



## CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE 2026-2027

### 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

West Whittier Elementary School  
 6411 Norwalk Blvd.  
 Whittier, Ca 90601  
 652-789-3240  
 Principal: Lisa El Sabbagh  
 Community School Site Coordinator: Patty Del Castillo

### 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:

As we continue engaging students, families, staff, and community partners in the question, "Why a community school for West Whittier?", our response has become clearer and more actionable as we enter our third year of implementation. A community school allows us to intentionally align relationships, resources, and learning to ensure every student and family thrives.

Our understanding of the California Community Schools Framework is now deeper and more concrete. We have established systems that provide meaningful support and access to resources for students and families, while also prioritizing racially-just, relationship-centered spaces. Through purposeful engagement of staff, students, and families, we have strengthened trust, connection, and a shared sense of belonging across our school community. These relationships continue to serve as the foundation for student success and are a driving force in our daily work.

We remain equally committed to shared power and input and this is an area we've grown stronger in over the last year. We've established a Community School Steering Committee comprised of parents, teachers, school staff, and community members that plays an active role in guiding our work and shaping decisions. This structure ensures that leadership is distributed and reflective of the voices and experiences within our community. It has also served to empower our community to recognize the power in their support and contribution of school decision-making.

Our focus on classroom-community connections has grown through intentional professional learning. Teachers engage in ongoing PLC work centered on community-based learning, and staff have deepened their understanding through a Deep Dive study in partnership with UCLA and the Regional Transformational Assistance Center. These efforts are helping bridge classroom instruction with students' lived experiences and the assets within our community. In addition, we have continued to grow in our learning and implementation of restorative practices and have seen the powerful impact it has had in connecting students and staff.

Through strategic partnerships, we have established a fully functioning on-site Community Resource Center that provides access to food, clothing, mental health services, vision and dental care, and social services. This reflects our commitment to addressing the whole child and removing barriers to learning.

As we look ahead, our focus on continuous improvement and possibility thinking will center on leveraging these established supports to drive academic growth. Our next steps include intentionally connecting integrated student supports to instructional practices so that all students can thrive socially, emotionally, and achieve at high levels.

**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 we transition from our initial needs and assets assessment into deeper implementation, we recognize that true school transformation requires ongoing, intentional engagement with all members of our school community. Our goal is to expand and refine this process so that our priorities and vision are authentically shaped by the voices, experiences, and aspirations of those we serve. Below is a breakdown for each targeted group:

**School Staff:** We will engage each stakeholder group through targeted and inclusive strategies. School staff, including administrator, certificated, and classified staff, will continue to receive dedicated planning time, structured focus groups during staff meetings, and anonymous surveys to gather honest feedback on strengths, challenges, and opportunities for growth. These varied entry points will ensure all staff feel heard and valued in shaping our direction.

**Students:** Student voice will be elevated through age-appropriate focus groups, classroom discussions, and student surveys. We will intentionally collaborate with student leaders and clubs to broaden participation and ensure we hear from historically underrepresented groups, including English learners, students with disabilities, foster youth, and students from low-income households.

**Families:** Family engagement will remain central to our efforts. We will host community forums and listening sessions at flexible times and accessible locations, offering childcare, interpretation, and meals to reduce barriers to participation. In addition, we will prioritize personalized outreach such as home visits and phone calls conducted by trusted, bilingual staff to build relationships and engage families who may not typically participate in school-based events.

**Community:** Community members and partners will be engaged through collaborative meetings, asset-mapping sessions, and partner roundtables. These spaces will allow us to identify shared goals, align resources, and ensure partnerships are both responsive to school needs and mutually beneficial.

Throughout this process, we are committed to the continual use of culturally responsive and inclusive practices. We will provide multilingual communication, create safe and welcoming spaces for dialogue, and intentionally center voices that have historically been marginalized or unheard. By utilizing a combination of surveys, focus groups, interviews, community cafés, and visioning workshops, we will develop a dynamic and evolving needs and assets profile. This deeper engagement will allow us to co-create a shared vision, identify clear priorities, and ensure our community school continues to be built by and for our entire community.

**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                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Reduce Chronic Absenteeism                                | By the end of the 2026–2027 school year, our goal is to increase our average daily attendance rate from 93.47% to at least 96% according to district attendance data, ensuring more students are consistently present and engaged in learning. In addition, we aim to reduce chronic absenteeism from 16.8% to 12%, building on our recent progress and continuing to move toward stronger, more consistent student attendance.                                                     |
| 2. Increase Parent Engagement                                | By the end of the 2026–2027 school year, our goal is to increase the percentage of parents who report that their participation is valued and matters to school staff from 92% to 95%, as measured by the 2026–2027 Parent and Community School Survey. Through leadership development, accessible meeting structures, and relevant learning opportunities, we will ensure families are meaningfully engaged and equipped to support their children’s success at school and at home. |
| 3. Improve Students’ Sense of Safety and Belonging at School | By the end of the 2026–2027 school year, our goal is to improve students’ sense of safety and belonging by increasing the percentage of students who report feeling safe at school from 91% to 96%, and those who report wanting to come to school from 75% to 85%, as measured by the annual Student LCAP 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>Goal 1:</b> Build and maintain deep, authentic relationships between educators, students, and families.</p>                                                                                                  | <p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>• <b>Implement Consistent Relationship-Building Practices:</b> Use daily check-ins, greetings by name, and interest surveys to ensure every student is known and connected to at least one caring adult.</li> <li>• <b>Strengthen Family Engagement Through Two-Way Communication:</b> Provide regular positive outreach through calls, texts, or home visits, and offer flexible opportunities for families to connect with staff.</li> <li>• <b>Create Shared Community-Building Experiences</b><br/>Design events and activities where students, families, and staff interact meaningfully, such as family nights, student-led conferences, and classroom showcases.</li> </ul>       |
| <p><b>Goal 2:</b> Engage more teachers in the understanding of community-based learning and equip them with practical strategies to connect curriculum to students' lived experiences and the local community.</p> | <p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>• <b>Provide Ongoing Professional Learning on Community-Based Instruction</b><br/>Offer regular PD and PLC sessions focused on strategies that connect curriculum to students' lived experiences and local community assets.</li> <li>• <b>Develop and Share Instructional Models and Resources</b><br/>Create exemplar lessons, units, and planning templates that demonstrate how to integrate community-based learning into standards-aligned instruction.</li> <li>• <b>Support Collaborative Planning and Reflection</b><br/>Build time into PLCs for teachers to co-plan, try out community-connected lessons, and reflect on student engagement and learning outcomes.</li> </ul> |

## 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

**Goal 1:** Increase and Strengthen shared leadership structures that include diverse voices in decision-making by parents, teachers, students and community members.

#### Action Steps:

- **Staff: Build and Sustain Inclusive Leadership Teams**  
Establish and maintain representative leadership groups (e.g., steering committees, PLC leadership, and advisory teams) that intentionally include diverse staff voices in decision-making processes.
- **Students & Parents: Expand Authentic Voice and Participation**  
Increase student and parent participation in decision-making through structured roles on committees, regular listening sessions, and opportunities to provide input on school priorities and initiatives.
- **Community: Strengthen Partnerships and Co-Decision Making**  
Engage community members and partners in shared leadership through collaborative planning meetings, advisory groups, and joint problem-solving sessions aligned to school and community priorities.

**Goal 2:** Strengthen shared decision-making by ensuring students, families, staff, and community partners have an authentic voice in school improvement through collaborative leadership structures that support shared power and sustainable decisions.

#### Action Steps:

- **Expand Collaborative Leadership Structures**  
Develop and sustain representative teams (e.g., steering committees and advisory groups) that include students, families, staff, and community partners in ongoing school improvement decisions.
- **Increase Access to Meaningful Input Opportunities**  
Provide regular and accessible opportunities—such as forums, surveys, and listening sessions—for all interest-holders to share input on key school priorities and initiatives.
- **Strengthen Follow-Through and Shared Accountability**  
Ensure feedback from all groups is reviewed, communicated back, and used in decision-making, with transparent updates on how input shapes actions and outcomes.

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):

**Systems of Shared Governance at West Whittier Elementary School:** At West Whittier Elementary, our systems of shared governance ensure that students, families, staff, and community partners have a meaningful voice in shaping our school's vision, priorities, and daily practices. By sharing decision-making power, we build trust, foster transparency, and create a school community where everyone works together to support student success and well-being. These are the current 12 groups:

1. School Site Council (SSC): Teachers, Parents, Principal, Classified Staff
2. English Learner Advisory Committee (ELAC): Parents of English Learners, Principal, CS Coordinator, TOSA, and Community Liaison.
3. Positive Behavior Interventions and Supports Team (PBIS): Principal, Teachers, MTSS TOSA, Community Schools Coordinator, Classified members, Social Worker, Resource Teacher
4. Tier 2/ 3 Team- Principal, School Social Worker, MTSS TOSA, School Psychologist, Behavior Technician, BCBA Specialist, Resource Teacher
5. Student Attendance Review Team (SART): Principal, Community Liaison, Attendance Clerk, CS Coordinator, and Social Worker.
6. Community School Steering Committee: 12 members representing teachers, classified staff, parents, the principal, the social worker, and special education staff.
7. Student Council - Advisors, Students, Principal, Community Schools Coordinator, TOSA
8. Parent Teacher Organization (PTO): Parents, Principal and school faculty
9. Instructional Leadership Team (ILT): Principal, TOSA's and Teachers
10. Student Council: Students, Teachers, CS Coordinator, Principal
11. Parent Ambassador Leaders (PALs): Parents, CS Coordinator, Principal
12. Dad's Club: Parents, CS Coordinator, Principal



## 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                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Goal 1:</b> Strengthen Staffing Alignment and Recruitment for Community Schools Implementation | <b>Action Steps:</b> <ul style="list-style-type: none"> <li>• Prioritize hiring practices that recruit diverse, multilingual staff aligned to student and family needs.</li> <li>• Maintain a site-level CS Coordinator role to support coordination of all interest holder needs</li> <li>• Provide continued professional development of site-level Community School Coordinator to lead implementation at school site.</li> </ul> |
| <b>Goal 2:</b> Build Long-Term Staffing and Financial Sustainability for Community Schools        | <b>Action Steps:</b> <ul style="list-style-type: none"> <li>• Create site- and LEA-level sustainability plans that identify long-term funding sources for core staffing.</li> <li>• Align budgets and resource allocation to prioritize sustaining key community school positions and services.</li> <li>• Monitor and adjust staffing and funding structures annually to ensure continuity and continuous improvement.</li> </ul>   |

**Key Staff/Personnel**

|                                    |                                                                                                                                                                                                                                               |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Principal                   | Responsible for the overall leadership of the school. Works in partnership with all staff, parents, students and school community to ensure the proper function and success of the school in all areas.                                       |
| Community Schools Site Coordinator | Responsible for the management of systems to ensure the CS Framework is implemented and carried out with fidelity.                                                                                                                            |
| Community Liaison                  | Responsible for communicating with families and the community about school happenings. Works in partnership with CSSC, Admin, and school community to meet identified needs.                                                                  |
| MTSS Tosa                          | Responsible for coordinating Tier I and Tier II academic supports for students and teachers.                                                                                                                                                  |
| Social Worker                      | Responsible for coordinating and providing social-emotional support for students and families.                                                                                                                                                |
| Behavior Tech                      | Responsible for implementing and providing behavior supports for students and teachers.                                                                                                                                                       |
| Health Clerk                       | Responsible for implementing and tracking student and family health services and serving as liaison between health professionals, families and outside agencies. Provides information about community health services and how to access them. |

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

To ensure our community school work remains strong and effective beyond the life of the implementation grant, West Whittier Dual Language Academy is committed to building long-term sustainability through the following action steps:

- **Pursue Ongoing and Diverse Funding Sources**  
Actively identify and apply for local, state, federal, and private grants that align with community school priorities such as mental health, family engagement, and expanded learning to sustain programs and staffing.
- **Strengthen and Formalize Community Partnerships**  
Deepen relationships with community-based organizations, businesses, higher education institutions, and local agencies, and develop MOUs that clearly define roles and ensure long-term delivery of key student and family supports.
- **Embed Community School Staffing and Services into Long-Term Budgeting**  
Integrate essential positions (e.g., Community School Coordinator and family support staff) and critical services into ongoing site and district budget planning, while extending and aligning service contracts that effectively meet student and family needs.

Through these proactive steps, we can ensure that the structures, relationships, and resources we have built to date will continue to benefit our students, families, and community for years to come.

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Goal 1:</b> Maintain, strengthen and expand meaningful community partner engagement in community school planning and development</p> | <p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Establish regular partner roundtables and planning meetings where community organizations collaborate with school staff on priorities and initiatives.</li> <li>• Develop a structured onboarding process for community partners that clearly defines roles, expectations, and opportunities for involvement in school planning.</li> <li>• Create shared visioning and asset-mapping sessions with partners to align services with identified student and family needs.</li> <li>• Expand our community partner base to reflect the current and anticipated needs of our student and family needs.</li> </ul>            |
| <p><b>Goal 2:</b> Strengthen continuous improvement processes with active community partner participation</p>                              | <p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Include community partners in CS Steering meetings to analyze data, evaluate impact, and identify areas for improvement.</li> <li>• Implement feedback loops (surveys, reflection sessions, and debriefs) to gather partner input on programs and services.</li> <li>• Co-develop improvement plans with partners that outline shared goals, responsibilities, and next steps for strengthening services and supports.</li> <li>• Highlight and celebrate the contributions of community partners through newsletters, social media, and community events to strengthen relationships and maintain engagement.</li> </ul> |

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:

**Established Partnerships:**

- Los Angeles County Office of Education- Provides training and support for CS Coordinator and staff
- LA Department of Mental Health: Provide a variety of mental health supports and resources including workshops for our families
- California Teachers Association (CTA) & National Education Association (NEA): Provides ongoing training and coaching for CS Coordinator and other staff on the Community Schools Framework
- Trader Joe's: Provides food donations for our school.
- Stater Bros. Supermarkets: Provides food donations for our school
- Starbucks: Provides food and beverage donations for parent meetings
- Lion's Club: Provides glasses for our students
- Spiritt Family Centers: Provides mental health services for students and families
- The Whole Child: Provides mental health services for students and families
- Downey & Son's West Whittier Paint Company: Provides paint and painting supplies for campus beautification
- Whittier Area Community Church: Provides shoes and clothing donations for families with clothing insecurities
- City and County Libraries: Provide literacy resources and supports for students and families
- Vallarta Supermarkets: Provides food, supplies donations and educational food programs for students
- CBOs: Local business that include immigration, legal, and social services
- Artist- Robert Vargas: provides on-site art demonstrations for our students and off-site art experiences for our families
- Author: Antonio Sacre: Provides literacy training workshops for our parents
- Nature Nexus Institute: Provides free field trips and busses for students
- Nine O'Clock Players: Provides free theater performances for students
- Natural History Museum/La Brea Tar pits: Provides free on-site mobile museum for students
- In-N-Out: Provides free meals and incentive programs for students
- Golf-N-Stuff: Provides free incentive programs for students
- Panda Express: Provides free meals, incentive programs and Lunar New Year materials for students
- The McCourt Foundation: Provided free drinks and snacks for students
- Greater LA County Vector Control/Mosquito League: Provides free onsite learning programs
- Raising Canes: free meals and incentive programs for students
- Creative Wellbeing: Provides free onsite VAPA classes for students
- Western Dental & Orthodontics Kids: Provides free dental screenings or oral health supplies for students
- LACMA: Provides free art lessons and support for students and teachers
- LA County Parent Ambassador Leaders: Provides free leadership training and stipends for parents
- John's Incredible Pizza: free meals and incentive programs for students
- University of Southern California: Provides free sports event programs for students
- Vision to Learn: Provides free vision screenings, eye exams, and glasses for students
- Los Angeles County Public works: Provides free educational programs for students and families

**Proposed Partnerships:**

- Local philanthropic clubs: Rotary Club, Women's Club
- Institutions of Higher Learning: Whittier College, Rio Hondo and local high schools
- City and County Government Agencies: Mayor's Office, LA County Sheriff Station, Chamber of Commerce



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