

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

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 (Relationship Focus)
2. Shared power (Shared input)
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:

Our school community sees the community schools model as a transformative opportunity to reimagine public education as a racially-just, relationship-centered, and equity-driven system. Through our engagement with students, families, educators, and community partners, we recognize that a community school provides the structure to address systemic inequities, amplify student and family voice, and co-create a thriving environment that supports the whole child.

We believe deeply in the **California Community Schools Framework** and are committed to its **Overarching Values**:

- **Equity -Centered spaces focused on inclusion and relationships** Our school will prioritize culturally responsive practices and restorative approaches that honor the diverse identities and lived experiences of our students. We are building intentional practices to strengthen student-adult and peer-to-peer relationships, which we know are foundational to academic and emotional success.
- **Shared input:** We are committed to authentic engagement with all interest-holders—students, families, educators, and community partners—in decision-making processes. Our community school site team includes representatives from all stakeholder groups and operates on the principle that those closest to the issues are also closest to the solutions.
- **Classroom-community connections:** We will work to connect curriculum with students' lives and community experiences. This includes integrating service learning, local partnerships, and project-based learning opportunities that reflect students' cultural and linguistic strengths.
- **Continuous improvement, reflection and future focused opportunities:** Our team embraces a culture of inquiry and innovation. We will use data in collaborative ways to monitor progress, reflect on challenges, and test new ideas that center student success and well-being.

Developmental Plans for Implementation:

To ensure these values are embedded in our community school work, we will:

- Launch professional development focused on equity, trauma-informed practices, and culturally relevant pedagogy.
- Establish a Community School Leadership Team with rotating representation from students, families, school staff, and community partners.
- Create a Family and Community Engagement Plan with regular forums, multilingual communications, and leadership development opportunities for families.
- Partner with local organizations to provide wraparound services that align with student and family needs, including mental health, housing assistance, and academic enrichment.
- Develop systems for continuous feedback and data-sharing that support cycles of improvement and transparency.

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.

We are committed to expanding and deepening our needs and assets assessment to ensure the community school priorities are authentically co-created with broad, inclusive participation. We recognize that a one-time assessment is not sufficient—instead, this must be a continuous, evolving process grounded in trust, transparency, and shared ownership.

Engaging the Full School Community

To engage all stakeholder groups meaningfully, we will use a range of strategies that recognize the diverse needs, availability, and communication preferences of each group:

- **Administrators, Certificated Staff, and Classified Staff:** We will host a series of facilitated staff meetings and departmental focus groups to gather input on barriers to student success, professional development needs, and ideas for improving school climate. We will also distribute anonymous surveys to ensure staff members feel safe sharing candid feedback.
- **Students:** Student voice will be central to this work. We will hold grade-level focus groups and utilize student-led forums to gather insights on their school experience, safety, belonging, and access to supports. Student surveys and art-based visioning exercises will also be used to include a broader student population.
- **Families:** We will host multilingual family forums, listening sessions, and town halls at varied times and locations (including virtual options) to reduce barriers to participation. Family surveys will be co-developed with trusted community liaisons to ensure cultural responsiveness and accessibility.
- **Community Members and Partners:** One-on-one interviews with community leaders and service providers, as well as asset-mapping sessions with existing partners, will allow us to better understand available resources, untapped opportunities, and community needs.

Centering Historically Marginalized Groups

To engage historically marginalized student and family groups—including English learners, unhoused families, foster youth, students with disabilities, and families of color—we will:

- Partner with trusted community-based organizations, cultural brokers, and school-based staff (e.g., bilingual family liaisons, McKinney-Vento coordinators, counselors, community clinics, etc.) to conduct targeted outreach.
- Hold affinity-based focus groups and ensure translation, childcare, and transportation are provided to eliminate participation barriers.
- We are committed to making the needs and assets assessment a living process—one that informs decision-making, program design, and continuous improvement throughout implementation.

Among the top *needs* identified were:

- Increased mental health and wellness supports for students
- Greater opportunities for student voice and leadership
- A more inclusive and culturally responsive school climate
- Stronger communication and partnerships between school and home

Top *assets* identified included:

- A dedicated and passionate teaching and support staff
- Strong relationships between staff and students
- Community-based organizations willing to support extended learning and wraparound services
- Student resilience and leadership potential

This foundational work provides a strong starting point for deeper engagement and co-creation of our community school vision moving forward.

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
1.Strengthening Mental Health and Wellness Supports (Aligned with: Integrated Student Supports) Students, families, and staff consistently identified the need for increased access to school-based mental health services and holistic wellness supports. This includes culturally responsive counseling, trauma-informed practices, and strategies to reduce stigma around mental health.	Preliminary action steps may include: • Expanding access to on-site counselors, social workers, and mental health providers • Partnering with community-based organizations to provide group and individual supports • Training staff in trauma-informed and healing-centered engagement practices
2. Building Authentic Family and Community Engagement Families expressed a strong desire to feel more connected to the school—not just informed, but truly involved in decision-making and student learning. We aim to shift from traditional communication to reciprocal partnerships with families and community stakeholders.	Preliminary action steps may include: • Creating a multilingual Family Engagement Council that informs school decisions • Hosting culturally responsive events and workshops led by families and community leaders • Developing shared leadership opportunities for families in planning and governance
3. Creating a Positive, Inclusive, and Restorative School Climate Students and staff identified the need for a school environment that centers belonging, relationships, and equity. We seek to strengthen a restorative, anti-racist school culture that affirms all identities and fosters mutual respect.	Preliminary action steps may include: • Expanding implementation of restorative practices across classrooms and campus • Providing ongoing professional development in equity, cultural responsiveness, and de-escalation • Launching student-led equity and climate teams to co-create safe and affirming spaces

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
Goal 1: Deepen Educator Understanding of Students' Cultural Wealth and Community Contexts	Facilitate relationship-building activities between educators and students/families, such as home visits, family storytelling nights, and cultural sharing circles. Provide professional development on funds of knowledge, emphasizing the assets students and families bring from home and community contexts. Use community mapping exercises where educators explore the neighborhoods students live in and identify local resources, histories, and stories. Encourage educators to incorporate student identity projects early in the school year to build relational trust and cultural responsiveness.
Goal 2: Build Educator Knowledge of the Theoretical Foundations of CBL	Offer ongoing workshops on the history and theory of community-based education. Host learning communities where teachers reflect on articles, case studies, and exemplary CBL models. Partner with local universities or organizations to co-facilitate coursework or seminars focused on CBL theory and research-based practices.
Goal 3: Support Implementation of High-Quality Community-Based Learning Projects	Create interdisciplinary planning time and structures for educators to co-design CBL units aligned to content standards and local issues. Provide coaching and curriculum resources that guide teachers in developing project-based learning with a community focus. Develop partnerships with local organizations, cultural institutions, and civic leaders to co-create authentic experiential learning opportunities for students. Showcase and celebrate student-led CBL projects through exhibitions, community presentations, or digital storytelling.

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
1. Establish and sustain partnerships with community organizations that align with the school's vision and the priorities identified through the deep needs and asset assessment	Identify and Align with Strategic Partners • Use findings from the needs and asset assessment to identify high-impact, mission-aligned partners in areas such as mental health, housing, food security, afterschool programming, youth leadership, and family support. • Conduct a partnership audit to map current partnerships, assess effectiveness, and identify service gaps.
2. Ensure community partners are co-created in the design, implementation, and evaluation of programs and services that support students and families.	Establish a Community Partnership Framework • Develop clear partnership agreements (MOUs) that outline roles, shared goals, data-sharing protocols, and expected outcomes. • Create a Partner Onboarding Toolkit that includes information on school priorities, policies, schedules, and collaboration norms.

3. Foster culturally responsive and holistic that enhance academic, social-emotional, and family well-being	Create a School-Based Partnership Council - Community School Partnership Council composed of school staff, family representatives, students, and community partners. - Schedule regular (e.g., monthly or quarterly) council meetings to review progress, share updates, and co-design initiatives
4. Create structures for continuous collaboration and shared accountability between schools and	Co-Design and Implement Services and Programs - Engage partners in co-developing responsive programs that reflect the cultural, linguistic, and lived experiences of students and families. - Embed partners into the daily life of the school (e.g., through embedded staff, integrated SEL programs, co-facilitated family workshops)
	Monitor and Continuously Improve Partnership Impact - Establish shared success indicators and feedback loops to assess impact on student well-being, engagement, and academic success. - Collect and review stakeholder feedback regularly to inform program improvement and decision-making.
	Celebrate and Communicate Partnership Success - Highlight partner contributions through school events, newsletters, and social media. - Co-host events and initiatives that build community, such as health fairs, career days, or cultural celebrations.

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):

- We are dedicated to building partnerships that reflect and respond to the diverse needs and priorities of our school community. Our partnerships are rooted in a holistic, student-centered

vision, focused on providing culturally responsive services, supporting family engagement, and addressing the critical needs of students, families, and staff. Each partnership is aligned with our school's goals of fostering academic excellence, emotional well-being, and social equity

Partnership Area	Established/Planned Partners	Focus/Services Provided	Alignment with Priorities
Mental Health & Wellness	County Behavioral Health Services, Local Counseling Centers	On-site therapy, crisis support, trauma-informed care, SEL programs	Supporting student emotional well-being and staff wellness
Academic Enrichment & Learning	Local university tutoring programs, Afterschool STEM & Arts organizations	Academic tutoring, afterschool enrichment, project-based learning	Promoting academic success and expanded learning opportunities
Family & Community Engagement	Parent advocacy groups, neighborhood associations, immigrant rights organizations	Parent workshops, leadership development, cultural programming	Engaging families in decision-making and strengthening community ties
Health, Nutrition & Basic Needs	Local food banks, mobile health clinics, housing organizations	Food distribution, health screenings, housing support	Addressing basic needs to improve student health and stability
Youth Voice & Leadership	Youth advocacy nonprofits, peer leadership programs	Student councils, peer mentoring, leadership development	Building student leadership and civic engagement

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

Establish and Strengthen Community Partnerships ● Build relationships with community-based organizations, local businesses, and service providers to address the needs of students and families. ● Ensure these partnerships are diverse, culturally responsive, and aligned with the school's mission and student needs.	Conduct a Community Needs Assessment ● Survey students, families, and community members to identify key needs (e.g., mental health support, academic enrichment, family services). ● Map existing community resources to identify potential partners and gaps in services.
Increase Family and Community Engagement in School Activities ● Create opportunities for families and community members to actively participate in school decision-making, program design, and events. ● Foster an inclusive environment where diverse voices are valued and contribute to shaping the school's programs.	Develop Partnership Agreements ● Formalize partnerships through memorandums of understanding (MOUs) that outline shared goals, roles, and responsibilities. ● Ensure agreements include sustainability measures, such as funding commitments or in-kind contributions.
Create Sustainable, Long-Term Partnerships ● Develop agreements and plans for long-term collaboration and resource-sharing with community partners. ● Ensure that these partnerships are well-supported with clear roles, expectations, and shared accountability.	Facilitate Regular Collaborative Planning Sessions 1. Host quarterly or bi-annual planning meetings with community partners, school staff, families, and students to review progress and adjust goals. 2. Use these meetings to address emerging needs and plan joint initiatives.

1. Enhance Holistic Student Support ○ Collaborate with community partners to provide integrated wraparound services, including mental health support, after-school programs, and health services. ○ Ensure that services are tailored to meet the unique needs of students and their families, especially those facing challenges like food insecurity, housing instability, or trauma.	Offer Ongoing Family and Community Engagement Activities ● Organize regular family workshops, community forums, and volunteer opportunities to engage families and neighbors. ● Use multiple platforms (in-person, virtual, social media) to communicate partnership initiatives and invite community involvement.
	Implement Integrated Support Services ● Partner with local organizations to offer services like counseling, food programs, health screenings, and career counseling directly on-site. ● Coordinate services to ensure they are accessible, culturally relevant, and aligned with student and family needs.

Measures of Progress

1. Number and Diversity of Partners

- Track the number of new community partnerships established annually.
- Measure the diversity of partners in terms of the services they offer and the demographics they serve (e.g., bilingual services, culturally specific programs).

2. Family and Community Engagement Levels

- Monitor attendance at family workshops, community meetings, and school events.
- Survey families about their satisfaction with engagement opportunities and the relevance of programs.

3. Partnership Impact

- Collect data on the effectiveness of partnered services, such as improved student attendance, reduced discipline incidents, or increased academic achievement.
- Use feedback from students, families, and partners to assess the impact of services provided.

4. Sustainability of Partnerships

- Track the renewal of partnership agreements and assess whether partners are meeting their commitments.
- Monitor funding and in-kind contributions from community partners to ensure the long-term viability of programs.

5. Holistic Support Metrics

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| | <ul style="list-style-type: none"> ○ Assess the number of students and families receiving wraparound services (e.g., mental health support, after-school programs, food security). ○ Track improvements in student well-being, attendance, and academic performance linked to integrated services. |
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Key Staff/Personnel

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

To build sustainability beyond the life of Strategy 5: Strategic Community Partnerships, we are developing a long-term framework that institutionalizes collaboration, shared leadership, and resource alignment between the school, families, community organizations, and local agencies. Our goal is to ensure that partnerships remain active, responsive, and impactful long after initial implementation funding or planning periods conclude.

Key sustainability steps include:

- Establishing formal partnership agreements and memoranda of understanding (MOUs) with community-based organizations, higher education institutions, health providers, and local agencies to clarify shared goals, roles, and long-term commitments.
- Creating a standing Community School Advisory Council composed of students, families, educators, administrators, and community partners who will participate in ongoing planning, decision-making, and evaluation processes. This council will meet regularly to review progress data, identify emerging needs, and guide continuous improvement efforts.
- Embedding partnership coordination into school and district structures by identifying dedicated staff leadership, cross-training personnel, and incorporating partnership development responsibilities into existing operational plans and job descriptions.
- Leveraging multiple funding streams and in-kind contributions to sustain programming and services. The school will pursue grants, local business partnerships, philanthropic support, and district-level investments to maintain key initiatives and expand community-based supports.
- Developing a shared data and accountability process that allows partners to monitor outcomes related to attendance, engagement, wellness, academic achievement, and family participation. Regular evaluation will help ensure programs remain aligned with community needs and demonstrate measurable impact.
- Building community capacity through leadership development opportunities for families, students, and partners so that stakeholders are empowered to co-design and advocate for ongoing supports and culturally responsive programming.
- Strengthening communication systems through regular partner meetings, community forums, multilingual outreach, and collaborative planning sessions to maintain transparency, trust, and active engagement among all stakeholders.
- Integrating successful partnership practices into the school's long-term strategic planning and Local Control and Accountability Plan (LCAP) priorities to ensure community partnership work remains embedded within the school's core mission and continuous improvement process.

These actions will help create a sustainable ecosystem of shared responsibility and collaboration that supports students, families, educators, and the broader community over time.	
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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:

Our school has established, and will continue to expand, partnerships with community-based organizations, higher education institutions, health and mental health providers, local businesses, family support agencies, and civic organizations to support the academic, social-emotional, and wellness needs of students and families. These partnerships are intentionally aligned to the vision and priorities identified through stakeholder engagement activities, including surveys, focus groups, listening sessions, and needs and asset assessments conducted with students, staff, families, and community members.

Planned and existing partnerships include:

- Partnerships with mental health and wellness providers to offer school-based counseling, trauma-informed supports, crisis intervention, and family wellness services that address student social-emotional and behavioral health needs.
- Collaborations with community-based organizations and youth-serving agencies to provide expanded learning opportunities, mentoring, leadership development, enrichment activities, and culturally responsive programming during and beyond the school day.
- Partnerships with local colleges, universities, and workforce development organizations to support college and career readiness through dual enrollment opportunities, internships, career exploration, financial aid workshops, and mentoring programs.
- Partnerships with family resource centers and social service agencies to connect families with housing assistance, food resources, healthcare access, legal support, technology resources, and other wraparound services that reduce barriers to student success.
- Collaborations with local businesses and civic partners to support volunteerism, sponsorships, career-connected learning opportunities, and community engagement initiatives.

These partnerships will remain responsive to the priorities of students, staff, families, and community members through ongoing shared decision-making structures and continuous feedback processes. Community partners will participate in advisory meetings, planning teams, and data review cycles to ensure programs and services remain aligned with evolving school and community needs.

Students and families will have opportunities to help shape partnership priorities through regular surveys, forums, leadership groups, and community engagement events. Staff input will also guide partnership development to ensure external supports complement instructional goals, student interventions, and school climate initiatives.

In addition, the school will prioritize partnerships that reflect and honor the cultural, linguistic, and socioeconomic diversity of the community. Partners will be selected based on their demonstrated commitment to equity, inclusion, cultural responsiveness, and holistic student support.

Through these collaborative efforts, the school aims to build a coordinated system of support that strengthens relationships, expands opportunities for students and families, and fosters a strong sense of belonging and shared responsibility across the entire school community.

Site Level Goals and Measures of Progress

Goals	Action Steps
Extended Learning: Offer extended learning opportunities (tutoring, study trips and enrichment) based on students' needs and interests, and provide professional learning to staff to implement the extended learning opportunities.	Vista Academy partnered with the Boys and Girls Club to provide enrichment activities and develop social-emotional and sports skills during lunch recess daily this year. The team was responsive to student needs and requests for certain games as well as support with soccer. We also had an increased number of study trips to encourage learning enrichment for all students.
Goal 2: Family Engagement: Increase opportunities to engage parents in their child's education (Family Nights, meetings, volunteering, committees, input gathering). Increase two-way communication between the school and parents.	Vista Academy made a huge effort to increase parent and community participation through a variety of parent events. Parents were given the opportunity to give feedback on the IB units of inquiry, take surveys, and ask questions during Foundation, Coffee with the Principal and Counselor meetings, and in response to weekly communications.
Goal 3: Integrated Student Support and Services: Provide targeted intervention and small group/ individualized support to students with language, academic, and social-emotional needs. Refine Tier 1 and Tier 2 instruction through the MTSS lens, including scheduling, groupings, and data analysis.	Vista Academy continues to provide and increase targeted intervention and small group/individualized supports for students. We continue to refine our Tier 1 and Tier 2 instruction through ongoing reflection, targeted professional development, and weekly collaboration which is intentionally placed in our PD plan and weekly master schedule.

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