

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

Mikala L. Rahn, Phd

Founder and CEO/Superintendent

Learning Works Charter School

90 North Daisy Avenue, Pasadena, CA 91107

Resource Center: LW@Homeboy, located at the Youth Reentry Center 1912 East First Street, Los Angeles, CA 90033

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](#)):

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

A hallmark of our program is a committed staff that seeks new activities and strategies that improve our ability to engage disconnected, disenfranchised youth. We have proven our ability to enhance our model and sustain it as we learn more from our students and our community. COVID has changed many of the conditions our youth live in and the variety and intensity of mental health issues and day-to-day challenges of their life circumstances. We have a strong team of professionals including a leadership team comprised of Directors of Student Supports, Accountability, Wellness, Facilities/HR and Finance, as well as teachers, Chasers, tutors and other support staff ready, able and wanting to implement enhancements to our program, and integrate the proposed activities and areas of focus under the community schools initiative to support long term sustainability and engagement of key stakeholders.

One key area of development is the representation of parents and students on the community schools advisory/school site council. In 2022-23, we adopted a revised family engagement policy and have been implementing new practices under this framework beginning in 2023-24. These include interactive parent meetings and the provision of new classes and supports for parents and families.

Every spring, we engage in a reflective process with surveys of students, graduating seniors, staff and parents. We also use the annual staff review process to engage in learning about professional development priorities to support staff learning and growth. These processes support all of our stakeholder engagement and planning processes for WASC and LCAP development. In the 2023-24 year, we engaged in our WASC self-study, completed the WASC visit in spring 2025 and received a six year accreditation in April 2025. As a single school with two locations, this process helps us to focus our efforts and streamline various accountability efforts so that we can distill the top priorities for the school year.

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.

Vision for Community Schools Initiative at Learning Works

Learning Works is more than a school—it's a movement. We have an approach to poor families that works, and a means to improve the city's dropout rates. Our goal is to end poverty through education and the social/economic breakdown of families by ending the family cycle of dropping out of high school. We realized the existing system just does not know how to re-engage, welcome or serve dropouts, so we started a charter school where the dropout is the customer. We see our role as advocates for the poor and disengaged, with one goal: all youth deserve a high school diploma.

Learning Works Charter School (LW) is a single charter school and an independent LEA first authorized by the Pasadena Unified School District (PUSD) in 2008. Our campus is located in Pasadena, CA with a resource center at Homeboy Industries in Boyle Heights enrolling students throughout the school year, with approximately 225-275 active students at any one time. Our school is designed for opportunity youth who have disengaged or dropped out of traditional public schools to reengage in their learning and to attain a high school diploma. We enroll students in grades based on age rather than credit accumulation, thus we have a large number of seniors, many who have few credits and have a lot of ground to make up. Some of our seniors may need to re-enroll multiple times over the span of a few years in order to meet the goal of a high school diploma. Each year, we place a particular emphasis on supports for those seniors with 100 or less credits needed for graduation to stay motivated and engaged.

Our model for education is based on the five core elements of: Rigor, Relevance, Relationship, our

Principles, and Chasers. Chasers primary role is to mentor, support, engage and “chase” students back to school. Throughout the pandemic our staff was on site and dedicated to bringing resources that engaged, re-engaged, and focused on relationships. We learned a lot during that time and are continuing to build and re-build programs to suit the current needs of our population.

Our foundational set of Principles practiced and modeled by all staff and students and reflected in all our school plans including the LCAP are core to our understanding of human dignity and equity:

- Fresh Start
- Forgiveness & Unconditional Love
- Safe Haven
- Reality & Potential
- Desire to Give Back and Be Heard
- Honesty
- Joy & Fun
- Irrational Commitment to Students

Our primary and most important school goal is ensuring that every LW student attains a high school diploma. The personal assets we hope to achieve in our students include: improved decision-making, time management, positive race relations and active participation in the community. Our graduates demonstrate proficiencies related to all of these areas. We seek to prioritize coordinating community and school district resources for students and their families.

During the past two years, we have begun to update and re-invigorate our model through a re-energized focus on our experiences which include a wide range of field trips and in-person labs in all core subject areas, curriculum and instructional consistency, and the re-opening of Community Works programming including artWORKS (at a new site) and continued engagement in our community garden (GroWorks). We have also launched new student support processes including a weekly student support cross-disciplinary team meeting. In our planning and development of a proposal for the Bipartisan safe schools initiative, in which we were funded for the next four years, our needs assessment established key areas of focus, which will be augmented by the community schools initiative areas of employer and partner engagement, art programming, and wellness services.

LW was created in 2008 in partnership with our chartering district, PUSD, to provide support to secondary students in grades 6 to 12 who were not succeeding in a traditional school and had mostly dropped out, been pushed out or been expelled. Our school focuses on probation youth, teen parents, youth in foster care, homeless youth, and the poorest in our community that require Multi-tiered Systems of Support (MTSS). The funds will build our capacity and enhance our MTSS implementation.

Our MTSS framework helps unify practices across our school and with LA County systems such as foster care and probation, so students are getting the same access to support no matter which teacher at LW they are assigned. Classroom educators, staff, and the leadership team at LW are all working towards a common goal of creating a positive learning environment that serves the needs of all students across all areas of development. Through a multi-disciplinary approach, LW can ensure that our choices are grounded in student need, not just perception or past behaviors. With our

students, the preventive steps were not taken or have already been tried in their previous school settings. LW focuses on intervention with support services before larger challenges arise. LW is focused on educational equity, which means to us that each student gets what they need to succeed. Our individualized learning plans support each student holistically and ensure access to the supports identified as needed to stay engaged and succeed in their goal toward a high school diploma.

As part of the community schools initiative, we are looking forward to expanding our shared-decision making processes by expanding on our board member governance and by establishing a comprehensive school council with members of staff, partners, and student and family representation. The community schools coordinator supports connections among these groups, facilitating meetings with the support of a community schools chaser. The structure of this group, meeting schedule/frequency, and priorities/timeline has been one of the first tasks of the coordinator. While this will be an opportunity to expand shared-decision making for the school in a more formal way, many of our current practices already support shared decision-making. We are a small school, Monday mornings each week are dedicated to a staff meeting, professional development, review of data and current priorities. In addition, a weekly student supports meeting facilitated by the Director of Wellness will be augmented by the community schools initiative. A board liaison to the community schools/school site council will be in attendance to help ensure connections to overall LEA planning and governance.

Our commitment to continuous improvement is exhibited through the WASC and LCAP. Public Works (PW), the founding organization for LW, is a non-profit corporation that has 25 years of experience working with the community, parents and students, schools, government agencies and other non-profits as an evaluator and to provide services and resources that educate, inform and improve the lives of children, youth and families. The PW research team will serve as the evaluator of community schools implementation, providing recommendations for change along the way and for the interim and final grant reporting. The PW research and operations team supports all school accountability reporting including the development of the LCAP, annual updates, and grant reporting.

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
Positive Behavioral Supports*	Increased graduation rate of Long-term students (Student Information System).
Integrate community partners	Increased college and career preparedness (% of graduating seniors identifying a career goal or direction, % of graduating seniors planning to enroll in college or vocational training).
Student and Parent Leadership Development and Opportunities	Increased member attendance in various school meetings and events (Student Council, Parent Meetings, Parent Workshops, Community Schools Advisory Council).

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
Increase community outreach and participation in the school.	Outreach to parents for meetings and workshops, student council, gathering community partners for a school health fair.
Increase mental health screening and services.	Outreach to students and parents with mental health campaign; utilize our student concerns google form and tracking sheet to track students needing mental health services and other supports; track referrals to our partner provider D’Veal Youth and Family Services.

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.

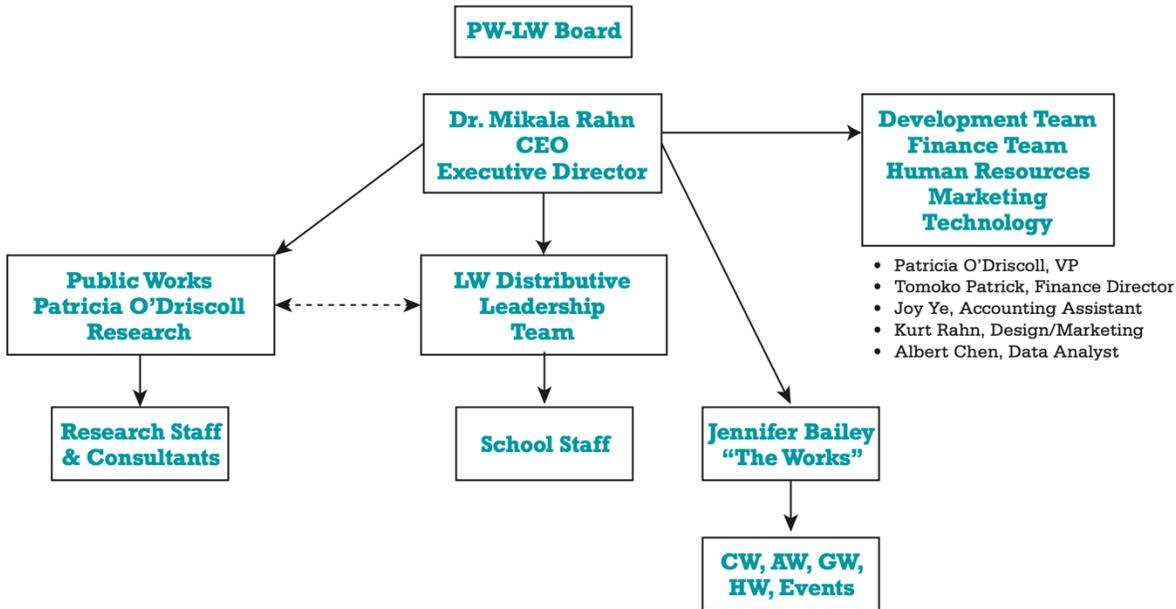
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Establish Community School Advisory Council/align to School site council	Roster, outreach to partners, meet at least 4 times
Implement Family Engagement Plan	4 parent meetings (2 at each site); parent workshops
Present and engage with PW/LW Board	Provide annual update at Fall board meeting; incorporate updates in LCAP development and adoption

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):

Under the Community Schools Grant, LW has established a Community Schools Advisory Council comprised of a diverse group of stakeholders. The council is made up of a group of students, parents, teachers, administrative staff, volunteers, community partners and school district and city council representatives. Members of the council engage in shared decision-making practices by providing LW staff with feedback on our implementation of the Community Schools Grant and how to improve said implementation to best serve our learning community. The purpose of the council is to ensure that all stakeholders in LW have equal input in the strategies, methods, and outcomes of the Community Schools initiative at our school.



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
Launch CS and Safer Schools Initiatives	Refine job description and hiring plan for CS Coordinator
	Refine job description and hiring plan for CS Chaser
	Develop job description and hiring plan for School LCSW and/or Wellness Team Member
Integrate CS staff into School structures	Weekly Student Supports meeting
	Coordinate with Counselor to integrate CS/School site Council
	Bi-weekly school leadership team meetings
	Coordinate with Counselor on Parent involvement strategies
Manage partner outreach/relationships	Continue to develop scopes of work and subcontract with identified partners
	Continue to develop partner communication strategy/manage meetings
	Continue to identify funding sources for sustainability, newsletters, media

Key Staff/Personnel

Mikala Rahn	Founder, CEO & School Director
Jennifer Bailey	Director of Student Supports
Henry Espinoza	Director of Wellness/School Counselor
Sylvia Tolbert	Director of Accountability
Raul Zarate	Site Lead for Student Support at First St.
TBD	Social Worker/LCSW/Wellness team member
Olivia Dowdle	Community Schools Coordinator
TBD	Community Schools Chaser

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

- Robust fundraising efforts including annual fundraiser. Public Works research and operations team identification of new funding opportunities
- Donor engagement/newsletter and events
- Private and government grants to support our population (health, mental health, workforce development)
- Partnerships with key community CBO's to collaborate on programs and fundraising, working collaboratively with our chartering district, PUSD
- Community Schools Coordinator and Chaser engagement and recruitment of new partners and agencies for referral of students and families to services
- Joining cohort for Medi-cal reimbursement, researching other opportunities for public funds identified by CDE through technical assistance of the community schools initiative

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 student readiness for college and career pathways after high school.	Enhance partnership with College Access Plan, more in person workshops with CAP, outreach to graduating seniors
Increase and enhance our Mental Health support offerings for LW students	Partnership with D'Veal Family and Youth Services, mental health campaign on campus to increase awareness, referral process implemented into new student registration packet.
Include community partners into decision-making spaces to incorporate their knowledge and expertise in our process of transforming into a community school.	Invite more community partners to join Community Schools Advisory Council, implement partnership feedback survey to be administered annually.
Increase student access to high quality arts programming.	Partnership with Armory Center for the Arts, implement classes and opportunities with the Armory during the school day.

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:

Homeboy Industries, a jobs program offering alternatives to gang violence in one of the toughest neighborhoods in Los Angeles. Founded by Fr. Greg Boyle, who has been an advocate for at-risk and gang-involved youth in Los Angeles, and around the world, for over 25 years, Homeboy Industries started as, and continues to assist at-risk, recently released, and formerly gang involved youth to become contributing members of their communities through a variety of services in response to their multiple needs. Homeboy Industries serves at-risk and gang involved youth with a continuum of services and programs designed to meet their multiple needs, and runs six businesses that serve as job-training sites. Our second site is now co-located with Homeboy Industries Youth Reentry Center, where students have access to a range of services.

Armory Center for the Arts, a nonprofit, community-based organization that encourages the creative exchange of ideas through art exhibition and education for students of all ages and backgrounds. Armory is among a handful of organizations that can present exhibitions and classes at the same time, under one roof, and the only one in Southern California. Armory offers programming at both our Pasadena and East Los Angeles locations.

College Access Plan prepares underserved students to succeed in college, primarily serving students attending schools in and graduates of the Pasadena Unified School District. Founded in 2006 by a local high school teacher and college instructor, College Access Plan's core belief is that all students, regardless of socio-economics, geography, or background, have the right to equal access to a college education. Through topic-specific workshops, one-to-one advisement, and long-

term student cohorts, CAP encourages students to believe they are ready to attend college and complete college. CAP will support our school counselor and site lead for student supports to engage students in additional college planning and preparation.

D'Veal Youth and Family Services, provides essential mental health services to youth in including individual therapy. Founded in 1993, D'Veal Family and Youth Services is a nonprofit behavioral healthcare organization based in Pasadena, California, dedicated to supporting children, youth, and families across the San Gabriel Valley. Founded in 1993 by John McCall, the agency offers a comprehensive range of services, including mental health counseling, early intervention, crisis support, and case management. These services are delivered in various settings such as homes, schools, and community locations. The organization aims to empower families and strengthen communities through culturally sensitive and accessible care. D'Veal equips our school with an on-site therapist to work with our students referred to their services.

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