

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

## 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

Sycamore Magnet Academy  
 Tustin Unified School District  
 Community School Specialist: Ryon Tanara

## 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:

#### **Why a community school for my school:**

In an effort to capture the voices of all stakeholders, SMA students, parents, teachers and staff were asked to answer the question: Why a Community School for my school? A few responses are included below:

"A community school brings people together and creates a safe and comfortable environment where students flourish in the best ways." -Student

"A community school benefits all people around us with activities, meeting daily needs, mental health supports, ect." -Student

“A Community School is student centered in that it promotes the goal of student achievement which in turn strengthens community - it’s a cycle that continues to support transformation of culture and learning.” -Teacher

“Families have a relationship with the school community, ensuring student success.” -Teacher

“A community school helps to make sure every child has the resources to live and have a successful school year. It brings a sense of community and family to the school.” - Parent

“If the school invests in the community, the community will invest back in the school.” -Social Worker

“I have seen and heard the impact of the community school as a school volunteer. Each mom that I talk to shares that they feel like a part of the community. The community school allows us to continue to build bridges between parents and staff.” -Parent

As a community school, SMA aims to create trusting relationships with all stakeholders. Over the past two years, we have worked hard to create opportunities and spaces for families, staff and community partners to share their feedback about the needs and strengths of the community. We conducted a needs and assets assessment, co-created by students, families, teachers and community partners, providing critical data to guide our work. We also gathered community feedback through various channels including English Language Advisory Committee Meetings, School Site Council meetings, Principal Coffee Chats, staff meetings and Community School Advisory Committee Meetings. Student leaders on the advisory committee also collected data by interviewing their peers during snack and lunch periods to understand their needs and strengths. Based on this feedback, we have taken action, resulting in 11 parent workshops, 14 after-school enrichment/intervention opportunities and 527 middle school students participating in enrichment classes during the school day. We believe that schools belong to all of us, and our efforts reflect the voices of all stakeholders. **We will continue to lean into this work as we understand that shared power exists only when we create opportunities to build trusting relationships with all stakeholders.** Moving forward we will increase lines of communication to ensure that all voices are amplified, especially of those who have been historically underrepresented. This will be accomplished through surveys, focus groups, one-on-one conversations and more.

A great deal of progress has been made, but we understand that there is still much work to be done. **A goal for the 2024-25 school year will be to integrate the community school’s work into the classroom.** In collaboration with our teachers and staff, our aim will be to ensure that students are able to utilize the lessons learned in their classrooms and connect it to the work of solving real world problems. Our students must be globally aware and understand the collective power they have to transform their communities for the better. Our community understands that this work takes time. We are committed to implementing the California Community Schools Framework as we continue to lean into this work.

**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.

This past year, 266 families of 1,169 total responded to the needs and assets assessment survey. This is representative of about 23% of our families. Although this number was not as high as we would have liked, our team made sure to gather additional feedback through other channels (parent meetings, student interviews, ELAC, SSC, phone calls, etc.)

School staff were engaged in the Community Schools visioning process during staff meetings, admin meetings, conferences and district training sessions.

As we move forward, we will implement the following action plan in order to go deeper into the needs and assets assessment process to engage our community in identifying their top community school priorities and vision:

#### **Surveys**

Surveys will be sent to all stakeholders to gather feedback about needs, assets and more. The current needs and assets assessment will be reevaluated by the Community School Advisory Committee to ensure the questions capture the critical data necessary to dive deeper into the work.

#### **Focus Groups**

Focus groups will be held throughout the year to better understand the needs and assets of the community. Stakeholders will be invited to participate in these spaces.

Focus Group - "A small group listening session with the purpose of understanding the group's collective perspectives, struggles, and experiences and/or hearing their ideas around how to address a community challenge." (Street Data)

#### **Empathy Interviews**

Individual stakeholders will be invited to participate in one-on-one interviews to gain a deeper understanding of perspectives, struggles and lived experiences.

Empathy Interview - "A one-on-one listening session with the purpose of gaining a deeper understanding of the other person's perspectives, struggles, and lived experience." (Street Data).

#### **Formal Meetings**

The admin team will continue to invite feedback during School Site Council meetings, ELAC meetings and Principal Coffee Chats.

#### **Student Leaders**

Student leaders will interview their peers to gather data on the needs and assets they identify.

**Call Campaigns**

The Social Emotional Learning team will identify groups in our community whose voices are not represented through the channels listed above. Personal phone calls will be made to these families to ensure that their ideas, thoughts and feedback are represented.

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

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

Draft Collective Priority	Outcome/Indicators you aim to improve
Increase Academic Supports in Literacy and Math	-Increase opportunities for students to receive additional support in the areas of literacy and math. -Students participating in academic support sessions in literacy and math will demonstrate growth on the STAR exam.
Increase Extended Learning Opportunities (Intervention and Enrichment)	-Increase the number of extended learning opportunities offered to students compared to the 23-24 school year (14). -Increase the number of students participating in extended learning opportunities compared to the 23-24 school year (153).
Authentic Family Engagement	-Increase in the number of families participating in parent workshops. -Invite families who would benefit from particular workshops to attend with a personal invitation.

**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
Pilot a PBL approach connected to community-based learning with one elementary teacher and one middle school teacher.	-Invite teachers to participate in the development of a project focused on community-based learning that addresses an issue facing the local community. -Pilot the project with a cohort of elementary and middle school students. -Share findings school-wide during staff meetings.
PD Focused on Learning Strategies focused on creating a clear bridge between classroom, school and community	Engage a cohort of teachers in professional development focused on connecting classroom learning to real-world issues.

**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 Opportunities for Stakeholder Feedback	-Surveys, Focus Groups, Formal Meetings, Student Leader Interviews, Call Campaigns, Empathy Interviews
Invite Underrepresented Groups to Serve on School Advisory Committee	-Invite stakeholders to participate in the school advisory committee.

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):

# SMA Student Supports


Principal: Estela Salas-Sarmiento  
Assistant Principal: Meredith Casalino & Yaneli Rivera  
Community School Specialist: Ryon Tanara









TK-5 Academic Support	6-8 Academic Support	Dual Immersion	English Language Learners	Special Education	Student Wellness
<p><b>Yaneli Rivera</b></p>  <p><b>Roles &amp; Responsibilities</b></p> <ul style="list-style-type: none"> <li>Intervention</li> <li>Coaching</li> <li>Co-Teaching</li> <li>SST/BST</li> <li>Small group instruction</li> <li>Data Collection</li> </ul> <p><b>Classroom Teachers</b> Lauren Schiel - IC TOSA TK-5 ILT: Jeanette Lopez TK-5 MTSS: Gabriela Rodriguez</p> <p>TK-5 Push-in Intervention: Christine Rogers Debbie Ludes</p> <p>TK-5 Paraeducators</p>	<p><b>Meredith Casalino</b></p>  <p><b>Roles &amp; Responsibilities</b></p> <ul style="list-style-type: none"> <li>Intervention</li> <li>Coaching</li> <li>Co-Teaching</li> <li>SST/BST</li> <li>Small group instruction</li> <li>Data collecting</li> <li>Tutorial</li> <li>Student of the Month</li> <li>Honor Roll</li> </ul> <p><b>Classroom Teachers</b> Lauren Schiel - IC TOSA 6-8 ILT: Cheryl Fischel 6-8 ILT: Sarah Wright 6-8 MTSS: Kerry Grant 6-8 MTSS: Alida Labiosa 6-8 Paraeducators</p>	<p><b>Yaneli Rivera</b></p>  <p><b>Roles &amp; Responsibilities</b></p> <ul style="list-style-type: none"> <li>Internal Communication</li> <li>External Communication</li> <li>Coaching</li> <li>Co-Teaching</li> <li>Data Collection</li> <li>SST - (DI Entry/Exit)</li> <li>Scope &amp; Sequence</li> <li>PLC</li> <li>PD</li> </ul> <p>DI Lead: Adriana Zamora Advisory Committee Gabriela Rodriguez Alida Labiosa Berth Picasso Alondra Diaz</p>	<p><b>Ryon Tanara</b></p>  <p><b>Roles &amp; Responsibilities</b></p> <ul style="list-style-type: none"> <li>Monitoring Subgroup</li> <li>Reclassification</li> <li>ELPAC</li> <li>ELAC</li> <li>Student Conferences</li> <li>Parent Conferences related to language</li> </ul> <p>Community Support Specialist: Ryon Tanara</p> <p>TK-5: Yaneli Rivera TK-5 EL Lead: Maria Garcia</p> <p>6-8: Meredith Casalino 6-8 Lead: Jorge Osorio 6-8 ELD Teachers</p> <p>EL Aide: Andrea Delgado</p>	<p><b>Dr. Salas</b></p>  <p><b>Roles &amp; Responsibilities</b></p> <ul style="list-style-type: none"> <li>IEP</li> <li>SST Participation</li> <li>Progress Monitoring</li> <li>Co-Teaching</li> <li>6-8 Directed Studies</li> <li>Emergency Response Team</li> </ul> <p>Jennifer Riebe - SDC Donna Parker -SAI Diana Perez - SAI Jennifer Delgado - SAI Alexis Luna - SAI Kathryn Kilgore -SLP Isabelle Scheinblum - SLP Rachel Zambrano - Psych SPED Paraeducators</p>	<p><b>Ryon Tanara</b></p>  <p><b>Roles &amp; Responsibilities</b></p> <ul style="list-style-type: none"> <li>504 Plans</li> <li>Student Check-ins</li> <li>Small Groups</li> <li>Individual Counseling</li> <li>Risk Assessment</li> <li>Emergency Response Team</li> <li>Child Welfare &amp; Attendance (SART)</li> </ul> <p>Counselors: Kristi Urfano Jacqueline Davila Catherine Hershey</p> <p>MHS: Jennifer Sosa SW: Raul Castorena</p> <p>PBSS: Laura Diaz/Pauline Kim</p>

# SMA Student Supports

Principal: Estela Salas-Sarmiento  
Assistant Principal: Meredith Casalino & Yaneli Rivera  
Community School Specialist: Ryon Tanara



Community Support	Media & Technology	Administrative Staff	After School/ Enrichment	Student Health	Campus Supervision & Safety
<p><b>Ryon Tanara</b></p>  <p><b>Roles &amp; Responsibilities</b></p> <ul style="list-style-type: none"> <li>Uniform Assistance</li> <li>Parent Workshops</li> <li>Basic Needs Resources</li> <li>GRIP</li> <li>Wonderment Wednesday</li> <li>Food Pantry</li> </ul> <p>Community Support Specialist: Ryon Tanara</p> <p>Community Liaisons: Teresa Lopez Rosa Ford</p> <p>Social Worker: Raul Castorena</p>	<p><b>Martin Martinez</b></p>  <p><b>Roles &amp; Responsibilities</b></p> <ul style="list-style-type: none"> <li>Book Orders</li> <li>Technology Tickets</li> <li>Classroom Technology</li> <li>iPad Distribution</li> <li>Device Insurance</li> <li>Classroom Visits</li> <li>Instructional Materials</li> </ul> <p>Site Tech Support Martin Martinez</p> <p>TK-5 LMT Cassie Backer 6-8 LMT Helen Welch</p>	<p><b>Elisa Beltran</b></p>  <p><b>Roles &amp; Responsibilities</b></p> <ul style="list-style-type: none"> <li>Bell Schedules</li> <li>Supply Orders</li> <li>Facilities Request</li> <li>Field Trips</li> <li>Payroll</li> </ul> <p>Principal Secretary: Elisa Beltran AP Secretary: Michelle Barrett Office Assistant: Esther Andrade Data Clerk: Samantha Marriott Attendance: Marisela Velazquez Pinney</p>	<p><b>Ryon Tanara</b></p>  <p><b>Roles &amp; Responsibilities</b></p> <ul style="list-style-type: none"> <li>Homework Support</li> <li>Academic Enrichment</li> <li>Sports &amp; Outdoor Recreation</li> </ul> <p>Omar De Jesus Marlin</p> <p>TUSD Expanded Learning Catalyst Kids</p>	<p><b>Cerissa Morita Alice Sanchez</b></p>  <p>Nurse: Cerissa Morita Health Clerks Cynthia Ilagor Martha Sandoval</p> <p>TK-5 Gabrielle Johnson Maria Villalpando</p> <p>6-8 Alice Sanchez Virginia Cornejo Floribeth Denning Gabrielle Johnson Leticia Ramirez Berta Silva</p>	<p><b>Jose Barron</b></p>  <p>Noon Duty Supervisors Miriam Morales Martha Rodriguez Ernesto Castellon Tayler Willis Phirun Tuoung OPEN</p> <p>6-8 Supervisors Angelica Castillo Silva Margarita De La Torre Eduardo Correa Plant Supervisor: Jose Barron</p> <p>Custodians: James Campos Armando Cortez Hosan Isa Michael Moriarty Antonio Resendiz</p>



# SMA Community School Advisory Committee

**Dr. Estela Salas-Sarmiento - Principal**  
**Ryon Tanara - Community School Specialist**  
**Rosa Ford - Community Liaison**  
**Teresa Lopez - Community Liaison**  
**Jennifer Sosa - Mental Health Specialist**  
**Catherine Hersey - Elementary Counselor**  
**Jackie Davila - Middle School Counselor**  
**Kristi Urfano - Middle School Counselor**  
**Raul Castorena - Social Worker**  
**Julie Valencia - PTO President (Parent)**  
**Janet Ramirez - ELAC/DELAC Rep. (Parent)**  
**D.G - Student Representative**  
**E.A. - Student Representative**  
**Claudia Bonilla Keller - Second Harvest CEO (Community Partner)**  
**Pamela Quevedo - Teacher**  
**Alida Labiosa - DI MTSS/ Teacher**  
**Michelle Tinajero - Carranza - Teacher**



## 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
Integrate Community School Implementation Plan into the SPSA	<ul style="list-style-type: none"> <li>-Work with the school admin. team to integrate the work of the community school into the SPSA.</li> <li>-Develop yearly goals focused on the sustainability of initiatives.</li> </ul>
Provide School Training on the Community School Framework to Additional School Staff	<ul style="list-style-type: none"> <li>-Provide training at staff meetings reviewing the framework, best practices and implementation strategies.</li> <li>-Highlight classroom and school efforts focused on implementing components of the community schools model.</li> </ul>

## Key Staff/Personnel

Community School Specialist	<ul style="list-style-type: none"> <li>-Facilitate the Work of the Community School</li> <li>-Lead Advisory Meetings</li> <li>-Coordinating Parent Meetings/Trainings</li> <li>-Coordinate Enrichment and Intervention Opportunities through Extended Learning</li> </ul>
Attendance Clerk	<ul style="list-style-type: none"> <li>-Support with attendance procedures and protocols and work with families demonstrating attendance issues.</li> <li>-Monitor students who are chronically absent and tardy</li> <li>-Coordinate Attendance Incentives to encourage school attendance</li> </ul>

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

From the start, Sycamore’s Community School Strategy has prioritized sustainability efforts. As a school site, we have already employed several strategies to support these efforts. The list below highlights both current strategies and those we plan to implement in the future.

- Continue to form partnerships with local organizations to offer workshops and programming for students and families:
  - Orange County Department of Education
  - Second Harvest Food Bank
  - Waymakers
  - Tustin Police Department
  - Assistance League
  - Tustin Public Schools Foundation
  - Giving Children Hope
  - OC GRIP
- Continue to offer opportunities for school staff to lead training for teachers, families and students focused on topics identified in the needs assessment. Staff include social worker, mental health specialist, counselors, teachers, teachers on special assignment and others with expertise on topics of identified interest.
- Invite teachers, parents and staff to participate in professional development opportunities utilizing the CCSPP funding. Training staff with this funding ensures the knowledge and practices will be sustained and shared even after the grant funding ends.
- Continue to strengthen the partnership with ELOP and utilize the funding to offer enrichment and intervention opportunities after school.
- Train middle school students to offer tutoring to elementary students.
- Continue to explore grant funding opportunities with the support of the district Community School’s Lead.

## 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
Invite additional community partners to serve on the Community Schools Advisory Committee to ensure that their ideas and experiences contribute to the work of the community school.	Currently, SMA has one community partner serving on the Community School Advisory Committee. Additional partners will be invited in the hopes of having one new partner join the committee.
Form new partnerships with organizations that offer science and math enrichment after school. This was a need highlighted in the needs and assets assessment.	Partner with a STEAM focused education enrichment organization to offer enrichment opportunities after school.

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:

Sycamore Magnet Academy has formed a number of partnerships with organizations that support the Community School efforts. Many of these partnerships existed prior to the CCSPP grant funding while others have been formed as a result of the information presented on the needs and assets assessment. As a school, we will continue to explore new opportunities to form partnerships with organizations that share our vision to support all students and families:

- Tustin Public Schools Foundation
- Assistance League of Tustin
- Operation School Bell
- OC GRIP
- Second Harvest Food Bank
- Trinity Church
- Orange County Department of Education
- Tustin Police Department
- Waymakers
- Giving Children Hope

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