

# 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

Hosler Middle School

11300 Spruce St,

Lynwood, CA 90262

Principal: John Terry

Phone number: (310) 603-1447

## 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:

Developing a comprehensive approach to integrate these values into the Community Schools Initiative in LUSD involves several key developmental plans and strategies to support shared commitment, understanding and priorities.

The first one is building relationships with staff by presenting during monthly all staff meetings on Community Schools. Building relationships with students by being visible during the school day and supporting them with supervision in the morning, lunch, after school, and passing periods. Building relationships with parents by organizing parent workshops, supporting family engagement events, and coordinating volunteer opportunities to strengthen ties between parents and the school community. Building relationships with community partners by meeting regularly, collaborative projects and events, and joint initiatives to build strong partnerships for our school community.

Secondly, developing the mission and vision statement with a clear and inspiring mission and vision statement that reflects shared values and goals for the Community Schools Initiative for LUSD.

Thirdly, creating monthly community schools newsletters highlighting successes, upcoming events, and opportunities for involvement to keep all stakeholders informed and engaged in the initiative.

Fourthly, the formation and establishment of Community Schools Advisory Councils (CSAC) with diverse stakeholders (parents, community members, classified and certificated staff, students) to provide input, guidance, and oversight for the CCSPP implementation.

Fifth, conduct a listening campaign through surveys, focus groups, and community meetings to gather feedback, concerns, and suggestions from stakeholders about their needs and priorities. Afterwards, collect and analyze data on school academic enrichment and interventions, student demographics, positive school climate, family and community engagement, physical health and wellbeing, basic needs and school community needs. Engaging the CSAC members and school community in a comprehensive assessment process to identify assets (strengths, resources) and needs (challenges, gaps) within the school and community.

Lastly, facilitate CSAC, data discussions, and collaborative activities to involve the CSAC in analyzing assessment findings, prioritizing goals, and developing action plans to address identified needs and leverage assets.

The Community Schools Initiative in LUSD can effectively build strong relationships, articulate a clear mission and vision, communicate transparently through newsletters, involve diverse stakeholders through advisory councils and listening campaigns, and use data-driven insights to guide decision-making and prioritize actions for sustainable community and school improvement.

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

Engaging historically marginalized student and family groups in the Community Schools Initiative involves intentional strategies aimed at building trust, fostering inclusivity, and addressing specific needs. At Hosler Middle School our students are all marginalized, so at the school site we work as a team to provide students an inclusive school environment.

We focus on cultural competence and sensitivity by providing cultural competence training for staff to understand and respect diverse backgrounds and perspectives of marginalized groups. We ensure materials, communications, and activities are culturally sensitive and inclusive to our Latino community. We provide resources such as language interpretation services, culturally relevant curriculum, and access to community resources.

As a community school we initiate outreach efforts through community events and partnerships with community organizations that serve our students. We participate in all school site meetings such as Coffee with the Principal, School Site Council, English Learner Advisory Committee, Positive Behavior Interventions & Supports, and Community Schools Advisory Council. In these meetings we listen to concerns, gather feedback/highlights, and collaborate on solutions. By being actively involved in these meetings to ensure their direct participation in shaping school policies, programs, and initiatives. Lastly, it provides opportunities for them to express concerns, propose solutions, and collaborate with school staff and administrators.

We have a parent center where we provide opportunities for family engagement and empowerment by offering parent workshops designed to empower families with information about substance abuse, mental health, and teen dating violence awareness.

We focused on incorporating voices of marginalized groups by focusing on actively seeking input from historically marginalized students and new parent participants. Conducting focus groups, one-on-one interviews, and structured feedback sessions ensure their perspectives are not only heard but integrated into decision-making processes. We shared the findings with the school community demonstrates a commitment to transparency and accountability. It validates the experiences of marginalized groups and reinforces the school's dedication to addressing their specific needs.

We developed the Community Schools Survey to receive feedback from students, staff, and parents. By including questions specifically aimed at understanding their experiences, the survey ensures their perspectives are captured and considered in planning and decision-making.

In summary, each of these activities plays a crucial role in ensuring that marginalized students and families are actively engaged in the development and ongoing operations of community schools. By incorporating their voices, addressing their specific needs, and involving them in decision-making processes, community schools can foster a more inclusive and supportive educational environment.

**Part C:** As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with 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
Deliver public presentations and annual reports detailing engagement efforts along with the resulting community school plan/updates, including goals, data, and outcomes.	Ensuring CSCM is part of the monthly staff meetings to provide presentations and updates to all staff.  Standard of Practice to include CSCM in site based Admin Meetings such as Cabinet Meetings and Leadership Team meetings.  Increasing opportunities to report updates to community members (city meetings, townhall meetings, rotary clubs, etc.)
Integrate various school-wide efforts and initiatives (e.g., Expanded Learning Time & Opportunities, Student Support Services, etc)	Increase Extended Learning Opportunities through Community Schools Initiative  Collaborate with Lynwood Parks and Recreation and the city of Lynwood.  Using 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.

## 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.	Partner with the Equity Department to ensure the development and implementation of Culturally Relevant and Just curriculum in classrooms and at school sites.  Partner with LTA to discuss how we can innovate curriculum and pedagogy (CBL, Social Justice, etc.)
Culturally Relevant Murals	Partner with the Movement and art teacher to design murals to have a paint night or community paint day.
Student Support Groups	Student support groups focused on relationship-centered practices, social-emotional skill development, restorative practices, and mental health.

## 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.

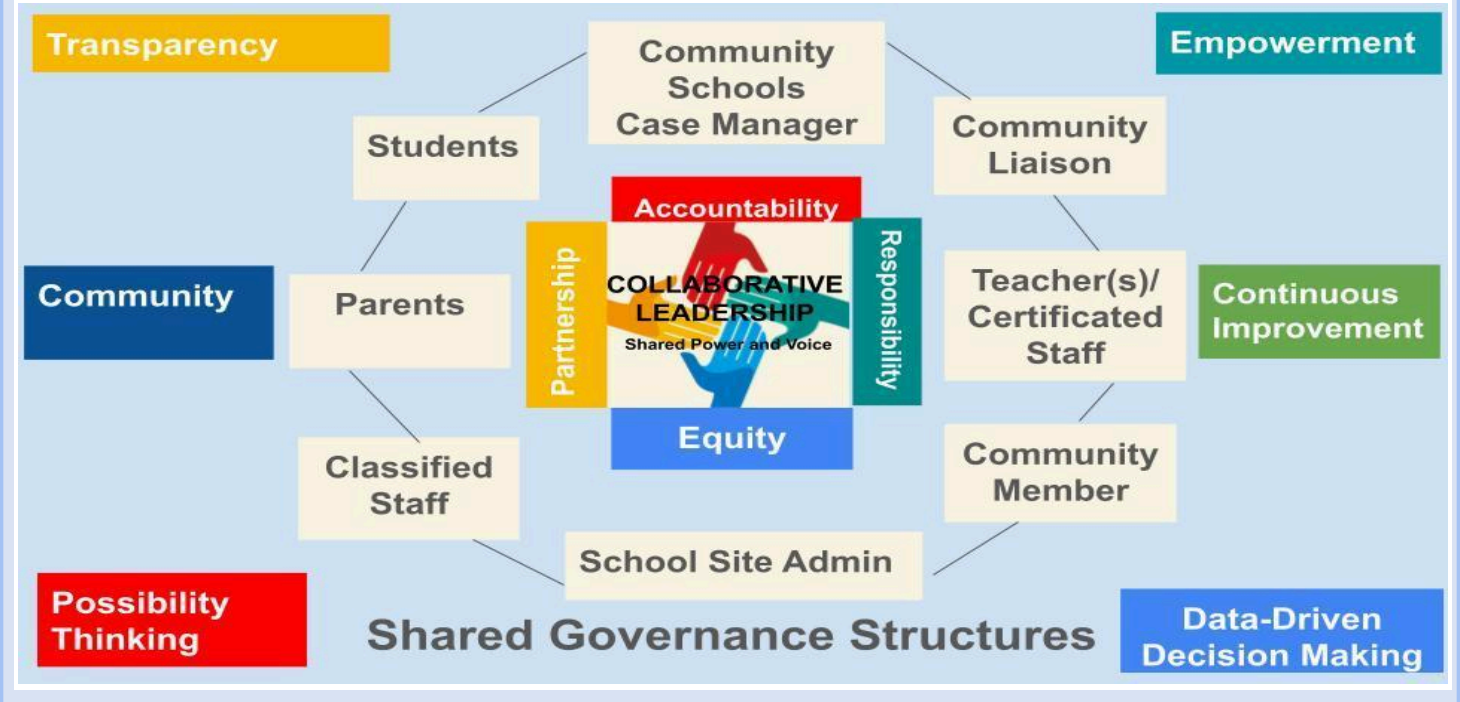
Describe your goals for strengthening collaborative leadership.

## Site Level Goals and Measures of Progress

Goals	Action Steps
Provide continuous leadership development opportunities for students, educators, families, and community members	<p>Provide PD for leaders to help support their growth and development.</p> <p>CSCM PD on public speaking to help advocate for Community Schools implementation, supports, collaboration, and sustainability.</p>
Regularly engage students, families, educators, and community partners in conversations about how to improve decision-making and implementation processes to strengthen the impact of the community school strategy.	<p>Frequent presentations and opportunities for discussion open interest-holding partners.</p> <p>Continuous activities that support collaborative planning and shared decision making process.</p>

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 community. Our Community Schools Advisory Councils have been developed with:



## 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
Mental Health and Resilience for school staff with the Resilience in School Environments Understanding and Practice (RISE UP) program from the educational theater department at Kaiser Permanente.	Coordinate the logistics for program to be in person during an all staff professional development.
Professional Development opportunities for all school staff.	Team building activities during PD and staff meetings to build a positive school culture.

### Key Staff/Personnel

John Terry	Principal
Gabriela Camacho	Assistant Principal
Justyn Brisbon	SEL Lead
Ambar Bojorquez	Instructional Lead
Gloria Nunez	Licensed Clinical Social Worker
Olga Quirarte	Community Liaison
Dawn Green	Community Schools Coordinator
Kimberly Perez	Community Schools Case Manager

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

Sustaining staff and resources beyond the initial community schools implementation grant is crucial for ensuring the long-term success and effectiveness of the community school model. Here are several plans and steps to consider:

**Grant Diversification** by diversifying funding sources beyond the initial grant. This could include seeking additional grants from foundations, government agencies, or corporate sponsors that support education, community development, or health initiatives. Develop a grant-seeking strategy that aligns with the mission and goals of the community school.

**Partnership Development** by strengthening and expanding partnerships with local businesses, non-profit organizations, universities, and community agencies. Collaborate with these partners to secure in-kind donations, funding contributions, or shared staffing arrangements that support ongoing programs and services.

Develop a comprehensive sustainability plan that outlines strategies for maintaining essential programs and services beyond the grant period. This plan should include financial projections, staffing needs, program evaluation metrics, and contingency plans for potential funding fluctuations.

Lastly, by continuously evaluating program outcomes and impact to demonstrate the effectiveness and value of community schools to funders, stakeholders, and the broader community. Use data-driven insights to inform decision-making and secure ongoing support.

## **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"> <li>- Continue to support and collaborate with the PBIS Team at the school site. Review data to help support student needs</li> <li>- Develop communication protocol with Certified Student Support Analysts and other educational partners providing services to students</li> <li>- Strengthen collaboration with Health Collaborative Referral team to get updates on students at site</li> <li>- Professional Development for MTSS with Community Schools Advisory Council /Community School Case Manager and Community Liaison</li> </ul>
Establish strong community partnerships	<ul style="list-style-type: none"> <li>- Invite Community partners to school events and facilitate workshops.</li> <li>- Create an updated list of all partners and MOU's</li> <li>- Create a vision and vetting process for community partnerships to ensure quality and alignment of programs and services</li> </ul>

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Collaborating with established health collaborative partners from LUSD. These partnerships and services are foster a culture of holistic excellence at Hosler:

- 50 Minutes daily of P.E.
- Vision to Learn services: Vision exams and glasses for students in need
- MTSS - PBIS - Check in/Check Out
- St. John's Vaccination Mobile Clinic
- Parent Education Workshops
- Student Workshops
- Motivational Speaker
- Girls Empowerment Summit
- Health Collaborative Partners: Student Services Specialist: Substance Prevention Specialist, Rainbow services, Southern California Crossroads, The Movement, Think Together

Continuous Supports that promote lifelong learning and success

- PBIS monthly assemblies
- Arts Festival
- Mental Health Awareness Fair
- Unity Day: Anti Bullying Summits
- National Kindness Day
- Red Ribbon Week - Substance Abuse Tabling
- Community Agencies to provide students with mental health support

- After School Tutoring and Programs

## 2024 - 2025 School Site Goals

### Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Increase Family and Community Engagement</p>	<p>The goal is to increase the percentage of families participating in school activities and community events. By the end of the school year, achieve a 15% increase in the number of families attending school events compared to the previous year. Implementing targeted strategies such as regular communication through multiple channels (emails, newsletters, social media), hosting family-friendly events (family night, game nights, movie nights, painting nights) during convenient times, and collaborating with community organizations to offer relevant programs and/or workshops.</p>
<p>Positive School Climate</p>	<p>The goal is to increase the School Climate Survey score by 15% on indicators related to respect, safety, inclusivity, and belonging within one academic year. Foster a positive school climate by implementing strategies that promote inclusivity, respect, and a sense of belonging among students, staff, and families. Implement evidence-based practices such as restorative justice approaches, social-emotional learning (SEL) programs, and regular mindfulness activities during lunch. It aligns with the mission of community schools to provide a supportive environment that nurtures every individual's potential. This goal will be monitored through regular administration of the School Climate Survey at the beginning and end of the year, supplemented by ongoing feedback mechanisms and observation.</p>
<p>Improve student physical health and wellbeing</p>	<p>Enhance student wellbeing by implementing comprehensive strategies that address physical, social, emotional, and academic needs. The tracking of students' using the wellness center to support their wellbeing, regular wellbeing surveys, and ongoing assessment and feedback within one academic year. Implement evidence-based practices such as mindfulness activities, counseling and support services, health and nutrition education, and academic support programs tailored to individual student needs. By prioritizing student wellbeing, community schools can create a supportive environment where students feel valued, safe, and motivated to learn.</p>

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