

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

Eliot Arts Magnet
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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Eliot is in the visioning stage of developing a shared understanding of the community school strategy and the four cornerstone commitments. In addition to the data collection described in Priority 1, Eliot has engaged in the following outreach strategies to share information about community schools:

- Adding a "Community Schools Teacher Lead" to represent teachers and provide input on the community school implementation plan
- Presentations to parent leadership groups including the PTA and English Learner Advisory Committee, School Site Council, and Annual Fund Committee
- Participating School and district events (Community Schools Kick-off)
- Establishing a schoolwide referral for services form

Developmental plans around each of the four commitments are as follows:

- Assets-Driven and Strength-Based Practice: Integrate students' experience, family, history, culture, and language throughout the curriculum through the development of arts-integrated

lessons that engage students' interests. Host recognition programs that highlight students' unique strengths and improvement in attendance, academics, arts. Celebrate students through events and performances. Provide opportunities for students to apply their unique interests and talents (e.g. stage tech program to include students who may not see themselves as artists and excel in technical skills).

- **Racially Just and Restorative School Climates:** Provide professional development in anti-racism, restorative practices, and schoolwide strategies that promote a positive school climate for all students, including creating positive classroom climates, social contracts, managing classroom challenges with restorative practices, individualized coaching for staff, sample conflict resolution scripts, parent phone call scripts, student agreement forms; PBIS-Husky bucks, greeting students at the door, catching students doing good things - redemption in game room, student store; Restorative practices (Restorative circles) among teachers/admin in working with students during conflict; Use MTSS structures to be proactive, align supports to needs, and plan for alternatives to suspension (ATS) including relevant curriculum to use for ATS. Include classified staff in supporting restorative practices.
- **Powerful, Culturally Proficient, and Relevant Instruction:** Provide teacher training in inclusive and culturally responsive practices and pedagogy. Support teachers to include these strategies in their magnet-themed units.
- **Shared Decision-Making and Participatory Practices:** Increase participation of teachers on the instructional leadership team. Expand the role of existing site leadership councils to identify and monitor the progress of community school priorities. Include virtual options for committees to broaden parent participation. Align school plans, magnet plans, and the community school implementation plan as part of the collaborative planning and continuous improvement process.

The above strategies will be taught and molded through ongoing staff development. In staff meetings and during the summer there will be opportunities for professional development in these areas. Parents will be offered workshops to support their shared understanding of these core commitments.

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.

Eliot has a 50% Data Facilitator to work with parents and staff to interpret and analyze data. Subject matter experts additionally support close monitoring and analysis of each type of data (e.g. instructional coaches for Mathematics and English Language Arts scores (iReady Diagnostic Data), an attendance clerk for attendance data, the Community Advocate for student engagement/suspension/referral data, and a Magnet Coordinator who collects and monitors thematic curriculum and professional development data as well as enrollment and parent engagement data. These team members share their respective data sets with the School Site Council, the English Learner Advisory Committee, and the Magnet Advisory Board.

The school's leadership team also meets with teachers 2-3 times per year to conduct data analysis and identify actions to support improved student performance. Other ongoing data collection strategies include surveys to gather input on school priorities and to understand staff and parent perspectives as well as student empathy interviews.

Non-profit partner Communities in Schools supported Eliot in reviewing this data in addition to community resource data; and staff, student, and parent survey data (California Healthy Kids Survey) to complete the site needs assessment. The Panorama survey and a Magnet survey were also administered to understand individual student perspectives and Eliot's implementation of its thematic arts program.

To develop priorities, site leadership engaged the team in root cause analysis, including the "5 Whys" strategy." Top findings were summarized in the Needs and Assets Assessment and used to develop a school support plan, which outlines site goals that align with the School Plan for Student Achievement. Through coaching from CIS and the support from central office staff, Eliot identified and continues to monitor progress toward community school goals that align with PUSD's strategic plan.

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
Positive Behavioral Supports	Teachers will receive, on average, at least 50 hours of professional development in school wide restorative and culturally relevant practices. These include Teach Like a Champion, MTSS, restorative practices, and building relationships with the students.
Culturally-Sustaining and Responsive Curriculum and Pedagogy	Provide classroom learning experiences that represent different racial/ethnic backgrounds. Provide professional development and support for teachers to incorporate diverse mentor texts, artworks, etc. in their newly developing arts-integrated units. Increased percentage of students agree that teachers use materials that represent different racial/ethnic backgrounds (Magnet Survey)
Performance assessments (e.g., Capstones, Portfolios, ect.)	Teachers will receive professional development directly related to the development and implementation of the arts theme. Providers include Focus 5, Music Center, and Theatre Folk. Teachers will define success criteria for 8th Grade Defense Portfolio.

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
Provide after-school music and arts experiences that represent different racial/ethnic backgrounds.	Provide conservatory arts classes representative of diverse cultures (e.g. Conga kids- social dances and music of the African diaspora; Harmony Project- mariachi; Harambee-gospel choir; Lineage- ballet folklórico)
Provide classroom learning experiences that represent different racial/ethnic backgrounds.	Provide professional development and support for teachers to incorporate diverse mentor texts, artworks, etc. in their newly developing arts-integrated units.

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 student leadership and participation.	Provide student leadership training to build up and recruit more student leaders - increase Student leadership capacity Provide scheduling flexibility for leadership opportunities. Engage in early recruitment of student leaders. Provide student leadership training. Increase opportunities for students to collaborate and plan student engagement activities (student rallies, dances, etc.). Include a subset of ASB to be leaders for shadow days to model and instill Husky Values.
Expand opportunities for parent collaboration.	Expand the role of SSC to serve as the Community School Advisory Council.. Hold regular magnet advisory council meetings and annual fund committee meetings. Host events to welcome parents/guardians to the school community(other schools invited to perform, showcase of conservatory, auction, Art Walk, Fauxchella). Promote collaboration with Altadena Arts to establish relationships over a longer period of time. Use multiple means of communication to communicate opportunities and ways parents can participate; Promote opportunities for teachers to send out weekly calls or emails in regard to class expectations or curriculum updates. Remove any barriers to participation.

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):

In addition to leadership roles on existing school committees (PTSA, African American Parent Council, English Learner Advisory Committee), Eliot Arts Magnet has several key leadership structures for shared decision-making:

1. **Instructional Leadership Team-** The instructional leadership team meets every other Monday to discuss and plan school operations. This team includes the Principal, Assistant Principal, Instructional Coaches, Magnet Grant Coordinator, RTI coach, Data Facilitator, and

Counselor.

2. **School Site Council-** The School Site Council includes the Community Advocate, teachers, classified staff, principal, key partners, student representation, and parents. Serves as the school community's representative body for determining the focus of the school's academic instructional program and all related categorical resources. Develops and recommends approval of their respective school's School Plan for Student Achievement (SPSA); Provides ongoing monitoring of implementation; Revises plan as needed; Evaluates the SPSA's effectiveness on an annual basis; Seeks recommendations from advisory, standing and special committees regarding focus of SPSA.
3. **Magnet Advisory Board-** The Magnet Advisory Board includes the Principal, Magnet Coordinator, Curriculum Specialist, teachers, classified staff, community partners, and parents. Staff, parents, and partners are encouraged to engage on Eliot's newly developed Magnet Advisory Boards to provide guidance and monitor the acquisition of instructional resources and implementation of schoolwide professional development and integrated curriculum as aligned to the core commitments of community schools (Assets-Driven and Strength-Based Practice; Racially Just and Restorative School Climates; and Powerful, Culturally Proficient, and Relevant Instruction). The Magnet Advisory Board also plays a key role in establishing, expanding, and strengthening community and industry partnerships to provide low and no-cost services to students and families related to each site's magnet themes and in diversifying funding sources to sustain ongoing fee-based services.
4. **COST Team-** The COST team includes partners Foothill Family Services and THRIVE Mental Health in addition to Eliot's social worker interns, admin, counselor, RTI, and the Senior Community Advocate. The team meets monthly to coordinate alignment of services.

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
Diversify sources to fund activities to promote sustainable funding partnerships.	Identify available funding sources with purposes that align with community school goals. Meet regularly with program/department leads to develop a coherent plan to provide services via multiple funding sources. Document potential funding streams to continue services when funding ends. Document curriculum
Reviewing and revising the sustainability plan yearly in ali	Collaborate with the school community to develop the sustainability plan. Documented outreach resources; Policies, procedures, and norms

Key Staff/Personnel

Lanisha Mckenzie, Principal	Provide leadership and support, participate in the advisory council, support the alignment of initiatives
Naeiri Policky, Assistant Principal	Provide leadership and support, participate in the advisory council, parent groups, and supports the alignment of initiatives.
Madelyn Velasquez Martinez, Senior Community Advocate	Coordinate expanded community partnerships, conduct needs and assets assessment and create support plan in collaboration with the school community, monitor and evaluate the needs of students and impact of integrated student supports, foster communication between parents/staff and community partners, maintain data/records related to community school activities
VACANT, Community Assistant	Engage families in parent involvement activities (volunteer processing, record-keeping of parent engagement activities, Parent Portal registration support, parent group support, communication between parents/community and staff)

Armenui Manasarian, Magnet Coordinator	Lead parent and community outreach, facilitate meetings of teachers/staff and parents, lead coordination of purchases for classroom instructional materials to integrate the school theme, lead data collection for program evaluation; Support teachers in developing theme-integrated lessons and assessments across all academic content areas
Erica Peters, Instructional Coach	Conduct workshops, organize professional development, demonstrate strategies, assist teachers with curriculum differentiation, and provide and/or arrange coaching for teachers
RTI Teacher	Use the multi-tiered systems of support framework to facilitate student learning, support all students through the development and implementation of Tier 1 schoolwide academic, behavior, and wellness interventions, including restorative practices/justice
Jeffrey Bracamonte, Data Facilitator	Support progress monitoring and data analysis, data chats

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

Building Capacity

Eliot is in the visioning phase for designing sustainable systems to create an engaging community school that maintains high expectations for students and supports their academic, social-emotional, and physical well-being. The team is collaborating to establish and maintain sustainable systems that meet student needs and program interests. This includes exploring scheduling options, collaborating with various departments to design programs (Magnet, Community Schools, Arts, Expanded Learning Programs, etc), and building and training into community school systems and practices.

In addition to state and regional technical assistance webinars, the Community School Coordinator participates in biweekly training and biweekly office hours featuring Community Schools topics, including the needs and assets assessment and school support plan, data management, and restorative practices.

The admin. team, instructional coaches, and professional development partners are providing teacher training in schoolwide practices (restorative practices, common note-taking, common things to have on Canvas), arts integration, and curricular themes to ensure that teachers have the capacity to continue integrating the arts and schoolwide instructional and restorative practices when funding for significant training is no longer available. Eliot has set a training target of an average of 50 hours of training per teacher in thematic instruction and an average of 50 hours of training per teacher in school wide reforms, to include workshops, coaching, and trainer of trainers opportunities wherein teachers share what they have learned after attending a training. Key professional development

partners include Western Justice Center, Flippen Group/Capturing Kids Hearts, Communities in Schools, Focus 5, Theatre Folk, and The Music Center.

As part of its sustainability plan, staff will maintain documentation of ongoing training resources such as toolkits and videos and develop onboarding training and materials for new staff as well as reduced-cost “refresher” training at the sites. District-funded Instructional Coaches will provide onboarding and ongoing training to new staff as needed.

Documenting Program Components and Schoolwide Systems

Teachers and program staff will spend extensive time documenting newly developed instructional units that integrate the arts and schoolwide restorative practices. Teachers will document the integrated curriculum by developing units, which will be stored in a shared Drive and published on a Google Site. Files for parent and community outreach will also be stored in a shared Drive. This shared drive is owned by a team, as opposed to an individual owner, so the files will remain accessible as magnet staff transition into new roles after funding ends.

The community school coordinator (Sr. Community Advocate) will document processes and systems for gathering community input and incorporating feedback.

Identifying Long-term Funding Streams

Staff will largely focus grant spending on temporary personnel, one-time purchases, and training. There are, however, some anticipated ongoing expenses that will require long-term funding, such as expanded learning programs and tutoring services. Staff will identify a variety of funding sources and strategies to sustain these costs, including unrestricted and supplemental and concentration funds, gifts and grants, and in-kind services from community partners. Eliot’s Magnet Advisory Board and School Site Council/CS Advisory Council will play a key role in establishing, expanding, and strengthening community and industry partnerships to provide low and no-cost services to students and families and in diversifying funding sources to sustain ongoing fee-based services.

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
Use the MTSS Model to provide strategic academic supports to students	Conduct a school needs and assets assessment. Identify potential partners to address identified Tier 1, Tier 2, and Tier 3 needs for academic intervention. Establish MOUs with partners, including scope of services and schedules.
Increase community partner participation in decision-making.	Engage community partners in the school's Magnet Advisory Board and the COST Team.

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:

Current Partnerships

Professional Development Partners

- Flippen Group/Capturing Kids Hearts- Creating safe and effective relationship-based classroom environments
- Communities in Schools- Establishing community school practices (needs assessment, case management and data management, school support plan)
- Western Justice Center- Restorative Circles
- Focus 5, Theatre Folk, and The Music Center- Arts integration strategies to promote high student engagement in content area lessons/units
- Lineage Dance- Ballet Folklorico classes after school once/week and summer arts integration professional development.
- Harambee- Digital Music and gospel choir classes after school
- Usual Suspects- After-school film production classes
- Light Bringer - Art integration
- Harmony Project -Music/Instrument integration including Mariachi

Expanded Learning Partners

- Light Bringer Project- Eliot partners with Light Bringer Project to provide after-school visual arts instruction and enrichment opportunities twice/week.
- Harmony Project- Harmony Project offer after-school mariachi and drumline classes
- Flintridge Center- Offers Student engagement during lunch, SEL during advisory, and afterschool instruction and tutoring.
- PUSD Learns- Partners with Eliot to provide a comprehensive after-school conservatory program on-site and offers summer programs at reduced costs to PUSD students.

Health & Wellness Partners

Led by PUSD Health Programs and Student Wellness and Support Services, Eliot community partners include:

- Young and Healthy- Oral health screening and mobile dental clinic
- Foothill Family Services- Mental health services
- THRIVE- Mental health services
- CalFresh- Fresh produce distribution events on campus

To ensure that partnerships are responsive to the needs of the Eliot community, Eliot engages community partners on the Magnet Advisory Board and as part of the COST Team to share community school priorities and how the partner can align its efforts in support of established goals.

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