CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

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School Site Contact Information

School Site Name: Alliance Susan & Eric Smidt Technology High School

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Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be

measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment, engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

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

Alliance College-Ready Public Schools were founded on the belief that all children – regardless of ZIP code, income, ability, or background – are capable of achieving at high levels. Serving LA communities for nearly 20 years, Alliance is one of the largest and most successful nonprofit public school networks in the nation. Over 95% of Alliance scholars have graduated from high school and been accepted to college. Our small and personalized schools are nationally ranked and have been recognized by the U.S. Department of Education, the California Department of Education, the USC Rossier School of Education, and U.S. News & World Report.

Alliance Smidt Tech High School is a free public charter school, focused on ensuring a rigorous, compassionate, and transformative education for the improvement of the community. We understand

that each scholar has individual needs and pride ourselves in the level of support we provide to our scholars. Individualized supports include: after school tutoring, Saturday tutoring, socioemotional supports, academic counseling, IEP supports, and EL supports.

Alliance Susan & Eric Smidt Technology High School has 239 students enrolled, 95.8% of whom are considered socioeconomically disadvantaged, and 23.0% are classified as English Learners (CDE 2024-25).

According to the California School Dashboard, the school demonstrates strong academic outcomes in several areas. In English Language Arts, students are performing 68.0 points above standard, placing the school in the Blue performance level, while Mathematics has improved significantly to 15.8 points below standard, placing the school in the Green performance level.

The school's College and Career Indicator is also in the Blue performance level, with 72.2% of students prepared, reflecting strong progress toward postsecondary readiness.

At the same time, key areas of need remain. English Learner Progress is in the Red performance level, with 28.8% of English Learners making progress toward proficiency, indicating a need for targeted support for multilingual learners.

Smidt Tech maintains a high graduation rate of 97.3%, significantly above the state average, and a relatively low suspension rate of 0.7%, indicating a strong foundation in student outcomes and school culture.

We undertake a yearly comprehensive process that includes an asset and needs assessment and gap analysis, and a heavy emphasis on engagement with stakeholders of the school community, including students, families, staff, and partners. Assessment activities occur throughout the year and include stakeholder discussions with students, parents, teachers, and staff; school site resource inventory; and surveys.

All assessment activities examine needs and gaps in services, but also school and community assets and resources that can be integrated as part of our community school. Stakeholder feedback is regularly collected during Principal Town-halls, School Site Advisory Council (SSAC) meetings, Local Control and Accountability Plan (LCAP) feedback sessions, Student Government meetings, Staff Data Days, department meetings, grade level meetings, and other such events. At all times, administrators have taken care to involve all stakeholders in meaningful data-based discussions concerning the development and execution of school programs. We firmly believe that our regular engagement with all stakeholders has been a driver of our success. The input of stakeholders has been instrumental in the development of our school's development of the Community Schools Implementation Plan.

Priority topics from assets and needs assessment activities:
1. Basic Services - All scholars have access to the personnel and resources that they need to support learning, including quality teachers and administrators, in-
classroom assistance, well-maintained facilities, and a well-operated school environment.

2. Instructional Program - All scholars have access to a robust instructional program and broad course of study that supports achievement.

3. Families as Partners - All parents are provided meaningful involvement opportunities to support their child's education at home and at school.

4. Scholar Culture, Staff Culture, and Engagement - All scholars and staff are supported through a positive school culture and are engaged meaningfully.

5. College Success - Promote a college-going culture with a focus on supporting each scholar's journey to and through college.

The Community School Coordinator will continue to Identify, establish, and foster school-community partnerships that share a holistic focus on students, staff, families, and community. Will also align resources and strategies to address the needs of students, staff, parents, and community members in alignment with the ***four 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.*

Alliance Susan & Eric Smidt Technology High School is committed to an assets-driven, strength-based approach that is fully aligned to our School Strategic Instructional Plan (SSIP) and existing systems for continuous improvement. We will leverage established structures such as Data-Driven Instruction (DDI), Intellectual Preparation (IP), and Instructional Leadership Team (ILT) cycles to ensure that community school implementation is integrated into our core instructional program, school culture, and college and career readiness efforts.

At the classroom level, staff engage in DDI cycles that include analyzing student work, identifying misconceptions, and developing targeted reteach plans. These practices are reinforced through Intellectual Preparation, where teachers refine lesson and unit planning to ensure all students engage in rigorous, standards-aligned learning and carry the cognitive lift. This same cycle of inquiry extends to our community school work. The Community School Coordinator (CSC), in collaboration with school leadership, will facilitate monthly data reviews aligned to SSIP priorities, including academic outcomes, culture data such as referrals and Panorama results, college and career readiness indicators such as dual enrollment success, and family engagement metrics.

The school will utilize established progress monitoring systems to track implementation and outcomes. Monthly lead meetings and quarterly step-backs will be used to review data, identify bright spots and gaps, and adjust strategy. Findings will be shared with key stakeholders, including the ILT, School Site Council, and family leadership groups, to ensure alignment, accountability, and informed decision-making.

Each year, the CSC will coordinate a comprehensive Assets and Needs Assessment process that builds on existing data systems and stakeholder engagement structures already in place at Smidt Tech. This process will include stakeholder focus groups, surveys, and a school site resource

inventory, along with Panorama Survey results, family engagement diagnostics, and recommendations from the CRC DEI Audit. This ensures that issues of identity, inclusion, and school culture are addressed with intention while maintaining coherence across initiatives. In addition, the school will review data connected to career pathways and student interests to ensure alignment with college and career readiness goals.

Following each data cycle, the CSC and ILT will identify two to three priority focus areas that reflect both student outcomes and community voice. Action plans will be developed in alignment with SSIP strategies, including strengthening family engagement, expanding college and career pathways, and reinforcing inclusive school culture through initiatives such as No Place for Hate. These plans will be reviewed by the Network Community School Committee and School Site Council prior to final alignment and implementation.

To ensure transparency and consistent engagement, findings and progress updates will be communicated through multiple platforms, including ParentSquare, school newsletters, and social media. The school will also embed this work into existing engagement structures such as Back-to-School Night, student-led conferences, and family workshops. Community-based strategies, including home visits and town halls, will further support two-way communication and strengthen the connection between school initiatives and community needs. Through these efforts, Smidt Tech will continue to ensure that students are seen, known, and supported, and that families are active partners in the ongoing improvement of the school.

Priority 2: Shared Understanding

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

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

Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.

3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

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

At Alliance Susan & Eric Smidt Technology High School, our commitment to becoming a community school is rooted in both the needs of our students and our vision for what a high school in Lincoln Heights should be. Serving a community where the majority of students are socioeconomically disadvantaged and many face barriers related to language, access, and opportunity, we recognize that academic success cannot be separated from the broader conditions in which students learn and live.

For Smidt Tech, being a community school means designing a school that is not placed within a community, but built from it. This includes aligning our instructional program, culture systems, and family engagement efforts to ensure that students are not only prepared academically, but are supported through strong relationships, relevant learning experiences, and access to comprehensive, wraparound supports.

This shared understanding has been developed through ongoing engagement with students, families, staff, and community partners through structures such as School Site Advisory Council (SSAC), LCAP engagement sessions, student leadership, family workshops, and community town halls. Across these spaces, families and stakeholders have consistently identified the need for a school that is rigorous, relationship-centered, culturally responsive, and connected to real postsecondary opportunities.

Assets-Driven and Strength-Based Practice
Smidt Tech builds on the strengths of its students, families, and community by centering their voices in decision-making and program design. Through consistent engagement structures and feedback cycles, the school elevates community knowledge and ensures that initiatives reflect the lived experiences, cultures, and aspirations of students. Strong outcomes in graduation and college and career readiness demonstrate the assets already present within the community, which the school intentionally builds upon.

Racially Just and Restorative School Climates
The school is committed to creating a safe, inclusive, and restorative learning environment. Through a Multi-Tiered System of Supports (MTSS), trauma-informed practices, and restorative approaches to discipline, Smidt Tech provides tiered academic, behavioral, and social-emotional supports for all students. Initiatives such as No Place for Hate and ongoing DEI-focused professional development reinforce this work, while data such as English Learner Progress continues to guide targeted equity efforts.

Powerful, Culturally Proficient, and Relevant Instruction
Instruction at Smidt Tech is grounded in Data-Driven Instruction and Intellectual Preparation, ensuring rigorous and standards-aligned learning in every classroom. Teachers engage in ongoing cycles of analysis, planning, and reflection, supported by coaching and professional learning communities. This work is complemented by the development of college and career pathways in Health, Engineering and STEM, Entrepreneurship, and Digital Media and Art, which connect classroom learning to real-world applications and provide students with opportunities to earn college credit and industry-aligned experiences.

Shared Decision Making and Participatory Practices

Smidt Tech prioritizes authentic stakeholder engagement through structures such as SSAC, SSC, and LCAP processes. The SSAC serves as a central body for shared governance, bringing together students, families, staff, and community members to review data, provide input, and guide decision-making related to school programs, partnerships, and priorities. These structures ensure that community voice directly informs the direction and sustainability of the school's community schools work.

To ensure that this shared understanding is continuously reinforced, Smidt Tech integrates the community school vision into its daily practices and communication. Messaging is aligned across school branding, recruitment efforts, and family engagement initiatives, and is shared through ParentSquare, school events, advisory programming, and digital platforms. Staff are supported in connecting their work to the broader community school model, ensuring coherence across instruction, culture, and partnerships.

Moving forward, the school will continue to deepen this shared understanding by expanding opportunities for student and family leadership, strengthening partnerships with community-based organizations, and increasing access to wraparound supports that address both academic and non-academic needs. Through this work, Smidt Tech will continue to build a school that is rigorous, relationship-centered, and reflective of the community it serves.

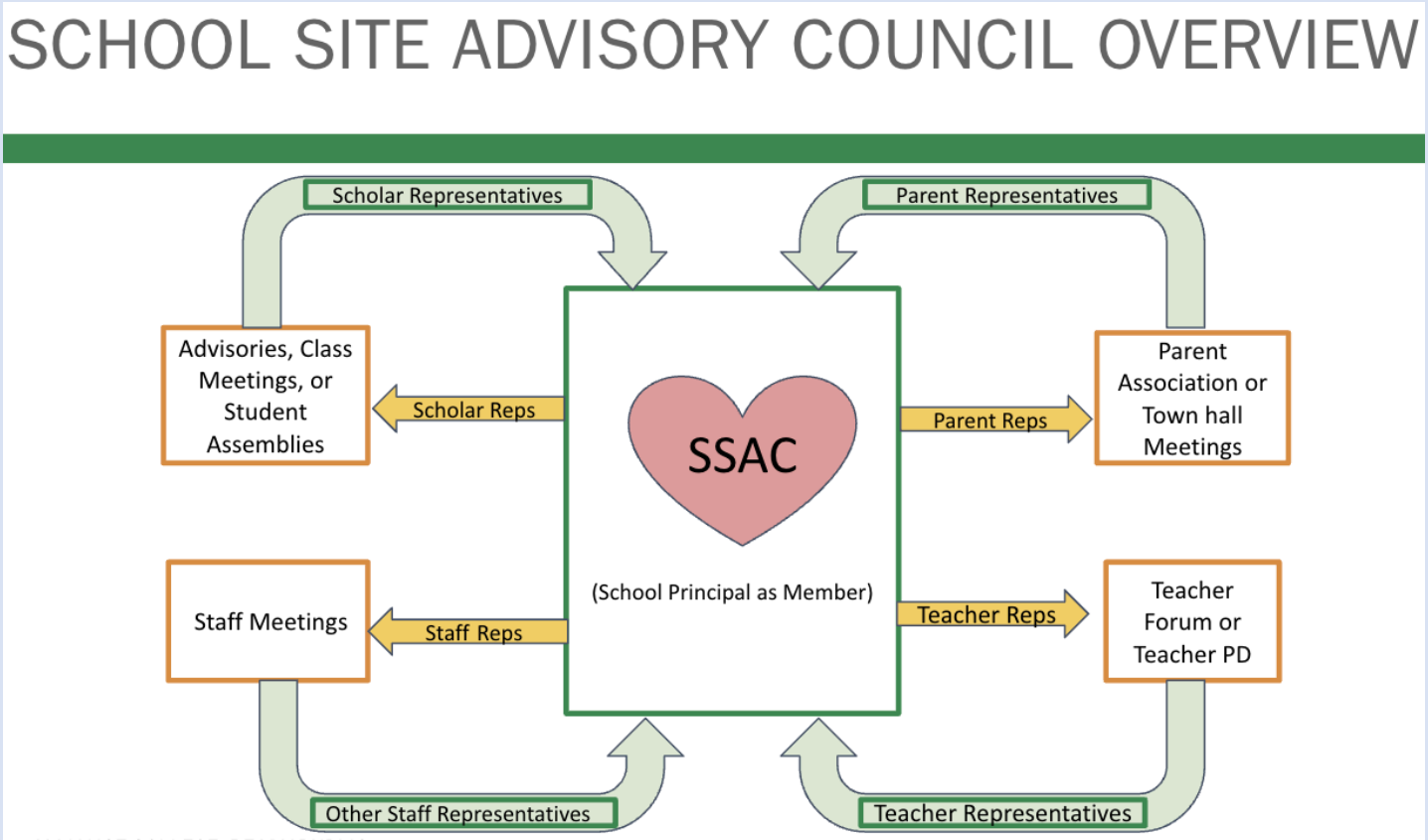
Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The Alliance Network Advisory Committee will convene to provide strategic feedback and guidance to CSC Managers and the CS Director on network-wide systems, structures, priorities, and strategies. The committee will serve as a collaborative body to strengthen alignment, shared leadership, and impact across schools.	• Establish core participants, roles, and responsibilities. • Schedule and facilitate recurring Advisory Committee meetings. • Review and analyze network and site-level data to inform priorities. • Introduce and engage in exploration activities to identify innovative strategies. • Map and assess current shared governance structures; revise or launch site-level shared leadership structures as needed. • Clarify and align program goals and measurable outcomes. • Align partnerships with network and school priorities. • Review and refine policies and procedures to improve coordination of resources and programs. • Develop and monitor shared outcomes across sites. • Establish subcommittees to support key school initiatives and oversee implementation progress.	The Alliance Network Advisory Committee will meet on a monthly basis to review, develop, and propose key strategies and facilitate democratic participation and decision-making among stakeholders to address student, staff, families, and community needs.
CSCs will attend each of their respective school's SSAC meetings to provide updates, gather feedback, and ensure alignment between site-level work and network priorities.	• Participate in SSAC meetings focused on CSC budget, priorities, needs and asset assessment. • Provide a CCSPP Grant overview and consistent updates to ensure shared understanding of scope and expectations. • Review and align School Implementation Plan and goals with network priorities. • Identify and document any additional emerging site priorities. • Gather feedback from school stakeholders (students, families, staff, and partners) to inform planning and decision-making. • Monitor and provide oversight of CCSPP grant-funded initiatives to ensure alignment and accountability. • Actively seek to foster democratic decision-making whenever possible, and constantly strive towards a culture where all interest-holder voices are valued.	Number of SSAC meetings taking place during the school year. Intentionally welcoming other family members, residents of the surrounding community, and partners to actively engage in these meetings and all school events.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):



Across the network, stakeholders (Students, Staff, Families and Community Partners) are part of the shared leadership model. All stakeholders have the opportunity to participate and authentically engage through various activities guided by the Lesson Cycle.

Family Opportunities: SSAC, Town Halls, Coffee with the Principal, Parent Ambassadors

Student Opportunities: SSAC, Student Government

School Site Leadership Opportunities: Weekly Strategic Planning, Professional Development, SSAC, Coffee with the Principal, MTSS

Staff and Teachers Opportunities: Weekly Strategic Planning, Professional Development, SSAC, Conferences, Department and Grade Level Collaboration, MTSS

Community Partners Opportunities: SSAC, Collaborative Meetings, Community Learning Events

Alliance Home Office Opportunities: Strategic Planning Meetings, Instructional Site Visits, Lesson Cycles, Professional Development, Policy and Practice, Advocacy, Funding Sources

Board of Directors Opportunities: Policy and Practice, Quarterly Meetings, Advocacy, Funding Sources

Priority 4: Coherence: Policy and Initiative Alignment

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
CSCs will establish a site-based Community Schools Team that includes representatives from Mental Health, Parent Engagement, Administration, and Instruction. The team will meet at least once per month to develop, align, and monitor school-wide strategies that support Community Schools goals.	● Establish or strengthen a representative site-level steering committee/advisory council to guide major curricular, operational, personnel, budgetary, and strategic decisions. ● Create consistent opportunities (surveys, forums, listening sessions, focus groups) for students, staff, families, and community members to provide input on school priorities and initiatives. ● Expand shared leadership structures beyond formal committees by hosting regular stakeholder engagement sessions to improve decision-making and implementation processes. ● Embed equity-centered practices into leadership spaces to strengthen trust, belonging, and a racially-just school climate. ● Intentionally leverage diverse stakeholder perspectives to generate innovative solutions to school-based challenges. ● Document stakeholder input and demonstrate how feedback informs school strategy, policies, and Community Schools implementation.	The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The site-based Community Schools team will be in alignment working towards shared goals to address student and family needs.
Increase awareness and understanding of the CA Community School Framework and alignment to Alliance Smidt Tech HS Implementation Plan.	● The Community School Coordinator will introduce and foster the CA Community School Framework and (School Name) Implementation Plan by: o Hosting/facilitating overview of CA Framework and Implementation Plan with students, staff, parents, and community members o Share informational flyers regarding the role of a Community School	Staff, students and families have a clear understanding of a Community School model.

	Coordinator and the CA Framework and Implementation Plan ● Develop and manage shared outcomes	

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Recruit and hire diverse, multilingual staff to support community school strategy and goals, special emphasis on hires that are from the community being served.	Recruit from Alumni, in addition to reaching out to local community partners in identifying key leaders to apply for the CSC role.	Hire culturally competent staff to drive community school strategy and goals.
Build a strong community-school centered team by providing comprehensive training that will incorporate, but not be limited to, the following: Community School Model Fundamentals, Collective Impact & Results Based Accountability Framework, and cultural competency.	Work with Community School Trainer and Implementor to provide monthly trainings for CS Coordinators, paired with a co-coaching call that will incorporate school leadership. Training themes identified will provide a holistic approach to build team capacity and skill set.	CS Team will be trained on a monthly basis. CS Team will have the tools and support necessary to fully implement the CS Model.
Retain high-quality staff through the duration of the grant and create a pool of future hires.	Provide staff with quality training and support. Incorporate CS Coordinator in decision-making meetings and provide competitive salary.	Staff retention rate will remain steady during the duration of the grant.

Key Staff/Personnel **Add team members that are more specific to site based support, add staff that are included in budget as match. Edit listed positions as needed per school site.**

Staff Name & Title	Main role/function
Principal	The Principal is the gatekeeper of all key elements that strengthen student outcomes. They are involved in the decision making at the organizational level, school site, and community level. The Principal supports budget planning, strategic partnership alignment, program implementation, and compliance.
Assistant Principal	The Assistant Principal works on all logistical support with the school site day-to-day functions. Additionally, they work closely with the academic team to develop and refine systems and structures focused on student outcomes. Specific to community school work, they support budget planning and accountability with measurable benchmarks.

School Social Worker	The school social worker coordinates many of our wraparound services for students and their parents, and is a critical component to ensuring that we are able to monitor that students are receiving assigned supports. They are also an integral part in maintaining partnerships with community organizations that provide supports to our scholars and their families.
Community School Coordinator	The Community School Coordinator is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. They will lead key efforts for an annual Assets & Needs Assessment process; coordinate and align partnerships to address student, staff, families, and community needs; and serve as an integral part of the school's leadership team.
School Operations Manager or Assistant Principal of Operations	The School Operations Manager (or Assistant Principal of Operations) will work with parents and families to increase their involvement in student learning. They provide organization and continuity to the school's parent involvement initiatives, responding to the needs and concerns of parents and families and creating ongoing mechanisms for parents to play significant roles at school and home.
Director of Community Schools	Lead support efforts across all Alliance Community School Sites; creating systems that support community engagement, data driven practices and quality program implementation.

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

Alliance College-Ready Public Schools and the Alliance Foundation are healthy, fiscally solvent, and operate under the leadership of tenured staff and board members. Collectively, our budgets are balanced, our credit standing is excellent, our cash position is positive, and our operating costs reflect the true cost of doing business. Alliance's financial model and budget process provide for resiliency to buffer against unexpected shortfalls in revenues or extraordinary expenses, and projections include a reserve that safeguards against emergencies and funding fluctuations – like those experienced during the pandemic. In addition to annual audits conducted by an independent firm, the Alliance Home Office's Finance Department works with each school to ensure prudent fiscal management and trajectory.

To sustain special initiatives, such as our proposed Community Schools program, the Alliance Foundation engages in multiple strategies to maximize fundraising efforts. These strategies are led by the Executive Director and the Foundation's Board of Trustees, leveraging extensive experience in capital campaigns, board influence, and donor engagement. The fundraising strategy includes building an annual fund program, resources from young professionals, individual major gifts, foundations, and corporate sponsorships. Many Board members have a distinguished history of fundraising for the expansion and sustainability of Alliance educational programs and capital projects. Additionally, the Alliance and Alliance Foundation actively engage with civic and business organizations to identify potential funding prospects. Each year, the Alliance Foundation raises approximately $5 million for Alliance College-Ready Public Schools initiatives, a portion of which will be targeted to support the continuation and expansion of our Community Schools program in South LA, East LA, and downtown Alliance schools in the coming years.

To ensure that Community Schools are sustainable and responsive to school needs, **CSCs will serve as active participants in their individual school's KPI process**, using data to determine CSC goals and leveraging stakeholder feedback to inform annual Needs and Asset Assessments. The **Home Office Community Schools Team**, including **1 Director and 3 Managers**, will provide support to CSCs at each school in **bringing on strategic partnerships that create sustainable services and programs**. CSCs will continue to work at the site level, assessing school-specific needs and identifying key partners that can address those needs effectively, ensuring alignment between partnerships, resources, and school priorities.

At the **site level**, we will coordinate the following strategies to support sustainability:

- **Intentional Program Effectiveness Work Group Cohorts:** Utilize essential resources and high-quality data to inform decisions and assess the effectiveness of implemented strategies at each school.
- **Explore Community Grant Opportunities:** Identify and pursue grant opportunities that support high-impact initiatives and services tailored to the school community.
- **Partner with Other Community School Leaders:** Collaborate to identify best practices for sustainability, then consult with school stakeholders to ensure authentic engagement and alignment with local needs.

Through this coordinated approach—linking **fiscal strength, Home Office support, CSC leadership, data-driven goal setting, and strategic partnerships**—Alliance is positioned to sustain and expand the Community Schools program while ensuring it meets the unique needs of each school community.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Develop and manage a comprehensive map and partner database.	• Facilitate asset mapping activities with students, staff, families, and community members • Align resources and strategies to address student, staff, families, and community member needs • Shared and reviewed with Network Community School Committee	Partner map and database reviewed and updated monthly.
Identify, establish, and foster school-community	• Coordinate Individual community partnership meetings	Number of services/strategies offered for students, staff, families, and community members.

partnerships that share a holistic focus on students, staff, families, and community.	• Identify partners that share a holistic focus on students, staff, families, and community members • Formalize and align resources and strategies via service agreement(s)	
CSCs will establish a site-based Community Schools Team that includes representatives from Mental Health, Parent Engagement, Administration, and Instruction. The team will meet at least once per month to develop, align, and monitor school-wide strategies that support Community Schools goals.	• Establish or strengthen a representative site-level steering committee/advisory council to guide major curricular, operational, personnel, budgetary, and strategic decisions. • Create consistent opportunities (surveys, forums, listening sessions, focus groups) for students, staff, families, and community members to provide input on school priorities and initiatives. • Expand shared leadership structures beyond formal committees by hosting regular stakeholder engagement sessions to improve decision-making and implementation processes. • Embed equity-centered practices into leadership spaces to strengthen trust, belonging, and a racially-just school climate. • Intentionally leverage diverse stakeholder perspectives to generate innovative solutions to school-based challenges. • Document stakeholder input and demonstrate how feedback informs school strategy, policies, and Community Schools implementation.	The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The site-based Community Schools team will be in alignment working towards shared goals to address student and family needs.

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:

Alliance Susan & Eric Smidt Technology High School has made a deliberate effort to build and sustain partnerships with local nonprofits, higher education institutions, and community-based organizations to enhance student supports and opportunities. These partnerships are designed to be responsive to the needs and priorities identified by students, families, and staff through ongoing engagement structures such as SSAC, LCAP feedback sessions, and community events.

While the school has strong existing partnerships, we are continuing to expand and deepen these relationships to strengthen implementation across the four Community School pillars.

Integrated Student Supports

Smidt Tech partners with organizations and institutions that provide academic, social-emotional, and health-related supports for students.

- Ongoing partnership with VIP Counseling to provide mental health services and socioemotional support
- Collaboration with Cal State LA (SLISE program) to provide comprehensive health and sex education
- Partnership with USC Med-Corps to expand student exposure to health careers and provide health-related learning opportunities
- Internal supports including a School Social Worker, college counselors, ELD support staff, and MTSS-aligned intervention systems
- Advisory structure that integrates social-emotional learning, academic monitoring, and relationship-building through our clubs based model.

These partnerships ensure that students receive tiered, responsive support aligned to their academic and personal needs.

Family and Community Engagement

Smidt Tech continues to build strong relationships with families and the broader community through both school-based events and external partnerships.

- Partnerships with Soledad Enrichment Action (SEA) and Passion Life Skills to provide mentorship, enrichment, and life skills programming
- Collaboration with the Lincoln Heights Branch Library to provide literacy support, workshops, and student programming
- Engagement with the LA Boys & Girls Club to connect students and families with extended community-based supports and youth development programming
- Active participation in the Lincoln Heights Community Peace Council, strengthening collaboration with local organizations and aligning school efforts with broader community priorities
- School-wide events such as Community Night, parent conferences, and end-of-semester celebrations that intentionally bring families and community partners onto campus
- Ongoing communication through ParentSquare, workshops, and outreach efforts to increase participation and engagement

The school will continue expanding partnerships with community-based organizations to increase access to services, workshops, and family resources.

Collaborative Leadership and Practices for Educators and Administrators

Smidt Tech integrates partnerships into its leadership and instructional systems to ensure coherence and continuous improvement.

- Strong collaboration with East Los Angeles College (ELAC) to provide dual enrollment opportunities during the school day
- Ongoing partnership with K12 Pathway Coordinator at (LACCD) and the Los Angeles Regional Consortium (LARC) to expand Career Technical Education (CTE) pathways and align programs with regional workforce opportunities
- Partnership with Street Law to provide students with access to legal education, civic engagement, and real-world applications of law and justice
- Engagement with community partners and stakeholders through SSAC, SSC, and LCAP processes to inform decision-making
- Internal leadership structures including Instructional Leadership Team (ILT) meetings, KPI step-backs, and SSIP-aligned professional development

These structures ensure that partnerships are aligned to school priorities and that stakeholders have a voice in shaping programs and initiatives.

Extended Learning Time and Opportunities

Smidt Tech provides students with expanded learning opportunities through both internal programming and external partnerships.

- Dual enrollment opportunities through ELAC, allowing students to earn college credit while in high school
- Enrichment programming through SEA, Passion Life Skills, and LA Boys & Girls Club
- Expanded CTE and career-connected learning opportunities through collaboration with LACCD and LARC, including real-world experiences for students in esports and IT pathways, such as participating in weekend-based video game testing and industry-aligned experiences
- After-school programs including athletics, esports, music, and animation
- Student-led clubs such as Environmental Club, which partners with organizations like the LA Regional Food Bank for service learning opportunities
- Continued expansion of opportunities for internships, career exposure, and cultural experiences, including museum visits and arts programming

Moving forward, the school will prioritize expanding access to paid internships, career-connected learning, and partnerships aligned to its college and career pathways, ensuring that students graduate with meaningful, real-world experiences.

Priority 7: Professional Learning

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Goal 1: Build Leadership Capacity Provide administrators and CSCs with ongoing professional learning to strengthen shared leadership, anti-racist/pro-Black initiatives, and strategies for implementing a relationship-centered, culturally-affirming, and asset-based community schools model.	• Provide administrators and CSCs with professional learning on shared leadership models and anti-racist/pro-Black initiatives. • Offer regular leader development sessions and coaching from the Home Office team. • Conduct collaborative walkthroughs to model and reinforce leadership practices.	Administrators and CSCs demonstrate knowledge and application of shared leadership strategies. Evidence of anti-racist/pro-Black practices integrated into school initiatives and decision-making. Leadership teams report increased confidence in driving community school strategies.
Goal 2: Strengthen Instructional Practices Support educators with role-specific professional learning focused on curriculum and instruction specific to lesson planning.	**Network-Wide Teacher and Leader PD:** Deliver professional development sessions across the network focused on lesson planning, curriculum alignment, and instructional strategies tailored to different educator roles. **Consistent Leader Development and Teacher Implementation Support:** Provide ongoing coaching, mentoring, and support for school leaders and teachers to implement lesson planning strategies effectively. **Department-Level Implementation and Planning Support:** Offer targeted support within departments to guide collaborative lesson planning, review instructional materials, and ensure alignment with curriculum and student learning goals.	Teachers produce lesson plans that are aligned to curriculum and instructional goals. Classroom observations show consistent implementation of effective lesson planning strategies. Leaders report increased capacity to support teacher lesson planning and instruction. Departments demonstrate collaborative planning and alignment across grade levels and content areas.

Goal 3: Enhance Data-Driven Decision Making Ensure school leaders and CSCs are equipped with tools and training to effectively use KPI and other school data to inform instructional decisions, assess program effectiveness, and guide the annual needs and asset assessment process.	• Train CSCs and school leaders on analyzing KPI and other school data to inform decisions. • Support teams in integrating data insights into annual Needs and Asset Assessments. • Develop data review protocols for use in leader meetings and collaborative planning sessions.	CSC goals and school initiatives are informed by KPI and needs assessment data. Data dashboards and reports are regularly reviewed to guide program and instructional decisions. Evidence of continuous improvement cycles informed by data analysis.
Goal 4: Provide Multi-Level Professional Learning Supports Deliver structured learning opportunities through Home Office training, leader development programs, department-level guidance, implementation support, and summer foundational trainings to build capacity across schools.	• Deliver Home Office-led training, department-level guidance, and implementation support tailored to school needs. • Host summer foundational training for new CSC and refresher sessions for returning staff. • Align professional learning offerings with Community Schools priorities and goals.	Staff participation rates in professional learning sessions meet or exceed targets. Staff report increased understanding and ability to implement Community Schools strategies. Professional learning is cited as a resource in planning and decision-making meetings.
Goal 5: Implement Systems for Continuous Improvement Use collaborative sessions, 4DX guidance, and leader walk-throughs to support ongoing reflection, monitoring, and refinement of teaching, learning, and community school strategies.	• Provide guidance on 4DX goal-setting methodology to school leadership teams. • Conduct collaborative walkthrough sessions with CSC and leaders to assess and reflect on implementation practices. • Establish regular check-ins and feedback loops for CSCs and administrators to adjust strategies based on observations and data.	Evidence of clear, measurable goals set and monitored through 4DX or similar frameworks. Adjustments to school strategies documented based on walkthrough observations and collaborative feedback. Continuous improvement cycles embedded into school-level operations.

Goal 6: Foster a Culture of Equity and Anti-Racism Train CSCs and on anti-racist and pro-Black practices to ensure all staff and systems are aligned with equitable, culturally-responsive approaches in instruction and school culture.	• Conduct targeted training for CSCs and school leaders on anti-racist and pro-Black practices. • CSC support schools in embedding equity and anti-racist practices into classroom instruction, leadership meetings, and school culture initiatives. • Provide ongoing coaching and reflective sessions to strengthen equitable practices across all levels.	Evidence of anti-racist and equity-focused initiatives implemented school-wide. Staff and CSCs demonstrate understanding of equity and culturally responsive practices in planning and instruction. Surveys and feedback indicate increased sense of inclusion, belonging, and cultural responsiveness in the school community.

Priority 8: Centering Community-Based Curriculum and Pedagogy

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth.	Coordinate site visits with local community schools; stretch goal is to visit community schools across the country.	100% participation from the leadership team, recent finds at the quarterly learn and lead sessions with steering committee.
Actively participate in conference and training opportunities including the National Community Schools & Family Engagement Conference.	Register for conferences; before attending, meet as a team to discuss agenda and divide and conquer sessions to attend and meet as a group during and post conference to share insights.	Taking the learning and putting it into action to inform implementation plan. Have each school site leadership team, including CS partners, co-facilitate a session at a future conference (submit 2 proposals).
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students.	Professional Development will include: • *Diversity, Equity, and Inclusion (DEI)* by Cathy Light from the Lideranca group – aimed at focusing on diversity, equity, and inclusion practices in the school realm, thereby enhancing our school culture. • *Trauma Informed Resilience Practices* in an effort to emphasize	Teachers have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

	a mindset shift to trauma informed practices so that all staff is able to recognize, understand, and respond to various types of trauma exhibited by scholars.	

Priority 9: Progress Monitoring and Collective Problem-Solving

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
CSCs will serve as active participants in their individual school's KPI process, using data analysis to determine Community Schools goals and leveraging stakeholder feedback to inform annual needs and asset assessments.	● Actively participate in all school-level KPI meetings and discussions. ● Analyze school KPI data to identify trends, gaps, and areas of opportunity relevant to Community Schools goals. ● Collaborate with school leadership, staff, and stakeholders to align CSC goals with KPI outcomes. ● Gather feedback from students, families, staff, and community partners to inform decision-making. ● Use KPI data and stakeholder feedback to update and refine the annual Needs and Asset Assessment. ● Develop action plans based on KPI insights to guide Community Schools initiatives and priorities.	- Trends, gaps, and opportunities from KPI data are identified, and CSC goals align with KPI outcomes. - Annual Needs and Asset Assessments are updated to reflect KPI insights and stakeholder feedback. - Strategies based on KPI analysis are implemented and reviewed for effectiveness. - Evidence shows KPI-informed decisions and stakeholder input influence Community Schools initiatives, partnerships, budget and resource allocation.

	● Monitor progress toward CSC goals and adjust strategies as needed based on ongoing KPI review.	