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

Maclay Middle School

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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:

Maclay Middle School is in its first year as a Community School that is located in the community of Pacoima, California. We have a strong sense of community, respect for the diverse cultures of our students and families, and cultivate positive two-way family engagement. Maclay Middle School overall is "visioning" in relation to implementation of the Capacity Building Strategies and seeks to improve our school community through an emphasis on the principles of social justice and living the Community Schools Overarching Values. Our educators have all participated in District provided

training modules around anti-bias and anti-racist practices over the last two years and a small group has recently engaged in an eight hour training on _Joyful Disruption_, an anti-bias, anti-racist framework for schooling. Additional teachers will participate in this learning during summer and fall, 2024. Due to teachers retiring, moving into out-of-classroom positions, and changes in teaching assignments we realize that we need additional training and support with restorative practices and strategies. The implementation across grade levels and from classroom to classroom varies greatly. Additionally, we have identified that "Racially-just, relationship-centered spaces" as a value has not been widely discussed and shared with caregivers, families, and out-of-classroom staff. More work is needed in this area so that there is a common understanding of how we collectively nurture relationships and help students thrive.

With regards to the value of "Shared Power", we have a Local School Leadership Council that meets regularly and Community Schools is on each agenda. But, further training in collaborative practices, protocols, and consensus building is needed for all interest holders in order to make meetings less contentious and more efficient. In the 24/25 school year we will invest more time and resources in participating in training offered through community partners and the Community Schools Initiative in order to build capacity.   The Asset and Needs Assessment also revealed that students do not feel that they have a strong voice in classroom decisions (ie; around norms and learning activities) nor in schoolwide decisions (i.e.; assemblies, extra curricular activities, and dress code). In terms of parents and caregivers, while the School Experience Survey shows that 81% of respondents feel welcome to participate and 81% of respondents state that they are involved with decisions related to their child's education, the parent/caregiver participation in Local School Leadership Council, School Site Council, and English Learner Advisory Council is inconsistent.

In terms of classroom- community connections we are proud of our annual Open House allowed a space for our students and community to learn about different cultures through song and dance and perform choreographed numbers from various Latin American countries. Our Open House featured performances from a mariachi band, a Folklorico dancing group, as well as an Aztec Dance group, as well as various providers offering information and resources to our community. In the classroom, teachers provide activities and curriculum that demonstrate a respect for all cultures in our school community with social sciences that focus on Latinx, African American, Asian and Native American histories and cultures. These are tied to students' home cultures through activities that are done with students' families like Dia de los Muertos altars for family members who have passed and regular classroom activities incorporating student's home language and culture. All of these activities cultivate a sense of active family engagement, community and belonging across language, race, culture and class. Our CS Implementation Team has been looking at how we can move from having transactional involvement with families, caregivers, and community members to more relational involvement. In the Fall we will have a Parent Engagement Team, supported by our Community Schools Community Rep, our Parent Center Rep, our Resource Navigator, and the Community School Coordinator. This team will examine the assets of our parents to see what parents/caregivers would like to teach to or demonstrate for students through cultural and career events.

As a Community School we have made a commitment to providing relevant, rigorous, standards-aligned lessons that are reflective of Project Based Learning (PBL) principles. Some teachers will begin formal PBL training over the summer and will commit to teaching at least 1 PBL in the 24/25 school year. However, we now realize that our Asset and Needs Assessment data did

not have any focus upon instruction with any interest holder group. Additional data will need to be collected by the Instructional Leadership Team and the CSIT with regards to instruction. With that data we will be able to build classroom-community connections with regards to teaching and learning.

Maclay Middle School is growing in our capacity to collectively focus on continuous improvement and possibility thinking. That is why we have collectively decided to rewrite our vision as a Community School and it is why we are pursuing campus wide certification in Equitable Grading and Instruction next year.

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

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

The initial phases of our Assets and Needs Assessment work resulted in a 90% staff, 95% student, and 51% parent/caregiver response rate. These high rates of participation were achieved through a combination of meetings, surveys, and focus groups. Our outreach was able to get into the community and we did receive feedback from community partners. Our CS Implementation Team wants to dig deeper into gaining feedback from these two groups as a next step, in order to establish a deeper working partnership. We have also decided to do more targeted outreach to parents who stated that they are not high school graduates. The process we will use is one-on-one interviews with this historically marginalized group. Amongst the student groups who are often not as included in school events are those who are chronically absent and those in self-contained special education classes. One-on-one interviews as well as visioning exercises led by our PSA and PSW will help us reach these students to include their voices.

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

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

Draft Collective Priority	Outcome/Indicators you aim to improve
Among parents, students, and community at large, increase awareness, knowledge, and usage of the available resources at Maclay that support mental health, physical health, legal well-being, and facility with technology.	Maclay offers a multitude of resources that many of the students, staff, and community members were not aware of during the needs and assets assessment process. As a school, we need to increase the awareness of these supportive programs, in order for more people to take advantage of them throughout the school year. We also need to support the families with the technological components of accessing these resources, so the Community School team will establish parent office hours that will be centered around combatting technological limitations by providing one-to-one support.
Improve the school climate and increase the joy and sense of empowerment experienced by students at school.	Maclay Middle School will continue the newly established tradition of hosting community wide events, student activities beyond the school day and within the school day (i.e. lunch festivals on the quad). We will be working with local partners to provide resources and services for students, and we will work to increase the amount of and participation with school clubs.
Increase attendance and academic engagement of students at Maclay.**	Through the collaboration between the CSIT, administration, and the PSA, we will continue with or expand the iAttend weekly home visits, Everyone Mentors LA, monthly attendance challenges, monthly attendance incentives and recognition, and monthly incentives for kids bordering on chronic. Through Community Schools grants, Maclay Middle School will offer professional development centered around Project Based Learning (PBL) to increase student engagement within content lessons, promote and establish interdisciplinary planning, and establish a PDSA cycle to triple track the establishment and effectiveness of PBL.

*SPSA 2024/2025 Goals ** 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.

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
25% of teachers will receive theoretical and practical elements associated with Project Based Learning by June, 2025.	1. Participate in PBL training offered by the CS Initiative and Linked Learning.
100% of teachers will have access to high quality PBL lessons	1. Explore lessons available through Defined Learning 2. Share lessons from the Buck Institute/PBL Works in schools Schoology Group.
100% of teachers will engage in monthly collaborative planning by grade level.	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 aside1 faculty meeting per month for collaborative planning time.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.
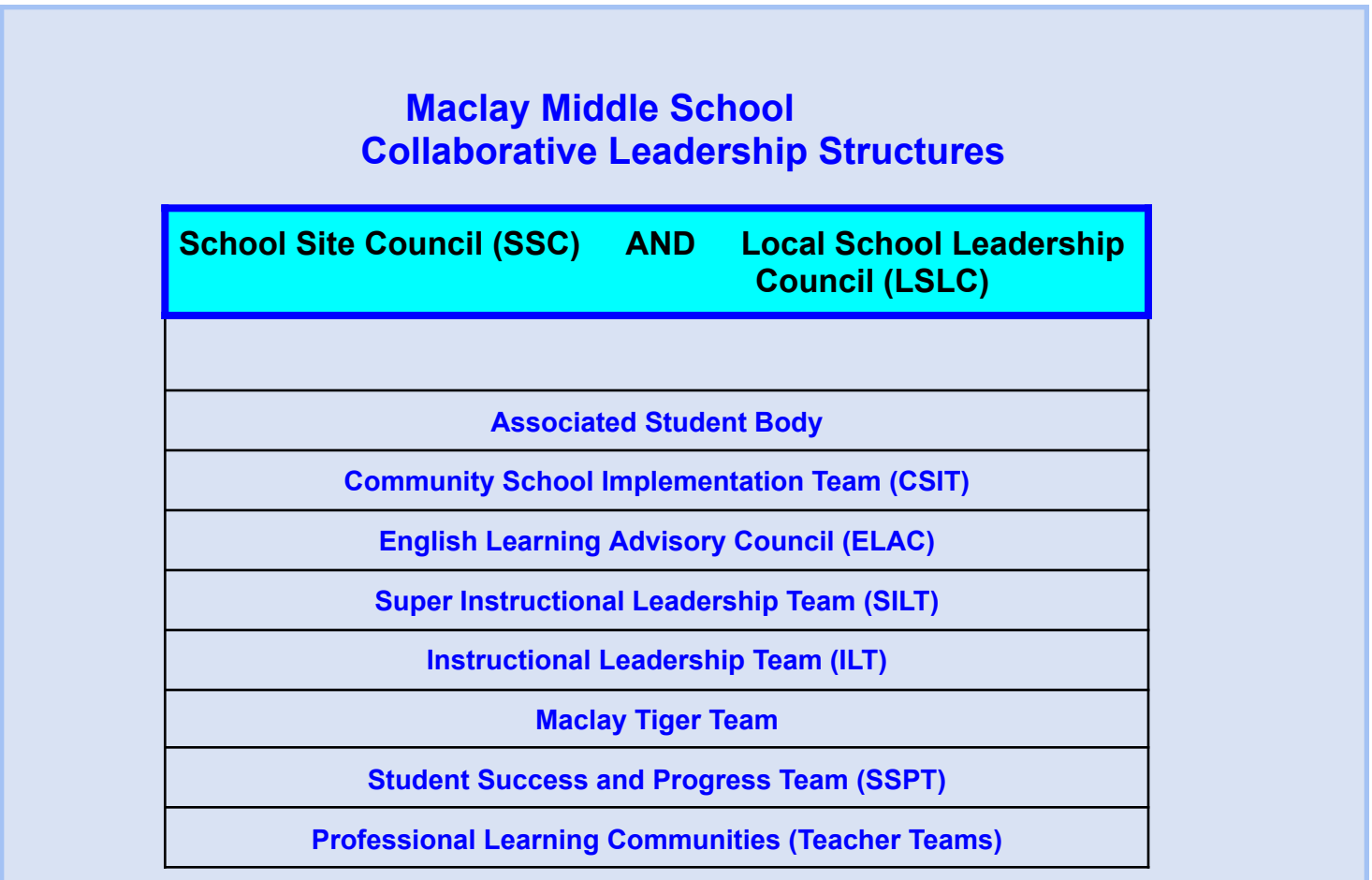
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.
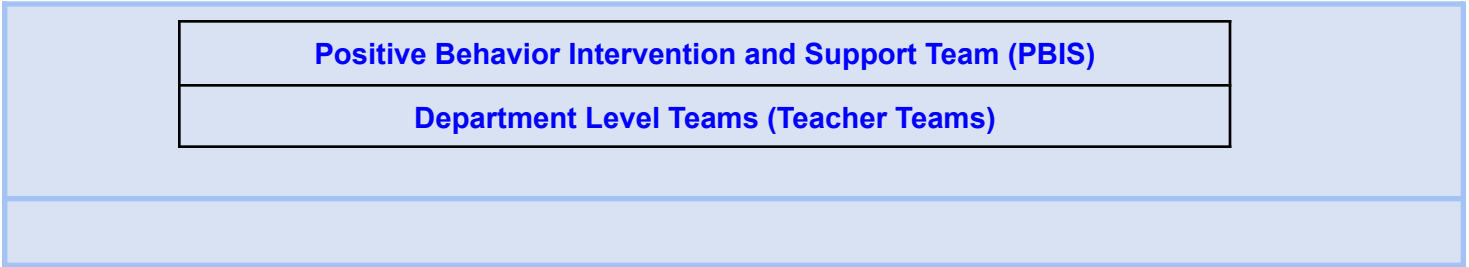
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase efficiency and effectiveness of LSLC.	Provide training on collaborative leadership practices, and decision making protocols for the Local School Leadership Council.
Increase student leadership opportunities	1. Explore partners/vendors that could support this goal. 2. Use CCSPP dollars to contract with a vendor to support student leadership development.
Increase parent participation in school meetings.	1. Stagger meeting times. 2. Incentivize parent attendance through the students. 3. Provide opportunities for parent engagement throughou the school year—parent workshops, parent volunteers, leadership opportunities.

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):

**Maclay Middle School
Collaborative Leadership Structures**

School Site Council (SSC)   AND   Local School Leadership Council (LSLC)
Associated Student Body
Community School Implementation Team (CSIT)
English Learning Advisory Council (ELAC)
Super Instructional Leadership Team (SILT)
Instructional Leadership Team (ILT)
Maclay Tiger Team
Student Success and Progress Team (SSPT)
Professional Learning Communities (Teacher Teams)

| **Positive Behavior Intervention and Support Team (PBIS)** |
| **Department Level Teams (Teacher Teams)** |

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
Realign coordinator position(s) to maintain compliance AND support instruction.	1. Fund through TSP dollars or site level general funds. 2. Modify the job description of the TSP to also serve as an instructional coach to assist with Project Based Learning.

Key Staff/Personnel

Community Schools Coordinator	Serve as systems manager and coordinator of work related to Community Schools priorities(identification, partnerships, resolution, reporting…).
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 will be achieved through multiple avenues.

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

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

Additionally, Maclay Middle School already started working with at least one community based partner through a "No Cost MOU". The Community Schools Coordinator is working with two other community partners to identify foundations and/or other grant sources in order to continue the relationship after the CCSPP grant cycle ends.

The Project Based Learning will be cost neutral at the end of the grant as all training will have been completed by that time. PBL Lessons and unit plans will already have been developed using collaborative planning time paid for with CCSPP funds in years 2-4. This work will be sustainable well beyond the life of the grant.

Strategy 5: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure students have basic health screenings without missing school.	1. Provide on site vision screening with access to glasses as applicable 2. Provide on site dental screening with access to follow up care as applicable.
Eliminate food insecurities in the community.	1. Partner with LA Regional Food Banks. 2. Partner with local businesses to provide holiday food baskets and to stock an emergency food pantry on site. 3. Establish a food donation program (of uneaten food from the Federal Meal Program) to support the 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:

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

For example, Maclay is currently supported through No Cost MOUs with the following organizations:
i. Pueblo y Salud
ii. Maclay Wellness Center

The LAUSD Student Health and Human Services Division also plans to increase the partnership between Maclay Middle School and the Maclay Wellness Center by increasing referrals and establishing a vision and dental screening program that will be available to all students and their families.

The relationship with Pueblo y Salud will establish a series of workshops that will be focused on the parent/child relationship. The focus will be to coach parents on how to help their kids make better decisions by selecting an agreed upon consequence to help foster better decision making by kids.

Site Level Goals and Measures of Progress

Goals	Action Steps
By June of 2025, Maclay Middle School will increase official referrals to the Maclay Wellness Center from 18 to 30, through the support of the administration team, the Community Schools team, and the PSW.	Meet with the three cornerstone teams early in the year to establish a plan to meet the goal. The goal will be clear to all parties so that we have a focus on the amount of referrals we should expect to meet. The CS Coordinator will present a Professional Development for all staff in order to understand the referral process for kids that may be in need of services. Present the benefits and how the Wellness Center works to parents through a multitude of ways including, but not limited to, flyers, Schoology posts, website links, and workshops in the parent center.
By June of 2025, Maclay Middle School will hold at least five parent workshops hosted by Pueblo y Salud that will focus on helping kids make better decisions.	The Community Schools team will meet with and prepare the logistics with Pueblo y Salud before the 2023-24 school year ends. The Community School Coordinator will get full approval for the workshops from school administration. Once the dates are set, the school will promote and market the workshops in order to garner interested from community members. Planning and development will be a collaborative effort with various teams, including the parent center and the LSLC.

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