

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

Lynwood Unified School District
 Washington Elementary
 4225 Sanborn Avenue
 Lynwood, CA 90262
 Principal: Juanita Naranjo, Ed.D.

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 (Relationship Focus)
2. Shared power (Shared input)
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:

Year 3

Washington Elementary believes that a community school is more than a program; it is a commitment to creating a school culture where students, families, staff, and community partners share responsibility for student success. Our community school efforts are rooted in the belief that every member of our school

community has valuable experiences, perspectives, and strengths that contribute to a thriving learning environment.

Throughout the 2025-2026 school year, Washington Elementary continued to strengthen the foundation of its Community Schools initiative through meaningful engagement with students, families, staff, and community partners. Through Community Schools Advisory Council (CSAC) meetings, annual community surveys, family engagement events, attendance outreach efforts, student participation opportunities, and community partnerships, stakeholders helped identify priorities and shape decisions that support the whole child.

Our understanding of the community school strategy reflects the California Community Schools Framework and its overarching values:

1. Racially Just and Relationship-Centered Spaces

Washington Elementary continues to prioritize relationship-building as the foundation for student success. Through the Bobcat Resource Center, attendance outreach, home visits, wellness supports, family engagement events, and partnerships with community organizations, we have worked to ensure students and families have access to resources and support that address both academic and non-academic needs. These efforts have strengthened trust, increased access to support services, and fostered a greater sense of belonging within our school community.

2. Shared Power and Decision-Making

Shared leadership remains central to our implementation efforts. The Community Schools Advisory Council (CSAC) includes parents, students, certificated staff, classified staff, administration, community members, and community partners. During the 2025-2026 school year, CSAC members reviewed survey results, discussed school needs, approved expenditures, reflected on implementation progress, and selected priorities and strategies for the upcoming school year. Student representatives also contributed their perspectives and helped ensure student voice remained part of the decision-making process.

3. Classroom-Community Connections

Washington Elementary has continued to expand opportunities that connect learning to students' interests, experiences, and community. Through enrichment opportunities, family learning events, arts integration efforts, community partnerships, college and career awareness activities, and planning for future community-based learning opportunities, we are creating stronger connections between classroom learning and real-world experiences. These efforts help students see themselves, their families, and their communities reflected in their educational experiences.

4. Continuous Improvement and Possibility Thinking

Continuous improvement guides our work. We regularly review attendance data, stakeholder survey results, participation data, and feedback gathered through CSAC meetings and family engagement efforts. This information helps us identify strengths, address challenges, and adjust strategies to better meet the needs of our school community. Through this process, we remain committed to building on existing successes while exploring new opportunities for growth and innovation.

Throughout the 2025-2026 school year, Washington Elementary successfully met the implementation goals established during the previous planning cycle, including goals related to family engagement, expanded learning opportunities, and student attendance. Through the collective efforts of students, families, staff, and community partners, the school expanded opportunities for stakeholder voice, strengthened community partnerships, increased access to resources and enrichment opportunities, and continued to build systems that support the whole child.

While significant progress has been made in establishing systems, partnerships, and engagement opportunities, a continued focus for Year 3 will be building staff capacity and shared ownership of the Community Schools strategy to ensure implementation is embedded across the school community rather than dependent on a single role. Washington Elementary will continue strengthening family partnership and shared leadership, expanding community-based learning opportunities, and increasing staff capacity and collaboration to sustain and deepen the impact of the Community Schools initiative.

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

Year 3

During the 2025-2026 school year, Washington Elementary continued to deepen its needs and asset assessment process by creating multiple opportunities for students, families, staff, community members, and community partners to share their experiences, strengths, concerns, and ideas. Stakeholder engagement remained a central component of our Community Schools implementation efforts and informed the priorities selected for the 2026-2027 school year.

To engage a broad range of stakeholders, Washington Elementary utilized a variety of engagement strategies, including annual community surveys, Community Schools Advisory Council (CSAC) meetings, family engagement events, attendance outreach efforts, home visits, informal conversations, school committees, and community partner collaboration. These opportunities allowed stakeholders to provide meaningful feedback regarding school climate, student engagement, family needs, enrichment opportunities, attendance barriers, and community partnerships.

- **Administrators, Certificated Staff, and Classified Staff**

School staff and administrators participated in CSAC meetings, staff discussions, professional learning opportunities, and schoolwide planning efforts. Staff feedback helped identify areas of need related to student engagement, family partnerships, enrichment opportunities, and staff collaboration. Existing structures such as staff meetings, leadership meetings, School Site Council (SSC), and English Learner Advisory Committee (ELAC) also supported ongoing communication and alignment.

- **Student Engagement**

Washington Elementary continued to elevate student voice through student surveys, classroom discussions, student participation in school events, and representation on the Community Schools Advisory Council. Student feedback provided valuable insight into interests related to enrichment opportunities, school belonging, leadership opportunities, and school climate. Student perspectives helped inform future planning for expanded learning opportunities and community-based learning experiences.

- **Family Engagement**

Families were engaged through annual community surveys, CSAC participation, family engagement events, workshops, attendance outreach efforts, Coffee and Conversation opportunities, and ongoing communication with school staff. Family feedback highlighted the importance of meaningful partnerships, access to resources, enrichment opportunities, and increased support for families navigating educational systems. Family voice played a significant role in shaping future priorities related to shared leadership and family engagement.

- **Community Members and Community Partners**

Washington Elementary continued strengthening relationships with community organizations, local businesses, nonprofit agencies, and service providers. Community partners contributed resources, services, enrichment opportunities, and expertise that supported students and families. Ongoing

collaboration with partners helped identify community assets while expanding opportunities for integrated support and student enrichment.

- **Engaging Historically Marginalized Students and Families**

Washington Elementary remains committed to ensuring all voices are represented in decision-making processes. To increase participation among historically marginalized students and families, the school provided bilingual communication, translation and interpretation services, flexible engagement opportunities, direct outreach by trusted staff members, and access to food, resources, and family-friendly events. Attendance outreach efforts, home visits, and resource center services also helped strengthen connections with families who may not traditionally participate in school activities.

Throughout the year, stakeholder engagement activities expanded beyond identifying needs and focused on recognizing the strengths and assets that already exist within the Washington Elementary community. Through community surveys, CSAC discussions, asset mapping activities, capacity-building reflections, and priority-setting exercises, participants identified strong family commitment, dedicated staff, student leadership potential, community partnerships, cultural diversity, and existing support services as important assets that can be leveraged to support student success. Stakeholders also identified opportunities to strengthen family leadership, expand community-based learning experiences, increase student voice and belonging, and build staff capacity to support long-term implementation efforts.

During the final stages of the planning process, CSAC members reviewed survey findings, community feedback, asset mapping activities, implementation progress, and capacity-building reflections to identify priorities for the 2026-2027 school year. Through a collaborative discussion and voting process, stakeholders selected **Family Partnership and Shared Leadership**, **Expanded Learning and Community-Based Learning**, and **Staff Capacity, Collaboration, and Support** as the primary focus areas for continued implementation. These priorities reflect both the strengths of the school community and areas where stakeholders believe additional investment will have the greatest impact.

As implementation continues, Washington Elementary remains committed to ongoing engagement, continuous improvement, and ensuring that student, family, staff, and community voice remain at the center of decision-making.

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
Family Partnership and Shared Leadership (<i>Authentic Family and Community Engagement; Collaborative Leadership</i>)	Increased family participation in school events, workshops, advisory groups, and leadership opportunities; increased participation in special populations family workshops and support activities; improved family-school partnerships and family connectedness.
Expanded Learning and Community-Based Learning (<i>Extended Learning Time and Opportunities; Community-Based Curriculum and Pedagogy</i>)	Increased student participation in STEM opportunities, clubs, field trips, college and career exploration activities, enrichment programs, and community-based learning experiences; increased student engagement and sense of belonging.
Staff Capacity, Collaboration, and Support (<i>Collaborative Leadership; Positive and Restorative School Climate</i>)	Increased staff participation in Community Schools professional learning, collaborative planning, and cross-team partnerships; improved understanding of the Community Schools Framework; increased shared ownership of implementation efforts and sustainability planning.

While not identified as a stand-alone priority area for 2026-2027, Washington Elementary will continue to strengthen Integrated Student Supports through attendance outreach, home visits, wellness services, community partnerships, and the Bobcat Resource Center to ensure students and families have access to the resources necessary for academic and personal success.

The priorities identified through stakeholder engagement will guide implementation efforts across all five Capacity-Building Strategies. Family Partnership and Shared Leadership will be advanced through Shared Commitment, Collaborative Leadership, and Strategic Community Partnerships. Expanded Learning and Community-Based Learning will be supported through Community-Based Learning and Strategic Community Partnerships. Staff Capacity, Collaboration, and Support will be strengthened through Collaborative Leadership and Sustaining Staff and Resources.

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
Expand opportunities for students to engage in community-based learning experiences that connect classroom learning to real-world experiences, careers, and community assets.	• Increase access to STEM enrichment opportunities, student clubs, field trips, and hands-on learning experiences aligned with student interests • Collaborate with community partners to provide career awareness activities, guest speakers, demonstrations, and experiential learning opportunities. • Support opportunities for students to explore local community assets, careers, and real-world applications of classroom learning.
Build staff capacity and establish sustainable structures that support community-based learning implementation.	• Establish and support a Community-Based Learning Leadership Team to guide planning and implementation efforts. • Provide collaborative planning opportunities for participating staff. • Develop community-based learning experiences, projects, and partnerships aligned to student interests and school priorities. • Share learning and successful practices with staff to expand implementation across grade levels.
Elevate student voice and interests in the design of community-based learning opportunities.	• Utilize student surveys, focus groups, classroom discussions, and leadership opportunities to identify areas of interest and learning preferences. • Incorporate student feedback into the planning of enrichment opportunities, field trips, clubs, and community-based learning experiences. • Create opportunities for students to share their learning, experiences, and ideas through showcases, presentations, and leadership activities.

During the 2025-2026 school year, Washington Elementary continued strengthening its understanding of Community-Based Learning through stakeholder engagement, student voice opportunities, asset mapping activities, and community partnerships. During the annual Capacity-Building reflection process, Community Schools Advisory Council members identified growth from the Visioning phase to the Engaging phase within the Centering Community-Based Learning strategy area. During Year 4, the school will focus on deepening implementation by expanding student-centered learning opportunities, building staff capacity through the Community-Based Learning Leadership Team, and strengthening connections between classroom learning, student interests, and community assets.

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
Strengthen shared decision-making through inclusive leadership structures that elevate student, family, staff, and community voice.	- Continue supporting the Community Schools Advisory Council (CSAC) as the primary shared leadership structure for Community Schools implementation. - Ensure representation from students, families, certificated staff, classified staff, administration, community members, and community partners. - Utilize CSAC to review implementation progress, identify priorities, approve expenditures, and guide continuous improvement efforts.
Strengthen alignment between Community Schools implementation and existing school and district leadership structures.	- Share Community Schools priorities, progress, and outcomes with SSC, ELAC, district committees, and school leadership teams. - Identify opportunities to align Community Schools goals with SPSA, LCAP, attendance initiatives, and other school improvement efforts. - Promote cross-team collaboration to support implementation and sustainability.
Expand leadership opportunities for students and families.	- Continue including student representatives on CSAC and increase opportunities for student voice in schoolwide planning and decision-making. - Support family leadership development through workshops, advisory participation, and engagement opportunities. - Create opportunities for students and families to provide feedback through surveys, focus groups, listening sessions, and leadership activities.
Build staff capacity and shared ownership of the Community Schools strategy.	- Provide opportunities for staff to learn about Community Schools implementation and participate in planning efforts. - Encourage cross-functional collaboration among school teams to support Community Schools priorities. - Increase shared ownership of implementation efforts to strengthen long-term sustainability and reduce reliance on individual roles.

Washington Elementary continues to strengthen collaborative leadership through structures that promote shared decision-making and authentic stakeholder engagement. During the 2025–2026 school year, students, families, staff, community partners, and school leadership actively participated in Community Schools planning through surveys, Community Schools Advisory Council meetings, asset mapping activities, capacity-building reflections, and priority-setting discussions. These efforts resulted in stakeholder-informed priorities for the 2026–2027 school year and reinforced the school's commitment to shared leadership, transparency, and continuous improvement.

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):

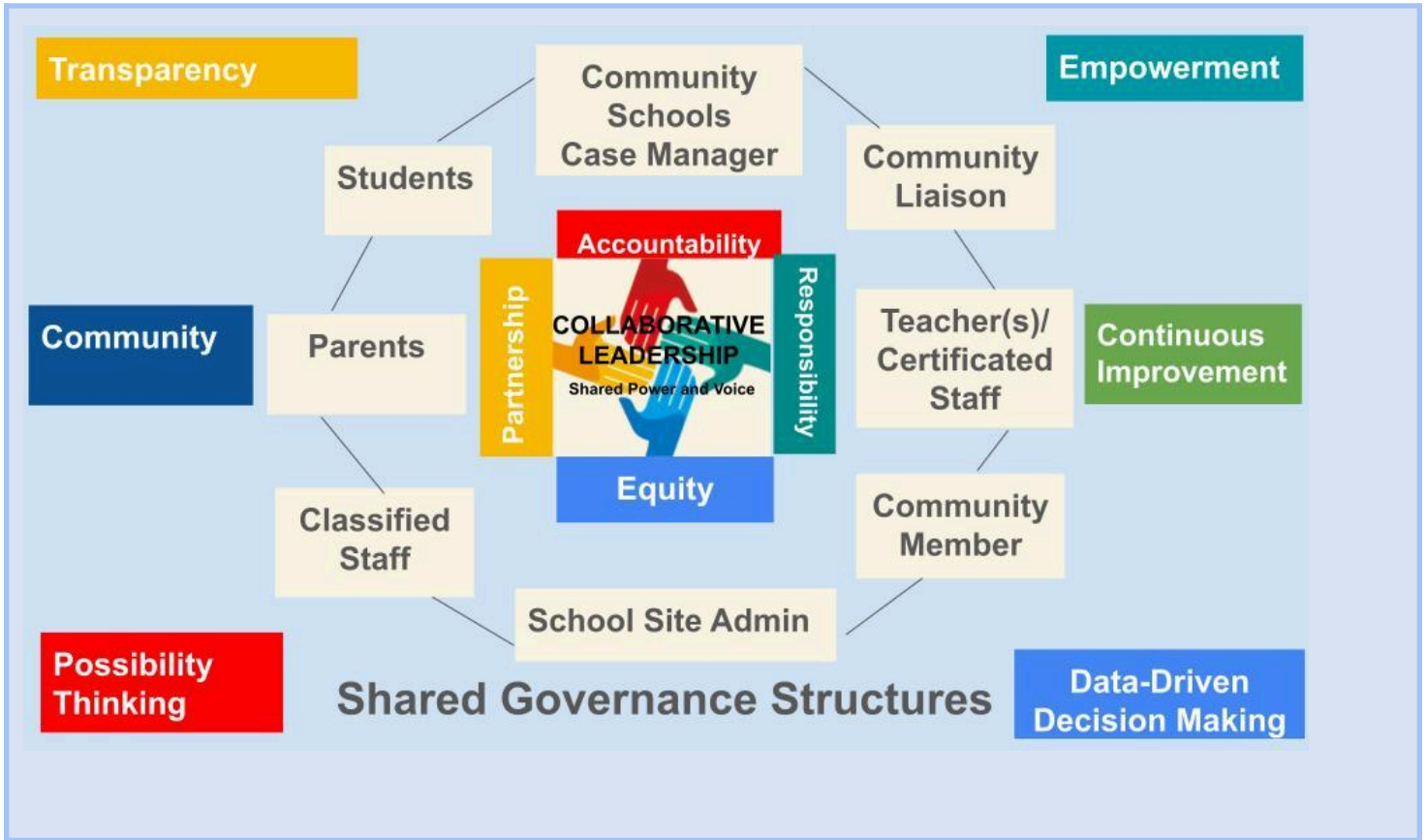
At Washington Elementary, the Community Schools Advisory Council (CSAC) serves as the primary shared governance structure for Community Schools implementation. The CSAC includes representation from students, parents, certificated staff, classified staff, administration, and community partners. Through regular meetings, CSAC members review implementation progress, analyze stakeholder feedback, discuss school and community needs, approve Community Schools expenditures, participate in capacity-building reflections, and identify priorities that guide implementation efforts.

During the 2025-2026 school year, the CSAC played an active role in reviewing survey findings, participating in asset mapping activities, reflecting on Capacity-Building Strategies, and selecting priorities and strategies for the 2026-2027 school year through a collaborative discussion and voting process. This structure helps ensure that Community Schools decisions are informed by the voices and experiences of students, families, staff, and community partners.

In addition to CSAC, Washington Elementary utilizes existing school leadership and advisory structures, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), grade-level teams, and site leadership teams. While these groups serve distinct purposes, they provide additional opportunities for stakeholder participation and school improvement efforts.

School leadership and support staff, including the principal, instructional lead, academic coach, community schools case manager, school community liaison, licensed clinical social worker, and social-emotional learning specialist, work collaboratively to support student success, family engagement, community partnerships, and schoolwide initiatives.

While Washington Elementary has established structures that support stakeholder participation and shared decision-making, continued growth is needed to strengthen collective ownership of Community Schools implementation across stakeholder groups. As implementation continues to mature, the school will focus on increasing leadership capacity, expanding opportunities for meaningful participation, and developing systems that distribute responsibility for Community Schools initiatives across staff, students, families, and community partners. These efforts will support long-term sustainability and help ensure that Community Schools practices are embedded throughout the school community.



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

Build staff capacity and shared understanding of the Community Schools Framework.	• Provide ongoing professional learning opportunities related to Community Schools implementation, family engagement, student supports, community-based learning, and collaborative leadership. • Share Community Schools updates, successes, and resources during staff meetings and professional development opportunities. • Increase staff awareness of how individual roles contribute to Community Schools implementation and student success.
Strengthen shared ownership and sustainability of Community Schools implementation.	• Increase opportunities for staff participation in planning, leadership teams, family engagement efforts, and Community Schools initiatives. • Develop systems that distribute responsibility for implementation across multiple stakeholder groups and school teams. • Support leadership development among staff, students, families, and community partners to strengthen long-term sustainability.
Sustain and expand resources, partnerships, and supports that benefit students and families.	• Maintain and strengthen partnerships with community organizations, businesses, and service providers that support student and family needs. • Continue expanding resources available through the Bobcat Resource Center and other integrated student support efforts. • Explore additional funding opportunities, grants, donations, and community partnerships that align with Community Schools priorities.

Key Staff/Personnel

Dr. Juanita Naranjo	Principal
Crystal Tapia	Community Schools Case Manager
Yvette Cocca	Instructional Lead
Claudia Lucha	Academic Coach
Ariana Lupercio	Licensed Clinical Social Worker

Patrice Morris	Social-Emotional Learning Specialist
Gloria Tecuautzin Meza	School Community Liaison

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

At Washington Elementary, we recognize that sustaining the Community Schools strategy beyond the life of the implementation grant requires building the capacity of people, strengthening systems, and leveraging community partnerships. As implementation has matured, we have learned that long-term sustainability depends on embedding Community Schools practices into the culture and operations of the school rather than relying on a single funding source or individual role.

One strategy for sustainability is increasing staff capacity and shared ownership of Community Schools implementation. During the next phase of implementation, we will continue providing opportunities for staff to learn about the Community Schools Framework, participate in leadership opportunities, and contribute to implementation efforts aligned with school priorities. By building a shared understanding of Community Schools and expanding participation in planning and decision-making, we aim to ensure that Community Schools practices become integrated into the daily work of the school.

A second strategy is embedding Community Schools priorities within existing school improvement efforts and structures. Washington Elementary will continue aligning Community Schools initiatives with school and district priorities related to family engagement, student supports, attendance, enrichment opportunities, and staff collaboration. Integrating Community Schools practices into existing systems will help ensure that successful strategies continue beyond the grant period.

A third strategy is strengthening and sustaining community partnerships that support students and families. Washington Elementary will continue cultivating relationships with nonprofit organizations, local businesses, higher education institutions, and community agencies that provide resources, services, enrichment opportunities, and family support. We will also continue exploring grants, donations, and partnership opportunities that align with identified school priorities and help expand access to resources for students and families.

During the 2025-2026 school year, Washington Elementary successfully met the implementation goals established through the Community Schools planning process. As a result, Year 3 efforts will focus on strengthening the systems, partnerships, and leadership structures necessary to sustain and deepen this work. While significant progress has been made in establishing Community Schools practices, a continued area of focus will be increasing shared ownership across stakeholder groups to ensure implementation is embedded throughout the school community and supported by sustainable systems that can continue beyond the life of the grant.

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
Strengthen partnerships that support student success, family well-being, and Community Schools priorities.	• Maintain and strengthen relationships with community organizations, nonprofit agencies, local businesses, and service providers that align with identified school needs and priorities. • Regularly assess partnership effectiveness and alignment with Community Schools goals. • Explore new partnerships that support family engagement, enrichment opportunities, student wellness, and integrated student support.
Increase community partner participation in Community Schools planning and decision-making.	• Continue including community partners as members of the Community Schools Advisory Council (CSAC). • Provide opportunities for partners to share feedback, identify community needs, and contribute to implementation planning. • Engage partners in discussions related to Community Schools priorities, sustainability, and continuous improvement efforts.
Expand opportunities for students and families to benefit from community resources and expertise.	• Collaborate with partners to provide workshops, family events, enrichment opportunities, resource fairs, and student learning experiences. • Connect students and families with community resources and services that address identified needs. • Explore opportunities for community-based learning experiences that connect students with local organizations, careers, and community assets.

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:

Washington Elementary has established and strengthened partnerships with a variety of community organizations, businesses, and service providers that support student success, family well-being, and Community Schools implementation.

Current partnerships include Friends of the Los Angeles River (FoLAR), which supports environmental education and community-based learning opportunities; the Captain Planet Foundation and Delta Air Lines, which support school garden initiatives and outdoor learning experiences; Home Depot and local nursery partners, which contribute materials and expertise for school beautification and garden projects; Think Together and Code Campus, which provide expanded learning, STEM, and enrichment opportunities; and the Los Angeles County Library, which supports literacy, student learning, and family access to educational resources and programs.

Washington Elementary also partners with organizations that support student wellness and family well-being. Hands of Love provides ongoing food resources and basic needs support for students and families, while the Los Angeles County Department of Public Health has contributed essential items and resources for students. Additional partnerships with SoCal Crossroads, The Movement, and Witch with Books have supported youth development, mentoring, wellness activities, family engagement, and student enrichment opportunities.

Site Level Goals and Measures of Progress

Goals

Action Steps

By June 2027, Washington Elementary will increase family participation and shared leadership opportunities by increasing family engagement participation by 10% above the 2025-2026 baseline of 416 family sign-ins , while expanding opportunities for families to participate in workshops, advisory groups, leadership activities, and special populations family engagement opportunities.	• Offer family leadership and learning opportunities throughout the school year. • Provide special population family workshops and resource-sharing opportunities. • Increase family participation in CSAC and other stakeholder engagement activities. • Utilize surveys, listening sessions, and feedback opportunities to gather family input and inform decision-making.
By June 2027, Washington Elementary will provide at least four community-connected learning experiences , including STEM opportunities, college and career exploration, field trips, clubs, garden-based learning, and partner-led enrichment activities that increase student engagement and classroom-community connections.	• Expand access to STEM enrichment opportunities and student clubs. • Support implementation of community-based learning experiences connected to student interests and community assets. • Collaborate with community partners to provide guest speakers, workshops, demonstrations, and experiential learning opportunities. • Support the Community-Based Learning Leadership Team in developing learning experiences and implementation plans.
By June 2027, Washington Elementary will strengthen staff capacity and shared ownership of Community Schools implementation by providing ongoing professional learning and collaborative planning opportunities, with at least 80% of participating staff reporting increased understanding of Community Schools practices and their role in implementation.	• Provide Community Schools professional learning opportunities throughout the school year. • Establish and support the Community-Based Learning Leadership Team. • Create opportunities for cross-team collaboration and sharing of successful practices. • Increase staff participation in Community Schools planning and implementation efforts.

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