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

Cheremoya Ave Elementary School
Laura Gotz, Community School Coordinator
Phone: (323) 464-1722
Email: lag0100@lausd.net

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:

Cheremoya Avenue Elementary became a Community School at the end of the 2024 school year, embracing the model in which schools serve as central hubs for their communities. In our first year of implementation, we were also designated a Tier 2 school—a status that added complexity to our work as we began aligning multiple new initiatives. While this dual designation initially presented challenges, it also provided valuable opportunities for reflection. It encouraged us to consider how the Tier 2 supports and Community School framework can complement each other to more effectively meet the needs of our students and families. Though the process has not been without difficulty, it has reinforced a cohesive, student-centered approach

that addresses both academic achievement and overall well-being.

When asked why a Community School Model was the right fit for our school after our Foundational year, we reflected on our alignment with the four overarching values of the CA Community Schools Framework:

Value 1: Racially-Just, Relationship-Centered Schools
We identified this as an area of strength. We take pride in the trust we've built with our school community by authentically valuing diverse cultures and intentionally bringing people together. This effort is essential in ensuring that all voices are heard and respected, contributing to a racially just, caring, and identity-safe school culture that nurtures belonging.

Value 2: Shared Power
This emerged as an area for growth. In our Annual Performance Report, we identified ourselves as being in the *Visioning* phase of the Collaborative Leadership Strategy. While we have made strides in collaboration among staff, we acknowledge the need to deepen shared ownership and engagement through inclusive decision-making. There is still room to uplift and incorporate the voices of caregivers, students, and community partners more fully in shaping our school community.

Value 3: Classroom and Community Connections
This is also an area of growth. We aim to align instruction with engaging, real-world, and project-based learning opportunities rooted in the strengths of our students, families, educators, and community partners. We recognize the need to more deeply connect classroom learning to the lived experiences and assets of our school community.

Beginning this summer, we are training not only our entire certificated staff, but the teachers from neighboring schools, with Project-Based Learning (PBL). This training, as well as creating the motivation and reasoning for certification in Equity Grading Instruction (EGI) is intended to strengthen student voice, ownership, and relevance. While we are exploring the possibility of becoming a Linked Learning school—pending a teacher vote—we remain committed to PBL and EGI as core instructional approaches.

Value 4: A Focus on Continuous Improvement and Possibility Thinking
This is a clear strength for our school. We are committed to continuous improvement through collaborative leadership, involving staff and families in shared decision-making. All teachers engage in the PDSA cycle, using data to improve small group instruction in math, reading, and writing. Supported by release days, instructional rounds, and data chats with leadership, this teacher-led process strengthens instruction and aligns with parent-informed school goals and funding decisions.

To ensure these values are reflected in our community schools work moving forward, we plan to strengthen our alignment through intentional planning, ongoing professional development, and by deepening partnerships with students, families, and community members.

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 move into the implementation grant phase, we recognize the importance of deepening our understanding of the needs and assets of our school community. During our initial assessment, we achieved strong participation—92% of students in grades 2-5, 100% of staff, and 100% of families engaged through surveys, one-on-one interviews, and a focus group. This provided a strong foundation, but we know that meaningful, equitable engagement is ongoing.

Now that we are more familiar with the community schools planning process and grant resources, we are prepared to expand and deepen our engagement. To identify our top community school priorities and shared vision, we will broaden our use of focus groups to include not only families and caregivers, but also community partners and classified staff. We will host dedicated meetings and forums for certificated and classified staff, ensuring all voices help shape our priorities. Student voices will be elevated through classroom-based visioning exercises and student-led discussions. In addition, we will create a quarterly survey in a similar vein to the Assets and Needs Assessment, abbreviated for feedback on actions we are taking toward our shared goals.

We are especially committed to engaging historically marginalized students and families, including those who may face language, cultural, or accessibility barriers. We will continue using one-on-one interviews to build trust and ensure their input is captured authentically. Additionally, we will offer multilingual focus groups and provide child care and flexible scheduling to ensure participation is accessible to all.

As we enter the implementation phase, we plan to create a broader opportunity for voice through our CSIT and ensure that all stakeholders are meaningfully included. We will create a schedule of meetings that will allow for those involved to take the steps necessary to allow for their presence. Through these deeper engagement efforts, we aim to co-create a vision rooted in equity and informed by the diverse voices that make up our school 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
Expand extracurricular programs and activities. *Expanded and Enriched Learning Time and Opportunities*	By June 2026, we will expand extracurricular programs by introducing new student clubs and enrichment activities, while also providing adult education opportunities. Metric: Attendance in after school enrichment and Adult Learning classes Indicator of Success: Increase in student attendance, positive outlook on being at school, as evidenced by focus group feedback, stakeholder surveys, Parent Center sign-in sheet
Increase instruction of social emotional curriculum and integrate SEL activities in academic instruction. *Integrated Student Supports*	By June 2026, we will increase the implementation of social-emotional learning (SEL) by incorporating SEL curriculum into daily classroom instruction and integrating SEL activities into academic lessons across all grade levels. Metric: Increased positive School Experience Survey responses Indicator of Success: Improvement in student well-being and engagement, supported by positive trends in SEL-related survey items and increased SBA ELA scores, indicating enhanced academic and emotional readiness

Decrease food insecurity and food waste, while focusing on student safety and wellness. *Integrated Student Supports/Safe and Supportive Learning Environments*	By June 2026, we will decrease food insecurity and food waste by creating more efficiency and precision to our school meal program distribution, promoting nutrition education, and implementing volunteer opportunities with local organizations within the community. Metric: Cafeteria meal logs, weekly meetings with the cafeteria manager, and parent/student surveys Indicator of Success: An increase in meal program participation (based on cafeteria meal logs), documented improvements and action steps from regular meetings with the cafeteria manager, and more favorable responses in parent surveys related to student wellness and cafeteria safety.

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
Integrate Project Based Learning to Strengthen Real World Problem Solving and Community Awareness	• Implement at least one schoolwide PBL unit per semester in grades K–5 focused on local community issues (e.g., food waste, water conservation, or neighborhood safety). • Provide professional development for teachers on designing and facilitating high-quality, standards-aligned PBL experiences.
Build Sustainable Community Partnerships to Enhance Learning and Support Services	• Partner with at least three local organizations or businesses (e.g., local library, food banks, environmental groups, or cultural centers) to provide enrichment workshops, field trips, guest speakers, or mentorship programs. • Develop a community partnership calendar to coordinate visits, shared events, and integrated classroom activities.
Collaborative Planning Time	• Use CCSPP grant resources to give teachers time and support to plan together, connect learning to real life through PBL and EGI, and create safe, caring classrooms where all students feel seen, supported, and valued. • Develop a common/collaborative planning schedule that indicates at least 2 hours per week per team.

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.

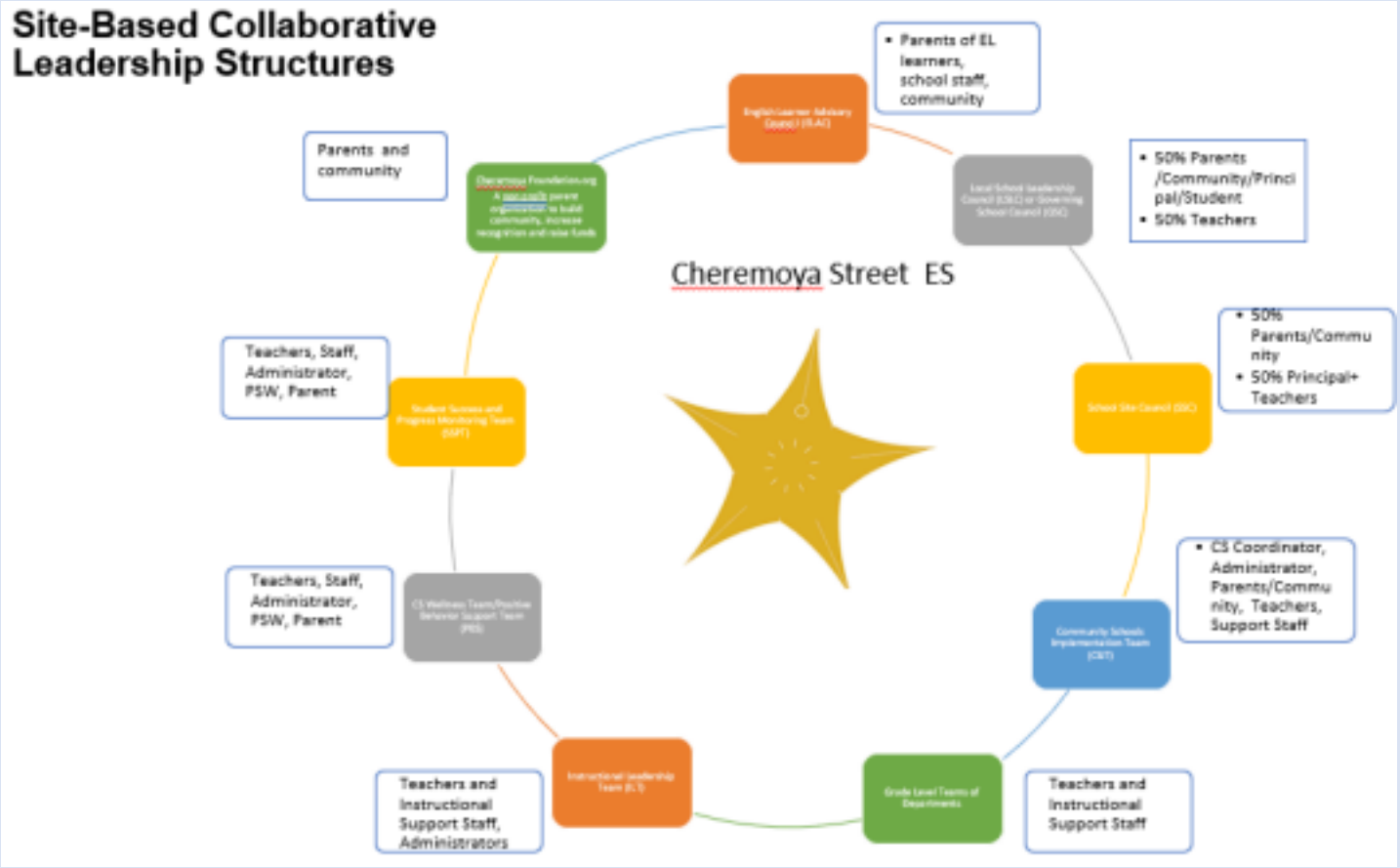
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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 parent participation in school meetings by 20%.	● stagger meeting times ● incentivize parent attendance through students
Increase the percentage of parents reporting on the LAUSDSchool Experience Survey that they feel welcome to participate in school.	● representatives will be present at quarterly school events clarifying the volunteer application process ● provide more information on the benefits of volunteering

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):



Collaborative leadership has long guided our work, even before we had a formal name for it. For us, it means starting from where the work happens—within classrooms and communities—and expanding outward. Our goal is to identify both our strengths and what needs improvement and collaborate on how we can collectively make that happen. We aim to eliminate barriers for teachers, students, and families so that learning can flourish. Through this approach, students grow not only academically but socially, recognizing that all voices matter and decisions can be made together. This shows up in our leadership through intentional questions like, “What do you think?” and “How can we help?”—fostering a culture of trust, collaboration, and shared purpose.

As we implement the Community School program, we recognize the importance of trust and transparency. Inspired by Simon Sinek’s “Circle of Safety,” we strive to build a supportive environment where all stakeholders feel safe, valued, and resilient in the face of challenges. In this circle, no idea or person is above another; every contribution deserves consideration.

Collaboration is already embedded in our practices. Our School Site Council, Community School Implementation Team, and Local School Leadership Council—composed of parents, staff, and community members—are key decision-making bodies. We plan to survey families and community partners in multiple

accessible ways to ensure their priorities are reflected in our shared goals. We also hope to form a student advisory board to center student voices in our planning and needs assessments.

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
Track and address challenges within our working environment to cultivate a positive and supportive atmosphere for staff.	• Invest in developing and maintaining a supportive working environment where all educators want to stay and grow. • Use Community School funds for teacher choice regarding after school enrichment.
Align and strengthen coordinator and other school roles to support the community school model.	• Integrate the Community School Implementation Plan into the SPSA and other improvement plans to ensure alignment and strengthen the Community School framework. • Align job descriptions of the TSP Coordinator and Teacher positions to better support the Community School model.

Key Staff/Personnel

Community Schools Coordinator	Serve as systems manager and coordinator of work related to Community Schools priorities.
Community Schools Representative	Provides 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:

At Cheremoya Avenue Elementary School, sustainability of the Community Schools model will be achieved through a multi-faceted approach that centers community partnerships, strategic planning, and shared leadership. Two critical roles—the CS Coordinator and the Community Schools Representative—would be funded through the District's General Fund, ensuring their continuity beyond the life of the implementation grant. This district-level support would secure these positions and allow the site team to focus on long-term impact rather than short-term funding concerns.

Sustainability is also embedded in our school's strategic planning. The CS Coordinator and Instructional Leadership Team (ILT), comprised of the entire teaching staff, are actively aligning the Community Schools model with our school's mission, vision, and student achievement plan, integrating its four pillars into existing systems and practices. This alignment ensures that the CS model becomes a permanent part of Cheremoya's identity, rather than a temporary initiative.

A key component of our sustainability strategy is capacity building. We are intentionally cultivating leadership across all stakeholder groups—teachers, classified staff, students, and families. By distributing responsibility and strengthening community leadership, we ensure the long-term health of our school culture and practices. Our core values of advocating, educating, and organizing guide this work, helping us build an inclusive, student-centered, and justice-driven community.

Cheremoya's strong foundation in community partnerships is essential to this vision. We recognize the incredible assets within our own parent community and the Cheremoya Foundation. These groups are key collaborators in strategic grant writing and fundraising, helping to extend our programs and deepen support services for students and families. By leveraging their talents and networks, we enhance our capacity to sustain and expand the CS model.

The Community School framework reflects not just how we operate—it embodies who we are: a small, community-focused school committed to shared leadership, meaningful relationships, and the long-term success of every student.

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
Increase the number of students served and supported through integrated support services.	● Map wellness resources in the community. ● Identify at least one partner to provide services on-site. ● Work with Organizational Facilitator to complete MOU process. ● Work with/refer to neighboring CS Wellness Center for additional support as needed.
Analysis of Evolving Partnerships	● Evaluate partnerships ● Change or end partnership agreements that are not aligned to the vision, collective priorities, and overall needs of the school community.

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:

Student/Family Wellness Partner Name	Services Provided	School Pays for Services (yes/no)	Partner provides "no-cost" services (yes/no)	Services support which of the Four Pillar(s)?
IMCES	Mental Health	No	Yes, via Medi-Cal	Integrated Student Services
Hazel Health	Mental Health	No	Yes	Integrated Student Services
Big Smiles Dental	Dental Health	No	Yes	Integrated Student Services
Children's Hospital LA	General Health and Resources	No	Yes	Integrated Student Services; Family and Community Engagement
Inclusion Matters/Shane's Inspiration	Inclusion Supports for Students with Disabilities	No	Yes	Family and Community Engagement
Stacy Jacobo, PSW	Mental Health	No	Yes	Integrated Student Services; Family and Community Engagement
Student and Family Resources Navigator	Community-based resources	No	Yes	Integrated Student Services; Family and Community Engagement
Young Athletes Program	Inclusion Supports for Students with Disabilities	No	Yes	Integrated Student Supports
Southern California Hospital	Toys, Grocery donations for our families in need	No	Yes	Integrated Student Supports

At Cheremoya Avenue Elementary School, our growing network of community partnerships is directly responsive to the priorities and needs expressed by our students, staff, families, and surrounding community.

We are proud to have recently established a new partnership with Beyond the Bell to launch the *Ready, Set, Go* before-school childcare program. This directly addresses working families' needs for safe, structured supervision before the instructional day begins. In response to family surveys that highlighted food insecurity and food waste as urgent concerns, we are developing a new partnership with SELAH Neighborhood Homeless Coalition and their *Community Fridge* program. This initiative is designed to reduce food waste while providing equitable access to nourishment for our families, integrating service learning and wellness education.

Another evolving priority—access to meaningful afterschool enrichment—has led us to co-create a new afterschool clubs program. We are engaging families and local community members in shaping this program's content and design, ensuring it reflects student interests and cultural values. Additionally, we are evaluating our historic collaboration with Hollywood Orchard, as although the organization supports our sustainability goals, our communication is not aligned. However, through the Hollywood Orchard, we were able to expand our experiences into the arts. Through this relationship, we have partnered with local artist Elkpen, whose murals now bring vibrancy and environmental awareness to our campus, reflecting our community's commitment to both nature and creativity.

Finally, as a Tier 2 school, we are fortunate to receive multiple cycles of high-dosage tutoring through Study Smart, which serves over 80 students. This academic support is a vital layer of our equity strategy, ensuring that every child has the opportunity to thrive.

Together, these partnerships reflect a shared commitment to whole-child development, community voice, and lasting impact.