

# 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

Audubon Middle 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:

Audubon Middle School is a Historically African American Community School located in the affluent neighborhood of Leimert Park. We have become a community of learners striving to produce lifelong leaders who are able to compete in a global society and work in a global marketplace. Audubon Middle School is growing and developing in relation to implementation of the Capacity Building Strategies. We seek to improve our community school by placing emphasis on the principles of Restorative Justice and creating racially just, relationship-centered spaces that are safe, supportive and diverse meeting the needs of our community.

At Audubon Middle School, all teachers have participated in District provided training with a focus on anti-bias and anti-racist practices over the last two years. Many of our staff recently engaged in an eight hour training on *Joyful Disruption* which is an anti-bias, anti-racist framework. Our goal is to have 100% of our teachers participate in this training during summer and fall, 2024.

As a result of teachers retiring along with changes in teaching assignments, we realize that additional training and support with restorative practices and strategies is needed. The implementation across grade levels and from classroom to classroom varies greatly. Additionally, It's come to our attention that the necessity of "Creating racially just spaces centered on relationship-building " hasn't been widely communicated to caregivers, families, and non-classroom staff. There's a need for more professional development in this area to establish a common understanding of how we can collectively cultivate racially just relationships and facilitate student success.

Audubon Middle School values the ideals of "Shared power" by practicing shared decision making amongst all stakeholders. Our Local School Leadership Council meets on a regular basis and Community Schools priorities are always addressed. However, further training in regards to collaborative practice, consensus building along with protocols is needed for all stakeholders in order to make our meetings more efficient and structured.

In the 24/25 school year we will invest more time and resources in participating in training offered through community partners and the Community Schools Initiative in order to build capacity with staff, students, and parents. The Asset and Needs Assessment revealed that some students felt their input is not genuinely valued and that decisions are made without considering their perspectives. Some students felt uninformed or disconnected from decision-making processes, indicating potential communication gaps. Because of this additional professional development for staff is needed to support and reinforce relationship building spaces and dialogue with our students.

In terms of parents and caregivers, Audubon Middle School strives to work on including parents by jointly developing with parents a school-parent-compact. One of the compact goals stresses the importance of on-going communication between parents and teachers through scheduled conferences, reports on student academic/ behavioral progress, access to staff, and opportunities to volunteer in the educational program.

The School Experience Survey shows that through our efforts 76% of respondents feel that they are involved with decisions related to their child's education. 65% of the respondents feel that Audubon recruits and organizes parents to help and support the school. However we have noted that our parent/caregiver participation in Local School Leadership Council, School Site Council, and English Learner Advisory Council is low and poorly attended. We need more professional development on strategies to build buy-in and capacity to encourage more parents to participate in these shared power school governing bodies.

In regards to classroom-community connections we are proud to host our annual Latino/Hispanic Heritage gallery walk where students learned about different spanish cultures and traditions through song,dance,food, games and artifacts from various spanish countries. We also have a community partner that is called 'Maintain the Mystery". They facilitate a program that celebrates African American contributions to the city of Los Angeles. In addition, teachers also create culturally

relevant and responsive lesson plans that show respect for all cultures. Furthermore we partnered with the Brotherhood Crusade to provide lessons to our students and resources for our parents on how to save energy.

We are proud of these efforts and our CS Implementation Team seeks to sustain these partnerships while building new ones so that we can move away from just having transactional involvement with families, caregivers, and community members to more relationship, trust building interactions.

As a Community School we have made a commitment to providing relevant, rigorous, standards-aligned lessons that are reflective of Project Based Learning (PBL) principles. Some teachers will begin formal PBL training over the summer and will commit to teaching at least 1 PBL in the 24/25 school year. However, we now realize that our Asset and Needs Assessment data did not have any focus upon instruction with any interest holder group. Additional data will need to be collected by the Instructional Leadership Team and the CSIT with regards to instruction. With that data we will be able to build classroom-community connections with regards to teaching and learning.

Audubon Middle School is growing in our capacity to collectively focus on continuous improvement and possibility thinking. That is why we have collectively decided to rewrite our vision as a Community School. We want to continue to build and learn which is why many Audubon teachers hold the distinction of being certified in Equitable Grading and Instruction with others planning to pursue certification in the upcoming school year.

“Why a community school for Audubon?” We believe in maximizing diversity and ensuring that all groups are included. We see ourselves as an integral hub in the community where we can engage in the transformative work that we believe will increase opportunity while decreasing achievement gaps. We know students, families and all stakeholders can thrive and contribute to the success of our community school by helping us to fully understand and make connections with the Community Schools Overarching Values .

**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.

As Audubon Middle Schools go through the ANA process ,my goal is to share with all stakeholders what recurring themes were identified and what they felt we, as a community school, were doing well and what they felt we needed to improve and build upon. The initial phases of our Assets and Needs Assessment work resulted in 48% certificated and classified staff, and 11% parent/caregiver response rate. Much time and effort was spent seeking participation including a combination of meetings, surveys, and focus groups

Our outreach did not go into the community nor did we receive feedback from community partners. Our CS Implementation Team wants to dig deeper into gaining feedback from these two groups as a next step. Amongst the student groups who are often not as included in school events are those who are chronically absent and those in self-contained special education classes. One-on-one interviews as well as visioning exercises led by our PSA and PSW will help us reach these students to include their voices.

**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
Decrease Chronic Absenteeism*	By June 2025, Audubon MS will decrease chronic absenteeism by 5% for all students from the current percentage of 56.8% to 51.8% as measured by FOCUS ATTENDANCE DATA.
Increase all stakeholders involvement, engagement and buy in to generate positive outcomes for parents,staff, students and the community	Between September 2024 and May 2025 at least one family engagement workshop/activity will be offered to parents/caregivers each month on a variety of topics including academics, wellness, civic engagement, career development, and the Community Schools Overarching Values.Provide PD to teachers,parents and students to teach strategies to support SEL and positive classroom behavior. Each workshop/activity will have at least 20 participants.
Eliminate Opportunity Gaps**	Offer multiple opportunities in each quarter for intervention and acceleration during and outside of the regular school day and on Saturdays,to students in need as shown by Intervention records within MiSiS, SSPT records, and the master calendar. Data from 23/24 to be compared to data from 24/25.

\*SPSA 2024/2025 Goal \*\* TSP 2024/2025 Goal

## 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
100% of teachers will engage in monthly collaborative planning by grade level.	<ol style="list-style-type: none"> <li>1. Calendar collaborative planning time throughout the year using CCSPP Grant</li> <li>2. Identify Shortened or Minimum Days that could be used for collaborative planning time</li> <li>3. Set aside 1 faculty meeting per month for collaborative planning time.</li> </ol>
100% of teachers will have access to high quality PBL lessons	<ol style="list-style-type: none"> <li>1. Explore lessons available through Defined Learning</li> <li>2. Share lessons from the Buck Institute/PBL Works in schools Schoology Group.</li> </ol>
100% of teachers will receive training associated with Project Based Learning by June, 2025.	<ol style="list-style-type: none"> <li>1. Participate in PBL training offered by the CS Initiative and Linked Learning.</li> </ol>

## 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
Increase efficiency and effectiveness of LSLC.	2024/2025 school year , Audubon Middle School will ensure that local school leadership is representational of diverse interest groups to ensure equal voice and effectiveness
Increase student leadership opportunities	CSIT will meet quarterly to investigate potential partners or vendors effectiveness under Community Schools Initiative We will Utilize CCSPP funds to engage and analyze data to ensure that vendors are enhancing student learning and productivity based on locally developed rubrics. Measure the number of students that have been Identified as gifted in Leadership so they can be given opportunity to create portfolio's and participate in the Gifted Program.
Increase efficiency and effectiveness of CSIT TEAM	Based off School Experience survey the effectiveness of and development surrounding the four pillars of Community Schools and collaborative leadership practices

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):

## Audubon Community School Collaborative Leadership Structures

<b>School Site Council (SSC) AND Local School Leadership Council (LSLC)</b>
<b>Student Council</b>
<b>Social Committee</b>
<b>Admin. Support Team</b>
<b>Instructional Leadership Team (ILT)</b>
<b>Community Schools Implementation Team (CSIT)</b>
<b>English Learning Advisory Council (ELAC)</b>
<b>Student Success and Progress Team (SSPT)</b>
<b>Professional Learning Communities (Advisory &amp; Teacher Teams)</b>
<b>Positive Behavior Intervention and Support Team (PBIS)</b>
<b>Black Student Achievement Plan (BSAP)</b>
<b>Health &amp; Wellness Team</b>

### 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
Hire and sustain two full time CS positions.	Fund through District General Funds
TSP Coordinator and/or Title I Coordinator	Fund through TSP dollars or site level general funds.

## Key Staff/Personnel

Community Schools Coordinator	Serve as systems manager and coordinator of work related to Community Schools priorities(identification, partnerships, resolution, reporting...).
Community Schools Community Rep	Provide support to Community Schools Coordinator with all aspects of parent/community engagement work.
TSP Coordinator and/or Title I Coordinator	Coordinate services/programs and provide intervention that serves the target student populations.

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

Sustainability can be ensured through various approaches. The two primary roles (Community Schools Coordinator and Community Rep) are sustainable as they receive funding from the District's General fund. These positions do not depend on grant money or individual site funding at present, making them viable beyond the grant's duration.

At the site level, the CS Coordinator and CS Implementation team have begun integrating the CS Implementation Plan with the School Plan for Student Achievement (SPSA). This integration allows funding for mutual objectives to be combined effectively.

Additionally, Audubon Community School will continue to work with at least one community based partner through a "No Cost MOU". The Community Schools Coordinator will collaborate with other school based departments and community partners to identify foundations and/or other grant sources in order to continue the relationship after the CCSPP grant cycle ends.

In regards to Project Based Learning, this will be cost neutral at the end of the grant as all training will have been completed by that time. PBL Lessons and unit plans will already have been developed using collaborative planning time paid for with CCSPP funds in years 2-4. This work will be sustainable well 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
Collaborate with Healthy Start Navigate to deliver student support services	Provide on site vision screening with access to glasses as applicable Provide on site dental screening with access to follow up care as applicable. Access to medical insurance Provide immunization and physical exams done monthly
Eliminate food insecurities in the community.	Partner with community agencies like West Angeles Community development corporation and they provide food baskets to families Partner with local businesses to provide holiday food baskets and to stock an emergency food pantry on site. Call our LAUSD student and family wellness hotline to get food ,transportation etc
Exposing students to culturally relevant programs and trips can greatly enhance their understanding of diverse perspectives and foster a sense of empathy and appreciation for different cultures.	*Invite guest speakers from diverse backgrounds to share their experiences and expertise with students. Workshops on topics such as cultural awareness, diversity, equity, and inclusion.  *Plan field trips to museums, cultural centers, historical sites, and other institutions that celebrate and preserve various cultures. Encourage students to engage with exhibits, artifacts, and interactive displays to gain a deeper understanding of various cultural heritages.  *Engage Community partners to support students in community service projects that involve working with culturally diverse populations or addressing issues related to social justice and equity. This could include volunteering at local shelters, participating in cultural exchange programs, or supporting initiatives that promote diversity and inclusion.

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:

Audubon Community School's top priority is the mental and physical well being of the whole child, the whole family, and the whole teacher. Our goal is to alleviate anything that is a barrier to a child's overall wellbeing. We seek to provide resources for our students, their families, the community at large, to ensure success in the classroom and in the community. We seek out partners who want to be engaged over the long haul to make this vision come to fruition. For example, Audubon is currently supported through No Cost MOUs with the following organizations:

\*Healthy Start Covered California. They provide assistance for enrollment and renewal in Medical. We also partner with Cedar Sinah hospital.

\* Coach for kids is a mobile clinic that comes to Audubon and other schools in the area to provide a multitude of services.

\*Healthy Habits is another program that teaches parents about healthy lifestyles for themselves and their families including improved blood pressure and better cooking recipes.

\*Lastly we have Hazel Health telehealth targeting mental health therapy for our students. It provides mental health therapy in addition to what our counselors do via -teletherapy and students can get support right away.

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