

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

[List participating school site and contact information here]

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:

An urban school located in the Palms neighborhood of West Los Angeles, Charnock Road Elementary School continues to develop lifelong learners, problem solvers, and responsible citizens. The hallmarks of our instructional program is based on rigorous instruction, differentiation, the infusion of the arts throughout the curriculum, and a multi-tiered system of intervention. Charnock is committed to become an educational institution where parents are equal partners in the education of their children; and community entities, such as governmental agencies, businesses, and universities are active participants in developing an integrated system of support for our students.

At Charnock Road Elementary School, the question "Why a community school for our school?" has guided a deeply collaborative process involving students, families, educators, and local partners. The consistent message across these conversations was clear: we need a school that meets the whole child, engages the whole family, and partners with the whole community. Becoming a community

school allows us to transform Charnock into a racially-just, relationship-centered space where every student thrives and belongs.

Our initial phase included hiring a Community School Coordinator and a School Community Representative, who facilitate the alignment of wraparound services, family engagement, and student supports. We are also establishing dedicated time for professional development in trauma-informed practices, equity literacy thorough project-based learning, and collaborative leadership. Over the next year, our Leadership Team will continue to conduct participatory needs and assets assessment to inform a multi-year strategic plan grounded in these values. This plan will be a living document, guiding our school's journey and evolving with our community.

In short, a community school at Charnock Road means we are building a school *with* our community—not just for the community.

Our community school vision directly aligns with the **California Community Schools Framework's Overarching Values**:

- Racially-just, relationship-centered spaces:** We are committed to creating an inclusive environment where students of all backgrounds are seen, heard, and supported. Our site is developing restorative practices, culturally affirming curriculum, and student-led affinity spaces to dismantle inequities and foster belonging. In addition to LAUSD's Antiracist Journey PD series, our staff have expanded our culturally responsive pedagogy learning and implicit bias training through additional PDs led by our own staff. Charnock Road Elementary has dedicated a \$15,000 grant from Hamilton Community of Schools to rebuilding classroom libraries with inclusive, culturally relevant texts. We remain committed to our monthly heritage learning, increasing our knowledge of other cultures, viewpoints, and contributions. Contributions by staff, students, parents, community cultural groups, and schoolwide common texts highlight a certain heritage every month.
- Shared power:** We believe that those closest to the challenges—our families, staff, and students—must shape the solutions. We have launched a Community School Implementation Team composed of parents, teachers, classified staff, students, and community partners. This team, along with our Local School Leadership Team will make shared decisions about programming, budgeting, and school priorities.
- Classroom-community connections:** We're expanding learning beyond the walls of the classroom. Our school is continuing to conduct parent education workshops on such topics as teaching math for understanding, supporting literacy learning, and providing social-emotional support at home. Additionally, this year our Parent Center has provided a course on computer basic skills, aligned with Google classroom. We also offered a family financial literacy course for our families, and a course on how to support children with autism. Families recently visited classrooms for a writing celebration where student authors shared published writing pieces to an appreciative audience of parents and peers.

- **Continuous improvement:** We are committed to using data (e.g., Attendance, DIBELS, i-Ready, CAASPP, ELPAC, etc.), reflection, and open dialogue to grow. Through regular school governing councils and other community forums, and equity-centered data cycles, we are identifying areas of growth and co-developing responsive strategies. We continue to focus both on data broadly to seek trends in data to create small group instruction, and also focus on identifying individual students in need of additional support. The data drives our PDSA cycles with Continuous Improvement, Assets Driven and Strength-Based Practices. Data analysis is part of our School Plan for Student Achievement and evaluated frequently in our School Site Council and English Learner Advisory Committee.

Our teachers continue to regularly implement targeted small-group instruction for those students needing extra support. Our primary grades are engaged in a PDSA cycle and have implemented a literacy academy model, where all students in grades K-2 are grouped by instructional needs for daily foundational literacy instruction. Grades 3-5 are conducting a PDSA cycle on small-group instruction for math. Progress Monitoring of iReady and Dibels Data, flexible grouping, and data chats are meaningful parts of this PDSA Cycle. Additionally, Charnock has created our Literacy Lab, staffed by a highly trained intervention teacher, to provide high-intensity small-group intervention for primary-level students struggling with foundational literacy skills.

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

As we move into the implementation grant phase at Charnock Road Elementary School, our focus is on deepening the needs and asset assessment process to ensure a truly inclusive and community-centered approach. While the initial assessment provided a foundational understanding, this next phase is about broadening engagement to capture the diverse voices, experiences, and aspirations of all stakeholders in the school community. Our goal is to collaboratively define our community school priorities and create a shared vision rooted in equity, empowerment, and student success.

Engaging the Entire School Community

To achieve this, we will use a multi-pronged, relationship-centered approach to engage all key groups—administrators, certificated staff, classified staff, students, families, community members, and partners. Each group will be engaged through processes that honor their time, cultural context, and preferred modes of communication:

Administrators and Certificated Staff:

Processes: Collaborative planning sessions, structured focus groups/Grade-level meetings, and surveys.

Focus: Instructional priorities, professional development needs, and systems for whole-child support.

Goal: Co-develop a leadership team structure that ensures ongoing staff voice in community school implementation.

Classified Staff:

Processes: Listening sessions, informal interviews during staff meetings, and targeted surveys.

Focus: Day-to-day student needs, operational challenges, and potential roles in expanded learning and student support.

Goal: Elevate their often-overlooked insights and position them as integral contributors to student wellness and school climate.

Students:

Processes: Grade-appropriate visioning activities, student-led focus groups, classroom discussions, and a schoolwide “Student Voice” committee.

Focus: What makes students feel safe, supported, and excited to learn; what barriers they face.

Goal: Build a culture of youth agency and integrate student voice into ongoing decision-making.

Families:

Processes: Multilingual surveys, family focus groups (with childcare, food, and translation provided), community walks, and culturally-relevant gatherings like Coffee with the Principal or Coffee with the CS Coordinator and Family Circles.

Focus: Academic and social-emotional needs, community resources, and opportunities for family engagement.

Goal: Identify family priorities and build trust-based relationships to support long-term engagement.

Community Members and Partners:

Processes: Community asset mapping workshops, stakeholder forums, and one-on-one partner interviews.

Focus: Services, supports, and expertise that partners can offer; alignment with school goals.

Goal: Forge sustainable, aligned partnerships that expand learning, health, and enrichment opportunities for students.

Centering Historically Marginalized Groups

To authentically engage historically marginalized students and families—particularly low-income families, English learners, students with disabilities, and families of color—we will:

- Collaborate with trusted cultural brokers and parent leaders to co-facilitate focus groups.
- Host events in community-based settings, not just on campus, to lower barriers to participation.
- Ensure all communications and engagement tools are multilingual, accessible, and free of jargon.
- Provide stipends or incentives for participation, recognizing the value of community time and labor.
- Use trauma-informed facilitation practices to create safe, welcoming spaces for honest dialogue.
- Elevate the findings from these groups in a way that informs schoolwide planning, not just niche programs.
- Building a Continuous Engagement Cycle

Finally, we will establish a Community School Implementation Team (CSIT) that reflects all stakeholder groups. This team, along with the Local School Leadership Council, will guide the implementation process, revisit data, and update priorities regularly to ensure that our community school remains dynamic and responsive to evolving needs.

By deepening our engagement processes and embedding equity in every layer of decision-making, we aim to create a community school at Charnock Road Elementary that is not only responsive but transformative—where every student and family feels seen, heard, and empowered.

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
Provide rigorous, real-world learning opportunities through interdisciplinary instruction and community-based learning experiences like financial literacy	Increase in student achievement as evidenced by improved grades and a reduction of students needing intervention
Expand Collaborative Leadership opportunities for students	Increase sense of involvement as measured by the school experience survey
Student and Family Wellness: Provide more connections to provide integrated student supports	Improved attendance and decrease chronic absenteeism

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
Educators understand the theory, pedagogy, and the application elements fundamental to Project Based Learning (PBL)	<ol style="list-style-type: none"> 1. Provide initial training 2. Provide ongoing coaching
Educators engage in regular collaborative planning using the PDSA Cycle	Develop a common/collaborative planning schedule that shows at least 2 hours of time per week, per grade-level team

To effectively implement high-quality Project Based Learning (PBL), Charnock Road Elementary will support educators in two critical ways: building foundational knowledge through professional development and embedding collaborative planning into their weekly routines.

1. Initial Training and Ongoing Coaching in PBL

Educators must first be equipped with a deep understanding of the theory, pedagogy, and practical applications of Project Based Learning. To accomplish this, schools will provide **initial training sessions** that explore key components of PBL such as driving questions, authentic audience, sustained inquiry, and student voice and choice. These sessions will combine theory with hands-on learning to model PBL in action. Following initial training, **ongoing coaching** will be embedded throughout the year. Instructional coaches and PBL experts will observe classrooms, facilitate reflection sessions, and offer personalized feedback to ensure educators continuously refine their practice and deepen their understanding.

2. Collaborative Planning with the PDSA Cycle

To ensure continuous improvement and alignment in PBL instruction, all grade-level teams will continue to engage in **collaborative planning using the PDSA (Plan-Do-Study-Act) cycle**. This cycle supports data-informed planning, implementation, and reflection to drive instructional decisions. Schools will establish a **common planning schedule** that allocates a **minimum of 2 hours per week per grade-level team**. These protected planning times will be structured to include:

- Reviewing student work and data to inform instruction (Study)
- Planning upcoming PBL units and lessons collaboratively (Plan)
- Sharing strategies and implementing agreed-upon actions (Do)
- Reflecting on outcomes and adjusting practice accordingly (Act)

By combining targeted PBL training and embedded collaborative planning, educators will be equipped to design and deliver meaningful, student-centered learning experiences that are continuously refined for effectiveness.

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 consistent parent participation on decision-making councils and committees	Provide training to develop an understanding of the decision-making teams at the school. Provide participation training for members.
increase parent participation in school meetings by 20%	<ol style="list-style-type: none"> 1. Stagger meeting times 2. Incentivize parent attendance through the students
Increase 10% the percentage of parents reporting on the LAUSD School Experience Survey that they feel they participate in school	Ensure a 100% participation rate on the LAUSD 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):

A key strategy to increase consistent parent participation in decision-making councils and committees is Charnock road Elementary to offer targeted training that builds parents' knowledge and confidence. This training should focus on explaining the purpose, roles, and impact of school governance bodies, as well as how parents can meaningfully contribute. Additionally, we will attempt to remove barriers to participation by offering flexible meeting times, childcare, interpretation services, and stipends where feasible.

At Charnock Road Elementary, we believe in cultivating a strong sense of shared purpose by empowering teachers to lead and actively contribute to professional learning and school improvement. We leverage the expertise of our teachers by encouraging them to lead professional development (PD), facilitate peer observations, and provide valuable input in decision-making. For instance, teachers with extensive math training have led PD sessions for colleagues and made themselves available for classroom observations. Our Instructional Leadership Team (ILT), which includes teacher leaders across content areas—math, ELA, ELD, special education, primary and upper grades, and intervention—plays a central role in shaping our goals, guiding continuous improvement cycles, and planning PD. Two ILT members are currently leading PDSA (Plan, Do, Study, Act) cycles in the primary and upper grades, supporting their peers in instructional planning, goal setting, and data analysis. One of them has been leading a K-2 Literacy Academy, which provides targeted small group reading instruction, resulting in over 20 out of 80 students advancing reading levels since September. This collective work has fostered trust and strengthened relationships, which are vital to collaborative leadership. The Leadership prioritizes open, transparent communication and consistently visible and accessible to staff, families, and students. Beyond scheduled meetings like faculty gatherings and Coffee with the Principal, the principal's door is always open for one-on-one conversations, and she remains reachable via Zoom, email, or text. The principal's role is not just to evaluate, but to support, guide, and collaborate with teachers in all aspects of their work—from classroom management to instructional planning. The leadership at Charnock promotes a culture where teachers are encouraged to apply new learning, take instructional risks, receive feedback, and celebrate progress. As a result, we have built a coherent, schoolwide approach to instruction. Charnock's leadership in this area has led to hosting instructional rounds for Region West administrators multiple times since 2022.

Ultimately, building an inclusive, transparent, and equitable leadership culture enhances trust, improves implementation of decisions, and supports the sustainability of transformation efforts.

A key measurable objective is to **increase by 10% the percentage of parents who report on the LAUSD School Experience Survey that they feel welcome to participate in school activities and decision-making**. This data point will serve as a vital benchmark in assessing the effectiveness of our efforts to promote inclusive engagement.

To achieve this, we will:

1. **Establish or revise site-level shared leadership structures** to include representatives from all stakeholder groups. These structures will meet regularly to review school initiatives, policies, and performance data and to provide recommendations.
2. **Conduct a mapping and assessment of current shared governance structures** to understand existing decision-making bodies within the school and the broader community. This will allow us to identify gaps, overlap, or underrepresented voices.
3. **Build capacity among staff and community members** by providing training on collaborative leadership practices, shared decision-making frameworks, and culturally responsive engagement.
4. **Promote transparent communication** about how decisions are made and how community input is used. This includes publishing meeting minutes, decision rationales, and regular updates through newsletters and the school website.
5. **Strengthen partnerships with families and community organizations**, creating new opportunities for involvement in planning, implementation, and review of programs and services.
6. **Monitor and evaluate progress** using data from the School Experience Survey and other feedback tools to guide continuous improvement of leadership practices.

By centering collaboration and shared power, we aim to build trust, improve service coordination, and increase sustainability of school improvement efforts. These efforts will ultimately lead to a more inclusive school environment where all community members feel welcomed, valued, and empowered to contribute.

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
Provide system-level management of CS Initiative	Sustain employment of a full-time Community School Coordinator
Create a diverse workforce of the school community	Ensure at least 50% of new hires will be members of under-represented groups.

Key Staff/Personnel

Community School Coordinator	Systems manager for CS Initiative at local school site
Community Schools Community Representative	Continue to provide outreach and support around all aspects of their Active Parent and Community Engagement Pillars

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

To ensure that staffing and sustainability efforts are aligned with the needs of our target student population and the overarching goals of the Community Schools (CS) Initiative at Charnock Road Elementary, we will implement a multifaceted approach grounded in strategic planning, inclusive recruitment, and long-term financial planning. This approach includes specific goals and corresponding action steps at both the system and site levels.

To build sustainability beyond the life of the community school implementation grant at Charnock Road Elementary, we are developing a multi-pronged strategy that ensures long-term impact and continued support for our students and families. Key steps include:

1. **Building Strong Partnerships:** We are deepening relationships with local nonprofits, businesses, and civic organizations in and around the Palms and Mar Vista neighborhoods to create a network of sustainable support. These partners will help provide ongoing services such as mental health support, academic enrichment, and family engagement programs even after grant funding ends.
2. **Empowering Staff and Leadership:** We are investing in professional development and leadership training for teachers, support staff, and parent leaders to build internal capacity. By embedding community school practices into the culture and operations of the school, we ensure that the model is not dependent on any one individual or funding stream.
3. **Institutionalizing Practices:** We aim to integrate key components of the community school model—such as coordinated student supports, expanded learning opportunities, and active family engagement—into the school's core operational framework. This includes aligning these practices with the district's strategic goals to secure district-level support and funding.
4. **Diversifying Funding Sources:** We are proactively identifying and applying for additional public and private funding sources, including local government initiatives, foundation grants, and corporate sponsorships. A long-term fundraising plan will support essential programming and staffing needs.
5. **Strengthening Data and Impact Evaluation:** By building a robust data collection and evaluation system, we can demonstrate the effectiveness of our initiatives. This evidence will be used to advocate for sustained district funding and community investment.

6. **Engaging Families and Community Members:** Sustainability will also depend on strong community ownership. We are developing structures—like a parent advisory council and student leadership groups—that will ensure ongoing engagement and input from stakeholders who are invested in the school's success.

These steps will help embed the community school model deeply into Charnock Road Elementary's culture, ensuring that the positive outcomes of the grant period are maintained and expanded in the years to come.

Strategy 5: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase whole-child well-being.	Increase Medi-Cal enrollment for students and families through collaborative efforts between the CS Coordinator, CS Community Representative, and Family Resource Navigator
Increase the number of students served thorough integrated support services	<ol style="list-style-type: none"> 1. Map wellness resources in the community. 2. Identify at least 2 partners to provide services on-site.

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:

To strengthen the foundation of Charnock Road Elementary as a thriving community school, we are committed to developing strategic community partnerships that foster inclusive, culturally responsive, and student-centered learning environments. Our vision is to build a network of support that reflects and uplifts the diverse assets of our students, families, and the broader community. In alignment with strategies developed through our deep needs and asset assessment, our goals and action steps are designed to ensure that community partners are integrated into the planning, implementation, and continuous improvement of our school's programs and supports.

Goals and Action Steps:

1. Increase Whole-Child Well-Being:

We will prioritize partnerships that address the academic, social-emotional, physical, and mental health needs of our students. The Community School (CS) Coordinator, CS Community Representative, and Family Resource Navigator will collaborate to identify and connect students and families to wraparound services that promote stability, wellness, and success in school. We will conduct bi-annual well-being surveys to assess student and family needs and adjust support services accordingly.

2. Increase Medi-Cal Enrollment for Students and Families:

Through a coordinated effort led by the CS Coordinator, CS Community Representative, and Family Resource Navigator, we will launch targeted outreach initiatives to identify families eligible for Medi-Cal. We will host on-site enrollment clinics in partnership with healthcare providers and community-based organizations. These clinics will offer multilingual support and assistance in completing applications to reduce barriers to access.

3. Expand Access to Integrated Support Services:

To increase the number of students receiving support through integrated services, we will develop referral protocols and track service utilization. Our goal is to increase service delivery by 10% in the next school year. A referral system will be developed that empowers teachers, staff, and families to connect students to academic interventions, counseling, health care, and basic needs resources.

4. Map Community Wellness Resources:

We will conduct a comprehensive mapping of local wellness resources—including mental health clinics, food banks, after-school programs, and housing support services—within a 5-mile radius of the school. This map will be made accessible to staff and families via our school website and at the Family Resource Center, ensuring that community members are aware of available services.

5. Identify and Establish On-Site Services with at Least Two Community Partners:

We will formalize partnerships with a minimum of two community-based organizations to provide on-site services. Potential partners include a local health clinic to offer weekly mental health counseling and a nonprofit specializing in academic enrichment and tutoring. Memorandums of Understanding (MOUs) will be developed to clearly outline roles, expectations, and evaluation processes.

Through these coordinated actions, Charnock Road Elementary will deepen its role as a hub of community support, ensuring that all students and families have equitable access to the services and resources they need to thrive. These partnerships will be revisited regularly through stakeholder meetings, data reviews, and community input sessions to drive continuous improvement.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.