

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

Thurgood Marshall Elementary School

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Lynwood, CA 90262

(310) 886-5900

Edward Espino, *School Principal*

Bertha Valencia, *Community Schools Case Manager*

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:

As a recipient of the state grant program administered by the California Department of Education through the California Community Schools Partnership Program (CCSPP), Thurgood Marshall Elementary is concluding its first year of the grant. Throughout this past school year, the school has collaborated with various community members and interest-holders to develop project goals and activities. A site-level Community Schools Advisory Council, (CSAC) was established at Thurgood Marshall Elementary School, including key school leaders (school principal, instructional lead, Social Emotional Learning (SEL) Specialist, certificated teacher, Community Liaison, and Attendance Clerk), students (fourth and fifth graders), parents (two second-grade parents and one sixth-grade parent), and a community member (Recreation Coordinator). The leadership team collaborated with the CSAC to gather school-site information and resources for conducting a needs assessment, asset mapping, and gap analysis. These efforts aimed to inform the overall CCSPP project goals and develop a site-level implementation plan. Various mechanisms were employed to elicit input, including listening campaigns, interviews, and surveys targeting students, parents, and teachers/staff.

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: Thurgood Marshall Elementary is dedicated to creating a racially-just environment where every student feels valued and respected. By prioritizing the building of strong relationships with staff, students, parents, and community partners, we ensure that our school fosters inclusive and equitable spaces that honor the diverse backgrounds of our community members. This effort supports the school's mission and is guided by a newly developed, clear, and inspiring mission and vision statement for the Community Schools Initiative in the Lynwood Unified School District, (LUSD).

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

- **Restorative Practices:** Implement restorative justice practices that focus on repairing harm and restoring relationships rather than punitive measures. SEL Specialist ensures to do check-ins with scholars on a needs basis after a restorative circle has been held.
 - Wellness Wednesday: SEL Specialist, Licensed Clinical Social Worker (LCSW), and Community Schools Case Manager (CSCM), collaborated to create opportunities for students to engage in activities that support the *whole-child*.
 - Anti Bullying
 - Kindness Activities
 - Mental Health Awareness
 - Dance—move the body and being mindful
 - Deep Breath work
 - Meditation
 - Gratitude Exercises
 - Write notes to a friend
 - Dance
 - Art Activities
 - **Healthy Relationship activities, and classroom workshops**
- **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:
 - Love in the Mirror
 - Veterans Stand Together
 - Los Angeles County Department of Mental Health
 - Echoes of Hope
 - College Knowledge
 - Local Church donations for families in need
 - Lynwood Parks and Recreation
 - 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
 - Math Night
 - Literacy Night
 - Trunk or Treat
 - 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
 - Grief, Loss, and Resilience
 - Child Abuse Prevention and Resilience
 - Suicide Prevention Awareness, Prevention, and Resilience
 - Understanding Neurodevelopmental Disorders and Role of Caregivers
 - Understanding Childhood Behaviors and Disorders
 - Bullying Prevention: Kindness, Acceptance, Inclusion
- **Cultural Events and Celebrations:** Host events and activities like:
 - Latinx Heritage Month
 - National Bullying Prevention Month
 - Black History Month
 - Women’s 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: Thurgood Marshall Elementary believes in the importance of shared power in decision-making processes. The formation of Community Schools Advisory Councils (CSAC) has provided a platform for key interest-holders, including school leaders, students, parents, and community members, to have a voice in shaping the school's initiatives. This council ensures that diverse perspectives are included, promoting a collaborative approach to school governance.

By incorporating the following strategies, Thurgood Marshall Elementary School has been able to ensure that power is genuinely shared with all interest-holders, leading to a more inclusive, responsive, and effective educational environment.

- **School Councils/Committees:** Establish councils that include representatives from all interest-holder groups (students, teachers, parents, and community members)
 - Community Schools Advisory Committee (CSAC)
 - CSAC members have been actively involved in assessing the school's assets and needs, ensuring that the initiatives are well-informed and community-driven. This collaborative approach ensures that our community school not only meets the current needs of our students and families but also continuously evolves to embrace new possibilities and improvements.
 - English Learner Advisory Committee (ELAC)
 - School Site Council (SSC)
 - Parent Teacher Organization (PTO)
 - Student Council
- **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: 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. By fostering the following strategies, Thurgood Marshall Elementary School has been working towards enhancing students' learning experiences and building a stronger, more resilient community.

- **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.
- **Community Events:** Encourage student and parent participation in community events, such as local festivals, meetings, and cultural celebrations.

- Lynwood Parks and Recreation
- Lynwood Arts Festival
- Univision Health and Resource Fair

Value #4:

Focus on Continuous Improvement and Possibility Thinking: Thurgood Marshall Elementary is dedicated to continuous improvement and fostering a mindset of possibility thinking. By analyzing and reporting data on school performance and community needs, we gain valuable insights that inform our decision-making processes. This academic and demographic analysis helps us identify assets and areas for improvement, driving our efforts to create a dynamic and responsive educational environment.

By integrating the following strategies, Thurgood Marshall 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.

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

Summary of Year 1 Implementation Efforts

Thurgood Marshall Elementary School has shown a strong commitment to the core principles of the Community Schools Initiative by:

- Building relationships with teachers, staff, students, parents, and community partners
- Creating a mission and vision statement to guide the Community Schools Initiative
- Publishing Community Schools Newsletters to keep all interest-holders informed
- Forming Community Schools Advisory Councils to foster shared decision-making
- Conducting a listening campaign to understand all interest-holder needs
- Engaging in a data-driven process to build 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 Thurgood Marshall 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. Thurgood Marshall 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.

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:
 - Principal, Lead, Assistant Principal, SEL Specialist, Community Liaison, Attendance Clerk, (1) 4th Grade Student, (1) 5th Grade Student, (3) Parents—(2) 2nd Grade Parents and (1) 6h Grade Parent, TK Teacher, and (1) Community Member—Lynwood Parks Recreation Coordinator

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, 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

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, Thurgood Marshall Elementary School aimed 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, Thurgood Marshall Elementary School hired a full-time Community Schools Case Manager who initiated a comprehensive needs and asset assessment to engage the Marshall 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 Marshall Community School considers all four pillars in its efforts.

Community Schools Survey Results

Community Schools Surveys at Thurgood Marshall Elementary School were conducted from:

- March 25, 2024, to April 23, 2024 for teachers and staff
- March 26, 2024 to April 23, 2024 for parents
- April 02, 2024 to April 23, 2024 for students

Marshall effectively engaged and completed the following surveys:

- 39 teachers and staff
- 37 parents
- 529 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-2nd
 - 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.
- Students in grades 3rd-6th
 - Surveys conducted 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 Promethean board
 - 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 were facilitated during the Staff meeting held on March 25, 2024

- 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 held on April 03, 2024
 - Questions and prompts were made accessible in English or Spanish, to accommodate for parent’s/families’ preferred language
- Survey Design: The survey consisted of:
 - 8 questions for grades TK-2
 - 9 questions for grades 3-6
 - 6 questions for teachers/staff
 - All surveys were made available in English and Spanish

**** This is not a comprehensive list of all the strengths and areas for improvement, however it also reflects the feedback from CSAC members, parents, teachers, staff, and students, as well as insights from informal conversations with parents.**

Teachers and Staff Survey Results	
Glow	Grow
<ul style="list-style-type: none"> ● Approximately 63% of teachers and staff believe that the school encourages staff participation in decision-making regarding school practices and policies ● Around 60% of teachers and staff engage in collaboration by exchanging resources and lesson plans with each other ● Teachers and staff perceive that the school fosters staff participation in decision-making affecting school practices and policies 	<ul style="list-style-type: none"> ● Approximately 48% of teachers and staff acknowledged the necessity for improved attendance to ensure the success of every student ● Around 46% of teachers and staff recognized the need to enhance our PBIS program to bolster student success ● About 64% of teachers and staff concur that consistent communication with parents, whether written or verbal, is imperative to better support the administration team

Parent Survey Results	
Glow	Grow
<ul style="list-style-type: none"> ● Roughly 94% of parents wish for their child to attend college ● Around 51% of parents value the approachable and attentive administration/office staff team ● Approximately 78% of parents actively 	<ul style="list-style-type: none"> ● Approximately 54% of parents support the idea of the school enhancing College and Career Readiness awareness for students ● Around 32% of parents express interest in becoming classroom volunteers to boost Parent Involvement

<p>participate in supporting their child's education at home by checking in with them, daily</p>	<ul style="list-style-type: none"> ● Roughly 40% of parents indicate a need for stronger home-school communication
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TK-2 Survey Results

Glow	Grow
<ul style="list-style-type: none"> ● 41.8% of students enjoy coloring or drawing outside of school ● 38.2% of students aspire to graduate from high school ● Nearly half of the students, 46.7% of students indicate not encountering anything challenging at school 	<ul style="list-style-type: none"> ● 33.8% of students need assistance in English Language Arts (ELA) ● 35.1% of students report needing a designated workspace at home for homework completion ● 35.1% of students reported wanting to see a greater distribution of Bison tickets by adults

3-6 Survey Results

Glow	Grow
<ul style="list-style-type: none"> ● Over half of the students, 52.1%, aspire to attend college ● A significant majority of students have an idea of their desired profession in the future ● Close to half of the students, 47.9% , are eager to explore further about College and Career Readiness 	<ul style="list-style-type: none"> ● Over half of the students, 51.5%, indicate needing support in math ● Approximately 30% of students express a need for assistance with the math section of their homework ● Around 62% of students report feeling stressed about school

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., Opportunities, Golden State Pathways, Universal Transiti 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
<p>Offer ongoing leadership development opportunities for students, educators, families, and community members.</p>	<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
<p>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.</p>	<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 of other graphic):

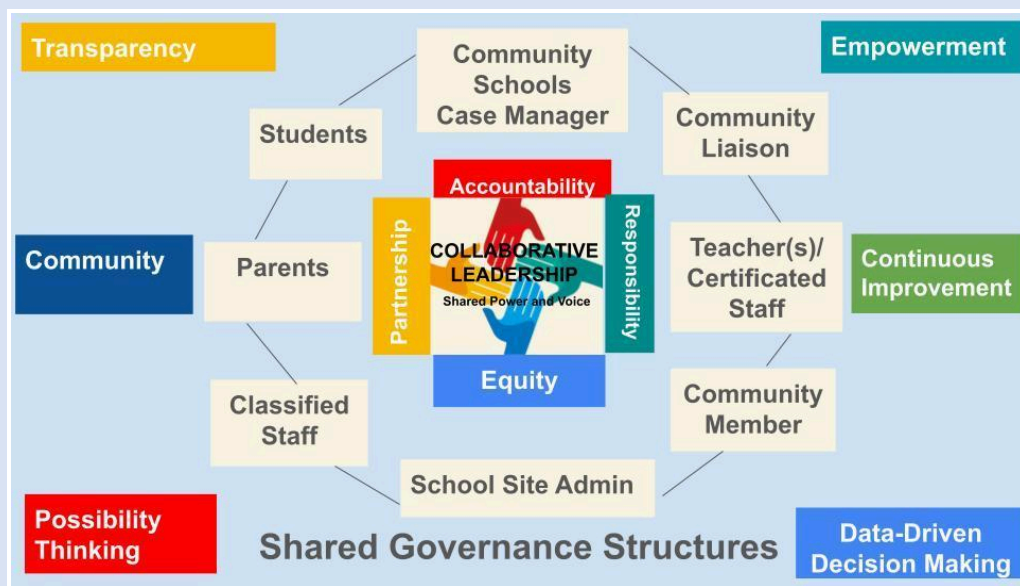
At Thurgood Marshall Elementary School, shared governance is approached through the selection of a diverse population of interest holders, including students, parents, certificated staff, classified staff, administrators, and the community school case manager. Each member has an equal part in discussing and participating in the decision-making process, ensuring that all voices are heard and considered in shaping the best interests of our students and school.

Structure of Community Schools Advisory Councils (CSAC)

- Students: Representatives from different grades, including student leaders and those active in various school activities
- Parents: Representing different cultural and linguistic backgrounds
- Teachers: Educators from various subjects and grade levels, ensuring a comprehensive understanding of academic and extracurricular needs
- Classified Staff: Involvement of support staff, including office personnel
- Administrators: The principal actively participates in aligning initiatives with school policies and goals
- Community Schools Case Manager (CSCM): The CSCM coordinates efforts, facilitates meetings, and ensures alignment with the community school framework
- Community Partners: Representatives from local organizations, businesses, and services such as the Lynwood Parks and Recreation

By fostering a system of shared governance with a diverse and inclusive advisory council, Thurgood Marshall Elementary School ensures that decision-making is democratic, transparent, and aligned with the collective interests of the school community. This structure supports the sustainable development and implementation of community school initiatives that benefit all students.

Community Schools Advisory Council (CSAC), has been developed with the following in mind:



Below is a description of our current site-level leadership structure at Thurgood Marshall Elementary School:

- English Learner Advisory Committee (ELAC)
 - Meets monthly
 - Advises the School Site Council (SSC) to streamline services for our English Learners
- School Site Council (SSC)
 - Meets monthly
 - Makes core academic decisions for students
 - Approves critical priorities and initiatives
- Parent-Teacher Organization (PTO)
 - Facilitates collaboration between parents, teachers, and administrators
 - Address school-wide issues
 - Provides input on decisions affecting students and the school community
- Positive Behavioral Interventions and Supports (PBIS)
 - Addresses the specific needs of students
- Multi-Tiered Systems of Support (MTSS)
 - Provides targeted services to support the success of all students

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

Dr. Dawn Green	Community Schools Coordinator, District Level
Bertha Valencia	Community Schools Case Manager, Site Level
Edward Espino	School Principal
Joy Deyarmond	Instructional Lead
Valentina Manzo	Community Liaison
Patrice Morris	SEL Specialist
Arian Lupercio	Licensed Clinical Social Worker

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 Thurgood Marshall 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 ● 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:

Thurgood Marshall 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	<p>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:</p> <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
Occupational Therapy Training Program (OTTP)	Offers occupational therapy services to enhance student learning and development.
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"> ● Avance Latino: Provides financial literacy workshops for 6th graders ● 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.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Student Attendance</p>	<p>By June 2025, we will increase our Average Daily Attendance (ADA) to 85% and reduce chronic absenteeism by 10%. We will achieve this by implementing attendance benchmarks at 25, 50, 75, and 100 days; conducting weekly absence verifications with the help of the attendance clerk and Community Liaison and assessing and visiting families in need of support.</p> <ul style="list-style-type: none"> ● Implement attendance benchmarks at 25, 50, 75, and 100 days of school to celebrate and incentivize regular attendance ● 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>By June 2025, we will increase parent engagement by recruiting 1-2 class parents per grade level and implementing the "Marshall Family Engagement Passport" program. Our goal is to have at least 10% of parents participate in quarterly events and ensure each parent attends at least 5 events by the end of the school year. We will track participation through the passports, collected and organized monthly by grade level. We will host quarterly events, including Family Nights, Family Movie Nights, and Family Scavenger Hunts, to foster a deeper home-school connection.</p> <ul style="list-style-type: none"> ● Recruit and assign 1-2 class parents per grade level ● Implement the "Marshall Family Engagement Passport" program to track p events ● Host quarterly school events such as Family Nights, Family Movie Nights, Scavenger Hunts
<p>School Events</p>	<p>By June 2025, we will improve school culture by hosting at least one event per quarter, starting in October, guided by a "Year at a Glance" plan divided into quarterly segments. We will share detailed monthly calendars with parents via ParentSquare, Google Classroom, Social Media, Class Dojo, SSC/ELAC, and workshops, ensuring widespread communication. Parents will be encouraged to participate and track their engagement using the "Marshall Family Engagement Passport." Our goal is to achieve at least 10% parent engagement at each event, 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 ParentSquare, Google Classroom, Social Media, Class Dojo, SSC/ELAC, and workshops ● Encourage parents to participate in events and track their involvement using the "Marshall Family Engagement Passport"

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