

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

Lindbergh Elementary School

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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:

Lindbergh Elementary School has successfully completed its inaugural year as a beneficiary of the state grant program administered by the California Department of Education through the California Community Schools Partnership Program (CCSPP). Over the course of the academic year, the school has actively engaged with diverse community members and stakeholders to formulate project objectives and initiatives. To facilitate this collaborative process, a site-level Community Schools Advisory Council (CSAC) was established at Lindbergh Elementary School. The council comprises essential school leaders, including the principal, instructional lead, a certificated teacher, classified staff and Community Liaison, as well as one student from fifth grade, a parent from second grade and a community member representative.

Working closely with the CSAC, the leadership team has diligently collected pertinent information and resources specific to the school site. This data has been instrumental in conducting a comprehensive needs assessment, asset mapping, and gap analysis. The primary aim of these endeavors has been to inform the overarching goals of the CCSPP project and to develop a site-level implementation plan. To ensure inclusivity and gather diverse perspectives, a range of methods has been employed to gather input, including listening campaigns, interviews, and surveys targeted at students, parents, and teachers/staff members.

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

Value 1:

Racially-Just, Relationship-Centered Spaces: Lindbergh Elementary is committed to establishing a racially equitable atmosphere that promotes a sense of worth and admiration for every student. Through the cultivation of robust connections with our faculty, students, parents, and community collaborators, we guarantee the creation of inclusive and fair environments within our school that celebrate the diverse backgrounds of our community members. This endeavor aligns with the mission of our school and is guided by a recently formulated, articulate, and inspiring mission and vision statement for the Community Schools Initiative in the Lynwood Unified School District (LUSD).

Below are some effective approaches Lindbergh Elementary School has implemented for our school community:

Restorative Practices: Restorative Practices: Implement restorative justice practices that prioritize repairing harm and restoring relationships instead of punitive measures. The SEL Specialist conducts check-ins with students on an as-needed basis following a restorative circle.

Wellness Wednesday: The SEL Specialist, Licensed Clinical Social Worker (LCSW), and Community Schools Case Manager (CSCM) collaborate to provide students with opportunities to participate in activities that support their overall well-being.

Anti-Bullying Initiatives: Promote a safe and inclusive environment by raising awareness about the negative effects of bullying and implementing strategies to prevent it.

Kindness Activities: Foster a culture of kindness by engaging students in activities that promote empathy, compassion, and positive social interactions.

Mental Health Awareness: Raise awareness about mental health and well-being through various activities, including:

- Mindful movement exercises and dance
- Deep breathing exercises
- Gratitude exercises
- Writing notes to friends

Art Activities: Encourage creativity and self-expression through art projects that promote emotional well-being and personal growth.

Healthy Relationship Activities: Provide students with opportunities to learn about and cultivate healthy relationships through classroom workshops and interactive activities.

- **Mentorship Programs:** This approach fosters a restorative environment, helping students to correct their actions and behavior.
 - Check-in, Check-out Program—Establish mentorship programs that connect students with role models and mentors, allowing mentors to build relationships and rapport with students.
 - Leadership Academy—Mentorship group for at-risk students—to help them find their voice and thrive in an environment conducive to their academic and personal growth, focusing on the *whole-child*.
- **Community Partnerships:** Partner with local organizations and community leaders to create support networks and resources for students and families—Health Collaborative.
 - Connected the community with:
 - Los Angeles County Department of Mental Health
 - Community donations for families in need
 - Community Members
 - Lynwood Health and Resource Fair
- **Family Involvement:** Encourage active participation of families in school events, decision-making processes, and volunteer opportunities.
 - School Events
 - Back to School Night
 - Family Night
 - Volunteer Opportunities
 - Parent Advisory Committees
 - Holiday Events and Celebrations
 - Fundraising Events
 - Parent Teacher Conferences
 - Coffee with the Principal
 - Workshops
 - Substance Abuse Awareness
 - Mental Health and Stigma

- Emotional Wellbeing and Stress
- Understanding Depression and Building Resilience
- Understanding Anxiety and Building Resilience
- Family Violence Awareness, Prevention and Resilience
- Child Abuse Prevention and Resilience

- **Cultural Events and Celebrations:** Host events and activities like:

- Latinx Heritage Month
- National Bullying Prevention Month
- Black History Month
- Read Across America
- Asian American and Pacific Islander Heritage Month
- Mental Health Awareness Month

that celebrate and educate about different cultures and racial backgrounds.

Value #2:

Shared Power: Lindbergh Elementary places a strong emphasis on the significance of collective decision-making processes. By establishing Community Schools Advisory Councils (CSAC), the school has created a platform for important stakeholders, such as school leaders, students, parents, and community members, to actively participate in shaping the school's initiatives. This council ensures that a wide range of perspectives are considered, fostering a collaborative approach to school governance.

Through the implementation of these strategies, Lindbergh Elementary School has successfully achieved genuine power sharing with all stakeholders, resulting in a more inclusive, responsive, and efficient educational environment.

- **School Councils/Committees:** Create inclusive councils with representatives from all stakeholder groups (students, teachers, parents, and community members). These councils include:
 1. **Community Schools Advisory Committee (SAC):**
SAC members actively assess the school's assets and needs, ensuring well-informed, community-driven initiatives. This collaborative approach enables our community school to meet current needs and evolve for continuous improvement.
 2. **English Learner Advisory Committee (ELAC):**
ELAC provides guidance and support for English language learners. It fosters an inclusive environment that promotes academic growth and success within our school community.
 3. **School Site Council (SSC):**
SSC collaboratively makes decisions to improve the overall functioning of the school. It includes representatives from different stakeholder groups, ensuring policies and initiatives align with diverse needs and aspirations.
 4. **Student Council:**
The Student Council allows students to voice their ideas, concerns, and suggestions, contributing to the development and enhancement of school programs and activities.
- **Student Government:** Empower student councils or governments with real influence over school policies and activities.
 - Student Council
 - Leadership Academy
- **Regular Updates:** Share information about school decisions and their rationales through newsletters, emails, and social media.
- **Community Engagement:** Partner with local organizations to bring additional resources and perspectives into the school.

Value #3:

Classroom-Community Connections: Lindbergh Elementary School is dedicated to bridging the gap between the classroom and the broader community. We have taken several measures to improve communication and community engagement:

1. **Monthly Community Schools Newsletters:** To keep everyone informed about school activities, achievements, and initiatives, we publish monthly newsletters. These newsletters serve as a reliable source of information and help strengthen communication between the school and the community.
2. **Community Engagement Initiatives:**
We actively engage with the community through various means such as listening campaigns, interviews, and surveys. These activities allow us to gather valuable feedback and understand the needs and concerns of our school community. By incorporating community insights, we make learning more relevant and impactful.

Through these strategies, Lindbergh Elementary School strives to enhance students' learning experiences and foster a resilient community.

- **Community Events:** Encourage student and parent participation in community events, such as local festivals, meetings, and cultural celebrations.
 - Lynwood Parks and Recreation Events
 - Lynwood Arts Festival
 - Health and Resource Fair

Value #4:

- **Focus on Continuous Improvement and Possibility Thinking:** Lindbergh Elementary is committed to ongoing improvement and promoting analytical and data-driven approaches to assess and enhance academic and demographic processes. This analysis enables us to identify strengths and areas for growth, leading to the creation of a dynamic and adaptable educational setting. Through the integration of various strategies, Lindbergh Elementary School has fostered a culture of continuous improvement and innovative thinking, empowering both students and teachers to pursue excellence.
- **Ongoing Training:** Offer ongoing professional development opportunities for educators to improve their teaching methods and skills.
- **Community Partnerships:** Establish collaborative alliances with local organizations to facilitate authentic learning experiences and foster innovation among students.

Summary of Year 1 Implementation Efforts

- Lindbergh Elementary School demonstrates a strong dedication to the core principles of the Community Schools Initiative by:
 - Cultivating relationships with teachers, staff, students, parents, and community partners
 - Establishing a mission and vision statement to guide the Community Schools Initiative
 - Disseminating Community Schools Newsletters to keep all stakeholders informed
 - Establishing Community Schools Advisory Councils to foster collaborative decision-making
 - Conducting a listening campaign to comprehend the needs of all stakeholders
 - Utilizing a data-driven approach to develop an understanding of the school and community
 - Actively involving CSAC members in the Needs and Asset Assessment process.

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 students and family groups.

As we move into the implementation grant process and acquire site-level resources, it is crucial for Lindbergh Elementary School to deepen the needs and asset assessment to engage the entire community in identifying the top priorities and vision for the Community School. Lindbergh Elementary School utilized the four pillars of the California Community Schools Partnership Program (CCSPP): Integrated Student Support, Family and Community Engagement, Collaborative Leadership and Practices, and Expanded Learning Time and Opportunities.

Pillar 1: Integrated Student Supports

Survey Development

- Community Schools Survey: Created and distributed surveys to students, staff/teachers, and parents to gather comprehensive feedback on academic support, social-emotional needs, and available resources.
 - Community Schools Surveys at Lindbergh School were conducted from:
 - March to May

TK-6 Survey Results	
Glow	Grow
<ul style="list-style-type: none"> ● 52.9% of students aspire to graduate from high school ● 54.3% of students feel comfortable requesting assistance ● 71.4% of students have a trusted adult on campus ● Most students feel happy with their teacher and school staff 	<ul style="list-style-type: none"> ● Most students reported that tutoring and extended learning is what every student needs to succeed ● Most students reported that tutoring, extracurricular activities, and good attendance are supports needed for every student succeeds

Active Participation

- Involvement in Meetings: Community Schools Case Manager (CSCM) actively participated in various meetings such as parent meetings, School Site Council (SSC) meetings, English Learners Advisory Committee (ELAC) meetings, and PBIS committee meetings to understand and address the specific needs of students.

- Meeting Facilitation: The Community Schools Case Manager (CSCM) conducted monthly Community Schools Advisory Council (CSAC) meetings focused on raising awareness of the school community's needs and assets. During these sessions, data was reviewed and analyzed to identify specific needs and establish goals aimed at addressing them.

- Key players involved in CSAC:

(school principal, instructional lead, certificated teacher, classified staff and Community Liaison), 1 student (fifth graders), parent (second-grade parent), and a community member.

Staff Communication

- Updates at Staff Meetings: Presented updates and progress reports on the Community Schools Initiative (CSI) at staff meetings to keep all staff members informed and involved in identifying student support needs.

Needs and Asset Assessment

- CSAC Engagement: Engage the Community Schools Advisory Councils (CSAC) through activities like gallery walks and robust discussions to identify and address the holistic needs of students.

Pillar 2: Family and Community Engagement

Listening Campaign

- Inclusive Engagement: Conducted a listening campaign to incorporate the voices of subgroups, historically marginalized students, and new parent participants to ensure their needs and perspectives are heard and addressed.

Reporting Findings

- Sharing Campaign Results: Presented the findings of the listening campaign to the School Community through meetings, newsletters, take home flyers and online platforms—School website, Instagram, and ParentSquare to ensure transparency and collective understanding of the priorities.

Engagement Planning

- Engagement Plan Utilization: Developed and utilized an engagement plan to strategically involve different groups, including family members and community members, through regular meeting and culturally relevant activities

Pillar 3: Collaborative Leadership and Practices

Survey Development

- Community Schools Survey: Gathered input from certificated and classified staff on professional development needs and collaborative practices to support student success.

Active Participation

- Involvement in Meetings: Ensured the active participation of administrators and staff in collaborative meetings to align on the Community School's goals and strategies.

Staff Communication

- Updates at Staff Meetings: Used staff meetings to present updates, shared best practices, and encouraged feedback on collaborative efforts.

Needs and Asset Assessment

- CSAC Engagement: Engaged CSAC members in robust discussions to develop solutions collaboratively, ensuring that all voices are considered in the decision-making process.

Pillar 4: Expanded Learning Time and Opportunities

Survey Development

- Community Schools Survey: Included questions on interest in before or after-school programs/activities and enrichment activities to identify student and family preferences.

Active Participation

- Involvement in Meetings: Discussed expanded learning opportunities during parent meetings like: SSC, Coffee with the Principal to gather input and suggestions for programs.

Engagement Planning

- Engagement: Engaged students, parents, community partners, teachers and staff in discussing ideas for expanded learning opportunities.

Engaging Historically Marginalized Students and Families: Targeted Outreach

- One-on-One Interviews: Conduct interviews with students, parents, teachers, staff, and administration to understand the unique challenges and needs.

Safe and Inclusive Practices

- Translation and Accessibility: Provided translation services and ensured materials were accessible in English and Spanish to engage non-English speaking families.
- Cultural Competence: Hosted culturally relevant events and workshops to make families feel welcomed and valued.
 - Black History Month
 - Cinco de Mayo
 - Hispanic Heritage Month
 - Asian and Pacific Islander Heritage Month

Reporting Findings and Transparency

- Transparent Communication: Shared findings from surveys and listening campaigns with all interest-holders to build trust and ensured everyone was informed about the needs and priorities of the school.

By using these strategies aligned with the four pillars of the CCSPP, Lindbergh Elementary School aims and will continue to create a comprehensive and inclusive needs and asset assessment process that engages all community members in shaping the future of our Community School.

During the 2023-2024 school year, as a Year 1 Implementation Grant Recipient, Lindbergh Elementary School hired a full-time Community Schools Case Manager who initiated a comprehensive needs and asset assessment to engage the Lindbergh community. This process included meetings with various educational partners as part of a listening campaign to build relationships and identify areas for improved support. Our Lindbergh Community School considers all four pillars in its efforts.

Community Schools Survey Results

Community Schools Surveys Lindbergh Elementary School were conducted from:

- March to May

Lindbergh effectively engaged and completed the following surveys:

- 21 teachers and staff
- 25 parents
- 260 students (grades TK-6th)

through online surveys made available electronically and in print (upon request) through Google Forms and distributed by link, email, and via ParentSquare to help identify Community School priorities.

Surveys:

- Students in grades TK-6th
 - Surveys were conducted either on a one-on-one basis or with the whole group, depending on the teacher's preference
 - Questions and prompts were read aloud (in English or Spanish, depending on student's preferred language) and displayed on a Promethean board if the survey was conducted with the whole group
 - Visuals (pictures) were included to ensure accessibility for all students, considering their current brain development.
 - Surveys were facilitated by teachers and/or with the Community Schools Case Manager
 - Questions and prompts were made accessible in English or Spanish, to accommodate for student's preferred language
 - Questions and prompts were read aloud and/or displayed on a Students were given multiple options to choose from when answering the prompt or question, along with an "other" option where they could provide their own response
- Teachers/Staff
 - Surveys for certificated staff/classified were emailed.
 - Community Schools Case Manager (CSCM) facilitated classified staff members to complete surveys during their supervision time/duties
 - Questions and prompts were made accessible in English or Spanish, to accommodate for teacher/staff's preferred language
- Parents/Families
 - Surveys were made accessible through ParentSquare, QR codes, and printed copies (upon request)
 - Community Schools Case Manager oversaw the facilitation of surveys during Back-To-School Night.
 - Questions and prompts were made accessible in English or Spanish, to accommodate for parent's/families' preferred language
- Survey Design: The survey consisted of:
 - 13 questions for parents
 - 10 questions for grades TK-6
 - 10 questions for teachers/staff
 - All surveys were made available in English and Spanish

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 and the resulting community school plan, including goals, data, and outcomes updates.</p>	<ul style="list-style-type: none"> ● Ensure the Community School Coordinator/Manager (CSCM) is included in monthly staff meetings to provide presentations and updates to staff ● Establish a Standard of Practice to include the CSCM in site-based administrative/administrator meetings ● Increase opportunities to report updates to community members through city meetings, town hall meetings, rotary clubs, and other community gatherings
<p>Integrate various school-wide efforts and initiatives (e.g., Expanded Learning Opportunities, Universal Transitional Kindergarten) to ensure alignment and streamline efforts.</p>	<ul style="list-style-type: none"> ● Increase Extended Learning Opportunities through the Community Schools Initiative ● Collaborate with Lynwood Parks and Recreation to enhance program offerings ● Partner with community organizations, such as the 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
<ul style="list-style-type: none"> Empower Community Schools with the autonomy to innovate in curriculum, pedagogy, and assessment, to develop an instructional framework that aligns with the assets and vision of the local community. 	<ul style="list-style-type: none"> Partner with the Equity Department to ensure the development and implementation of 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.

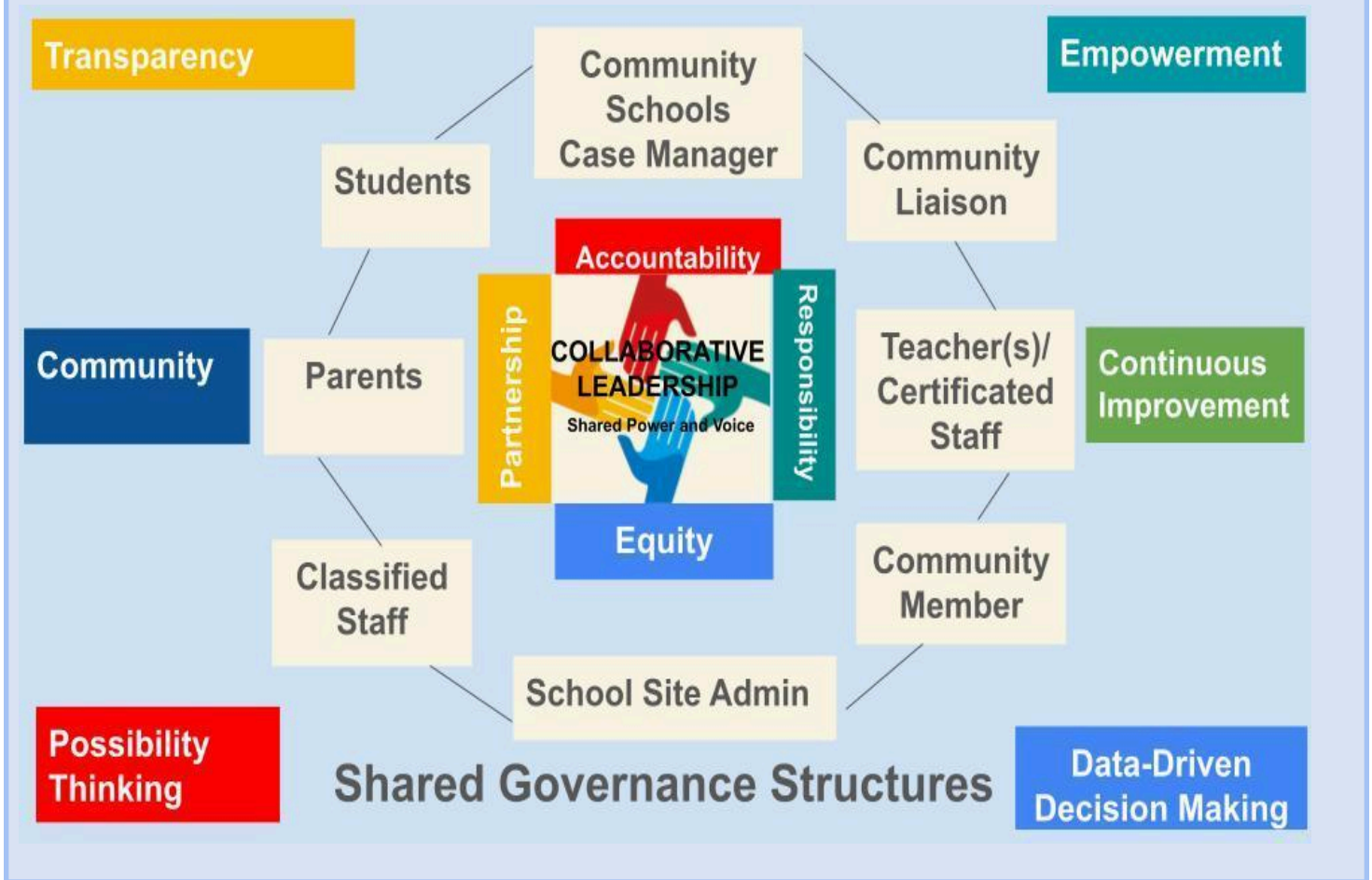
Site Level Goals and Measures of Progress

Goals	Action Steps
Offer ongoing 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 education, such as Servant Leadership
Regularly involve students, families, educators, and community partners in discussions on enhancing decision-making and implementation processes to strengthen the community school strategy's impact.	<ul style="list-style-type: none"> ● Provide frequent presentations and opportunities for discussion to all interested partners ● Organize activities that support collaborative planning, such as I... 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):

At our site, shared governance was achieved by selecting a diverse group of interest-holders, including students, parents, teachers, classified staff, administrators, and the Community Schools Case Manager. Everyone has an equal role in discussing and participating in the decision-making process to ensure the best outcomes for our students and school.

Community Schools Advisory Council (CSAC), has 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 interest-holders ● 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	<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

	<ul style="list-style-type: none"> • 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
Community Schools Coordinator	[main role/function at the site level]

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

To ensure the sustainability of the initiatives at Lindbergh Elementary School and beyond the life of the implementation grant, the following strategies will serve as key and instrumental to the growth and development:

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
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, reviewing data to address student needs • Develop communication protocols with Certified Student Services • Support Analysts and other educational partners provide services to students • Strengthen collaboration with the Health Collaborative Referral Team to receive updates on students at the school • 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:

Lindbergh Elementary School has dedicated professionals committed to the educational development of each student. Through a rigorous standards-based curriculum and a focus on perseverance, we inspire our students to reach their highest potential. We diligently integrate best practices in education into our instructional program. We encourage our students to take responsibility for their learning with a positive attitude, believing they are the leaders of tomorrow. We strive to instill a sense of integrity, respect, and compassion in our students, proudly empowering them to become successful lifelong learners and productive members of society.

Established and Planned Partnerships

Our school's partnerships are designed to be the response to the vision and priorities of our students, staff, families, and community members. These partnerships support our holistic approach to education, focusing on academic excellence, social-emotional wellness, and community engagement.

Below are examples of established partnerships:

Health and Wellness Partnerships	
St. John's Vaccination Clinic	Provides vaccinations and help services to students and families
The Guidance Center and Southern California Health & Rehabilitation Program (SCHARP)	Offer mental health services and counseling
Masada Homes and Therapy West, Inc.	Provide therapeutic services and support for

	students with special needs
Baby2Baby	Supplies essential items such as diapers and clothing to families in need
Educational and Social-Emotional Support	
Wellness Wednesday	With the support of the SEL Specialist, LCSW, and Community Schools Case Manager, the goal is to foster an inclusive and respectful school climate where all students feel safe, valued, and supported. This involves promoting kindness, empathy, and collaboration among students and staff through activities during the students' lunch recess that involve: <ul style="list-style-type: none"> ● Coloring ● Drawing ● Dancing ● Chalk-ing
MTSS - PBIS - Check In/Check Out	Implemented to support students' behavioral and emotional needs
Vision to Learn	Provides free eye exams and glasses to students
Community and Family Engagement	
Parent Education Workshops through Los Angeles County Department of Mental Health	Provide health and social services resources and workshops
Student Workshops	<ul style="list-style-type: none"> ● Student Service Specialist, LUSD: Provides Substance Abuse Awareness workshops for students in grades 4-6
Collaboration with Educational Partners	
ThinkTogether	Offers after-school learning programs and activities
Continuous Support and Resources	
Motivational Assemblies and Arts Festival	Enhance the cultural and motivational experiences for students.

Goals	Action Steps
<p>Student Attendance</p>	<p>By June 2025, Lindbergh Elementary will Improve school-wide attendance rates by 20% through the use of attendance incentives and interventions. This includes:</p> <ul style="list-style-type: none"> ● Showcasing students with perfect attendance through monthly or quarterly bulletin boards. ● Recognizing and organizing special events for students with high attendance rates. ● Collaborating with Attendance Assistant and/or Community Liaison to host parent education workshops addressing student attendance barriers. ● Collaborate with the attendance clerk and the Community Liaison to verify absences by contacting students' homes, weekly ● Assess students and families who would benefit from a home visit and conduct these visits to identify needs and provide support.
<p>Parent Engagement</p>	<p>Lindbergh Elementary will increase parent engagement with families and the community by Partnering with local organizations to provide parent educational workshops on various topics such as:</p> <ul style="list-style-type: none"> ● health, mental health, parenting, Parent Teacher Communication, Understanding Assessment and Grading, financial literacy, Online Safety, Understanding Curriculum and Standards, and supporting children with special education needs. ● Establishing an on-site food and clothing pantry to support students and families in need ● Launching an accessible platform to share resources, flyers, and workshop materials for families unable to attend workshops. ● Host quarterly school events such as Family Picnics, Movie night
<p>Expanded Learning And Enrichment Opportunities</p>	<p>By June 2025, Lindbergh Elementary will enhance expanded learning and enrichment opportunities for all students by launching a minimum of two new enrichment programs, with a focus on sports and arts enrichment based on the Community Schools Survey. The success of these programs will be assessed based on student participation rates and positive evaluations. Funding from Community Schools will be allocated to support these initiatives. we will also improve school culture by hosting at least one event per quarter, starting in October. We will share detailed monthly calendars with parents via Parent Square, Google Classroom, Social Media, Tabling, take home flyers, SSC/ELAC, and workshops, ensuring widespread communication. fostering a stronger school community and positive school culture.</p> <ul style="list-style-type: none"> ● Develop a "Year at a Glance" guide for the school year, divided into quarterly segments ● Host quarterly events to engage parents and students, promoting a positive school culture ● Share a detailed monthly calendar with all parents using Parent Square, Google Classroom, Social Media, Take Home Flyers, SSC/ELAC, and workshops ● Encourage parents to be volunteers

Site Level Goals and Measures of Progress

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