CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM:
IMPLEMENTATION PLAN: WEST VERNON AVE. ES

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a "whole-child" approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the *Capacity-Building Strategies: A Developmental Rubric.*

More information about these key concepts or community school components can be found at https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx and at https://www.acoe.org/Page/2461, including the CA CS Framework.

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed here, and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

West Vernon Avenue Elementary 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:

West Vernon Community School is committed to becoming a model community school by adhering to the CA CS Framework and its Overarching Values. Our understanding of community schools reflects our dedication to creating racially-just, relationship-centered spaces, sharing power, connecting classrooms with the community, and focusing on continuous improvement and possibility thinking.
Racially-Just, Relationship-Centered Spaces:
We are dedicated to fostering an inclusive environment where all students feel valued and respected. This commitment is evident through initiatives like anti-racism training for staff, culturally responsive teaching practices, and programs that celebrate the diverse cultures of our community. For example,

our curriculum includes social sciences focusing on Latinx, African American, Asian, and Native American histories, which are tied to students' home cultures through activities involving families.

Shared Power:

West Vernon values shared decision-making and actively involves students, families, and community members in the governance of our school. Our Local School Leadership Council (LSLC) and English Learner Advisory Committee (ELAC) are instrumental in this process. We will be looking to create a Black Family Advisory committee aligned with the work of the BSAP designee. We regularly seek input from these groups and ensure their voices shape our policies and programs. For instance, parent workshops and community meetings are conducted in both English and Spanish to ensure inclusivity.

Classroom-Community Connections:

We strive to bridge the gap between classroom learning and the broader community. Our partnerships with local organizations like Enrich LA, Scouting America, and Coalition for Responsible Community Development provide real-world experiences into our students' education. These partnerships support our Garden Enrichment Program, family hikes, and community work, fostering a deeper connection between students' academic learning and their community.

Focus on Continuous Improvement and Possibility Thinking:

Our approach to continuous improvement involves regular assessment and feedback from all stakeholders. We set ambitious goals and implement innovative programs to enhance our students' learning experiences. We have continued to appropriate funds for our Healthy Start Navigator for three days, and the Psychiatric Social Worker (PSW) and School Psychologist for 4 days each, despite district cuts. These positions

Developmental Plans:

To ensure these values are reflected in our work, we have detailed plans and timelines. Our Community Schools Implementation Team (CSIT) will regularly review and update our strategies to align with our goals. We will track our progress using specific metrics and engage all stakeholders in this process. By fostering a culture of continuous improvement and innovation, we aim to create an educational environment where every student thrives.

In summary, West Vernon Community School is dedicated to embodying the CA CS Framework's Overarching Values through intentional actions and continuous development. Our plans and initiatives are designed to ensure that our community school is a place of racial justice, shared power, strong community connections, and boundless possibilities for all students.

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.

We have utilized a combination of tools to identify assets and needs, including:

- One-on-one interviews with parents/caregivers, educators, and students
- Focus groups of teachers and classified staff
- Surveys created by both the school and the district, such as the annual LAUSD School Experience Survey

We fell short of our 75% contact goal for parents on our Assets and Needs Survey, one-on-one interviews, and focus groups. However, our School Experience Survey achieved over 98% participation. This will be an area of targeted growth for us. Additionally, student leaders assisted in generating a survey for their peers, which was administered during classroom time.

The Community Schools Coordinator served as the project manager and provided the first draft compilation of the data. Data was collected and analyzed using AI to identify areas of concern and generate summary statements, and Google Spreadsheets were used to provide counts and other quantitative information. Once the data was preliminarily organized, West Vernon's Community Schools Implementation Team (CSIT)—composed of parents/caregivers, community members, and staff—met to summarize the data. After the data review, focus topics or themes related to the needs emerged. The Community School Coordinator then reengaged members of each stakeholder group to engage in discussions intended to prioritize the needs. After sharing the CSIT's recommendations with the Local School Leadership Council, the Community School Coordinator collaborated with the Title I Coordinator and the School Site Council to align the identified priorities with the School Plan for Student Achievement (SPSA) and the budget. New partners will be sought, and existing partners will be asked to return based on the most current data.

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
Increase comprehension and problem solving to allow students to engage in real world opportunities and to understand and solve real-life problems in their community.	- Improved Literacy Proficiency: By MOY, achieve a 10% increase in the percentage of students reading at or above grade level, as measured by standardized reading assessments such as DIBELS or iReady. - Enhanced Math Proficiency: Increase the percentage of students demonstrating proficiency in foundational math skills by 15% by the MOY of the academic year 2024-2025, as assessed through teacher observations and formative assessments. - Increase participation in afterschool services (enrichment, tutoring, and intervention).
Increase parents' and students' feelings of safety in the school community.	Increase feeling of safety as measured by SES style questions and focus groups by MOY. Implementation of Safety Education for parents on empowerment strategies. We would hold community meetings at least every 2 months to discuss how the school is and can be made safer.
Increase feelings of positive socio-emotional wellness with respect to a sense of belonging and inclusion in the school community, confidence in expressing thoughts and emotions, understanding and appreciation of diverse cultures and backgrounds, and involvement in community service and local projects.	- Increased Utilization of Counseling Services: Achieve a 20% increase in the utilization of counseling services by students, as measured by appointment records and counselor reports. - Enhanced Peer Support Networks: Establish at least one new peer support program (e.g., peer mentoring, peer mediation) by the MOY of the academic year 2024-2025, as evidenced by program enrollment and participation data. - Increased use of after school enrichment programs to increase sense of self-worth and accomplishment to achieve an increase of positivity in answering of SES style questions by MOY of 2024-2025

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
100% of Teachers will have access to Culturally and Linguistically Relevant Pedagogy during grade level collaboration as measured by grade level sign ins and agendas and monthly teachers collaborative planning.	Use CKLA to strengthen CKLA community based pedagogy. Create a Project Based Learning Champion (PBL) 100% of grade levels would integrate Equitable Grading and Instruction into collaborative planning to support more effective teacher pedagogy.
100% of students will have access to culturally relative mentors in the community.	Explore lessons available through appropriate resources.
100% of teachers will engage in monthly collaborative planning by grade level.	Calendar collaborative planning time throughout the year using CCSPP Grant Identify Shortened or Minimum Days that could be used for collaborative planning time 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 effectiveness of LSLC. through quarterly surveys.	Provide training on collaborative leadership and decision making Increase numbers of visitors by 3 of the major stakeholders (teachers, parents, and students) Posting meetings in at least 3 locations.
Increase Student Leadership opportunities and training.	Explore partners/vendors that could support this goal. Possibly use CCSPP dollars to contract with a vendor to support student leadership development.
Create a black family advisory council.	Create and train a black family advisory council.

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):

West Vernon is in the visioning phase of Collaborative Leadership and Practices. Our Collaborative Leadership spaces where teachers, administrators and parents come together to discuss goals, programs and plans happen in the LSLC, SSC, ELAC, and banked time meetings . Some members of LSLC, ELAC, and SSC are also members of the CSIT, which is helpful in disseminating information to our broader school community. We currently have a Student Council and are looking forward to developing it into an advisory and engagement group. While we do have many active parents. We seek to elevate the voice of students and parents of color who come from low income backgrounds and are limited English proficient by adopting comprehensive and research-driven methods to closing the achievement gap. We plan on doing this through a greater understanding of the needs and barriers to greater parent participation in the school by conducting focus group interviews.

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 Community School Grant 11266 and moving toward eventually using.District General Funds.
Realign coordinator position(s) to maintain compliance AND support instruction.	Fund through TSP dollars or site level general funds. Modify the job description of the TSP to also serve as an instructional coach to assist with Project Based Learning.

Key Staff/Personnel

Community School Coordinator	Serve as systems manager and coordinator of work related to Community Schools priorities(identification, partnerships, resolution, reporting…).
Community Schools Community Representative	Provide support to Community Schools Coordinator with all aspects of parent/community engagement work.
TSP 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, West Vernon Community School already started working with community based partners through CRDC and Scouting America. The Community Schools Coordinator is working with 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.	Provide on site vision screening with access to glasses as applicable Provide on site dental screening with access to follow up care as applicable. Provide information on food banks and work toward hosting a food bank(s).
Eliminate food insecurities in the community.	Partner with LA Regional Food Banks and other food banks. Partner with local businesses to provide holiday food baskets and to stock an emergency food pantry on site. Establish a food donation program (of uneaten food from the Federal Meal Program) to support the community (as applicable)

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:

West Vernon Community School prioritizes the holistic well-being of students, families, and educators alike. We firmly believe that true wellness encompasses mental and physical health for all stakeholders. Our ultimate goal is to witness every student flourishing academically, socially, and emotionally. To achieve this vision, we are actively seeking to collaborate with long-term partners who share our commitment to sustainable engagement and transformative outcomes.

For example, West Vernon is currently working on expanding a fledgling relationship with the Coalition for Responsible Community Development.

The LAUSD Student Health and Human Services Division also facilitates annual visits with Big Smiles Dental and the USC Mobile Vision Clinic.