

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

Baldwin Hills Elementary Pilot Gifted and High Ability Magnet School

Dr. Angela Killens, Principal

Jacquelyn Walker, Community School Coordinator

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:

Baldwin Hills Elementary Pilot and Gifted/ High Ability Magnet Center’s vision is rooted in the school’s rich history of high academic standards, exemplary accomplishments in visual and performing arts, and culturally diverse learning environments. The foundation of our replicable urban school model of proven effectiveness is fostered through STEAM, culturally responsive pedagogy, and ongoing efforts towards continuous improvement and growth, including project based learning. We believe in cultivating a public school community that knows each student and family by name and makes personal connections with them, learning about their culture, needs, and educational goals through authentic and intentional interactions and practices. We value the assets of each of our staff members, students, families, and Baldwin Hills community members who contribute to our school and will work collaboratively to equitably help to develop the whole child who is a student, leader, collaborator, and learner in all spaces on campus and makes personal connections with multiple caring adults who foster positive self identity, and promote reciprocal determinism in addition to their own classroom teacher.

We have a strong sense of community, respect for the diverse cultures of our students and families, and cultivate positive two-way family engagement. Baldwin Hills Elementary Pilot Community School overall is “emerging” in relation to implementation of the Capacity Building Strategies and seeks to improve our school community through an emphasis on the principles of social justice and living the Community Schools Overarching Values. Our educators have all participated in District provided training modules around anti-bias and anti-racist practices over the last year and a small group has recently engaged in an eight hour training on *Joyful Disruption*, an anti-bias, anti-racist framework for schooling. Additional teachers will participate in this learning during summer and fall, 2024. Due to teachers retiring, moving into out of classroom positions, and changes in teaching assignments we realize that we need additional training and support with restorative practices and strategies. The implementation across grade levels and from classroom to classroom varies greatly. Additionally, we have identified that “Racially-just, relationship-centered spaces” as a value has not been widely discussed and shared with caregivers, families, and out-of-classroom staff. There is definitely more work is needed in this area so that there is a common understanding of how we collectively nurture relationships and help students thrive.

With regards to the value of “Shared Power”, we have a Governing School Council that meets regularly and Community Schools are on the agenda regularly. But, further training in collaborative practices, protocols, and consensus building is needed for all interest holders in order to make meetings less contentious and more efficient. 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.

The Asset and Needs Assessment also revealed that students do not feel that they have a strong voice in classroom decisions (ie; around norms and learning activities) nor in schoolwide decisions (ie; assemblies, extra curricular activities, and dress code). In terms of parents and caregivers, while the School Experience Survey shows that 80% of respondents feel welcome to participate and 62% of respondents state that they are involved with decisions related to their child's education, the parent/caregiver participation in Governing School Council, School Site Council, and English Learner Advisory Council is inconsistent and there is a medium turnover rate of elected members.

In terms of classroom-community connections we are proud of our annual US Celebration where students learn about different cultures through song and dance and perform choreographed numbers from various genres of African American Culture. In the classroom, teachers provide activities and curriculum that demonstrate a respect for all cultures in our school community with social sciences that focus on African American, Latino American and Native American histories and cultures. These are tied to students' home cultures through activities that are done with students' families like Kwanzaa during December as well as Dia de los Muertos altars for family members who have passed and regular classroom activities incorporating student's home language and culture. All of these activities cultivate a sense of active family engagement, community and belonging across language, race, culture and class. Our CS Implementation Team has been looking at how we can move from having transactional involvement with families, caregivers, and community members to more relational involvement. In the Fall we will have a Parent Engagement Team, supported by our Community Schools Community Rep examine the assets of our parents to see what parents/caregivers would like to teach to or demonstrate for students through cultural and career events.

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.

Baldwin Hills Elementary Pilot School is growing in our capacity to collectively focus on continuous improvement and possibility thinking. At Baldwin Hills Elementary School, the simple answer to “Why a community school for my school?” is because we see ourselves as wanting to fully live the Community Schools Overarching Values and we have lived out, to various degrees, the Community Schools Cornerstone Commitments over the past three years. We also have been developing the Key Conditions for Learning called out in the CS Framework, especially around Social Emotional Learning. With the intentional implementation of the Four Promising Practices and the synergy created by grounding our work around the Four Pillars we can engage in the transformative work that we believe will increase opportunity while decreasing achievement gaps.

Thus, the mission of Baldwin Hills Elementary, a culturally and linguistically diverse community, is to work in partnership with the children, families, and community we serve to provide a strong academic, ethical, and culturally responsive education with measurable results. This is achieved by creating an environment where students’ diverse cultures, backgrounds, and languages are highly valued, thereby building a bridge between home and school. These “bridges,” in turn, foster an atmosphere that enables educational ownership, lifelong learning, higher-order thinking, problem-solving, increased self-esteem, and the responsible citizenship necessary for success in a diverse, ever-changing world.

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

The initial phases of our Assets and Needs Assessment work resulted in a 50% certificated staff, 37% classified staff, 40% student, and 30% parent/caregiver response rate. These rates of participation were achieved through 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. We have also decided to do more targeted outreach to parents who stated that they wanted more social-emotional help for themselves as well as their child(ren). The process we will use is one-on-one interviews with this historically marginalized group. 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 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
Increase Parent Participation	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. Each workshop/activity will have at least 20 participants.
Decrease Chronic Absenteeism	By June 2025, reduce chronic absenteeism from 19% to 14% as shown on attendance data measured by MISS Attendance Data and Focus Dashboard.
Increase by 10% the percentage of parents reporting on the LAUSD School Experience Survey that they feel welcome to participate in school.	Data from School Experience Survey

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
50% of teachers will receive theoretical and practical elements associated with Project Based Learning by June, 2025	Participate in PBL training during PDs before the 2024-25 school year begins, during the summer.
100% of teachers will engage in weekly collaborative planning by grade level.	<ol style="list-style-type: none"> 1. Collaborative planning time throughout the year during PLC allotted time 2. Set aside one faculty meeting per month for collaborative planning time.

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 Governing School Council	Provide training on collaborative leadership practices, and decision making protocols.
Increase student leadership opportunities	<ol style="list-style-type: none"> 1. Explore partners/vendors that could support this goal. 2. Develop teacher/parent-led student government.

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):

School Site Council (SSC) and then Governing School Council (GSC) are groups that are composed of certificated, classified, parents and community representatives. SSC makes monetary and operational decisions related to implementing our School Plan for Students Achievement (SPSA). The purpose of the GSC is to provide various stakeholders with a leadership role. GSC is responsible for making decisions related to the management and direction of the school. Both groups meet monthly and are open to the public. The Community School Coordinator has enhanced the gains made through our current shared leadership model as the presence of the Community School Coordinator is required on both councils.

Baldwin Hills Elementary Pilot School
Collaborative Leadership Structures

School Site Council (SSC) AND Governing School Council (GSC)
Student Council
Social Committee
Admin. Support Team
Booster Club: Friends of Baldwin Hills
Instructional Leadership Team (ILT)
English Learning Advisory Council (ELAC)
Student Success and Progress Team (SSPT)
Professional Learning Communities (Teacher Teams)
Community School Implementation Team
Positive Behavior Intervention and Support team (PBIS)

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.	Hire Community School Coordinator and Community School Rep Fund through District General Funds
Realign coordinator position(s) to maintain compliance AND support instruction.	TSP to also serve as an instructional coach to assist with Project Based Learning.

Key Staff/Personnel

Jacquelyn Walker, Community School Coordinator	Serve as systems manager and coordinator of work related to Community Schools priorities(identification, partnerships, resolution, reporting...).
Patricia Solano, Community School Representative	Provide support to Community Schools Coordinator with all aspects of parent/community engagement work.

Aneesha Jones, Title 1 Coordinator, TSP	Coordinate services/programs and provide intervention that serves the target student populations.
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Sustainability will be achieved through multiple avenues.

The two key positions are sustainable because they are funded through the District's General fund. The positions do not rely on grant funding nor on site level funding currently so will be sustainable beyond the life of the grant.

At the site level, the CS Coordinator and CS Implementation team already started working on weaving the CS Implementation Plan and the School Plan for Student Achievement (SPSA) together. In this way funding around common goals can be braided together.

Baldwin Hills Elementary Pilot School already started working with one community based partner through a "No Cost MOU". This MOU will not expire until 2033. The Community Schools Coordinator is working with two other community partners to identify foundations and/or other grant sources in order to continue the relationship after the CCSPP grant cycle ends.

The Project Based Learning 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
Ensure students have access to counseling and/or mental health modifications as needed without missing school .	<ol style="list-style-type: none"> 1. Provide on site counseling with access to therapist as needed. 2. Provide follow up mental health care with parents and/or guardians
Create a clear system to evaluate potential partners and existing relationships.	<ol style="list-style-type: none"> 1. Set CSITt and GSC meetings to discuss potential existing relationships monthly. 2. CSIT team create a rubric for potential and existing relationships with CBOs.

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:

Baldwin Hills Elementary Pilot School's top priority is the mental and physical well being of the whole child, the whole family, and the whole teacher.
 We believe that when we can collectively say we are “well” is when we will see all students thriving.
 We seek out partners who want to be engaged over the long haul to make this vision come to fruition.

Established Partnerships:

Neighbors in Action Active Parent and Community Engagement
 Village Green Community Committee Active Parent and Community Engagement
 UCLA: Teacher Education Program, Transformation of Schools Research Dept
 USC: Theater Classes for 2nd grade students
 Big Sunday
 Common Threads Cooking Enrichment
 Bridge to Africa Connection
 Los Angeles County Fire Dept #94
 Black Fraternities and Sororities to provide male and female mentorship
 Brown Girls Code
 Grant - Dj and Sound Engineer
 Target
 Ralphs
 Chick-Fil-A
 In-and-Out Burgers
 Olga’s Vegan Mexican Food

Plan To Establish Partnerships:

Is Bigger Than Us
HipHop For Change
I Am Breaking The Chains
Gabrieleno Nation Native Americans
Los Angeles Neighborhood Initiative
National History Museum
2-Bit Circus
Communities in Schools
Pulse Arts
Imagine Theatre
Junior Fire Dept
United States Tennis Association of So. Cal
Los Angeles Dodgers
Los Angeels Sparks
UCLA Athletics
Masterminds Connect Art Instruction
Hernandez Nursery

The LAUSD Student Health and Human Services Division facilitates annual visits with Big Smiles Dental and the USC Mobile Vision Clinic.

These partnerships will address the whole child in the Arts, STEAM, Mentoring, Social-Emotional Health, Sports as well as connecting to the community and the surrounding neighborhood with the overarching goal of educating the whole child and the results leading to academic success.

Site Level Goals and Measures of Progress

Goals	Action Steps
Implement after-school teacher led enrichment classes	Encourage and foster a list of teachers who are passionate about sharing their special gifts.
Develop social-emotional classes and support for parents and guardians	Establish partners with with mental health organizations whose main goal is the wellness of the family on a whole.

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