

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

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Strategies, Priorities and Goals

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

Strategy 1: Shared Commitment, Understanding, and Priorities

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

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

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

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

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

Audubon Middle School is a historically Black community institution situated in the prosperous Leimert Park neighborhood. Our mission is to foster a community of learners dedicated to developing lifelong leaders equipped to thrive in a global society and marketplace. We are actively enhancing our community school by focusing on Capacity Building Strategies. Our goal is to create a safe, supportive, and diverse environment that reflects the principles of Restorative Justice and meets the needs of our community.

Over the past two years, all Audubon Middle School teachers have participated in district-sponsored training centered on anti-bias and anti-racist practices. Recently, many staff members completed an eight-hour training on "Joyful Disruption," an approach that emphasizes anti-bias and anti-racist principles. We aim to maintain this momentum by sharing the training with new teachers in the 2025-2026 school year, especially as we anticipate retirements and shifts in teaching roles.

Recognizing the need for ongoing support, we understand that additional training in restorative practices is essential. The consistency of implementation across grade levels and classrooms varies significantly.

Furthermore, we acknowledge that creating **racially just, relationship-centered spaces** remains a challenge for caregivers, families, and non-classroom staff. There is a pressing need for more professional development in this area to cultivate a shared understanding of how we can collectively build equitable relationships and enhance student success.

Audubon Middle School prioritizes the principle of **"Shared Power"** by involving all stakeholders in shared decision-making. Our Local School Leadership Council convenes monthly to ensure that the priorities of Community Schools are consistently discussed.

However, we recognize the need for additional training focused on collaborative practices, consensus-building, and structured protocols to enhance the efficiency of our meetings.

In the 2025-2026 school year, we plan to dedicate more time and resources to training opportunities provided through community partners and the Community Schools Initiative. This investment aims to strengthen the capacity of our staff, students, and parents. Our goal is to incorporate **Project Based Learning** as one of our best practices to ensure students have a connection or link to learning that is adaptable and relatable **making classroom to community connections**.

We continue to use data previously gathered from our Asset and Needs Assessment to provide further professional development for our staff to better foster relationship-building and facilitate meaningful dialogue with our students

To further connect with our parents and caregivers, Audubon Middle School strives to develop on-going communication between parents and teachers through scheduled conferences, reports on student academic/ behavioral progress, access to staff, and opportunities to volunteer in the educational program.

Last year's School Experience Survey shows that through our efforts 76% of respondents feel that they are involved with decisions related to their child's education. 65% of the respondents feel that Audubon recruits and organizes parents to help and support the school. However we have noted that our parent/caregiver participation in Local School Leadership Council, School Site Council, and English Learner Advisory Council is low and poorly attended.

We need more professional development on strategies to build buy-in and capacity to encourage more parents to participate in these shared power school governing bodies. Currently we continue to try and recruit parents to be active in our local school groups as much as possible by keeping the lines of communication open.

We continue to have classroom-community connections by hosting a Women's History Gallery walk that connected project based learning with math, history ,ELA and crocheting. Students learned math skills, stitches and the role women from diverse groups played in history through weaving and crocheting. They presented their learning to students and staff through oral and visual presentations.

We also continue to host our annual Latino/Hispanic Heritage gallery walk where students learned about different Spanish cultures and traditions through song, dance, food, games and artifacts from various Spanish countries. We also have a community partner that is called 'Maintain the Mystery'. They facilitate a program that celebrates African American contributions to the city of Los Angeles. In addition, teachers also create culturally relevant and responsive lesson plans that show respect for all cultures. Furthermore we partnered with the Brotherhood Crusade to provide lessons to our students and resources for our parents on how to save energy.

To enhance our engagement with parents and caregivers, Audubon Middle School is dedicated to fostering continuous communication between families and teachers. We achieve this through various initiatives such as scheduled conferences, regular reports on students' academic and behavioral progress, easy access to our staff, and numerous opportunities for parents to volunteer and participate in our educational programs.

Our latest School Experience Survey revealed that 76% of respondents feel actively involved in decisions concerning their child's education, while 65% believe that Audubon effectively recruits and organizes parental support for the school. Despite these encouraging statistics, we have observed a concerning trend: low participation in key governance bodies, such as the Local School Leadership Council, School Site Council, and the English Learner Advisory Council.

To address this issue, we recognize the need for increased professional development focused on strategies that promote engagement and capacity-building, ensuring more parents feel motivated to participate in these collaborative governance structures. Currently, we continue to invite parents to be active members of our local school groups, striving to maintain open lines of communication.

We are also committed to creating connections between our classroom and the broader community through engaging events. For instance, we recently hosted a Women's History Gallery Walk that integrated project-based learning across subjects such as mathematics, history, English Language Arts, and crocheting.

Students not only acquired math skills and learned various stitches but also explored the significant contributions of women from diverse backgrounds in history through the art of weaving and crocheting. This culminated in students showcasing their learning to peers and staff through engaging oral and visual presentations.

Additionally, we organize our annual Latino/Hispanic Heritage Gallery Walk, where students immerse themselves in the rich cultures and traditions of various Spanish-speaking countries. This event features performances, food tastings, games, and the display of artifacts that celebrate these vibrant cultures.

Furthermore, we collaborate with a community partner, 'Maintain the Mystery,' which facilitates a program dedicated to honoring African American contributions to the city of Los Angeles. Our teachers are also committed to creating culturally relevant and responsive lesson plans that honor and celebrate the diversity of all cultures within our student body. On top of that, we have partnered with the Brotherhood Crusade to deliver lessons to our students while providing resources for our parents on energy conservation strategies.

Through these initiatives, we aim to cultivate a thriving, inclusive educational environment that values the input and participation of our families while celebrating the rich cultural tapestry of our community

We take great pride in our ongoing efforts, and our CS Implementation Team is dedicated to nurturing existing partnerships while forging new ones. Our goal is to transition from merely transactional interactions with families, caregivers, and community members to establishing deeper, trust-building relationships.

As a Community School, we are committed to providing engaging, high-quality lessons that align with rigorous standards and reflect the principles of Project Based Learning (PBL).

Several teachers have embraced this approach during the 2024-25 school year, successfully delivering at least one PBL lesson. However, we've recognized that our initial Asset and Needs Assessment data was just the starting point; we require additional data to strengthen the connections between our classrooms and the community in terms of teaching and learning.

At Audubon Middle School, we are enhancing our ability to focus on continuous improvement and innovative thinking. To support this progress, we have collectively decided to revise our vision as a Community School. Our commitment to growth is exemplified by many Audubon teachers who have achieved certification in Equitable Grading and Instruction, with others eager to pursue certification in the upcoming school year.

So, why choose a community school model for Audubon? We believe in harnessing the power of diversity and ensuring that all voices are heard. We envision our school as a vital hub within the community, engaged in transformative work that fosters greater opportunity while narrowing achievement gaps.

We firmly believe that students, families, and all stakeholders can thrive and contribute to the success of our community school by helping us fully understand and connect with the Overarching Values of Community Schools.

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

As Audubon Middle School advances its goals identified through the ANA process, I am committed to keeping all stakeholders informed about our progress. It's essential for us to reflect on both the recurring themes we've discovered and the community's insights regarding our strengths and areas for growth.

Our initial efforts in the Assets and Needs Assessment revealed a participation rate of 48% from our certificated and classified staff, alongside only 11% from parents and caregivers. We dedicated considerable time and energy to encourage participation through various meetings, surveys, and focus groups, but regrettably, our outreach didn't extend deeply into the community, nor did we connect with our community partners to gather their valuable feedback.

Recognizing this gap, our CS Implementation Team is determined to delve deeper to engage these critical groups in our next steps. Moreover, we are particularly focused on amplifying the voices of our students who often feel overlooked, including those with chronic absenteeism and those in self-contained special education classes. To ensure these students are heard, we will conduct one-on-one interviews and visioning exercises led by our PSA and PSW. By doing so, we aim to create a more inclusive dialogue that truly represents our diverse school community. Together, we can build on our achievements and foster an environment where every voice matters.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Decrease Chronic Absenteeism*	By June 2026, Audubon MS will decrease chronic absenteeism by increasing incentives and family outreach efforts
Foster mutual respect and trust among all stakeholders to enhance their involvement, engagement, and commitment, ultimately leading to positive outcomes for parents, staff, students, and the community.	Between September 2025 and May 2026 at least 3 family engagement workshop/activities will be offered to parents/caregivers in the Fall and Spring on a variety of topics including academics, wellness, civic engagement, career development, and the Community Schools Overarching Values. Provide PD to teachers, parents and students to teach strategies to support SEL and positive classroom behavior.
Eliminate Opportunity Gaps	Offer multiple opportunities in each quarter for intervention and acceleration during and outside of the regular school day and on Saturdays, to students in need as shown by Intervention records within MiSiS, SSPT records, and the master calendar. Data from 24/25 to be compared to data from 25/26.

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

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

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Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
100% of teachers will engage in monthly collaborative planning by grade level.	<ol style="list-style-type: none"> 1. Calendar collaborative planning time throughout the year using CCSPP Grant 2. Identify Shortened or Minimum Days that could be used for collaborative planning time 3. Set aside 1 faculty meeting per month for collaborative planning time.
75% of teachers will have taught at least one to high quality PBL lessons by June 2026	<ol style="list-style-type: none"> 1. Explore lessons available through Defined Learning platform. Plan lessons across the curriculum
100% of teachers will receive training associated with Project Based Learning by June, 2026.	<ol style="list-style-type: none"> 1. Participate in PBL training offered by the CS Initiative and Linked Learning.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase efficiency and effectiveness of LSLC.	During the 2025/2026 school year, Audubon Middle School will prioritize a school leadership team that reflects a diverse range of interests, ensuring equal representation and a more impactful decision-making process.
Increase student leadership opportunities	The Community Schools Implementation Team (CSIT) will convene regularly to identify and engage potential partners or vendors to optimize their effectiveness. We will utilize CCSPP funds to analyze data that assesses how well vendors are enhancing student learning and productivity, guided by locally developed rubrics. Additionally, we will track the number of students identified as gifted in leadership, providing them opportunities to create portfolios and participate in the Gifted Program.
Increase efficiency and effectiveness of CSIT TEAM	We will evaluate the effectiveness of initiatives and development related to the four pillars of Community Schools and collaborative leadership practices based on feedback from the School Experience Survey.

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

Audubon Community School Collaborative Leadership Structures

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

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

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

Key Staff/Personnel

Community Schools Coordinator	Serve as systems manager and coordinator of work related to Community Schools priorities. The coordinator serves as the primary point of contact for community school initiatives, ensuring that all activities are organized, streamlined, and aligned with the school's goals and community needs.
Community Schools Community Rep	Provide support to Community Schools Coordinator with all aspects of parent/community engagement work.
TSP Coordinator and/or Title I Coordinator	Coordinate services/programs and provide intervention that serves the target student populations.

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

Sustainability can be achieved through a variety of strategies. The two key roles—the Community Schools Coordinator and the Community Representative—are sustainable because they are funded by the District's General Fund rather than relying on grants or site-specific funding. This ensures their viability beyond the duration of any grant.

At the school level, the Community Schools (CS) Coordinator and the CS Implementation Team have begun aligning the CS Implementation Plan with the School Plan for Student Achievement (SPSA). This alignment enables us to effectively combine funding for shared goals.

Moreover, Audubon Community School will maintain partnerships with at least one community-based organization through a “No Cost Memorandum of Understanding.” The Community Schools Coordinator will also work alongside various school departments and community partners to identify potential foundations and grant opportunities, ensuring the continuation of these relationships after the CCSPP grant cycle concludes.

Regarding Project-Based Learning (PBL), this initiative will remain cost-neutral once the grant ends, as all training will be completed by that time. PBL lessons and unit plans will have been developed during years 2-4 using collaborative planning time funded by CCSPP, ensuring the sustainability of this work well beyond the grant's lifecycle.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Collaborate with Healthy Start Navigate to deliver student support services and other school based departments to provide multiple resources to our families	Provide on site vision screening with access to glasses as applicable Provide on site dental screening with access to follow up care as applicable. Access to medical insurance Provide immunization and physical exams done monthly.
Eliminate food insecurities in the community.	Collaborates with community organizations such as West Angeles Community development Corporation, which supplies food baskets to families in need. Seek support with local businesses to distribute holiday food baskets and maintain an emergency food pantry on-site. Reach out to our LAUSD student and family wellness hotline for assistance with food, transportation ,and other resources.
Introducing students to culturally relevant programs and trips can significantly improve their understanding of varied perspectives while nurturing empathy and appreciation for diverse cultures.	<p>Inviting Guest Speakers: Organize a series of engaging talks and workshops featuring guest speakers from a wide array of backgrounds, including scholars, activists, artists, and community leaders. These speakers will share their personal journeys, professional expertise, and cultural insights, providing students with a rich tapestry of perspectives. Each session could be tailored around specific themes such as cultural awareness, social justice, diversity, and equity, encouraging open dialogue that invites students to reflect on and challenge their own views.</p> <p>Curated Field Trips: Develop a comprehensive program of field trips to museums, cultural centers, historical landmarks, and institutions dedicated to preserving and celebrating diverse cultures. These immersive experiences will allow students to explore artifacts, interactive displays, and exhibitions, fostering a deeper appreciation for the stories and contexts behind various cultural heritages. To enrich the learning experience, consider incorporating guided tours led by knowledgeable curators or cultural leaders who can provide insights and facilitate discussions.</p> <p>Community Engagement and Service Projects: Collaborate with community organizations to create meaningful service-learning projects that engage students with culturally diverse populations. Opportunities for involvement could include volunteering at local shelters, participating in cultural exchange initiatives, or supporting programs that advocate for social justice and equity. This hands-on involvement not only equips students with practical skills but also deepens their understanding of the challenges faced by different communities, reinforcing the importance of empathy, advocacy, and social responsibility in a diverse society.</p> <p>By fostering these initiatives, we aim to cultivate an inclusive learning environment that celebrates diversity and empowers students to become informed, compassionate global citizens.</p>

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

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

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

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

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

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

Nami Organization-NAMI is the National Alliance on Mental Illness. We are the nation's largest grassroots mental health organization.