

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

Valley Oaks Center For Enriched Studies, VOCES Magnet, VOCES Magnet
 9171 Telfair Ave
 Sun Valley, CA 91352
 (818)394-4600

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:

.Valley Oaks Center for Enriched Studies (VOCES) is a Magnet school that services the communities of Sun Valley and the larger East San Fernando Valley Area. Any LAUSD student can apply to VOCES Magnet. Our school seeks meaningful involvement by students, families, certificated and classified school staff, and community-based partners in the process of identifying the assets and needs of the community as well as in the planning of learning opportunities and support services to be offered. The transformation that we seek by becoming a community school is to be able to provide students with more opportunities that enrich their learning. This means partnering with more organizations, seeking the support of more agencies and institutions. We also hope to obtain the

resources to be able to build capacity for parents in order for them to become educational partners and support their students through their enriched courses. We want to be able to tap into the community's own wealth of resources and put them at the disposal of students so they can find their true potential.

We have a strong sense of community, respect for the diverse cultures of our students and families, and cultivate positive two-way family engagement. Overall, VOCES Magnet is "emerging" in relation to implementation of the Capacity Building Strategies and seeks to improve our school community through living the Community Schools Overarching Values. Our educators have all participated in District provided training modules around anti-bias and anti-racist practices over the last two years and a small group has recently engaged in an eight hour training on *Joyful Disruption*, an anti-bias, anti-racist framework for schooling. Through our collective work we have established relationships between staff, students and families that surpass the classroom and have real-world impact. More work is needed in this area so that there is a common understanding of how we can collectively nurture relationships and help students thrive further. Our school seeks meaningful involvement by students, families, certificated and classified school staff, and community-based partners in the process of identifying the assets and needs of the community as well as in the planning of learning opportunities and support services to be offered. The transformation that we seek by becoming a community school is to be able to provide students with more opportunities that enrich their learning. This means partnering with more organizations, seeking the support of more agencies and institutions. We also hope to obtain the resources to be able to build capacity for parents in order for them to become educational partners and support their students through their enriched courses. We want to be able to tap into the community's own wealth of resources and put them at the disposal of students so they can find their true potential. With regards to the value of "Shared Power", we have a Local School Leadership Council that meets regularly and Community Schools is on each agenda. We have had training by both our union UTLA and LAUSD to understand budgets and protocols for effective Council sessions. We have invested more time and resources in participating in training offered through community partners and the Community Schools Initiative in order to build capacity.

In terms of classroom- community connections we are proud of our community engagement activities. In the classroom, teachers provide activities and curriculum that demonstrate a respect for all cultures in our school community with social sciences that focus on Latinx, African American, Asian and Native American histories and cultures. These are tied to students' home cultures through activities that are done with students' families like Dia de los Muertos altars for family members who have passed and regular classroom activities incorporating student's home language and culture. We have built a tradition in our community of festivals and other family engagement activities; this school year we had a "One Love" festival to acknowledge Black-Owned business. All of these cultivate a sense of active family engagement, community and belonging across language, race, culture and class. In the Fall we will have a Parent Engagement Team, supported by our Community Schools Community Rep examine the assets of our parents to see what parents/caregivers would like to teach to or demonstrate for students through cultural and career events. Furthermore some of our parents, teachers and students will participate in Community Action Research Project (CARP) training during the summer. This program seeks to

build capacity and leadership skills among stakeholders on conducting and analyzing assets and needs assessments, led by youth and community members.

As a Community School we have made a commitment to providing relevant, rigorous, standards-aligned lessons that are reflective of Project Based Learning (PBL) principles. Our PBL Champion attended the PBL World workshop last summer, 2024 and began to provide PBL training to the teachers. Three teachers did a PBL in their classroom. Additional data will need to be collected by the Instructional Leadership Team and the CSIT with regards to instruction. With that data we will be able to build classroom-community connections with regards to teaching and learning. For teachers, CARP emphasis on Youth-led Participatory Action Research and Community-based Learning.

VOCES Magnet is growing in our capacity to collectively focus on continuous improvement and possibility thinking. That is why we have collectively decided to rewrite our vision as a Community School and it is why we are pursuing campus wide certification in Equitable Grading and Instruction next year. Maintaining an active CSIT and supporting an engaged LSLC, will support in providing opportunities for collective and participatory decision-making.

At VOCES Magnet, the simple answer to “Why a community school for my school?” is because we see ourselves as wanting to fully live the Community Schools Overarching Values and we have lived out, to various degrees, the Community Schools Cornerstone Commitments over the past four years. We also have been developing the Key Conditions for Learning called out in the CS Framework, especially around Social Emotional Learning. With the intentional implementation of the Four Promising Practices and the synergy created by grounding our work around the Four Pillars we can engage in the transformative work that we believe will increase opportunity while decreasing achievement gaps.

The developmental plans for ensuring the Overarching Values are reflected in VOCES Magnet community schools’ work the following needs to happen: 1) have professional development sessions so that the staff can truly understand what is community school, how do we envision it at VOCES and how will we implement the vision 2) have a CSIT that consists of members represented from different stakeholder groups 3)continue outreach of community members 4)survey families and students on each of the Overarching Values 5) continue training on restorative practices in the classroom and the community

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.

Our CS Implementation Team wants to dig deeper into gaining feedback from these two groups as a next step. We have also decided to do more targeted outreach to parents who did not fill out the survey. We will use more one-on-one interviews to reach historically marginalized groups. Amongst the student groups who are often not as included in school events are those who are chronically absent and those in self-contained special education classes. One-on-one interviews as well as visioning exercises led by our PSA and PSW will help us reach these students to include their voices

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

<p>Increase opportunities for community feedback, questions, ideas, and concerns and collaboratively shape/refine messaging the engagement and active involvement at VOCES of parents, students, staff, and outside community partners. Improve VOCES school-wide Community-based Curriculum and pedagogy performance through enriched studies(arts integration, personalized learning plans, collaborative planning, and project-based learning through the collaborative effect of teachers and students).</p>	<p><i>To develop a clear, shared vision of what is a VOCES Magnet community school, by June 2026, we will increase the number of stakeholders providing input on defining what is a VOCES Magnet community school. This will be measured by the number of participant sign-ins for each stakeholder.</i> * Create ongoing opportunities to listen to community feedback, questions, ideas, and concerns and collaboratively shape/refine messaging. Formalize shared commitment to the community school strategy. Review school's data collection strategy specific to the identified collective priorities. Actively engage with data, and use data analysis protocols during goal setting sessions. Engage in possibility thinking to find opportunity in complex issues emerging from data analysis.</p>
<p>Improve the mental and emotional health of students, staff, and parents at VOCES. Increase the engagement and active involvement at VOCES of parents, students, staff, and outside community partners.</p>	<p><i>To cultivate and model strong social-emotional skills, by June 2026, students scoring below the district average in Self-Efficacy on the School Experience Survey will decrease from 54% to 50%*</i> By June 2026, the percentage of students scoring two to three grade levels away from grade level will decrease by 5% from 76% to 71% as measured by the Diagnostic Report after iReady. *</p>

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.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Improve VOCES school-wide Community-based Curriculum and pedagogy performance through enriched studies(arts integration, personalized learning plans, collaborative planning, and project-based learning through the collaborative effect of teachers and students).</p>	<p>By June 2026, teachers will receive professional development that includes enriched studies, arts integration, personalized learning plans, collaborative planning, and project-based learning.</p> <p>Allocate time and supportive resources for educators to collectively plan curriculum and integrate learning experiences that strengthen classroom-community connections.</p> <p>Include time for interdisciplinary teams of educators to learn and plan together, and to explore school and classroom policy changes needed to create restorative, safe, relationship-centered learning environments.</p>

<p>25% of teachers will receive theoretical and practical elements associated with Project Based Learning by June, 2026.</p>	<p>Participate in PBL training offered by the CS Initiative, the PBL Champion and Linked Learning.</p>
	<p>Explore lessons available through Defined Learning Share lessons from the Buck Institute/PBL Works in schools Schoology Group.</p>
<p>100% of teachers will engage in monthly collaborative planning by grade level.</p> <p>100% of teachers will have dedicated time for professional learning focused on strengthening all educators of learning strategies that create a clear bridge classroom, school and the community.</p>	<p>Calendar collaborative planning time throughout the year using CCSPP Grant Identify Shortened or Minimum Days that could be used for collaborative planning time Set aside 1 faculty meeting per month for collaborative planning time.</p>
<p>Create a Community Schools directory</p>	<p>Standing Committee within the LSLC Collaborative Meetings with Community Partners to integrate curriculum.</p> <p>Establish a living directory of community assets and potential partners that could speak/work with curricular classes.(done through data analysis of survey results, CSIT/LSLC/ILT collaborating on resources)</p>

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.

To assist educators in learning about students and families and understanding the theoretical roots and practical elements of community-based learning (CBL), I would focus on the following **goals** and **action steps**:

Action Steps

1. Conduct Community and Family Learning Sessions

- Organize home visits, community walks, and family interviews.
- Use surveys from various stakeholders to gather information about family backgrounds, cultures, values, and expectations.

2. Offer Professional Development on CBL Theories

- Host workshops on key frameworks
- Discuss the relevance of these theories in contemporary, diverse classrooms.

3. Create Collaborative Planning Time

- Provide educators with structured time to co-design CBL projects with input from community members and families.
- Integrate local issues and real-world challenges into curriculum planning.

4. Establish Partnerships with Local Organizations

- Build relationships with nonprofits, businesses, and civic institutions.
- Facilitate student projects that solve real problems or contribute to local development.

5. Document and Reflect on Practice

- Encourage reflective journals, action research, and group reflection on CBL efforts.
- Share successes and challenges with the broader school community.

6. Incorporate Student Voice

- Use participatory methods (like focus groups or digital storytelling) to center students' experiences.
- Allow students to co-lead community projects that are meaningful to them.

7. Assess Impact Holistically

- Go beyond academic outcomes to measure growth in civic engagement, collaboration, empathy, and cultural awareness.
- Use portfolios, presentations, and community feedback as assessment tools.

By following these goals and steps, educators can foster more inclusive, engaging, and socially relevant learning environments that bridge the gap between school and community life.

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.

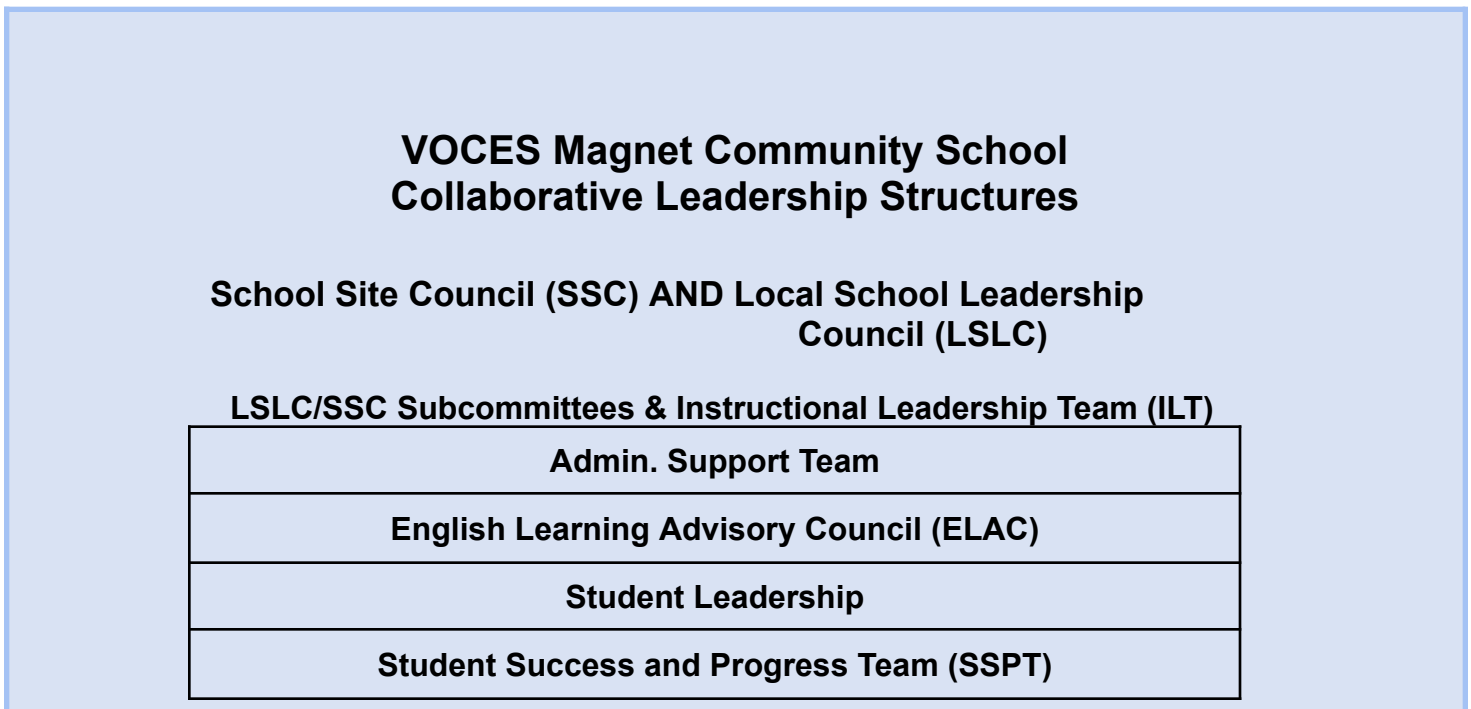
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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
<p>increase site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, community members</p>	<p>Use of town halls to provide food and childcare.</p>
<p>Increase, encourage student leadership, participation in committees under LSLC.</p>	<p>Explore partners/vendors that could support this goal. Use CCSPP dollars to contract with a vendor to support student leadership development. ASB council and grade level reps to partake in committees.</p>
<p>Formulate CSIT team w/distinct members from LSLC</p>	<p>At the beginning of the school, provide time for various stakeholders to receive professional development of the needs of each of the committees. Make committee meeting times and format (hybrid) conducive to the needs of the committee members.</p>

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):



Positive Behavior Intervention and Support Team (PBIS)

Departments, Out of Class Personnel and Teacher Teams
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Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Hire and sustain two full time CS positions.	Fund through District General Funds
Realign coordinator position(s) to maintain compliance AND support instruction.	Fund through TSP dollars or site level general funds. Modify the job description of the TSP to also serve as an instructional coach to assist with Project Based Learning.
CS Coordinator and CS rep continue to be a part of ongoing Peer Group training.	Both CS Coordinator and CS Rep attend monthly meetings where they attend
Educators will embrace community school values and fundamentals within their respective roles.	Provide role-specific training and ongoing support to help all educators embrace community school values and fundamentals within their respective roles
Create a sustainability plan.	Identify and pursue grant opportunities, fundraising initiatives, and other sources of external funding to support the long-term sustainability plan

Key Staff/Personnel

Community Schools Coordinator	Serve as systems manager and coordinator of work related to Community Schools priorities(identification, partnerships, resolution, reporting, etc.)
Community Schools Community Rep	Provide support to Community Schools Coordinator with all aspects of parent/community engagement work.
TSP Coordinator and/or Title I Coordinator	Coordinate services/programs and provide intervention that serves the target student populations.

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

Sustainability will be achieved through multiple avenues.

The two key positions are sustainable because they are funded through the District's General fund. The positions do not rely on grant funding nor on site level funding currently so will be sustainable beyond the life of the grant.

At the site level, The CSIT will work on weaving the CS Implementation Plan and the School Plan for Student Achievement (SPSA) together. In this way funding around common goals can be braided together. By training teachers in the Mission/Vision and Community Schools Initiative, we hope to build the capacity of staff to institutionalize the work and the relationships between the school and the community.

The Community Schools Coordinator and the Union Chair, CSIT will work on creating and identifying community partners, foundations and/or other grant sources in order to continue the relationship after the CCSPP grant cycle ends.

The Project Based Learning will be cost neutral at the end of the grant as all training will have been completed by that time. PBL Lessons and unit plans will already have been developed using collaborative planning time paid for with CCSPP funds in years 2-4. This work will be sustainable well beyond the life of the grant.

Strategy 5: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Maintain an inventory of community partner organizations to support the needs of the community - services to immigrant, low income, basic health screenings</p>	<p>Provide on site vision screening with access to glasses as applicable Provide on site dental screening with access to follow up care as applicable. Dream Center Maintain the programs for immigrant youth and families (i.e. Dreamers Club, Parent Meetings) Increase programing for families (i.e. Citizenship Classes, cultural programs, etc.)</p>
<p>Eliminate food insecurities in the community.</p>	<p>Partner with YMCA food distribution/donation program Partner with local businesses to provide holiday food baskets and to stock an emergency food pantry on site. Engaging local resident to grow food through a Community Garden.</p>

<p>Maintain an inventory of community partner organizations</p> <p>Create a vision for strategic community partnerships along with a process for ensuring alignment of site-based partnerships to collective priorities. Prioritize quality and alignment of partners' programs and supports rather than focusing solely on quantity. Establish community partnerships with organizations that have been verified and align with the schools' priorities.</p>	<p>Reach out and renew relationships with organizations that we have worked with in the past such as: Urban Visionaries, Dream Allies Network, Theodore Payne Foundation, Padres Pioneros, Reclaim Our Schools - Los Angeles, National Park Service, Breathe SoCal, American Heart Association, Casa de la Cultura Maya, Institute for Sustainability (CSUN), CSD, (CSUN Sun Valley Area Neighborhood Council, TreePeople, etc.</p>
<p>Expand Dream Center capabilities</p>	<p>Establish a location for a Dream Center and expand services to immigrant students and families Staff the Dream Center with a Parent/Community Representative.</p>

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:

VOCES Magnet's top priority is the mental and physical well being of the whole child, the whole family, and the whole teacher. We believe that when we can collectively say we are well is when we will see all students thriving. We seek out partners who want to be engaged over the long haul to make this vision come to fruition.

In order to meet the goal of improving the mental and emotional health of students, staff, and parents at VOCES, we could partner with various organizations that provide services such as Urban Visionaries, that can help run Mental Health Clubs like the Circle of Truth. Families, staff, students and communities have made clear through the ANA that they would like to see more community engagement in the form of projects and events that build strong socio-emotional bonds. The Dream Center brings much needed resources to vulnerable sectors of our community namely families with undocumented members. Furthermore, El Rescate, a legal advocacy agency, can provide citizenship classes for immigrant families. Organizations like TreePeople, Theodore Payne Foundation and National Park Service can connect families to recreation activities that both benefit people and the environment. Breathe SoCal and

Padres Pioneros are two organizations that can provide direct information and technical skills to our community through festivals and events.

In terms of increasing the pedagogy and Academic Performance we have access to the *Defined Learning* training that can build capacity among our teachers in regards to Project-Based Learning. The school site will continue to provide the LAUSD EGI training to teachers in order to provide more skills-based instruction and increase the rigor of our teaching, while simultaneously providing multiple opportunities for students to succeed.

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