

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

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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:

Abbott Elementary School is dedicated to delivering high-quality education within the LUSD framework. The LUSD Community Schools Initiative has developed a Mission and Vision Statement to steer its efforts, which has been disseminated to interest-holders, families, and educators. Throughout the school year, the education staff has made an effort to offer activities that foster a racially-just and relationship-centered environment, emphasize shared decision-making, strengthen classroom-community connections, and prioritize continuous improvement and innovative thinking.

Abbott Elementary is “emerging” in relation to the implementation of the Capacity Building Strategies and seeks to improve our school community through an emphasis on the principles of social justice and living the Community Schools Overarching Values.

Racially Just, Relationship Centered Space

Our aim is to have an understanding that all interest-holders’ opinions, ideas and needs are necessary to drive the development of the programs, services, and events beneficial for the community.

We have a Social Emotional Learning Specialist (SEL) who has received extensive training on Restorative Practice with students. Abbott Elementary is committed to building a caring school community where all members are accountable for their actions, resolve conflicts, create positive relationships, and build an inclusive, respectful school culture. In an effort to accomplish this, Abbott Elementary has embraced Restorative Practices, which is a comprehensive, whole-school approach to building community and reducing conflict.

According to data collected from the Community School survey, the second most frequent challenge reported was being easily distracted by others, rated at 33%.

As a result SEL will offer multi-tiered support through Tier 1, Tier 2, and Tier 3 interventions. In the 2024-2025 school year, SEL's primary focus will be on Tier 1 interventions, delivering classroom presentations tailored to address specific classroom needs.

SEL will integrate into professional development sessions at the start of the school year to reintroduce Restorative Practices and emphasize their classroom-wide significance. Additionally, workshops on Restorative Practices and promoting healthy habits at home to families, offered 2-3 times throughout the year.

Shared Power

Regarding the principle of "Shared Power," we have formed a Community School Advisory Council comprising stakeholders, including at least 2 parents, 2 students, 1 SEL representative, 1 classified staff member, 1 teacher, the Principal/Instructional Lead, and 1 community member. To improve our collaborative practices, protocols, and consensus-building skills among all members, additional training is essential. This will streamline meetings, making them more efficient and productive.

In the school year 2024-2025, our goal is to increase our commitment to participating in training sessions offered by community partners, LUSD and through the Community Schools Initiative to strengthen our capabilities. The Asset and Needs Assessment has identified that students feel they lack a strong voice in classroom decisions, such as norms and learning activities, as well as in schoolwide decisions like assemblies, extracurricular activities, and PBIS activities/Incentives for upper grade students.

As for parents and caregivers, although the Community Schools Survey shows more than 90% are interested in engaging in school activities, councils, and the English Learner Advisory Council, attendance among members remains inconsistent.

Our focus will be on enhancing parents' participation to foster shared decision-making opportunities. In the 2024-25 school year, we aim to organize workshops tailored to parents' interests. According to the Community Schools survey, parents expressed a desire for workshops on college and career readiness, promoting healthy lifestyles and nutrition, managing stress and anxiety, and improving physical health. The workshops will be offered according to the data collected from the Community Schools survey, parents chose 9am and 3pm as the times they are most available to attend meetings, workshops, or volunteer.

Classroom–Community Connections

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

As a community School we have made a commitment to providing relevant teaching methods in which students learn by actively engaging in real-world and personally meaningful projects. Teachers will meet at least once a month and collaboratively determine community base work to align it with cultural months-Latinx Heritage Month, Black History Month and Native American Heritage Month among others. Students are able to learn the historical impact of these minority groups and apply it to their academic standards per grade level.

By fostering the following strategies Abbott Elementary school has been working towards enhancing students' learning experiences and building a stronger, more resilient community.

1. Field Trips and Site Visits: Organize visits to local museums, theaters, and the Lynwood Unified School District for students and parent volunteers to offer hands-on learning experiences.
2. Community Events: Encourage student and parent participation in community events, such as local festivals, meetings, and cultural celebrations.

A focus on continuous improvement and possibility thinking

Abbott Elementary is enhancing its ability to collectively prioritize continuous improvement and embrace possibility thinking. This is why we collaboratively developed our mission and vision as a Community School, envisioning the future direction of our educational community. Through rigorous analysis and reporting of school performance and community needs data, we acquire valuable insights that guide our decision-making processes. This academic and demographic analysis enables us to pinpoint strengths and areas for growth, fueling our efforts to cultivate a dynamic and adaptable educational environment.

By integrating the following strategies, Abbott Elementary School has been able to create a culture of continuous improvement and possibility thinking that empowers students and teachers to strive for excellence and innovation.

1. Ongoing Training: Provide continuous professional development opportunities for teachers to enhance their instructional practices.
2. Community Partnerships: Develop partnerships with local organizations to provide students with opportunities for real-world learning and innovation.

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.

The development of Community Schools survey for students, staff/teachers, and parents was intended to identify the needs of the students, staff/teachers, parents and school. The response rate was 50% teacher/staff, 90% students, 30% parents. The data findings from the Community Schools survey were shared with stakeholders through multiple channels. They were presented to the Community Schools Advisory Council (CSAC), discussed in staff meetings, and made accessible to parents via Parent Square. This dissemination aimed to keep all involved parties informed about the progress and ongoing efforts of the Community Schools Initiatives.

The Listening Campaign at Abbott Elementary targeted a diverse range of participants, encompassing subgroups, historically marginalized students, and new parents/newcomers. The insights gathered from this campaign were subsequently shared with the entire school community to promote transparency and inclusive decision-making.

Abbott Elementary's Community Schools implementation teams will prioritize gathering feedback from parents of chronically absent students. Emphasizing interventions in areas such as school-home communication and relationship building is essential as we strive to support good attendance habits and improve academic performance. We intend to conduct individual interviews with historically marginalized groups and lead visioning exercises through our SEL initiatives. Additionally, SEL professionals or local community organizations will offer educational classes addressing chronic absenteeism for parents.

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 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, Gold State Pathways, Universal Transitional Kindergarten) to support alignment and streamline efforts</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.

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
<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>	<ul style="list-style-type: none"> ● Partner with the Equity Department to ensure the development and implementation of a Culturally Relevant and Just curriculum in classrooms ● Collaborate with LTA to explore and discuss innovations in curriculum and pedagogy

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

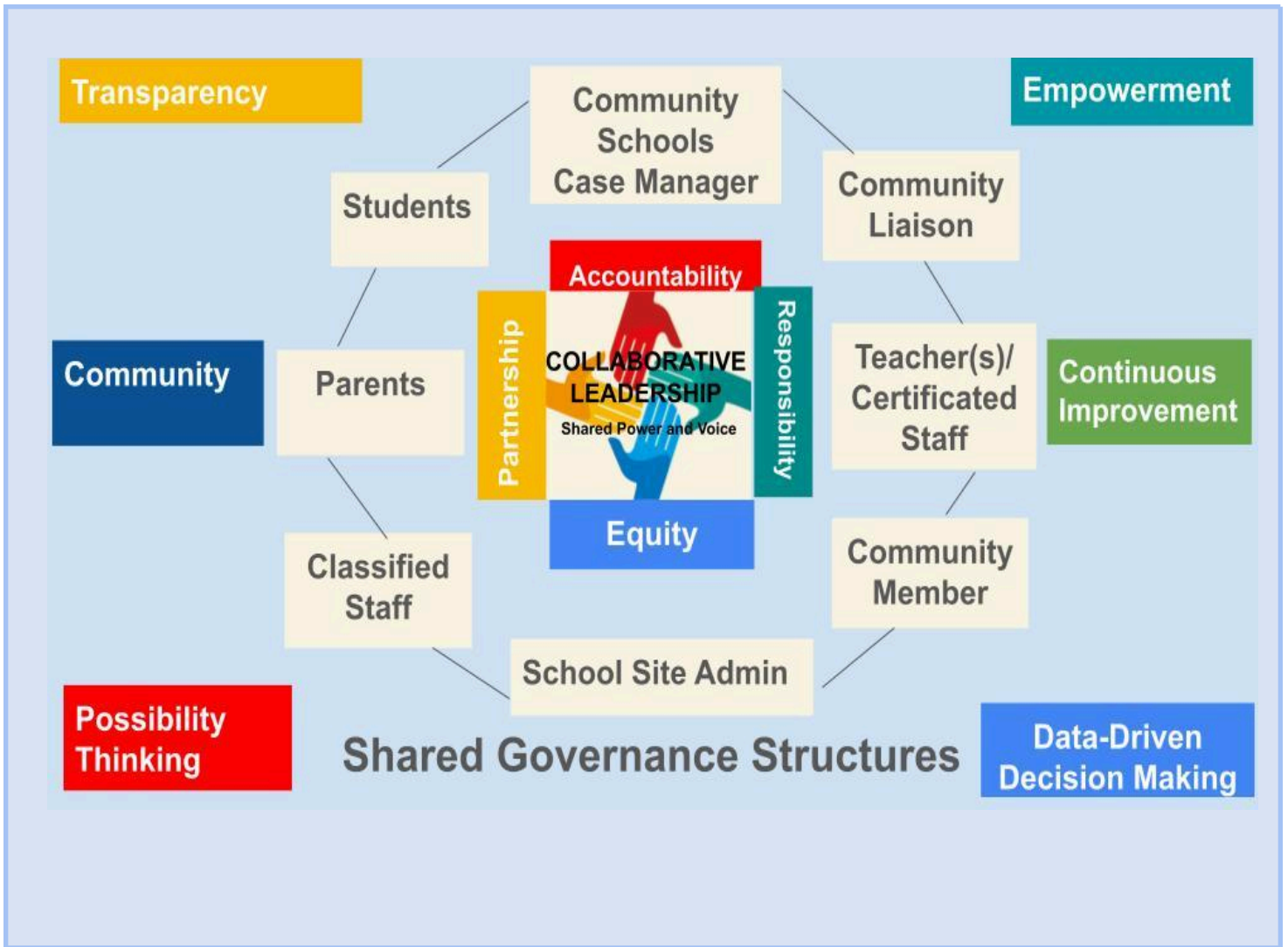
Describe your goals for strengthening collaborative leadership. Site Level Goals and Measures of Progress

Goals	Action Steps
Provide continuous leadership development opportunities for students, educators, families, and community members	<ul style="list-style-type: none"> ● Provide professional development for leaders to support their growth and development ● Organize a book study with CSAC members focused on leadership in education, such as Servant Leadership
Regularly engage students, families, educators, and community partners in conversations about how to improve decision-making and implementation processes to strengthen the impact of the community school strategy.	<ul style="list-style-type: none"> ● Provide frequent presentations and opportunities for discussion open to all interested partners ● Organize activities that support collaborative planning, such as Needs Assessments

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

Shared Governance at our site is approached with the selection of a diverse population of interest holders (students, parents, teachers, classified staff, admin, and case manager). We all have an equal share/part in discussing and partaking in the decision-making process for what is in the best interest of our students and school.

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



Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

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

Key Staff/Personnel

Community Schools Case Manager	<ul style="list-style-type: none"> ● Coordinate and support programs that address the learning barriers for students ● Develop a system of support for students, families, and community members by connecting families with community agencies and local government to improve student outcomes ● Monitor and implement projects ● Ensure the California Community Partnership Program (CSPP) grant is implemented
Community Liaison	<p>Provide support to Community Schools Coordinator with all aspects of parent/community engagement work.</p> <ul style="list-style-type: none"> ● Communicates with parents on behalf of the school for the purpose of ensuring that an ongoing partnership between the home and the school is formed and providing information ● Coordinates parent meetings and workshops for parents for the purpose of providing parents with information regarding school programs and services ● Assist parents in maintaining a positive home environment; build trust between family and schools; and support child’s educational program ● Visit families and students in their homes for the purpose of assessing situations; improving communication; improving attendance; providing information regarding school policies and programs; gathering required signatures; and/or providing referrals

<p>Community Schools Coordinator</p>	<p>Oversee and lead the implementation of the California Community Schools Partnership Program (CCSPP) grant.</p> <ul style="list-style-type: none"> • Supervise, train, and guide the school site Community Schools Case Managers (CS Case Managers) to ensure schools’ partner with community agencies and local government to align community resources to improve student outcomes. • Responsible for leading the implementation of systems, procedures, and policies; monitoring and implementing projects.
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Professional Development

- **Specialized Training:** Provide specialized training and ongoing support to all school staff to ensure they understand and implement the principles of Community Schools in their roles. This includes training in socially-just practices and competency-based learning (CBL).

Financial Sustainability

- **Sustainable Funding Plan:** Collaborate with the school district to develop a comprehensive plan for sustaining critical positions and partnerships. Ensure this plan covers all necessary components to maintain smooth program operations and uphold agreements with external partners.

Funding Opportunities

- **Grant and Fundraising Initiatives:** Actively seek funding opportunities through grants, fundraising, and other external sources to support the long-term sustainability of the school.

Unified Improvement Plan

- **Collaborative Planning:** Ensure that all interest-holders work together on a unified plan aimed at continuous school improvement.

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
<p>Formalize systems and processes that embed integrated student supports</p>	<ul style="list-style-type: none"> ● Continue to support and collaborate with the PBIS Team at the school, reviewing data to address student needs ● Develop communication protocols with Certified Student ● Support Analysts and other educational partners providing services to students ● Strengthen collaboration with the Health Collaborative Referral Team to receive updates on students at the site ● Provide professional development on MTSS in collaboration with the Community Schools Advisory Council, Community School Case Manager, and Community Liaison

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

At Abbott Elementary, we envision a community where the mental and physical well-being of every child, family, and teacher is the top priority. We believe that by fostering a culture of holistic excellence and collective well-being, all students will thrive. We actively seek long-term partnerships with engaged partners who share our commitment to nurturing the holistic development of every member of our community

For example, we are currently supported through the following organizations:

- Eye vision support through Vision to Learn
- Mental Health Workshop support through Los Angeles County of Mental Health
- Health Collaborative support through Mental Health Agencies
- Clothes/shoes support through Los Angeles Assistance League
- Tree people support through beautifying our campus
- PAL's Program support through Los Angeles County Public Health
- Vaccinations support through Vaccine Mobile Unit of Los Angeles County Public Health
- Snacks and drinks for staff and students support through the Veterans Association
- Clothing, socks, backpacks support through the St Francis Foundation in Los Angeles
- Winter Jackets support through Expressive 9
- Museum Mobile support through Natural History Museum of Los Angeles
- Mobile Dairy Classroom support through Dairy Council of California
- Environmental Defenders support through Los Angeles County of Public Works

Social Emotional Wellness

- Wellness Wednesday

- 100 Minutes of P.E.
- Vision to Learn
- MTSS and PBIS Initiatives
- Check-in/Check-out Programs
- St. John's Vaccination Clinic

Collaboration with Educational Partners

- Shakey's Pizza (Attendance Incentive)
- Los Angeles Assistance League supporting our Emergency Closet with clothes/shoes/backpacks/hygiene kits.
- Colgate kits
- Shoes that fit
- Natural Museum
- Dairy Council of California
- Environmental Defenders

Continuous Supports that promote lifelong learning and success

- PBIS
- College/Career Readiness (Career Day)
- Arts Festival
- Financial Literacy Class
- Community Agencies (DPSS, DPH)
- Motivational Assemblies - (Elementary Schools)
- Afterschool Learning and Programs

2024-2025 School Site Goals

Site Level Goals and Measures of Progress

Goals	Action Steps
Decrease Chronic Absenteeism	By June 2025, Abbott Elementary School will decrease chronic absenteeism by 10%, from 37.2% to 27.2%, as measured by the Focus Dashboard. The school will collaborate with a local community-based organization to provide educational classes to parents and implement a daily verification of absences by contacting students' homes. Additionally, Abbot Elementary will introduce attendance incentives to promote regular student attendance. This initiative aims to improve overall student attendance rates, enhance parental involvement, and support student achievement at Abbott Elementary School.
Expanding Learning/ Enrichment	By June 2025 school year, Abbott Elementary School will establish at least two new extra-curricular clubs, expanding offerings in sports, arts, music, dance, cooking, technology, and gardening. Community Schools will allocate resources, including funding, to support the successful launch and sustainability of these clubs. This initiative aims to enrich student experiences, promote diverse interests, and strengthen the school community through increased engagement in extracurricular activities at Abbott Elementary.
Parent Engagement	By June 2025 school year, Abbott Elementary School will improve school culture by hosting at least 2 engaging events per year. Events will be communicated to parents one week in advance via ParentSquare, Google Classroom, Social Media, Class Dojo, SSC/ELAC meetings, and workshops. Parents will be actively encouraged to participate, and their engagement will be tracked by distributing raffle tickets at each event, offering them an opportunity to enter raffles. This initiative aims to strengthen community bonds, enhance parental involvement, and cultivate a positive and inclusive school environment at Abbott Elementary School.

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