

- Data Drive: To build understanding of school academic progress and student demographics to help assist with assets and needs assessment
Engaged our CSAC through the Needs and Asset Assessment Process CCSPP: Implementation Plan Template

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.

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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.

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CCSP: IMPLEMENTATION PLAN

School Site Contact Information

CESAR CHAVEZ MIDDLE SCHOOL

3898 Abbott Road

Lynwood, Ca. 90262

(310) 886-7300

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:

:

- Building Relationships with staff, students, parents, and community partners
- Created a Mission and Vision Statement to guide the work of Community Schools Initiative in LUSD

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- Community Newsletters
- Formation of Community Schools Advisory Councils
- Building Understanding of school and community through data analysis and report findings

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.

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- Development of Community Schools Survey for students, staff/teachers, and parents
- Being involved in parent meetings, school site council meetings, PBIS committee, etc.
- Presenting at Staff Meetings to inform of updates and work being done under the CSI
- Listening Campaign (making sure to incorporate the voice of sub groups/historically marginalized students, and new parent participants)
- Presented findings of Listening Campaign with school community
- Use of Engagement Plan to identify how we will engage different groups (administrators, certificated staff, classified staff, students, family members, community members, etc.)
- Engaged our CSAC through the Needs and Asset Assessment Process (Talk about the process/ Gallery Walk - Robust Conversations including questions/answers/solutions)
- Developed a Community Schools Advisory Council
- Development of community schools surveys for students, staff/teachers and parents.
- Involved in parent meetings, school site council meetings, PBIS committee, etc.
- Presenting at staff meetings to inform of updates and work being done each month.
- Provided Parent workshops on Aeries & Parent Square

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.

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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 CSCM is part of the monthly staff meetings to provide presentations and updates to staff</p> <p>Standard of Practice to include CSCM in site based Admin Meetings</p> <p>Increasing opportunities to report updates to community members (city 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 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.

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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
- District Wide PD - Make announcements on my role and key points
- Announce to the staff as to what is going on for that month w/ community schools.
- Meet with staff to discuss attendance incentives and actions
- Establish a Parent center
- Set up parent workshops (morning, evenings, Saturdays and virtual
- Work w/ PBIS and assist with lunch activities and incentives
- Incentives: Healthy snacks (bars, chips) and healthy drinks (Honest drinks)
- Set up parent workshops (Domestic Violence, Mental Health, Registration for Aeries/Parent square.
- Foster meaningful community connections and enhance learning through real-world experiences.
- Partnering with local organizations for internships, creating service-learning projects addressing community needs, and organizing field trips to local businesses and cultural sites.
- This strategy enriches education by connecting students with their community and promoting civic engagement.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>► 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>	<p>Partner with the Equity Department to ensure the development and implementation of Culturally Relevant and Just curriculum in classrooms.</p> <p>Partner with LTA to discuss how we can innovate curriculum and pedagogy (CBL, Social Justice, etc.)</p> <p>Enhancing student engagement and relevance.</p> <p>Involve creating flexible curriculum frameworks, facilitating teacher-led innovation workshops, and establishing feedback loops with stakeholders. This autonomy encourages creativity, responsiveness, and continuous improvement within community schools.</p>

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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.

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Site Level Goals and Measures of Progress

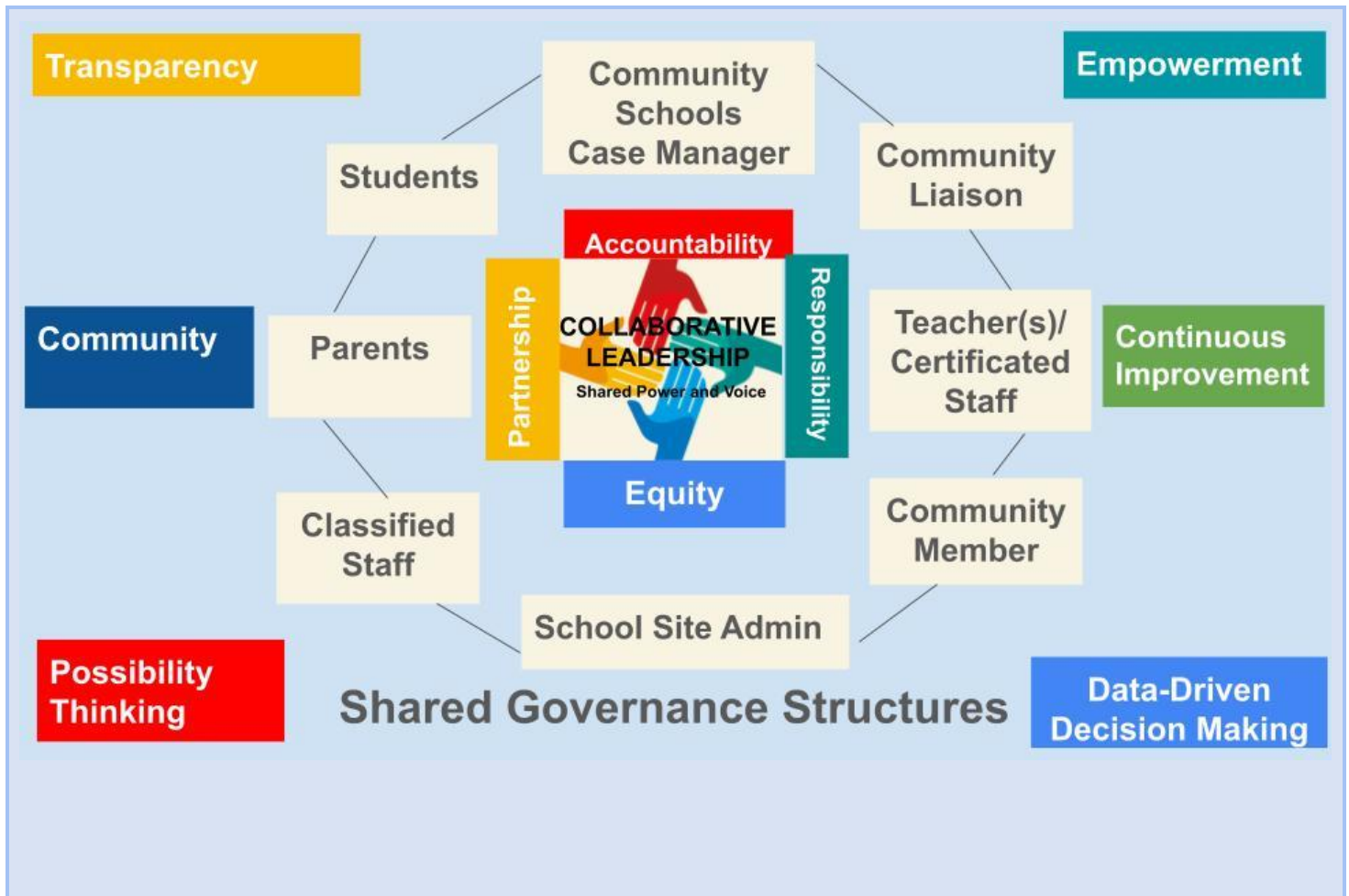
Goals	Action Steps
Provide continuous leadership development opportunities for students, educators, families, and community members	Provide PD for leaders to help support their growth and development Book Study with CSAC Members that focuses on leadership in education (i.e. Servant Leadership)
Regularly 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.	frequent presentations and opportunities for discussion open interest-holding partners Activities that support collaborative planning (Needs Assessment) Fostering shared decision-making, enhancing communication stakeholders, and promoting a unified vision for student success and community impact.

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 assistance of the Principal- School Site Admin.-Certificated, SEL lead- Certificated, Community liaison- Classified, 1 teacher- Certificated, 3 parents, 3 students and a Case manager.

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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.

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Site Level Goals and Measures of Progress

Goals	Action Steps
Provide Parent Workshops at CCMS: Mental Health, Drugs Awareness, Domestic Violence, Academic Progress, Community Resources	Meet w/ school staff and community partners to discuss dates and topics. Reach out to Vendors old and new to set up dates. Put workshops on Parent Square & Social Media Create flyers and post on the school campus.
Improve Attendance	Meet w/ staff, students and parents for feedback on school incentives. Work with PBIS for support. Put up posters from students on positive school attendance and put in the incentives when coming to school Reach out to Parents and do home visits. Educate parents on SART/SARB & community resources Put up flyers for after school and before school tutoring.

Key Staff/Personnel

Community Schools Case Manager	Alba Molina
Community Liaison	Lydia Gomez
Community Schools Coordinator	Dr. Dawn Green

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

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PLAN: We're giving specialized training and continued help to all school staff so they understand and follow the principles of community schools in their jobs

- Teachers (socially-just, Community Based Learning, Social emotional learning, Mental Health etc.)
- Keep active communication with current partners and reach out to new community partners for student and family services.

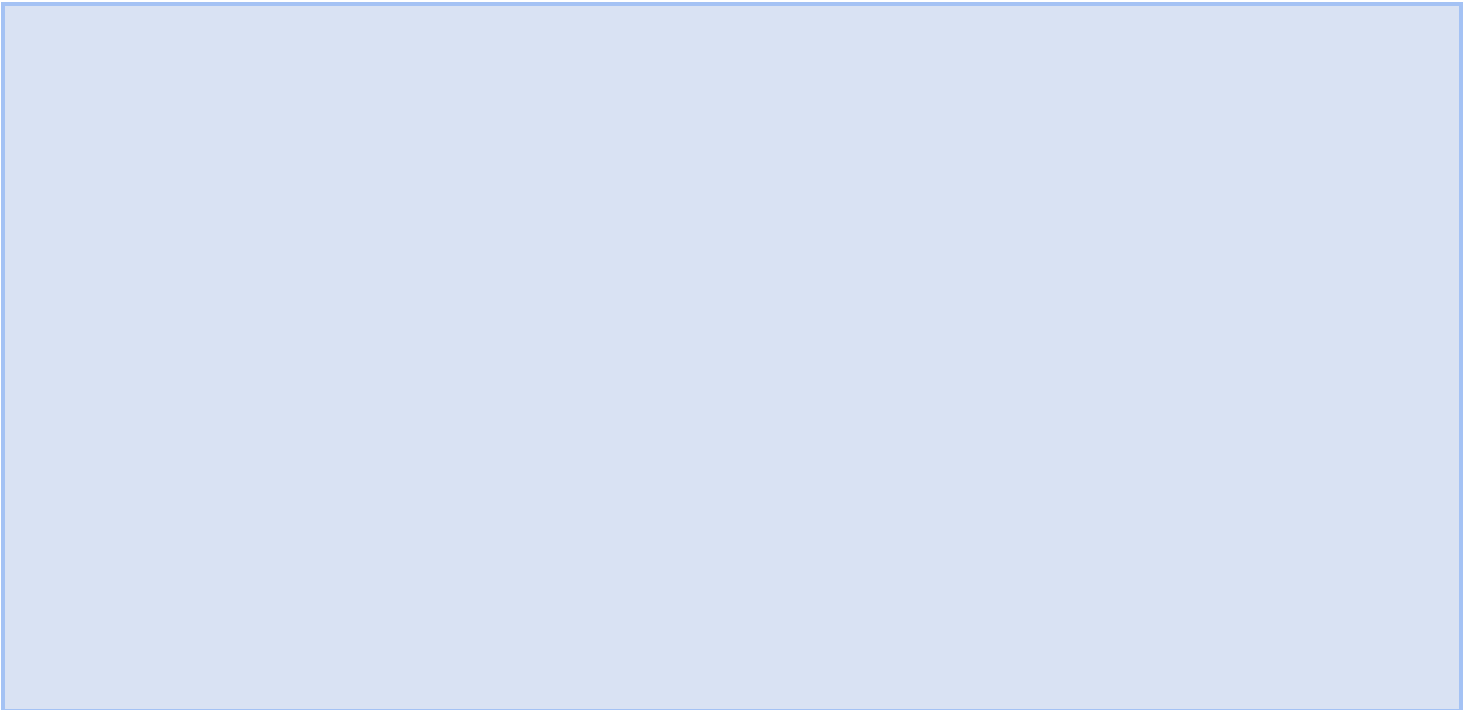
Work with the school district to make a plan to keep money coming in for important jobs and partnerships. Make sure this plan includes everything needed to keep programs running smoothly and keep agreements with outside groups.

We're looking for opportunities to get money from grants, fundraising, and other outside sources to support our plan for keeping the school running well for a long time.

We plan to diversify funding through partnerships with local businesses and foundations, creating sustainable revenue streams from community events and services, and establishing an alumni network for ongoing support. Develop a long-term strategic plan focused on financial stability, program scalability, and continuous community engagement beyond initial grant funding.

Make sure everyone works together on one big plan to make the school better.

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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

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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
Expand on New Partnerships	Research and identify new organizations, do community outreach, Reach out and initiate contact with partners.

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:

- Vision of your school/community schools
 - Fostering a culture of holistic excellence
 - Social Emotional Wellness - Wellness Wednesday
 - Meditation/Yoga Wednesdays for Students and Staff
 - 50 Minutes of P.E.
 - Vision to Learn
 - MTSS - PBIS - Check in/Check Out
 - Establish a Parent Center for Parents
 - Parent Education Workshops - topics addressed at your school site
 - Student Workshops
 - Motivational Speaker
 - Girls/Boys Conference
 - Health Collaborative
 - Collaboration with Educational Partners
 - LA Dodgers (Attendance Incentive)
 - Solfi Stadium - Establish a connection
 - Continuous Supports that promote lifelong learning and success
 - PBIS
 - College/Career Readiness (Career Day)
 - Arts Festival

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- Financial Literacy Class
- Dance club / Media Club
- Community Agencies (DPSS, DPH)
- Partnerships with Community Colleges (Dual Enrollment)
- Field Trips to community services - Convalescent center, Museums
- Afterschool Learning and Programs

Establish partnerships with local businesses, nonprofits, and civic organizations to enhance educational opportunities and support services. These partnerships will align with student, staff, family, and community priorities by integrating their input into program design, fostering shared decision-making, and addressing community needs collaboratively.

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2024-2025 School Site Goals

Site Level Goals and Measures of Progress

Goals	Action Steps
Our goal by June 2025 will be to improve attendance rates by fostering a supportive and engaging school environment. This will involve implementing targeted interventions, enhancing family engagement, and providing comprehensive support services to address barriers to regular attendance.	<ul style="list-style-type: none"> Implement daily attendance incentives. Establish a mentorship program for at-risk students. Engage families through regular communication and workshops. Collaborate with community partners for support services. Monitor and address attendance data proactively. Home support
Our goal is to increase parent engagement by 20% through regular workshops, improved communication channels, and collaborative events, fostering a stronger partnership between families and the school to support student success and well-being.	<ul style="list-style-type: none"> Host monthly family workshops. Establish a parent advisory council. Enhance communication via newsletters and social media. Organize school-community events. Provide volunteer opportunities. Offer flexible meeting times. Create a parent resource center.
Our goal is to enhance students' social-emotional learning (SEL) by promoting physical health and well-being. We aim to integrate comprehensive wellness programs, including mental health support, nutrition education, and fitness activities, fostering a healthier, more balanced school environment.	Our goal is to enhance SEL by promoting physical health and well-being. Action steps include implementing daily physical activities, integrating wellness programs, providing mental health resources, and organizing workshops on nutrition and healthy lifestyle choices for students and families.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.