CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE 2025

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

Alta California Elementary & Gifted STEAM Magnet
Jose Benitez (Principal)
Amanda Schramling (Community School Coordinator)
14859 Rayen St, Panorama City, CA 91402
818-830-4400

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:

At Alta California ES, our developmental plans prioritize embedding the values of racially-just, relationship-centered spaces into every aspect of our Community School model. We'll achieve this by:

1. **Data Analysis & Transparency**: Regularly collecting and analyzing qualitative and quantitative data on student outcomes, school climate, and community feedback to drive continuous improvement efforts and identify Community School priorities. These surveys include the Assets & Needs Assessment, School Experience Survey, Exit tickets, empathy interviews, and surveys from Thought Exchange.

2. **Innovation & Visioning**: Encouraging all stakeholders to explore new ideas and possibilities through collaborative leadership committees, PBL and/or direct and explicit instruction, design thinking, utilization of Depth & Complexity icons, and community-based projects that reflect a focus on continuous improvement.

3. **Professional Development:** Offering trainings and workshops around prioritized (and data-substantiated) topics to deepen their understanding of Culturally Relevant & Sustaining Pedagogy, Social Emotional Learning, Positive Behavior Supports & Interventions, instructional practices, and the state standards. Professional Development will also address instructional and operational/logistical needs including Classroom Management, RTI, Universal Design for Learning, and how to utilize grade level established report card rubrics.

4. **Student Enrichment & Engagement**: Utilizing ANA data to identify priorities (and check in bi-annually regarding said priorities), schedule field trips, identify teachers to lead enrichment clubs/activities, after school intervention, in-school UAT, STEAM lab, and after school enrichment opportunities to extend their in-class learning.

5. **Family & Community Engagement**: Collaborating with parent leaders and community leaders to co-create a welcoming environment that celebrates diversity and promotes inclusivity. These parent/community leaders will also be utilized to ensure that parent enrichment aligns with ANA data and pertains to current needs in and around the school community.

6. **Shared Decision-Making**: Establishing and maintaining leadership committees which are composed of diverse stakeholders to ensure shared power and multiple perspectives in the decision-making processes. Alta CA will continue to be intentional to ensure that there are different parents in the various committees to ensure that all voices and needs are being met.

7. **Curriculum Enhancement:** Infusing culturally responsive and UDL practices into our curriculum to strengthen classroom-community connections as well as promote critical thinking around social issues. It should be noted that at Alta CA curriculum including CKLA and Eureka math is identified as a resource, not the mandate. Teachers understand the CCSS standards, know how to unpack said standards, and teach to the standard.

8. **Identifying Roles & Responsibilities**: Identify and share with all stakeholders the roles and responsibilities that fall under each support staff's purview. This shared responsibility and communication comes from weekly Support Staff meetings, sharing of roles and responsibilities with all stakeholders via visuals and updated information on school websites, and identifying leaders to spearhead adjunct duties and other leadership roles at the school.

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.

To deepen our needs and assets assessment process in order to engage the entirety of the community in identifying Community School priorities, we'll employ the following strategies:

1. **Baseline Surveys**: Distributing co-created surveys to all stakeholders via Google Forms, tailored to their roles and responsibilities, in order to gather authentic and comprehensive input on priorities and vision. These surveys, ideally, will be given at the beginning of the year, middle of the year, and end of the year in order to assess resources, materials, and workshops that were utilized and were found to be purposeful. These surveys will be seen as a Tier 1 baseline since it will be distributed to all. Survey data will later be delineated in parent leadership committees, instructional leadership team meetings, and shared out to the entire school community via website and social media platforms.

2. **One on one interviews**: Conducting interviews with willing stakeholders to ensure individual voices are heard throughout the school year. The CSIT will ensure that they formally or informally meet with either their grade level or department peers that they work with regularly to ensure that real time data is being collected and discussed as the school year progresses. Parents in Parent Leadership will also be tasked with meeting with their own circle of parents in order to ask pertinent questions.

3. **Meetings/Forums**: Hosting open forums and meetings to provide updates and opportunities to broaden perspectives and gain feedback. All stakeholders will have the opportunity to delve deeper into specific topics and gather qualitative insights. This will be done in Parent Leadership Class and with the other school teams (ILT, Support Staff, Magnet, SPED, etc). throughout the school year. Parents from parent leadership will also ensure that they meet with other parents in their particular grade level or with others throughout the school year.

4. **Publicity & Incentives**: In order to ensure that 75%-100% of stakeholder engagement is reached, we will deploy a multitude of publicity strategies to ensure that parents are viewing the information and survey opportunities in real time. This includes paper flyers, monthly calendars, up-to-date information posted to ClassDojo, weekly phone calls, and posters along the entrances and exits with QR codes. Students and families will be incentivized to complete said survey with classroom incentives and prizes that have been donated by community partners.

5. **Community School Calendar**: Providing the most up-to-date information regarding Community School topics, information around the CS pillars, upcoming events, parenting articles, and the ANA process. The monthly calendar has been instrumental in ensuring that all school staff are aware of school programming and that the message is the same.

6. **Consolidating Communication:** Historically, Alta CA has utilized seven methods in which to disperse information to parents/guardians throughout the school year. This includes paper flyers, weekly phone calls, ClassDojo posts, social media posts, and the school website. However, based on parent feedback and observing online traffic, the three most used means of communication are ClassDojo, paper flyers, and weekly phone calls. For the upcoming school year, we will not rely as heavily on social media or the school website (although both will stay up to date). The school will onboard over 90% of Alta Ca teachers to ClassDojo to ensure that the majority of parents are receiving the same information.

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
PARENTS **Priority #1:** Develop, diversify, and offer more ways for parents to participate in the school community	- **Parent Attendance:** Increase average number of parent participants from 4-6 to 8-12, currently at an average of 8 parents per parent enrichment opportunity - **Parent Leadership Cohort:** Meet 1x/month to review school data and organize/assist with school-wide events - **Diversification of Committees:** Different parents are represented on all school committees (School Site Council, Local School Leadership Council, English Language Advisory Committee) - **Parent Workshops**: Offer parent workshops around prioritized topics (Mental health, Media literacy, Nutrition, Bullying, Academics, etc) - **Parent Volunteers:** Increase the number of parent volunteers, ensure that parents have opportunities to volunteer (field trips, school-wide activities, resource giveaways) - **Parent ANA Data**: Increase participation rate from 93% to 97% - **Consolidation of Communication Platforms**: Prioritize signing up 100% of Alta teachers on to ClassDojo as the main communication tool

STAFF **Priority #2:** Develop & diversify more ways for staff to take on leadership roles at the school site	- **Adjunct duties**: Increase staff participation in self-selected adjunct duties from 70% to 80% - **CSIT Expansion**: Onboarding new teachers/staff in Community School Implementation Team→ team of 8 to a team of 12 - **Committee Meeting Transparency**: Summary notes from committee meetings to share with staff - **Enrichment opportunity sign-up:** Early inquiry with staff regarding enrichment opportunities are interested in assisting with - **Protected planning time**: Ensure that staff interested in participating/leading enrichment have time & X-time available - **Staff ANA data**: Increase participation rate from 73% to 80%
STUDENTS **Priority #3**: Diversify & expand on enrichment opportunities for students during school, after school, and on weekends	- **Student attendance during school day**: Percentage of chronically absent students will decrease from 28% to 20% (currently at 28%) - **Student attendance during field trip**: Percentage of "no show" students on weekend field trips decrease from 15% to 10% or less - **Cultural Art Passport & ELOP Funds**: Offer 1-2 field trip opportunities to students in each grade level with the use of CAP funds - **STEAM Lab & STEAM Challenges**: Open the STEAM lab full time for all classes, classes attend STEAM lab 2x/month, STEAM challenge 1x/month - **Academic Intervention**: Increase students participating in after school intervention from 80% to 90% - **Computer Intervention vs. Teacher-Lead Intervention**: Increase number of classes offering teacher led intervention from 5 classes → 10 classes - **Universal Access Time**: Continue to ensure that 100% of all classrooms are utilizing small group rotations when providing small group literacy & math support

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: By June 2026, 75% of instructional staff will demonstrate understanding and application of CRT practices as measured by agendas, staff attendance, and observations.	- **Staff Book Study:** Conduct 1 book study/semester with interested staff members on books that focus on CRT, the science of reading, and evidence-based practices that benefit students in the classroom - **CRT Professional Development**: Conduct a series of 3 professional developments on Culturally Responsive Teaching (fall, winter, spring) - **Joyful Disruption trainings**: Increase the percentage of staff participating in LAUSD's "Joyful Disruption" trainings from 40% to 60% - **Diversify Gifted Magnet Certifications**: Train teachers in LAUSD's multiple pathways to identify students for "gifted" aside from OLSAT & Gifted Magnet testing
Goal 2: By June 2026, 85% of instructional staff will demonstrate increased understanding and application of relationship-centered learning environments in all classrooms/school spaces as measured by classroom checklists, teacher resources, and agendas.	- **PBIS partnership**: Partner with PBIS representatives from LAUSD in order to implement year-long training/support around relationship building - **Tiered Systems of Support:** Ensure that Tier 1 (Alta CA Tiered Charts) systems of supports are visible in all classrooms - **Purposeful School-Wide Event**: Facilitate one relationship-building school wide event per semester - **Identify-affirming displays**: Classrooms will have an identify-affirming display by the end of the first semester ("Wall of Us," student work posted in display cases)

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
Goal 1: By June 2026, 25% of parents/guardians in the school site will hold a leadership role within the school community and actively participate in the collaborative decision-making process or assist as a volunteer as measured by LAUSD volunteer enrollment data, meeting agendas, and parent attendance.	- **Diversify School Committees:** Parents who are apart of the school committees will not serve on more than 1 committee - **Revise LSLC By-Laws:** Revise and implement new by-laws within LSLC that ensure that member attendance is required, frequent absences will result in a new member - **Parent Leadership Class**: Continue to host Parent Leadership classes 1-2x/month, cover topics around CS, community advocacy, and effective collaboration strategies - **Parent Workshop Attendance:** Increase parent attendance in workshop, leadership, and volunteer opportunities by 25% across all opportunities - **Registered Volunteers**: Increase the number of registered parent volunteers from 70 to 90

Goal 2:
By June 2026, Student Leadership Council will be composed of 16+ students that hold a leadership role within Student Leadership Council who will actively participate in the school community, as measured by student attendance, meeting agendas, and completed Student Leadership Portfolios.
	- **Student Leadership Council Composition:**
	  - Attend SLC meetings 1-2x/month
	  - Students from all classrooms in grades 2-5 (16 total) will have a representative that is apart of SLC
	  - Increase the number of staff members who supervise/lead SLC from 1 to 3
	- **Gifted Magnet Portfolios in Leadership:** Co-create and implement structured portfolio for students to apply for Gifted Magnet under Leadership designation
	- **Student Leadership Opportunities:** Expand the number of opportunities for SLC members to participate in leadership opportunities (morning announcements, school-wide events, community-based projects)

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):

Alta CA Campus & Resource Map (2024-2025)

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
Goal 1: By June 2026, create an outline/framework for mentoring certificated and/or classified staff to take on expanded leadership roles aligned with the Community Schools model, as measured by meeting agendas and leadership reflection tools.	- **CS Leaders:** Identify 3 certificated/classified staff members with leadership potential to support sustainability of community school work (adjunct duties, ILT, CSIT) - **CSIT Expansion:** Expand current CSIT committee members to include 2 more certificated and 2 more classified staff members to build leadership skills & expand CS IQ - **CS Professional Development:** Plan & facilitate professional development 1x/semester around CS Framework, family engagement, & community partnerships - **Staff Driven Adjunct Duties**: Ensure that 90% of staff who sign up for adjunct/leadership duties have protected time to plan and follow through with duties
Goal 2: By June 2026, develop sustainability plans at the school site to ensure the long-term availability of core staffing and resources for Community School Implementation, as measured by meeting agendas and sustainability outline/framework.	- **Sustainability Plan**: Convene stakeholders to identify local & district funding sources to retain critical roles (CS Coordinator, Community Rep, PSW) - **Comprehensive Needs Assessments**: Review past and current School Experience Survey DATA, ANA Data, and other qualitative/quantitative data pieces to outline budget priorities for the following school-year - **Grant Application**: Apply for 1-2 external grants or partnership opportunities to support programming tied to staffing (Wellness Center, Partner Matching)

Key Staff/Personnel

A**manda Schramling - Community School Coordinator**	- Oversees Community School Program - Oversees off-site programs, resources & community partners - Plans school-wide & community events - Oversees Student Leadership Council + Parent Leadership Classes - New Teacher Cohort Trainer - Oversees data analysis + stakeholder input - Oversees communication apps including Social Media & ClassDojo
Mayra Flores - Community School Community Representative	- Assists Community School Coordinator with Family + Community Engagement - Oversees Community Resource Giveaways - Oversees Parent Leadership group - Surveys families and parents - Oversees Parent Portal registration - Organizes family + community events
Jose Benitez - Principal	- Oversees all classroom instruction and school operations - Oversees all staff members & budget - Administrator for school committees (SSC, LSLC) - Supports student growth - Build capacity of staff through data analysis - Oversees all school programming & Professional Development

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

To build sustainability as a Community School, we are considering the following plans and steps:

1. **Asset Mapping & Utilization**: Continue to conduct a thorough asset mapping process to identify the strengths, resources, and capacities within the school community and surrounding neighborhood. These assets will be used strategically to support Community School Initiatives, such as leveraging community experts, volunteers, and local businesses

2. **Revenue Generating Activities**: Explore opportunities for revenue generation to supplement funding for Community School programs and services. This may include more fundraisers, applying for more grants, renting out school facilities for events, or other ventures while advancing the school's mission & vision

3. **Evaluation & Documentation**: Continue to evaluate the impact and effectiveness of Community School programs and services via the Assets & Needs Assessment process. This includes documenting success stories, best practices, and lessons learned. Use this evidence to demonstrate the value of the Community School model to community and district stakeholders

4. **Strengthening Community Partnerships**: Deepen and expand our existing partnerships with community organizations, businesses, and universities to leverage resources, expertise, and support Community School initiatives

5. **Engaging & Mobilizing Stakeholders**: Actively engage and mobilize stakeholders (staff, students, families, community members) in advocating for continued support and investment in our Community School efforts

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
Goal 1: By June 2026, all students in grades TK-5 will have access to at least 1 enrichment or wellness support provided by a Community Partner during the school year or on Saturdays, as measured by student attendance, teacher observation, and funding invoices.	- **Enrichment Partner Outreach**: Meet with & collect estimates/quotes from enrichment partners that can lead Saturday enrichment sessions with students - **Bi-Annual Marketing Events**: Collaborate with community partners to create booths/share information to parents on services provided - **Community School Brochure**: Update Community School brochure and disperse to stakeholders the various Community Partners and services provided by the school
Goal 2: By June 2026, 75% of formal community partners will be included and participate in Community School Implementation team meetings to provide input on school priorities, needs, and resource alignment, as measured by meeting agendas, meeting notes, and observation.	- **CSIT Meetings**: Invite all community partners to at least 2 CSIT meetings by December 2025 - **Partner Engagement Outlook Calendar**: Set meetings and ensure protected time when working on collaborative events - **Partner Feedback Tool:** Develop Community School Partner ANA to gather feedback into effectiveness, collaboration, and service outcomes

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:

Alta California Elementary, we have established and plan to continue cultivating partnerships with a variety of community organizations to support the holistic needs of our students, staff, families, and community members. These partnerships are responsive to our shared vision and priorities, ensuring that they align with the goals and values of our school community.

1. **Mundo Academy (In-School Tutoring)**:
    - Mundo Academy provides in-school tutoring services to support academic achievement and enrichment for our students. Tutors work closely with teachers to address individual student needs and provide targeted support in core academic subjects.
    - This partnership directly aligns with our priority of ensuring academic success for all students, as well as our vision of providing personalized support and resources to meet the diverse learning needs of our student population.
2. **Penny Lane Counseling**:

- Penny Lane Counseling offers mental health and counseling services to students and families, addressing social-emotional needs and promoting well-being. Counselors work collaboratively with school staff to provide individual and group counseling, crisis intervention, and family support services.
- This partnership supports our priority of promoting the social-emotional development and mental health of our students, creating a supportive and nurturing school environment where students feel safe, valued, and empowered to succeed.

3. **Eyes for the Needy Vision Services**:
    - Eyes for the Needy Vision Services provides free vision screenings, eye exams, and eyeglasses to students in need, ensuring access to essential vision care services for all students.
    - This partnership addresses our priority of removing barriers to learning and promoting equity by ensuring that all students have access to the vision care they need to thrive academically and socially.
4. **Colgate Dental Clinic:**
    - The Colgate Dental Clinic offers preventive dental services, including dental exams, cleanings, and fluoride treatments, to promote oral health and hygiene among students. Dental professionals provide education and resources to students and families on proper dental care practices.
    - This partnership supports our priority of promoting overall health and wellness among our students, addressing the importance of oral health in supporting overall well-being and academic success.
5. **Cal State Northridge (CSUN):**
    - Our partnership with Cal State Northridge provides tutoring opportunities for student enrichment
    - This partnership aligns with our priority of preparing students for success beyond high school, fostering a college-going culture, and providing access to higher education resources and opportunities for our students and families.
6. **Green Bronx Machine:**
    - Green Bronx Machine provides, free of charge, vertical garden towers, materials to sustain said towers, and classroom curriculum that can be used for student enrichment
    - This partnership aligns with our priority of promoting student and parent enrichment where students and parents have the opportunity to learn about life cycles, maintaining plants, harvesting, and the benefits of nutritional and healthy food