

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

Instructions

This 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 Cohort 2 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support California Community School Partnership Program (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 schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The 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 and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites are encouraged to 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).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools 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.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools 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.

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 CCSPP Framework](#).

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning**, **engaging**, and **transforming**) and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities

2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning
8. Centering community-based curriculum and pedagogy

9. Progress monitoring and collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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Principal: Peggy Gutierrez
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Phone: (323) 420-2067
School Address:
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Los Angeles, CA 90061

Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets

Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Ánimo Leroy Locke College Preparatory Academy (Locke High) is part of Green Dot Public Schools, a non-profit charter management organization that operates 18 public middle and high schools in Los Angeles. Green Dot's mission is to help transform public education so all students graduate prepared for college, leadership, and life. Through a holistic approach — combining strong and empowered leadership, highly effective teaching, a college-going culture, extensive community engagement, and the provision of comprehensive wraparound services to address non-academic barriers to learning — Green Dot proves it is possible to eliminate gaps in access and opportunity for low-income students when compared to more affluent peers.

In advance of applying for the Community School grant, Green Dot's Home Office Innovation Team shared with Locke staff, students, families, and the School Advisory Council a summary of what a Community School grant could mean to Locke High. Staff, students, and families provided input on school assets and related needs as well as thoughts on their vision for Locke High as a community school, which were gathered as critical inputs as part of our planning period. A broader array of parents also provided input about their vision for the school during our "Coffee with the Principal" series of meetings in the fall. Student focus groups were held during lunch, while administrators, certificated staff, and classified staff shared feedback during an annual retreat. In addition, we administered a student, staff, and parent survey offered in both English and Spanish to ensure inclusivity and reduce participation barriers.

Informed by this stakeholder input, Locke High continues to deepen school site engagement. Locke High's Community School Coordinator works with the school site leaders to augment original CCSPP Asset Mapping to fully understand the resources and services available to students and families with a focus on the needed social, emotional, and mental health supports for students and families for historically marginalized and high needs students and families.

To assess the ongoing needs of the community, the school conducts annual back-to-school needs assessment surveys with results presented to the Community Schools Advisory Panel. Topics covered include services available to parents, student services, medical/health needs, and family needs. In addition, Locke High hosts other informal feedback opportunities throughout the year such as parent engagement events, the Coordination of Services Team meetings, attendance team meetings, and other key intersection points of the school community. These are structured to provide data on school trends and emerging student and family needs, as well as opportunities for the Community School Coordinator to interact directly with stakeholders to learn about community resources or services that are being

requested for the school community. The school also holds a community breakfast each semester to engage community partners in the work and to help support where partnerships and support is most needed.

Based on identified needs, the Community School Coordinator determines which existing programs are working well, assesses who is/is not being served in terms of populations of interest, and identifies any gaps in resources and services. This serves as the basis for Community Schools programming — tailored to the Community School infrastructure and personnel needs. Ongoing surveys and school-site discussions with students, families, teachers, and support staff ensure ongoing feedback and learning over the grant period to track student needs and school performance.

Additionally, Locke High has established a Community Schools Advisory Panel, which includes staff, students, family members, and other community partners. The Panel holds six meetings annually to discuss updates and progress on programs and partnerships aligned to the Community School's goals, including presentation and discussion of program data to identify and prioritize key actions to support program implementation. The Panel reviews data on student achievement, attendance, and behavior, as well as feedback from families, students, and staff. The Panel also reviews data to assess the effectiveness of the community partnerships in addressing the needs of students and families and improving the school environment. All of these processes, meetings, and events, including the completion of stakeholder surveys, will continue throughout the grant period and are led by a Community Schools Coordinator with support from Green Dot's Home Office and Locke High's principal.

Continuous improvement is at the core of our school philosophy. Locke High regularly collects and analyzes data on student academic performance, attendance, and social-emotional well-being. Green Dot's Data Analytics Team has created robust dashboards that provide easy access to all publicly available data and key internal metrics including iReady, Read 180, student and teacher retention, parent engagement, and many other indicators to help schools monitor performance. The Community Schools Coordinator is trained on how to access and utilize these tools to monitor implementation metrics and continuously improve services and track performance measures established for the program, which align with the goals of the organization's five-year strategic plan and LCAP focus areas. This data infrastructure supports the development and implementation of targeted interventions, such as tutoring programs, mental health support, and after-school enrichment activities, to address specific needs and improve overall student outcomes. We can also tailor professional development opportunities based on school data to ensure educators are learning and incorporating best practices, evidence-based interventions, and innovative teaching methods that meet student needs. Green Dot Schools further engages all teachers and staff outside of the regular school year in summer professional development and during quarterly "All Green Dot Days." This training helps to ensure that all staff members are aligned with the respective school's goals and are equipped to support the Community Schools initiative.

Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

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. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

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

Locke High is a comprehensive high school located in South Los Angeles, operated by Green Dot Public Schools. At its founding in 1967, Locke High was celebrated as an emblem of progress and new opportunity for South Los Angeles's youth after the devastation of the Watts riots in the summer of 1965. The school lived up to the challenge during its first fifteen years; its music and athletic programs were renowned throughout the state, producing numerous baseball hall of famers and Grammy winners. But teacher and administrator talent was consistently moved from the school to a central district office that was distant from the needs of the school, and over time a revolving door of teachers and administrators caused Locke's promise to fade. Students, teachers, and families paid a high price. By 2008, when Green Dot assumed operational control, Locke was one of the lowest-performing schools in the nation. A walk through Locke's campus today tells a dramatically different story; the campus is a calm and inviting place for learning, students are challenged by a rigorous college preparatory curriculum, and dropout and truancy rates have decreased exponentially. The turnaround of Locke towards its former success represents one of the most ambitious school improvement efforts attempted in the country.

Locke High truly believes that every student, whatever their circumstances, holds the innate potential to achieve their goals and succeed in college, leadership, and life. Locke High promotes a school culture that is **asset-driven and strengths-based**, addressing each student's individual learning gaps and social-emotional needs while developing systems of support that adapt according to the changing challenges of the current student body. For example, Locke High supports the needs of all high-need subgroups, including the 22% of students with Individualized Education Plans. The school is tackling the persistent challenge of achievement gaps between students with disabilities and their non-disabled peers through general education supports with a robust team supporting multiple Special Education programs, for students with moderate to severe disabilities. This includes a full time Assistant Principal of Special Education — as well as 18 full-time Special Education Teachers and 16 Instructional Aides. Additionally, the Intellectual Disability Adult Transition Coordinator works with students in the Transition Partnership Program. Locke's popular "Unified Saints" advisory class, now in its 4th year, provides students' training to become special needs classroom aides. The students also partner with a special needs student to provide one-on-one mentoring in PE and elective classes. They go on to lead Locke's "Inclusion Thursdays," a weekly lunchtime event for students with and without disabilities to come together, engage in community building activities, and — as a registered Special Olympics campus — coordinate Special Olympics events.

32% of Locke High's students are English Language Learners. Additionally, about 300 of Locke High's 1,200 students are in the 'Newcomer program,' meaning they immigrated to the United States within the last 2-3 years. Locke has an assigned Assistant Principal of Biliteracy, 2 English Language Development Newcomer Counselors, 4 English Language Development teachers, 2 Bilingual Aides, and an assigned School Psychologist to support Newcomers, with representatives meeting regularly on the Emerging Bilingual Team to understand and address the needs of Emerging Bilingual scholars. Student supports include English Learner classes, small group therapy, and mental health and trauma supports, as necessary.

Locke High is one of the 18 Green Dot Public Schools in Los Angeles. While Green Dot's model and ethos centers around a whole child, community-based approach, a Community Schools designation increases our students' college and career readiness by expanding opportunities and access to current resources, and by tapping into critical partnerships and

supports that we know our students need to support their health and wellness. It allows for further integration of community resources, mentorship programs, and real-world learning experiences tailored to the diverse backgrounds of students.

At Locke High, we recognize that student success is heavily influenced not just by academics, but also by the surrounding community. Engaging and developing a shared vision with school site families, educators, students, and community members is critical to our whole school model of strengthening school and classroom connections. Locke High's commitment to establishing a community school is deeply aligned with the California Community Schools Framework, specifically guided by its Overarching Values, which we recognize as essential for promoting equity, inclusivity, and academic success:

Locke High promotes a rigorous, college-going culture, modeling high expectations and instilling self-confidence and personal persistence while delivering a college-preparatory curriculum and a structured program of support to and through college. The school's teaching practices center on creating **racially-just relationship-centered spaces**. Locke High works actively to remove barriers to learning, providing a range of social and emotional supports and health and wellness services. Locke High implements restorative justice in classroom management to keep students in school and learning. Social and academic interventions are offered as part of a multi-tier system of supports to identify and meet every student's unique needs. Psychological and clinical services are offered on campus to support the many students who are experiencing poverty and who have suffered other traumas. The school partners with community-based providers to address issues of gang intervention and provides a network of diverse and positive adult mentors, ultimately ensuring students receive support and encouragement both in and out of school. **The school incorporates literature, history, and perspectives that reflect the cultural richness of the community, creating an inclusive and affirming learning environment.** Locke High is committed to ongoing culturally responsive training for educators to enhance cultural competency and ensure that our school is a welcoming and affirming space for students from diverse backgrounds. We take responsibility in being culturally responsive educators who have engaged in professional development and personal work around racial equity. All Locke High staff participate in annual training on anti-racism, including how to recognize and overcome implicit bias, how to create racially-just classroom environments, and how to utilize respectful, inclusive classroom management. Additionally, all staff participate in an annual Legacy Conference to engage in deep learning around particular diversity, equity, and inclusion topics.

The concept of **shared power** is crucial for our community school. We recognize the importance of including all stakeholders in decision-making processes. Currently, decisions are made collaboratively at the school by the School Leadership Team which includes the Principal, Assistant Principals, and others. Additionally, an Administrator and staff support decision-making for the Instructional Leadership Team (academics) and Coordination of Services Team (mental health and social-emotional). A School Advisory Council, composed of students, parents, and staff, meets monthly to review school policies, partner relationships, school priorities, LCAP, and the school budget. As part of the grant, Locke High has established a Community School Advisory Panel of parents and community members who actively participate in decision-making related to curriculum development, school events, and resource allocation, ensuring diverse community perspectives are heard and valued. In addition, the school leverages forums and platforms developed by the school to solicit student input.

We are committed to strengthening **connections between the classroom and the community** through real-world engagement. Locke High serves a community in South Los Angeles historically impacted by low academic attainment, high levels of poverty, and other environmental risk factors that pose many non-academic barriers to learning. Because Locke High serves a community of color that for generations has been underserved, the school understands and embraces the role and responsibility in providing access and opportunities to scholars and families. The school ensures that all students, no matter their needs, are able to access a rigorous academic curriculum.

Priority 3: Collaborative Leadership

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. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase parent engagement, and provide parents with many opportunities to participate in school activities and connect to resources.	Locke High hosts monthly events for parents and family members to engage with the school community, including Parenting workshops, gratitude workshop, nutrition class, internet safety parent series, and immigrant rights workshops. Southwest College offers ESL and GED classes. CII provides monthly workshops, such as behavioral health and wellness supports, nutrition class, parenting skills, a destigmatizing mental health parent group, gratitude	2023-24: 6% of parents attended 2 or more events.

	workshops, groceries/basic needs giveaways, internet safety series, and immigrant rights workshops.	
By grant year 2, parents, in partnership with administrators and staff, will inform decision-making at Locke High that reflects community needs, aspirations and vision.	Form a Community Schools Advisory Panel comprised of students, parents, and school staff.	2023-24: A Community Schools Advisory Panel was formed by the Community School Coordinator and Home Office partners which consists of students, parents, and school staff. The Panel meets six times during the school year.

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):

As a school working to fortify collaborative leadership under the California Community Schools framework, Locke High's overarching goals encompass the establishment of equitable decision-making processes, enhanced coordination of services, cultivation of supportive relationships, widespread acceptance and implementation of decisions, and the long-term sustainability of efforts. To achieve these objectives, the school encourages equitable participation in decision-making and fosters inclusive structures that involve students, staff, families, and community members. The school provides structured opportunities for shared decision-making.

Locke High is partnering with Children's Institute, Inc. (CII) to lead the implementation of community schools services. CII's approach mitigates the root causes of poverty, trauma, and social isolation by addressing multiple risk and protective factors throughout life. CII began partnering with Green Dot in 2019 on a Community Schools initiative, growing from one school to three sites that won Cohort 2 Implementation grants. At these sites, the Community Schools Coordinator is a CII employee, and works in close partnership with the school leadership, while also integrating CII's wide range of services available to students and families.

The campus has an Instructional Leadership Team (ILT) made up of school administrators and teacher leads. The ILT makes curricular decisions and sets the professional development agenda for the campus. Teachers on the ILT meet regularly with the other members of their academic discipline not only to assist in their professional development but also to collect input and feedback to be brought to the administration and the rest of the Instructional Leadership Team.

The school also has Grade Level Leads. These teachers collaborate with school administrators to address the social-emotional and extracurricular needs of students. Grade Level Leads facilitate meetings with the teachers of their grade level to organize events and celebrations, as well as plan the curriculum for the Advisory and College Readiness course. A major data set analyzed by this group is Green Dot's social-emotional survey which all students take multiple times a year. This survey guides how students are supported using a whole-child approach and serves as a critical tool for the Community Schools Coordinator.

The School Advisory Council (SAC) includes administrators, teachers, staff, students, and parents to ensure that all stakeholder voices are heard and valued in decision-making. The SAC meets monthly to aid school decision-making, provide feedback, and learn crucial details about how the school functions. The SAC reviews student performance data and can recommend changes to pedagogy, advises on updates to the school's strategic plan, and provides input on school budget decisions. The committee reviews SPED and EL programs to ensure all students have equitable access to high-quality education.

The Coordination of Services Team (COST) includes administrators, staff, and school-based mental health professionals. CII's Community School Coordinator is embedded in the school leadership team, attending the twice monthly COST meetings to review the needs of individual students as well as the overall school culture and climate. Through these meetings, as well as staff surveys and weekly meetings with the principal, CII tailors professional development opportunities to staff based on their interests and emerging needs. This includes training on trauma-informed care, cultural competency and anti-bias, youth mental health first aid, and more. CII hosts a Wellness center Open House once a year for school staff to learn more about programs and services coordinated and provided directly by CII.

Green Dot Public Schools maintains a home office-level steering committee to manage the implementation of the 10 Green Dot schools with active CCSPP grants. The steering committee conducts exploratory activities and provides crucial direction and support to schools undertaking the implementation of the California Community School program, and is pivotal to the success of Locke High. The committee includes Green Dot support staff and every Community Schools Coordinator, and meets monthly at the home office. At these meetings, the schools engage in data-driven decision-making.

To establish equitable decision-making processes, Locke High, has established a Community Schools Advisory Panel comprised of representatives from diverse backgrounds that reflect the community's racial, cultural, and socioeconomic diversity. The Panel is co-facilitated by the Community Schools Coordinator and the Principal and includes administrators, staff, and parents. The Panel meets six times each year to provide input on partnerships, programs, and spending to ensure that community school services are meeting the highest priority needs of stakeholders. The Panel will collaborate to streamline and improve the delivery of essential services, ensuring a cohesive and comprehensive approach to addressing the unique, multifaceted, needs of students and families in this low-income community.

Regular community-building events and forums strengthen relationships and establish open lines of communication, creating a supportive school culture. To ensure that decisions are widely accepted and effectively implemented, the school incorporates inclusive decision-making processes that prioritize consensus. Transparent communication channels such as Parent Square convey decisions and ongoing feedback mechanisms through regular surveys, address concerns and ensure a shared understanding among stakeholders. Parents and guardians are encouraged to attend monthly "Coffee with the Principal" events which are scheduled on dates and times that are most convenient for families. Parents are encouraged to ask questions and identify ways to best support student success. Partnerships with Parent Engagement Bridge for Student Achievement Foundation and United Parents & Students further equip parents with the tools to advocate for what issues are affecting their daily lives, including strategies to address issues in the school community.

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools "de-silos" all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
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<p>Annually, all Community School priorities are aligned with Green Dot “Power” goals that are established in Locke High’s LCAP and strategic plan, and closely align with WASC.</p>	<p>The new 3-Year LCAP developed by June 2024 will be closely informed by the needs, assets, and priorities identified during the school’s community schools planning process and the development of this Implementation Plan.</p>	<p>The Community Schools goals and action steps have been developed through a rigorous needs assessment process to align with the goals and actions in the LCAP.</p>
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Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve 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	Outcome/Indicators
<p>By grant year 1, diverse and qualified staff have been hired and on boarded at the school site and district level to lead and support Community School work.</p>	<p>Assign one Home Office Innovation Specialist to Locke High to manage and support the Community Schools staff and programming from the district level.</p> <p>Under partnership with Children’s Institute (CII) Hire a bilingual (English and Spanish) Community School Coordinator position for overall site-level coordination and management at Locke High.</p>	<p>Children’s Institute hired and onboarded a bilingual Community School Coordinator in July 2023. The Innovation Team provides ongoing training and professional development of Community Schools staff, including twice monthly professional development work and one-on-one mentorship.</p>
<p>By grant year 5, when CDE funding ends, Locke High will maintain the Community Schools Coordinator and related programming.</p>	<p>Once partnerships are established and running, identify which CCSP roles may be transitioned to existing staff roles and responsibilities.</p>	<p>Locke High has developed a communications and outreach strategy that highlights Community School programming and supports school wide efforts to increase average daily attendance and school-wide enrollment.</p>

	<p>With the support of Green Dot Home Office, develop a realistic sustainability plan that ensures core program pillars of CCSPP remain.</p> <p>Work with community partners to identify alternative revenue sources to sustain critical partnerships.</p>	
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Key Staff/Personnel

Key Staff	Main Role/Site-level Function
<p>Maria Munguia, Community School Coordinator - Children’s Institute Staff</p>	<p>Children’s Institute assigned the bilingual English/Spanish Community School Coordinator (CSC) to Locke High in July 2023. The CSC is an integral member of the school leadership team who identifies and organizes existing services on campus and acts as the liaison between school administration, key stakeholders, staff, students, and the community to facilitate the services to the benefit of the entire school community. The Coordinator integrates effective education, college preparation, family engagement, prevention/intervention programming, and enrichment services into the existing school community in order to positively affect student achievement and ensure a successful community school model. These activities are designed to support the holistic development of students and caregivers. The CSC also supports school staff through coordinating trauma-informed trainings and other professional development opportunities. In partnership with Green Dot’s Home Office, the CSC analyzes performance measures, school results data, and program quality to determine the appropriate necessary changes to the program or implementation strategies to meet program outcomes. The CSC also ensures that transformative progress is made toward meeting grant indicators and objectives while the grant supports the academic,</p>

	<p>post-secondary, and enrichment goals of students.</p>
<p>Grizelda Vigil/Nat Pickering/Julia Fisher, Innovation Specialist</p>	<p>Locke High is assigned a specialist from the Green Dot Home Office Innovation Department. The Specialist helps design, implement, and monitor Community School Coordinator efforts. The Specialist collaborates with school administrators and the Community School Coordinator to ensure the Community Schools pillars are well established on the campus. The Innovation Specialist also provides initial onboarding sessions and professional development twice a month for the Community School Coordinator to ensure that they are guiding sustainable community school work and that spending is in line with grant requirements. The Innovation Specialist supports the Coordinator’s work by providing clear processes and templates for everything from Advisory Panel meetings, to strategic plan templates, to stakeholder surveys. Additionally, the Innovation Specialist helps the Coordinator and Principal develop a sustainability plan.</p>
<p>Joanna Mata-Rodriguez, Parent Coordinator</p>	<p>The Locke High School Parent Coordinator supports parent and community engagement activities, including by facilitating parent workshops. The Parent Coordinator works closely with the Community School Coordinator to build an infrastructure for community schools services, so that once the grant concludes, the Parent Coordinator can continue to implement services and develop/maintain high-quality partnerships.</p>

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

Locke High and the Home Office are working together to develop a long-term funding plan for CCSPP. Currently, Locke High works with partners to provide mental health services and CII is incorporating Enhanced Care Management program under California Advancing and Innovating Medi-Cal (CalAIM), a five-year plan to integrate primary care and social services, with the intention of ensuring more equitable, coordinated, and person-centered care. As part of the grant, Locke High pursues opportunities to blend and braid existing or new resources to sustain the implementation of community school practices with adequate resources and support systems after the grant period ends.

The CSC will integrate practices, and/or transition practices to be sustainable on public and private revenue, with a key focus on increasing and sustaining Average Daily Attendance to support CCSPP-funded programs. Our Community School work will be featured prominently in all recruiting campaigns. By offering dynamic programs that meet the needs of the local community we aim to increase enrollment and thus fund this work after the grant period ends. Locke High will work closely with Green Dot's home office to identify and leverage community partnerships and in-kind funding to sustain its programs and partnerships. Green Dot will further strategize with community partners on approaches to continue providing services over the long-term at a reduced price and/or cost-free.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding 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 that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
At least two community partners will attend four Advisory Panel meetings each year.	The CSC invites program partners to to Advisory Panel meetings.	The CSC shares the goals of Locke High’s Community School program with program partners during regular Advisory Panel meetings.
At least four community partners will attend Community Partner Breakfasts held once a semester.	The CSC will hold twice yearly Community Partner Breakfasts	Locke High has held two Community Partner Breakfasts each school year. During these events, the CSC presents progress on Community School programming to current and potential partners, as well as the community, and solicits attendee feedback on the work.

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:

Green Dot Public schools has a long history of partnering with the community to provide high-quality programming to members of the school community. Locke High has a range of partnerships which respond to the needs identified during the needs and asset mapping process. The ongoing partnerships play distinct roles in our Community Schools Program. These partnerships touch each part of the four Community Schools pillars and are designed to meet the needs of students, staff, and the community:

Locke High offers a range of **student-focused partnerships**. CII provides comprehensive support of students' physical and mental health through on-campus mobile health clinics that offer vision, dental, hearing, and wellness exams to students and their families at least once each year. CII supplements in-school mental health service providers with expanded support to provide clinical therapy, group therapy, and connect family members to mental health services. CII's two-generation wraparound services assist the highest-need children and families. This includes behavioral health services with numerous evidence-based practices (leveraged through CII's contract with the Department of Mental Health), parent-focused programs (Project Fatherhood, employment support, etc.), early childhood education for younger siblings (through CII's center and home-based programs), and crisis interventions (such as intensive wraparound services for foster youth). The school provides support for the 21% of the student population which is African American through mentoring programs with Smiling Boys Project, See a Man Be a Man, and EmpowerHer.

Under a College and Career Access Pathways Grant, Locke High has built an early college pathway for students to earn UC/CSU transferable credits in Child Development toward a paraprofessional certificate which qualifies for four-year teacher programs. The school also offers CTE pathways in Building & Construction and Computer Science under a K12-Strong Workforce Program grant.

CII partners with Watts Gang Task Force (WGTF) to provide Safe Passages at Locke High, a program that stations former gang members along heavily trafficked walking routes to ensure students are able to get safely to and from school. Many students skip school out of fear of being harassed by gangs. By stationing former gang members who understand the situation these youth face, the WGTF is able to help youth problem-solve and build resilience so they are able to focus on their academics rather than their safety. Ambassadors work collaboratively with school security by notifying them of any individuals lingering outside the gates in cars. WGTF Security Ambassadors can be expected to help diffuse arguments between students and utilize intervention methods that avoid escalation to physical incidents. WGTF also provides Impact Sessions with parents discussing the importance of school attendance and the implications of allowing students to miss school and roam the streets.

Locke High provides **staff-focused partnerships** with a focus on professional development and building a strong school community. Relay Graduate School of Education is focused on providing teachers and school leaders with personalized coaching; Overcoming Racism provides staff professional development coaching focused on building a just school environment; CCEJ provides experiential, and interactive staff professional development focused on anti-oppression education and building restorative practices. In addition, CII offers numerous professional development opportunities throughout the year to support school staff. These trainings include: vicarious trauma, compassion fatigue, emotional burnout, de-escalation training, adult and pediatric CPR/First Aid with Narcan, introduction to LGBTQ+ language, understanding the child and their environment, self-awareness, emotional first aid, and active listening. Through these trainings, CII aims to provide the tools to teachers and

other school staff on how to identify symptoms of trauma, provide crisis management, and facilitate linkages to ongoing services for youth. By addressing behavioral issues in the moment, staff can eliminate distraction in the classroom and focus on actual learning.

To address broader **school-wide community needs**, CII provides parent trainings based on wants and needs, on topics including college readiness, financial aid, advocacy, financial literacy, homework assistance strategies, English as a Second Language, bullying prevention, voter registration, and wellness. CII offers numerous family resources and engagement activities throughout the year, including: parenting workshops, a destigmatizing mental health parent group, grocery bag and other basic needs giveaways, a gratitude workshop, a nutrition class, an internet safety parent series, and immigrant rights workshops. Each parent/caregiver who participates provides feedback on the activity and makes recommendations to influence future opportunities.

The CSC is building relationships with families to support school engagement and attendance, connect families to a web of available resources such as direct services, mental and physical health supports, and as appropriate, conducts home visits to support individual family goals. CII's CSC works with school leadership to identify chronically absent students, and CII's Care Coordinator engages with each family to provide referrals and linkages for any needs. CII links these youth to a TAP card, weekly study halls, basic needs such as groceries, school supplies, and backpacks, and winter essentials like an umbrella and raincoat. Locke High and CII staff also make weekly phone calls to parents and caregivers in order to link parents and caregivers to additional services like applying to Cal Fresh, reduced metro bus pass, linkages to other community-based organizations, food pantries, linkages to foster care services and supports provided through the county, linkages to community-based organizations that assist with temporary housing, and access to free or reduced-cost internet.

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
By grant year 1, the Community School Coordinator will be prepared to build relationships, develop shared understanding, and coordinate efforts	The CSC attends bi-monthly home office professional development to receive training and support to address school needs and develop best practices for student success.	The CSC has coordinated efforts for student success and reports regularly to all stakeholders.

for student and school success.	The CSC receives one-on-one coaching from the Innovation Specialist.	
Increase teacher training and professional development on curriculum implementation, student work analysis protocols and data-driven instruction.	Provide engaging, high-quality professional development.	Green Dot provides four 'All Green Dot Day' pullout days for all teachers across Green Dot's 18 schools; a rotating schedule of weekly school-site professional development including school-wide, department or grade-level specific sessions; and ongoing coaching and instructional support from Principals and Green Dot's Academic Coaches.

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
By the end of grant year 1, the school-based curriculum will reflect the rich, diverse cultural and linguistic backgrounds of students and families in South Central Los Angeles.	<p>Incorporate lessons learned from the school and community needs assessment related to the specific educational needs, cultural backgrounds, and aspirations of the community and our students.</p> <p>Leverage Locke High's Community Schools Advisory Panel and other regular forums and meetings to gather input from students, parents, teachers, and community members to</p>	<p>Locke High formed an Advisory Panel in year one of the grant which is comprised of students, staff, and community members.</p> <p>The school administers annual student, staff, and family surveys to garner feedback on the needs of the community. This informs programming that reflects the diverse cultural backgrounds of the students.</p>

	<p>ensure their voices are heard in shaping the curriculum.</p> <p>Collaborate with school staff, community members, and experts to incorporate stories and cases and use examples that are culturally relevant, inclusive, and reflective of the community's history, values, and traditions.</p> <p>Forge partnerships with local community organizations, businesses, and cultural institutions to bring real-world experiences into the classroom and provide students with practical learning opportunities.</p>	
<p>Provide ongoing professional development opportunities for teachers to enhance their cultural competence, understanding of diverse learning styles, and proficiency in implementing community-based pedagogical approaches.</p>		<p>One of the four 'All Green Dot Day' pullout days for all teachers includes a session with Overcoming Racism to improve the collective cultural competence of staff.</p>

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP),

School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>By grant year 1, create an evaluation plan that is robust and rooted in local data and measures, allowing for diverse community based definitions.</p>	<p>Coordinator will create a strategic plan and update continuously to monitor, track progress and analyze partnerships/programs success with meeting the CCSPP goals and metrics.</p> <p>Community Schools Coordinator will continually engage stakeholders in the development and assessment of services.</p> <p>Conduct possibility thinking workshops to encourage creative and innovative approaches to addressing challenges and maximizing successes. These workshops will provide a platform for continuous improvement and the development of new strategies.</p>	<p>Diverse perspectives are considered in the evaluation of Community Schools services.</p>
<p>Deploy the evaluation plan to ensure the community schools program engages and continually addresses the needs of all stakeholders.</p>	<p>Conduct a thorough review of school data during monthly workshops. Data includes but is not limited to academic performance, attendance rates, community engagement, and other relevant metrics.</p> <p>Work collaboratively with the school community to establish diverse definitions of success. Recognize and celebrate achievements beyond traditional academic measures, including social-emotional development, community</p>	<p>Improved Academic Performance: Increase in standardized test scores, grades, and graduation rates.</p> <p>Enhanced Community Engagement: Higher levels of participation in community events, workshops, and school activities.</p> <p>Positive Social-Emotional Development: Improved indicators of social-emotional well-being, such as reduced disciplinary incidents and increased student satisfaction.</p>

	<p>engagement, and overall well-being.</p> <p>Develop a set of metrics that align with the identified community-based definitions of success.</p> <p>Coordinator will present the data collected from each partner the progress made towards meeting each CCSPP goal/metric during their last Community Schools Advisory Panel meeting of each school year to get comments and feedback from stakeholders to inform decisions for the next year.</p>	
<p>CII will serve, triage or link resources 80% of the mental health referrals received by the School Mental Health Leadership Team.</p>	<p>CII will use the Internal Referral Tracking System to monitor the number of students and community members served.</p>	

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