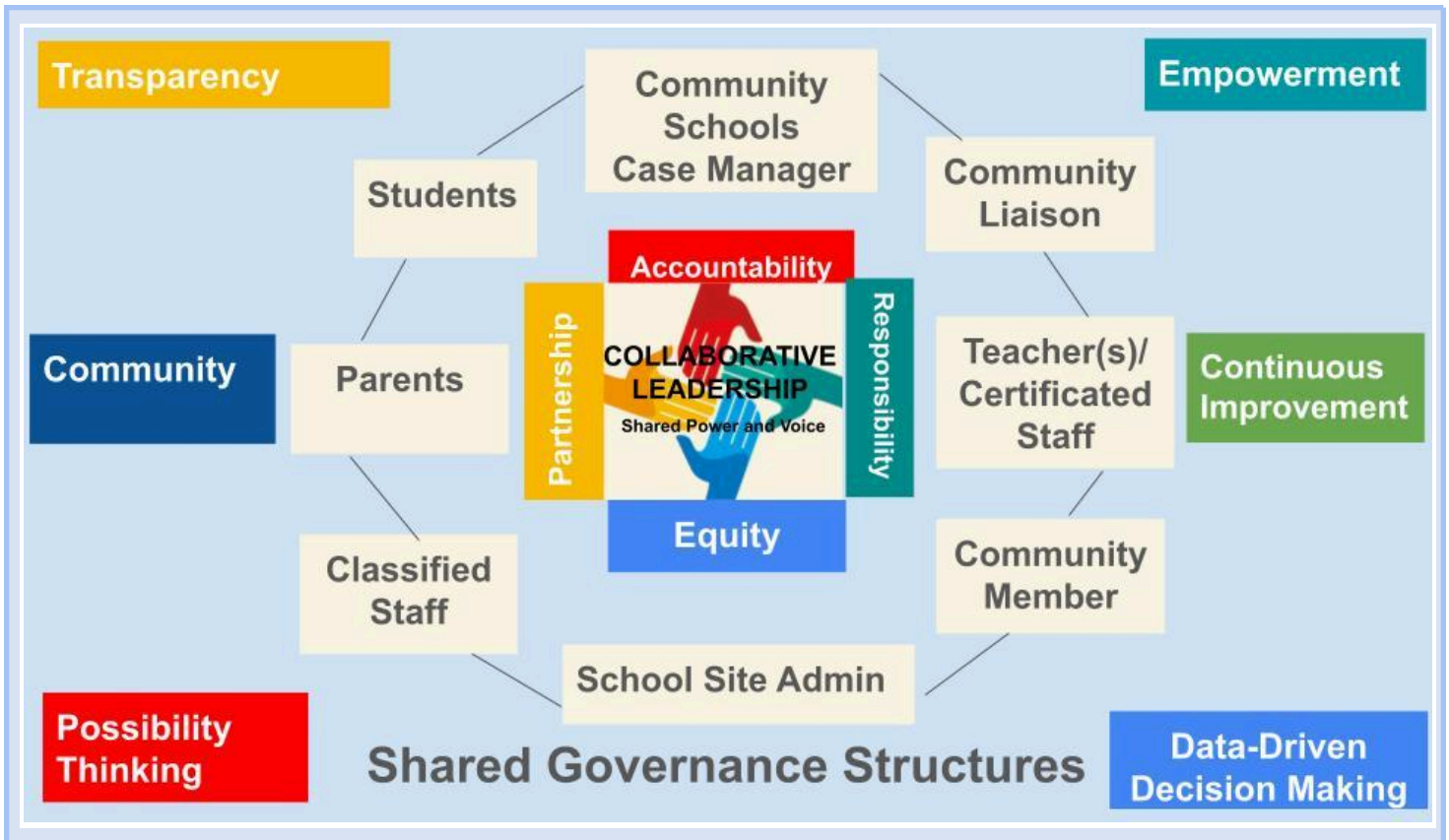
Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

At our community school, we emphasize a system of shared governance and inclusive leadership that ensures all voices are heard and valued in decision-making processes. This structure is designed to foster collaboration, accountability, and effective communication among stakeholders, including staff, parents, students, and community partners.

Community Schools Advisory Council (CSAC): The CSAC serves as the central body for shared governance, comprising representatives from diverse stakeholder groups, including parents, teachers, community members, school administrators and the student body at Lugo Elementary.

Site Leadership Team: Composed of school administrators, department heads, and selected faculty members, the Site Leadership Team oversees day-to-day operations and implementation of educational programs.

Parent and Community Engagement Committees: These committees consist of parents, community leaders, and local stakeholders who actively participate in shaping school policies and promoting community involvement such as SSC and ELAC. They advocate for the interests of families and community members, provide feedback on school programs, and support outreach efforts to enhance family-school partnerships.



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 staffing levels and roles are aligned with the needs of the diverse student population.	Conduct regular assessments of student needs to determine staffing requirements. Adjust staffing levels and roles as necessary to address student academic, social-emotional, and cultural needs.
Establish site-level Community School Case Manager	Define the roles and responsibilities of the Community School Case Manager in collaboration with stakeholders. Provide professional development and ongoing support for the Case Manager to effectively fulfill their role. Foster partnerships with community organizations, agencies, and enhance support services for students and families.

Key Staff/Personnel

Dr. Paul Ceron	School Site Principal
Laura Lopez-Garcia	Instructional Lead
Lizeth Martinez	Community Schools Case Manager
New Hire	Community Liaison
Dr. Dawn Green	Community Schools Coordinator
New Hire	Academic Coach

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

For the California Community Schools Partnership Program, the goals and action steps should be comprehensive to ensure that staffing meets the needs of the target student population, supports diversity and multilingualism, and establishes sustainable staffing practices. Here’s a detailed plan:

Goals: 1. Staffing Alignment with Student Population:

- **Goal:** Ensure that staffing levels and roles are aligned with the diverse needs of the student population within community schools.
- **Action Steps:**
 - Conduct needs assessments and demographic analyses to determine specific staffing requirements based on student demographics, academic needs, and community context.
 - Adjust staffing structures and roles to address academic, social-emotional, and cultural needs of students.
 - Implement ongoing monitoring and evaluation to assess the effectiveness of staffing allocations in meeting student needs.

2. Recruit and Hire Diverse, Multilingual Staff:

- **Goal:** Recruit and hire a diverse team of educators and support staff, including multilingual professionals, to enhance cultural responsiveness and language support.
- **Action Steps:**
 - Develop targeted recruitment strategies that prioritize diversity, equity, and inclusion (DEI) principles.
 - Partner with local universities, community organizations, and professional networks to attract diverse candidates.
 - Implement inclusive hiring practices that emphasize cultural competency and multilingual abilities in job postings, interviews, and selection processes.

3. Establish Site-Level Community School Case Manager:

- **Goal:** Establish and support the role of a Community Schools Case Manager to oversee and coordinate community school initiatives.
- **Action Steps:**
 - Define clear roles, responsibilities, and qualifications for the Community Schools Case Manager position.

- Provide professional development and ongoing support for the Case Manager to effectively lead community school efforts.
 - Foster collaboration and partnerships with community stakeholders, local agencies, and organizations to integrate resources and support services.
4. **Hire District-Level Community Schools Coordinator:**
- **Goal:** Hire a District-Level Community Schools Coordinate to oversee the programs, services and case managers at each LUSD school site.
 - **Action Steps:**
 - Develop job descriptions and roles for site-level case managers that align with the community school’s strategic priorities and student needs.
 - Ensure that case managers have access to professional development opportunities and resources to effectively fulfill their roles.
 - Foster a collaborative environment where case managers can work closely with teachers, staff, families, and community partners to support holistic student development.
5. **Develop Sustainability Plans for Core Staffing:**
- **Goal:** Develop and implement sustainability plans to ensure that core staffing positions at community schools are supported through stable, long-term funding.
 - **Action Steps:**
 - Conduct a comprehensive assessment of current funding sources and expenditures related to staffing.
 - Identify potential sources of stable funding, such as grants, partnerships, and local, state, or federal allocations.
 - Create contingency plans to address funding fluctuations and changes in financial priorities, ensuring continuity in staffing and programmatic support.

Implementation Approach:

- **Collaborative Stakeholder Engagement:** Engage educators, administrators, parents, students, and community members in the planning, implementation, and evaluation of staffing strategies.
- **Data-Driven Decision Making:** Utilize data from needs assessments, student demographics, and program evaluations to inform staffing decisions and resource allocations.
- **Professional Development:** Invest in ongoing professional development opportunities that enhance staff capacity in areas of cultural competency, language proficiency, and community engagement.
- **Equity and Inclusion:** Integrate equity and inclusion principles into all aspects of staffing and resource allocation to ensure that community schools provide equitable opportunities and support for all students.

By focusing on these goals and action steps, the California Community Schools Partnership Program can effectively align staffing with student needs, promote diversity and multilingualism, establish strong leadership at site levels, and ensure sustainable staffing practices that support long-term success and stability in community schools.

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
1. To expand our already existing partnerships.	To engage with all health collaborative LUSD partners by attending their agency events, collaborating in driving their agency mission and vision and inviting them to be part of our school events and school community overall.
2. To establish collaborative relationships and ways to engage new partners.	To Identify potential partners whose missions align with our school's goals. To research their work and identify common interests or needs where collaboration could be beneficial To attend local community events, conferences, or workshops where potential partners might be present. Network actively to introduce yourself and our school's initiatives.
3. To explore new partnerships.	To determine what specific goals we want to achieve through partnerships (e.g., improving student outcomes, enhancing extracurricular activities, securing resources) and identify agencies/organizations/companies aiming for the same/similar goals.

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:

Lugo Elementary School has collaborated with Vision To learn to provide on-campus vision exams once a year to all of our students unless parents opt-out of this service.

ALDI Cares Community Grants: Establishing partnerships with ALDI through their Community Gift Card Program can significantly benefit Lugo Elementary School and align with its vision and priorities. Here's how these partnerships can be responsive to the needs of students, staff, families, and community members:

Addressing Food Insecurity: Lugo Elementary can partner with ALDI to address food insecurity among its students and families. By receiving gift cards, the school can distribute them to families in need, helping to alleviate financial strain and ensure access to nutritious food options. **Promoting Children's Health & Wellness:** ALDI's support can be utilized to promote children's health and wellness initiatives at Lugo Elementary. This could include funding for nutrition education programs, health screenings, or initiatives that encourage physical activity and healthy lifestyles among students. **Enhancing Educational Outcomes:** By reducing food insecurity, students are better able to focus on their studies and participate fully in educational opportunities. This partnership can indirectly support academic achievement by creating a more supportive environment for learning. **Community Engagement:** The partnerships with ALDI can foster community engagement by involving parents and community members in initiatives aimed at improving children's health and well-being. This collaborative effort can strengthen ties between the school and its surrounding community. **Sustainability and Long-Term Impact:** By establishing ongoing partnerships with ALDI, Lugo Elementary can ensure sustainability in addressing food insecurity and promoting health and wellness. Regular support through gift cards can provide consistent aid to families in need and contribute to long-term improvements in the community's well-being.

Assistance League: Establishing partnerships with Operation School Bell, facilitated by Assistance League chapters, can greatly benefit Lugo Elementary School and align with its vision and priorities. Here's how such partnerships can be responsive to the needs of students, staff, families, and community members: **Clothing Assistance:** Partnering with Operation School Bell can ensure that students from low-income families receive new school clothing. This addresses a basic need and promotes equity among students, enhancing their self-esteem and readiness to learn. **Health Assistance:** The program also provides health services such as vision, hearing, and dental care. By partnering with Operation School Bell, Lugo Elementary can help identify and address health issues that might otherwise affect students' academic performance and overall well-being. **Enrichment Programs:** Assistance League chapters often fund and implement enrichment programs focusing on literacy, cultural awareness, and higher educational opportunities. Partnering with such initiatives can enrich the school's curriculum and provide students with diverse learning experiences. **Community Engagement:** Partnerships with Operation School Bell involve the broader community in supporting children's education and well-being. This can foster a sense of community pride and involvement among families and local businesses who contribute to or benefit from the program. **Supporting Educational Success:** By meeting basic needs and providing enrichment opportunities, partnerships with Operation School Bell directly support the school's goal of helping children succeed academically. Students who have their basic needs met and access to enriching activities are more likely to excel in school. **Sustainability and Impact:** Establishing ongoing partnerships with Assistance League chapters ensures sustained support for students in need over time. Regular collaboration can help measure the impact of the program on students' academic outcomes, health improvements, and overall well-being. **Collaborative Initiatives:** Lugo Elementary can collaborate with Assistance League chapters to develop tailored initiatives that meet specific local needs identified by both the school and the community. This ensures that partnerships are responsive and effective in addressing the unique challenges faced by students and families.

Southern California National Kids to Parks: Partnerships with organizations like the National Park Trust through programs such as the Kids to Parks Grant can enrich Lugo Elementary School's educational offerings, promote environmental stewardship, and foster a deeper connection between students, families, and the natural world. These partnerships align with the school's vision of providing holistic education and empowering students to become responsible global citizens.

Lynwood Partners Educational Foundation: Establishing partnerships through the Lynwood Partners Educational Foundation can significantly benefit Lynwood Unified School District by addressing funding challenges and supporting the vision and priorities of students, staff, families, and community members. Here's how these partnerships can be responsive: **Business and Community Engagement:** Partnering with local businesses, community leaders, and donors through the foundation can provide financial support, resources, and expertise that directly benefit Lynwood's public schools. These partnerships can help fund educational programs, infrastructure improvements, and extracurricular activities that enhance student learning and well-being. **Enhancing School Facilities:** Partnerships with the foundation can lead to improvements in school facilities and infrastructure. This could include renovations, upgrades to classrooms and equipment, and creating more conducive learning environments for students and educators. Lugo Elementary was awarded a little over \$3,000 to expand its current school garden.

Environmental Assembly by LA County of Public Works: Partnering with the Environmental Defenders Rock the Planet – It's Up to You Tour can significantly enhance the educational experience and environmental awareness at Lugo Elementary School. Here's how these partnerships can align with the vision and priorities of students, staff, families, and community members. **Educational Enrichment:** By hosting the Environmental Defenders assembly, Lugo Elementary can provide students with engaging, interactive learning experiences about environmental issues such as recycling, water conservation, and pollution prevention. This supports the school's goal of promoting environmental stewardship and sustainability.

TreePeople Natural Connections Field trips: Partnering with TreePeople's Outdoor Equity programs can enrich the educational experience at Lugo Elementary School and foster a deeper connection to local natural environments among students, staff, families, and community members. Here's how these partnerships can align with the school's vision and priorities: **Enhancing Environmental Education:** TreePeople's Outdoor Equity programs offer hands-on learning experiences through field trips that connect youth and families to local natural and wildland areas. By participating in these programs, students can learn about ecology, native plants, wildlife conservation, and sustainable practices directly in natural settings. This supports the school's goal of providing comprehensive environmental education that promotes stewardship and sustainability.

Angeleno Connectivity Trust Internet Hotspots: The Angeleno Connectivity Trust program greatly benefitted Lugo Elementary School and aligned with its vision of ensuring equitable access to technology and education for students in need. **Educational Support:** Lugo Elementary can provide educational support to families receiving wifi hotspot devices that helped them maximize the use of technology for academic purposes. This can include guidance on accessing educational websites, using digital learning platforms, and promoting digital literacy skills among students and parents.

Lynwood Breeze Tokens: Partnering with the Lynwood Breeze, the City of Lynwood's public transportation service, can offer numerous benefits to Lugo Elementary School and align with its vision and priorities of enhancing accessibility, sustainability, and community engagement.

Fair Housing Foundation: Partnering with the Fair Housing Foundation (FHF), which is dedicated to eliminating discrimination in housing and promoting equal access to housing choices, can benefit Lugo Elementary School and align with its vision of fostering inclusivity, equity, and community empowerment.

Shoes that Fit: Partnering with Shoes That Fit can profoundly impact Lugo Elementary School and align with its vision of supporting student well-being, self-esteem, and academic success. Here’s how these partnerships can be responsive: **Improving Student Well-Being:** Collaborating with Shoes That Fit can directly improve the well-being of students by providing them with new shoes. Access to properly fitting shoes enhances comfort, reduces physical discomfort, and supports better overall health, which can positively impact school attendance and participation in physical activities. **Boosting Self-Esteem and Behavior:** New shoes from Shoes That Fit can boost students' self-esteem and confidence. Feeling comfortable and proud of their appearance can lead to improved behavior, increased engagement in school activities, and a more positive attitude towards learning. **Supporting Families:** Partnering with Shoes That Fit allows Lugo Elementary to support families who may struggle with providing adequate footwear for their children due to financial constraints. This partnership can alleviate financial burdens and ensure that all students have essential items necessary for their daily lives.

Site Level Goals and Measures of Progress

Goals	Action Steps
GOAL 1 - Parent Engagement	By June 2025, Lugo Elementary School will increase parent engagement by hosting monthly parent workshops, growing SSC, ELAC and CSAC membership, and recruiting more parent volunteers. We aim to achieve a 10% increase in attendance at parent workshops and recruit at least 5 new parent volunteers. A “Family Engagement Passport” incentive can be implemented for a higher success rate. This initiative will strengthen our school community and enhance support for student learning and development.
GOAL 2 - Expanded Learning/Enrichment	By June 2025, Lugo Elementary 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 10% increase in families accessing basic needs services compared to the previous year.
GOAL 3 - SEL Physical Health and Well-being	By June 2025, Lugo Elementary will have increased the number of extra-curricular clubs offered on site by 10% compared to the previous year. Community Schools will allocate resources such as funding to support the expansion of school clubs.

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