CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

Ednovate Brío College Prep

School Site Contact Information

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Ednovate is a network of six public, tuition-free, high-performing college prep high schools in Los Angeles and Orange County that serves first-generation college-bound students from traditionally underserved communities. At Brío College Prep, we're focused on the individual learning and support needs of each student. That means our educators work together with students to develop a personalized learning plan that is designed to clear a path to college success.

Not only does Brío College Prep provide a high-quality academic experience that gets students ready for the rigors of college, but we also provide additional support and attention to help students get to know their sense of purpose and what they want their future to look like after college. We want the Ednovate Brio education and the confidence that comes with it to go with our graduates throughout their lives. That's how we help our students make positive, multigenerational change.

We also take pride in fostering a tight-knit community between students and their peers and school staff. We provide students and families with a safe and nurturing school environment that has high expectations and delivers a rigorous and quality personalized college prep experience.

Ednovate envisions a transformative Community School model aligned with the CCSPP principles:

- Holistic Education: Providing a comprehensive education addressing academic, health, and social dimensions for lifelong success.
- Community Engagement: Forging strong partnerships with educators, students, families, and local organizations to enhance the overall well-being of the school community.
- Equity and Inclusion: Actively addressing economic and social barriers to create a supportive environment for all students, aligning with Ednovate's mission to create positive multi-generational change.
- Whole Child Approach: Embracing a holistic perspective to education that considers each student's unique background, experiences, and needs, fostering an inclusive educational environment.

- Real-World Applications: Integrating practical, real-world applications into the curriculum to equip students with the skills needed for success in a rapidly evolving world.
- Responsive to Challenges: Using Community School strategies to address current challenges, including the impacts of events like the COVID-19 emergency.

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 Understanding and Commitment

Local Educational Agencies (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?"

Shared Understanding and Commitment 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

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

Racially-just, relationship-centered spaces
Ednovate schools prioritize building trusting relationships between students and teachers and upholding a ***Commitment to Racially Just and Restorative School Climates*** (Cornerstone Commitment) using multiple approaches that put Brío College Prep in the evolving developmental phase. Throughout their four years at Brío College Prep, all students participate in a daily Advisory class with the same group of peers and teacher. Teachers participate in anti-racism training and use a curriculum focused on anti-racist principles and creating an inclusive and supportive school environment. Topics include: understanding your own race, ethnicity, and other identities; sharing your roots; the history of your community; defining racism; naming our own experiences with race and racism; understanding privilege; and understanding microaggressions. By addressing topics such as understanding one's racial and ethnic identity, sharing community history, and recognizing and combating racism, Ednovate actively promotes a restorative approach to school climates, fostering an atmosphere that rejects punitive and exclusionary discipline, thereby contributing to the prevention of the school-to-prison pipeline.

All students participate in Positive Multigenerational Change Journeys (PMCJ) designed to help each student develop a deep, personal sense of purpose through participating in a series of performance

tasks oriented around Know Yourself, Know Your Community, Know Your Nation, and Know Your World. Students' PMC Journeys and PMC hours will build over their time and culminate in their Senior Capstone project in which they answer the critical question: "How will I use my skills and passions to meet the world's greatest needs?" The Purpose Framework upon which PMCJs are graded includes these two questions on equity: 1) What racial, economic, and social disparities exist in this field of work? And 2) How can we dismantle or combat systems of oppression and systemic injustice present within this field of work? Ednovate's PMC Journeys and Senior Capstone, emphasizing the development of a deep personal sense of purpose and critical thinking, align with the California Community Schools model's commitment to Racially Just and Restorative School Climates. By integrating questions on equity into the Purpose Framework, particularly addressing racial, economic, and social disparities, as well as actively encouraging students to explore how to dismantle systems of oppression and systemic injustice, Ednovate ensures that its programming goes beyond traditional academic goals.

Ednovate has developed a Caring and Accountable Culture in our schools through a data-driven process to review and revamp school disciplinary policies and systems. In 2019 Ednovate undertook an analysis of disciplinary policies and their effects on student outcomes. We found that certain subgroups were disproportionately receiving harsher discipline and subsequently did a deeper dive into the data to ensure disciplinary policies are applied consistently across identity groups. In November 2020, we invited staff across all Ednovate schools to join a working group to revamp disciplinary policies. Principals and other school staff dedicated 1-2 hours biweekly to reviewing the disciplinary handbook, collecting feedback, identifying areas of further deep dive, and then in small groups crafting recommended improvements. We then shared these recommendations through our CEO's communication to the full Ednovate community, collected further input via online discussions, office hours, and group meetings, and incorporated final feedback into our new Guide to Thrive Handbooks for students, parents, and staff. Ednovate's commitment to a Caring and Accountable Culture, including a thorough review and revamp of its discipline system through an equitable and racially just lens, aligns with the California Community Schools Framework's commitment to Racially Just and Restorative School Climates. By actively addressing historical disparities and disproportional effects on specific subgroups, Ednovate demonstrates a dedication to creating an optimal learning environment for all students. The incorporation of multiple perspectives, annual reviews by identity group, and the continuous refinement of handbooks with an equity lens exemplify the commitment to restorative practices over punitive disciplinary measures, actively working against the school-to-prison pipeline, in line with the CCSPP Framework's spirit and intent.

Shared power

Brío College Prep will engage educational partners (students, parents/families, staff, and community-based partners) in multiple ways, which demonstrates our ***Commitment to Shared Decision Making and Participatory Practices*** (Cornerstone Commitment) to develop our community school's vision and the Overarching Values. Brío College Prep is in the evolving developmental phase for this. These include Parent Advisory Council (PAC) meetings, English Learner Advisory Council (ELAC) meetings, quarterly parent and student focus groups hosted by the Ednovate CEO, Community School Council meetings, Coffee with the Principal, plus a Parent Ambassador group at the LEA level. In addition, Brío College Prep conducts quarterly student, staff, and parent surveys to solicit feedback, gauge culture, and measure progress.

Through the engagement opportunities described above, Brío College Prep continuously solicits feedback from interest-holders. The school is intentional about valuing diverse voices, offering many

mechanisms to participate in school decision-making to build an inclusive and democratic community school. While many of these are facilitated by the Principal (and, going forward, the Community School Coordinator), Ednovate's CEO also embodies the community school value of shared power. He conducts an annual "Better Together" Listening Tour at each Ednovate campus each spring to seek input on our strategic plan and school performance. He also facilitates quarterly focus groups with students, families, and staff to gather feedback more regularly.

Brío College Prep's annual Local Control & Accountability Plan (LCAP) cycle directly engages the school community in decision-making around school priorities, key goals, actions to meet the goals, and funding allocations, primarily through the Parent Advisory Council. During the fall of each year, interest-holders participate in Plan Development/Execution. In winter, the school shares progress toward goals, metrics, funds usage, and actions. In the spring, the school hosts a public hearing to present LCAP modifications for the upcoming year and get final feedback from interest-holders. By July 1st of each year, Ednovate's board formally approves the LCAP for the following year. In addition, the ELAC ensures school operations include a targeted focus on English Learner (EL) data and then gathers recommendations on resources and support allocation geared to addressing EL needs.

Ednovate's engagement practices, such as Coffee with the Principal, the PAC, and quarterly focus groups led by CEO Oliver Sicat, align with the California Community Schools model's commitment to Shared Decision Making and Participatory Practices. These initiatives demonstrate a dedication to authentic and dynamic shared leadership, ensuring the involvement of all school interest holders—students, families, staff, and community members—in decision-making processes related to school climate, curriculum, and services. The LCAP review process, where attendees actively influence funding allocations, exemplifies shared accountability, and the inclusion of the English Learners Advisory Council showcases a commitment to addressing specific needs through participatory practices. The quarterly focus groups further underscore transparency and information accessibility, fostering a community-wide engagement that supports Ednovate's commitment to authentic power sharing within the school and the broader community.

Classroom-community connections

Brío College Prep is in the evolving developmental phase in our ***Commitment to Powerful, Culturally Proficient and Relevant Instruction*** (Cornerstone Commitment). Ednovate's educational model is driven by student and family wisdom, experiences, and culture, with an emphasis on project-based and experiential instructional practices, as discussed below. In addition, we host a variety of community cultural celebrations and events to deepen connections to the community, including Folklorico dance, Dia de Los Muertos, Fiesta Navidena, community fairs, and a car show. By prioritizing experiential learning that extends beyond the school walls and traditional school day, Ednovate exemplifies a commitment to teaching and learning that is relevant, inclusive, and culturally rooted. In engaging students in inspiring, inquiry-oriented, and project-based experiences, Ednovate fosters a learning environment that is collaborative, interactive, and informed by the ideals of co-learning, ultimately deepening connections and engagement with the community, in line with the spirit and intent of the CCSPP Framework.

The Positive Multigenerational Change (PMC) Journeys described above incorporate a number of classroom-community connections rooted in the assets of students, families, educators, and the community. During the Senior Capstone Field Work, students go into the community and participate in internships to explore the world of work and develop professional skills. During the Capstone Community Action component, students design and implement a service project working with a

community organization of their choice, and the project must impact Brío College Prep students and the surrounding community. Their Community Action project culminates with an 8-10 page paper and a panel presentation. Ednovate's Capstone Pathways, where students engage in multi-year performance tasks culminating in a Senior Capstone project, align with the California Community Schools model's commitment to Powerful, Culturally Proficient, and Relevant Instruction. By guiding students through themes of self-discovery and community awareness, Ednovate's Capstones embody instructional practices that are inspiring, inquiry-oriented, and project-based. The program fosters a culturally rooted approach, allowing students to draw on the wisdom, history, and culture of their communities. The Capstone Field Work and Community Action Components further align with the commitment by providing experiential learning opportunities that deepen connections to and engagement with the community, allowing students to utilize the strengths of their community in their projects. This approach redefines traditional constructs of teaching and learning, embodying the spirit and intent of the CCSPP Framework.

A focus on continuous improvement:
Brío College Prep will infuse a focus on continuous improvement across our community school operations, from academics to school climate to social-emotional learning. An annual cycle of data collection, reflection, analysis, shared learning, and revision will be led by the Community School Coordinator and culminate with an updated Implementation Plan each year. This cycle includes updating the assets and needs assessment/gap analysis with quarterly surveys of staff, students, and parents. The Coordinator will lead reflections and solicit feedback from groups like the PAC and ELAC to identify how to continuously improve community school services to better meet student, family, and school needs.

To support ongoing improvements in academic achievement, Brío College Prep is in its second year utilizing the STAR assessment in ELA and Math to understand and benchmark student performance. STAR offers nationally normed data, is approved as Verified Data by the CDE and it helps instructors to understand where students are performing relative to grade level expectations and then supports instructors in identifying and providing the strongest support for students to improve their academic performance. STAR data is being utilized to identify students for our internal tutoring program. Tutors utilize STAR data for targeted lessons depending on their Lexile and Quantile levels. Instructors are also utilizing STAR data to identify end-of-the-year goals and strategies.

Ednovate developed and launched the digital Whole Child Report Card, an innovative tool that we believe will fundamentally change the way American high schools educate, prepare, and assess students for college readiness--ultimately supporting continuous improvements in increased college completion to create positive multigenerational change. We believe this tool can one day spark the transformation of the American high school report card in schools nationwide and create a more interactive, responsive, and holistic platform for use by students, parents, and teachers. The Whole Child Report Card incorporates academic, social emotional, and character/purpose indicators and goals. The Whole Child Report Card dashboard will fundamentally change students' learning experiences by providing real-time data to help them identify their strengths and areas for growth. This shared information base enables us to set goals, adjust support, and collaboratively chart the student's pathway to the future while simultaneously holding the student and everyone supporting the student accountable. The WCRC currently has the following six components:

1. Mastery - passing all classes with a C- or above.
2. College Rigor - Meeting state proficiency levels or above.
3. Self-regulation - minimizing the need for external reminders for on-task behavior or working

within a community.
4. Positive Multigenerational Change (PMC) Hours - minimum of 10 internship or community service hours in pursuit of one's passions.
5. Critical Thinking - Solving a real-life problem within the context of various adult roles and responsibilities.
6. Presence - attendance (this one will evolve to an SEL metric in the future)

At the school level, staff review the Whole Child Report Card dashboard to identify areas for improvement and make changes to instruction, interventions, and supports provided to students.

The Whole Child Report Card reflects Ednovate's ***Commitment to Assets-Driven and Strength-Based Practices*** (Cornerstone Commitment), for which Brío College Prep is in the evolving developmental phase. The development of the Whole Child Report Card and its accompanying dashboard reflects societal and educational change over the past ten years as well as our own evaluation and learning, including adaptations arising from the COVID-19 pandemic. These include changes in expectations for college readiness from the more traditional testing criteria (ACT/SAT) to whole child measurement of readiness with a focus on social-emotional learning as well as academic markers. In our first significant update to our assessment system in almost ten years, we are taking another step in this pursuit to create a more equitable academic system and recognize more of our students' gifts while we reimagine the American High School Report Card. Ednovate's development and launch of the Whole Child Report Card aligns with the California Community Schools Commitment by embodying an assets-driven and strength-based practice by embracing a culture of individual and communal wellness, as it focuses on identifying and nurturing students' strengths, passions, and purpose in life, thereby providing a more equitable and comprehensive measure of success.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters a shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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 into 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.

Brío College Prep will leverage our existing LCAP feedback mechanisms and interest-holder meetings to take a deeper dive into our school's needs and assets. We emphasize engaging a broad range of educational partners in this process through the following activities with interest-holder groups.

Families
- Coffee with the principal (parent groups) meetings, occurring bi-monthly.
- English Learner Advisory Committee meetings, occurring quarterly.
- Parent Advisory Council meetings, occurring quarterly
- Wellness survey, administered in spring.
- English learner survey, administered in winter.
- Quarterly family survey.
- Parent focus groups, occurring quarterly.
- Community School Committee meetings

Students (which includes student sub-groups of English Learners, Foster Youth, Students with IEPs, and Low-Income).
- Daily advisory meetings.
- Student focus groups, occurring quarterly.
- Quarterly student survey.
- Community School Committee meetings

School Staff (district administrators, including special education teachers, principals, etc.)
- Quarterly Staff Survey.
- Teacher weekly professional development, occurring every Friday.
- Community School Committee meetings

Partners

- Community School Committee meetings
- Needs assessment and gap analysis

Brío College Prep will ensure we engage historically marginalized student and family groups in community school asset and needs assessment activities, including through the English Learner Advisory Committee, which engages the parents of English Learners. We are also intentional about planning activities during the evenings and weekends to accommodate working parents, and we facilitate many activities in both English and Spanish (including the SWOT analysis that informed our needs assessment). All parents are automatically part of the Parent Advisory Council to help them feel like their voices are valued in school decision-making.

Through the engagement processes above, **Brío College Prep identified key school and community assets, as well as needs**. Brío's location in downtown LA is an asset, as it puts the school in close proximity to other schools, educational resources, and community assets like the LA Metro public transportation system. Brío's size allows us to connect with all students and families and maintain open lines of communication, including with our partners. Areas of need include facility challenges – Brío shares a building with other tenants and lacks sports facilities for students. There are also concerns about homelessness surrounding the school. However, we are proud of the high Promoter scores from parents (goal of 55, which we typically exceed, and a score of 30 is considered good), which indicate a high level of satisfaction with the school. Parents also indicated they appreciate clear communications from the school staff and the cultural events hosted by Brío College Prep. Parents indicated a gap is workshops for families on topics like mental health, substance use prevention, advocating for their child in the education system, and available community resources to

help families meet basic needs. Students indicated school strengths include the strong one-on-one support system for students, positive relationships with teachers and staff, and the effective college prep component. Additional potential community school services to be reviewed with parents and students will include the need to establish or expand early care and education services for children from birth to age five, plans to participate in the LEA Medi-Cal Billing Option Program, and the federal Early and Periodic Screening, Diagnosis and Treatment program with LA County. Staff indicated school strengths include how students take leadership roles in many projects and events and pride in how they use data to drive school improvements. Staff indicated areas of need include developing innovative supports for improved learning at home and lack of facilities for sports. Both staff and parents also indicated a need for increased mental health services on campus. An area of growth for Brío is to build relationships with local businesses for sponsorships.

Part B: 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 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**
Family & Community Partnerships: increase differentiated community partnerships to support student learning, career and passion exploration, and parent involvement.	- 5 new community partnerships annually centered on student learning experiences, mentorship and internships - 3 onsite programs supporting students - 1 onsite program to support and education to families - Increased attendance in parent workshops
College & Career Readiness: establish career readiness partnerships and programming to develop a greater sense of identity in our students	- Expansion of business capstone pathway - Career focused field trips per grade level twice a year - Annual career day
Sports Facility Access: secure reliable and safe sports facilities to enable a full sports program	- Access to one sports field to facilitate boys and girls soccer and flag football practice - 20+ NPS for students and 55+ NPS for parents - Increased student participation in sports

Brío College Prep developed the following new programs for implementation under the **Four Pillars of Community Schools**.

Integrated Student Supports

- Proactive and targeted social work supports for sub groups of students (ex: newcomers, foster youth, lgbtq youth, etc.)
- Extracurricular activity advising, goal setting and progress monitoring
- Revise advisory curriculum to support student SEL, college knowledge and career readiness

Family and Community Engagement

- On site parent services (counseling, advocacy support like immigration) through partnerships , parent workshops provided by vendor
- Student workshops during school and after school - through partnerships like Reach LA that provides 1 off free workshops for LGBTQ+ youth, or paid through organizations like Youth Business Alliance and other vendors
- Parent resource hub
- Flex student learning programming- this is done at some Ednovate schools, but not Brio. Currently have a flex day but would like to move to a flex block, goal is reading and math intervention but also providing career exploration, coding class built into the day instead of after school club, bringing in more outside learning to instructional day. Guest speakers and workshops would primarily be provided through partnerships with individuals and organizations

Collaborative Leadership & Practices for Educators and Administrators

- Enhanced advisory professional development in developing SEL, college knowledge and career readiness- all teachers are also advisors. Culture of advisory has been growing, previously an after thought. Want to make sure teachers are getting professional development on how to be strong advisors. Setting baseline for SEL practices, creating community and sense of belonging, teach important life skills. Provided internally by providing stipends.
- Enhanced professional development on parent & family engagement provided vendor , provided for non instructional staff as well to create leader and staff alignment on parent customer service

Extended Learning Time

- Extracurricular course offering and advising with new key metrics- create metric for tracking extracurricular activities, time spent. Right now not part of Brio's baseline - just look at community service hours. Set goal to grow # of students involved in extracurricular to better prepare them for college success. Build programming that helps ensure more are involved, and getting guidance on why extracurriculars are important and what their options are.
- Expansion of internships and career exposure opportunities for students (host a career day)
- Organization-led clubs- most clubs currently led by teachers, believe it's beneficial to learn from people who aren't your teachers. Want to be more of an open house for outside orgs to facilitate clubs on site (Reach LA) through partnerships . Identify additional partners.

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 the coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports the sustainability of the effort.

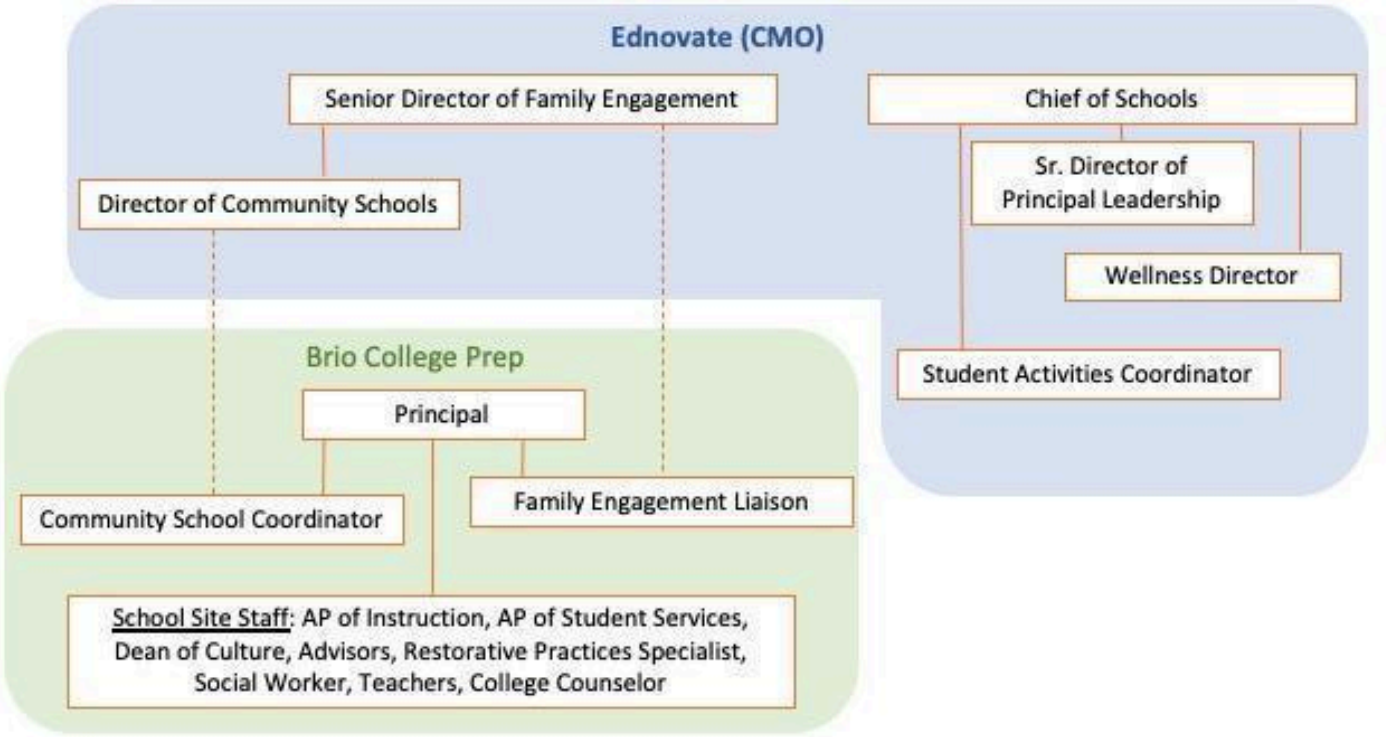
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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
Ednovate will establish an LEA-level advisory council to provide guidance and support to Brío College Prep by fall 2024	- Engage Ednovate's group of Parent Ambassadors (LEA-level group), who meet monthly and act as parent leaders, to help develop LEA-level advisory council for the community schools. - Director of Community Schools works with Parent Ambassadors to develop an advisory council meeting schedule. - Director works with Community School Coordinators at each Ednovate school to outreach to parents, students, staff, and partners and invite them to participate on the advisory council. - Director facilitates quarterly advisory council meetings intended to guide LEA-level support for each community school, gather feedback from across schools to determine trends and best practices and make changes to programming accordingly.
Brío College Prep's Community Schools Council will each meet four times per year	- Community School Coordinator (CSC) calendars all meetings at the start of the school year - CSC sends out email notifications to parents, staff, and partners, along with posting notices on Brío's website and social media accounts to invite interest-holders to participate - CSC and Principal co-facilitate each meeting and cover school priorities and needs, information on community school services, and they solicit interest-holder feedback on all topics. - Community School Council provides updates to the Parent Advisory Council to support the alignment of community school implementation plan updates with the LCAP.

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):



Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

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. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goal	Actions
De-silo interest-holder decision-making groups to streamline efforts toward school improvement.	• Brio College Prep renamed the School Site Council the Parent Advisory Council (PAC).

	● Merge the Parent Advisory Council with the English Learner Advisory Council (ELAC) for one coherent decision-making body responsible for the LCAP. ● Key school leaders like the Principal participate alongside interest-holders that include students, parents/families, staff, and community partners. - PAC oversees the annual school improvement and LCAP planning process and provides feedback to the Community School Council to inform the annual community school needs assessment and implementation plan updates.
Align annual community school asset and needs assessment with school improvement plans laid out in the LCAP each year.	● Community School Council reviews the current LCAP process and current community school processes to identify areas of overlap and information/tasks/activities from each that must continue. ● PAC continues the LCAP update and approval process. ● Community School Council creates a cohesive annual plan for assessing assets and needs, reviewing progress on measurable goals from the prior year's community school implementation plan, setting new goals based on interest holder feedback, and updating the community school implementation plan. - Community School Council ensures planning and implementation updates are aligned with the goals and actions approved by the PAC in the LCAP and provides updates to the PAC.

Strategy 5: Staffing and Sustainability

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
Ednovate employs a Director of Community Schools (LEA-level staff) and site-based Community School Coordinators who are culturally reflective of our students and families.	- Job descriptions prioritize candidates who grew up in Ednovate-served communities or from demographically similar communities. - Jobs are posted widely to attract a diverse pool of candidates.

Brío College Prep sustains community school staffing and services beyond the CCSPP grant period.	- Develop a long-term sustainability plan with annual updates based on fundraising successes and school needs. - Ednovate Director of Development and External Affairs and Development Associate regularly reviews funding opportunities to identify and pursue those aligned with community school goals and priorities, as well as individual and corporate funders. Ednovate currently raises $2 million per year with these efforts. - Successfully conclude a $12 million fundraising campaign for organizational growth and programming; $4.8 million in pledges have been secured to date.

Key Staff/Personnel

Director of Community Schools (shared by six Ednovate community schools)	Supervises Community School Coordinators and Principal; responsible for overall CCSPP oversight and reporting; provides training and guidance to effectively implement community school framework with fidelity; leads LEA-level community school advisory council.
Community School Coordinator	Manages annual assets and needs assessment and updates implementation plan; co-facilitates Community School Council meetings; manages current and develops new partnerships to fill gaps in services; oversees the overall implementation of community school strategies.
Family Engagement Liaison	Responsible for managing family/community engagement activities, including the Parent Center; facilitating educational workshops; serving as a liaison between families and the school; and increasing parent engagement in school activities, including the Parent Advisory Council and events.
Wellness Director (shared by six Ednovate community schools)	Responsible for supervising Social Workers, including providing oversight and case counseling; provides training on evidence-based mental health practices; oversees crisis response when needed; will develop Comprehensive Student Wellness Hub that integrates academic, physical, social-emotional, and mental health services; and responsible for overseeing support services for homeless and foster youth.
Student Activities Coordinator (shared	Responsible for developing expanded learning activities,

by six Ednovate community schools)	including developing partnerships with local businesses to facilitate internship opportunities, as well as developing other expanded learning activities like athletics, enrichment, and STEAM.

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

Ednovate developed a preliminary sustainability plan outlined below that will be reviewed and updated annually as part of the overall implementation plan update. We are committed to braiding diverse sources of funding to expand services under the four pillars of community schools, leveraging our strong track record with philanthropic partners and exploring new sources of public funding. Ednovate's Director of Development & External Affairs will lead the annual updates of the sustainability plan and spearhead fundraising efforts on behalf of our schools, working with the CEO and with the support of a Development Associate.

Ednovate continues to grow its strong base of financial support from existing funders such as the Charter School Growth Fund, New School Ventures Fund, Joseph Drown Foundation, Ralph. M. Parsons Foundation, Windsong Trust, Ahmanson Foundation, and individual and corporate funders. The organization currently raises $2+ million a year through these sources, which can support services under the four pillars of community schools.

Ednovate is also in the midst of a $12 million dollar fundraising campaign to support organizational growth and enhance programming like community school services. We have secured $4.8 million in pledges from the Charter School Growth Fund and individual donors. We also have strong prospects for an additional $7 million through funders such as Windsong Trust and individual donors.

Ednovate anticipates being able to utilize additional funding from reduced facility costs over the long term that could be repurposed toward community school services and sustainability.

We also plan to explore potential public funding sources for sustainability. From the California Department of Education these will include Expanded Learning Opportunities Program (ELOP) and 21st Century Community Learning Centers After School Safety and Enrichment for Teens that provide expanded learning opportunities, funding for Multi-Tiered Systems of Support, California Universal Meals Program, Educator Effectiveness Block Grant, the Community Engagement Initiative, and the California Adult Education Program that serves parents and community members with basic literacy and GED preparation. We will also explore federal funds from the US Department of Education, including Full-Service Community Schools, School Climate Transformation, and School-Based Mental Health Services Grant.

We will also sign up for reimbursements from the LEA Medi-Cal Billing Option Program from the CA Department of Healthcare Services.

Lastly, as part of our annual LCAP update process, the community school needs assessment and implementation plan will be shared with the Parent Advisory Committee responsible for developing and approving the LCAP. The SSC will redirect LCFF funds toward highest need student groups as identified in LCAP and community school needs assessment activities, including English Learners, students with disabilities, low-income students, foster youth, and homeless youth.

Strategy 6: 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 that 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
Develop 2-4 new partnerships each year in response to the needs assessment and gap analysis.	- Community School Coordinator engages interest-holders in the review of needs assessment and gap analysis and then solicits feedback on which are the highest priorities for the school community. - CSC identifies potential community partners to fill gaps and conducts outreach to recruit new partners and build lasting relationships including with county health and behavioral health agencies. - Potential partners identified during planning include the Downtown Center Business Improvement District (DCBID), UCLA YouthSource Center, and YMCA.
Partners demonstrate high and consistent engagement with Brío College Prep to support school priorities.	- CSC maintains regular communications with partners through email, phone, text, and in-person meetings. - CSC communicates calendars and schedules clearly and with advance notice to partners. - Partners regularly attend Community School Committee meetings to participate in decision-making.

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:

Brío College Prep partners include the Coalition for Humane Immigrant Rights (CHIRLA), Central City Neighborhood Partners, LA Public Library, Reach LA, Kaimore, Youth Business Alliance, University of Southern California, Equitas Academy Charter Schools, Para Los Ninos, Libertas Charter School, Multiplying Good, Cliffs of Id, Touchstone Climbing, NASA's Jet Propulsion Laboratory, St. Francis Center Los Angeles, The Grammy Museum, Koreatown Youth + Community Center, Crenshaw Yoga and Dance, Community Services Unlimited Inc., LA28, LAPD, Carnegie Science, Aquarium of the Pacific, Homeboy Industries, Moonwater Farm Art & Agriculture, Los Angeles Conservancy, WOLF Outdoor Education, Make-up Designory, and Santino Bros Wrestling Academy.

Partners attend Community School Council meetings quarterly to review school data and needs, develop strategies to address needs and review progress toward meeting Brío College Prep's goals and priorities. As stated in our first goal above, our Community School Coordinator will use the needs assessment and gap analysis to identify types of new partners needed to help address the needs. In this way, we will ensure the partners we engage are responsive to the vision and priorities of the Brío College Prep school community. Current and new partners will participate in the Community School Council, which is responsible for supporting the CSC by conducting the annual asset mapping and needs assessment in the fall, and then reviewing progress toward achieving school priorities in each quarterly meeting.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also, consider how 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

Goal	Actions
Provide high-quality classroom instruction and curriculum that promotes college and career readiness, with academic interventions in place to ensure equity across all students (LCAP Goal 1)	- Provide PDs for teachers around high-quality instruction and intervention supports for English Language Learners, tier 3 students, and students with IEPs. - Provide PDs that include English Language Development standards and goal writing for dually classified students. - Provide PDs on differentiation, lesson planning with accommodations, and progress monitoring. - Training on the use of accessibility tools (e.g., text-to-speech and speech-to-text) and on intervention programs. - Social Emotional Learning teacher development - Strengthen SEL support strategies for teachers
Engage parents as partners in supporting them through education, communication, and collaboration to render students with the utmost safe, welcoming, inclusive, and positive learning environment (LCAP Goal 3)	- Parents will be invited to engage with their community and principal on a monthly basis through virtual workshops on topics like suicide prevention, dealing with stress, the vaping epidemic, Medi-Cal support, housing concerns, having difficult conversations, and financial literacy among other topics. - Parent Ambassadors will be trained and supported by our Family Engagement Team to help lead and facilitate discussions and events with other families.

	- Provide professional development to teachers and staff on effective family engagement and communications strategies.

Brío College Prep also addresses the **Four Key Conditions for Learning** that are essential to our students' success.

Supportive environmental conditions that foster strong relationships and community:

- All students participate in a twice-daily Advisory with the same peers and teacher for all four years of their high school experience. Ednovate's Advisory Playbook aligns with the supportive environmental conditions outlined in the California Community Schools model by establishing a home base for students where they form enduring support networks, build relationships with peers and advisors, and meet regularly to set goals. The Advisory Model fosters positive, sustained relationships that contribute to attachment and emotional connections.
- Brío College Prep offers a diverse range of extracurricular activities, including sports and student-initiated clubs. These support the development of emotional connections, attachment, and a sense of belonging and purpose.

Productive instructional strategies that support motivation, competence, and self-directed learning

- All Ednovate teachers use our Guided Analysis document quarterly to review data and reflect on their instructional techniques like differentiation, re-teaching, and scaffolding lessons.
- The PMCJs discussed above provide students with hands-on, relevant, and self-directed learning opportunities.
- Teachers collaborate in both grade-level teams to analyze and respond to academic achievement data, collaborate to address specific student needs and foster a strong culture and academic results. Teachers also collaborate on department teams to work toward vertical alignment to enhance student mastery.
- Ednovate's Base Curriculum and its resource library establish a foundational framework for each subject and grade that supports high levels of student mastery. By offering Common Core-aligned, ready-to-use materials, the base curricula empower teachers to focus on meaningful tasks such as providing quality feedback and responding to student needs rather than spending excessive time on material creation and gathering. Additionally, all instructors have been provided 8-16 hours of professional development focused on the internalization and implementation of their curriculum both at the start of the school year and throughout the year.
- Grading for equity is an educational approach aimed at promoting fairness and inclusivity in the assessment and grading process. Its primary purpose is to address disparities in academic outcomes by considering students' diverse backgrounds and experiences. Grading for equity emphasizes the importance of assessing students' understanding and growth rather than solely focusing on standardized criteria, which may be biased or disadvantage some learners. This approach encourages educators to employ various assessment methods, provide targeted feedback, and make grading decisions that account for individual circumstances, ultimately fostering a more equitable learning environment. The approach is driven by the three pillars of grading: 1) Grades are an accurate reflection of a student's academic performance; 2) Grades are Bias-Resistant and counteract institutional biases from "infecting" grades; and 3) Grades are motivational and build student intrinsic motivation and sense of efficacy.

Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior

- In the past two years, Ednovate has explored different SEL curricula to find the right match for our schools. These have included Sown to Grow and Wayfinder, and we plan to pilot another curriculum in the next academic year before making a final selection. Once selected, the SEL curriculum and assessment will be integrated into the Whole Child Report Card.
- Brío College Prep has its own School Social Worker to address mental health concerns, provide positive behavior support, and offer individual and group counseling, including around SEL topics. Their interventions, including crisis support, conflict resolution, and anger management, contribute to building self-regulation, executive function, intrapersonal and interpersonal skills, a growth mindset, and a sense of agency.
- Social Workers also facilitate mental health trainings for students. Most recently, they covered Mental Health Hygiene and Rest.

<u>System of supports that enable healthy development, respond to student needs, and address learning barriers</u>

- Brío College Prep implements multi-tiered systems of support (MTSS) to identify and group students into tiers based on their level of need. Tier 1 serves all students with the programs and interventions described in this implementation plan. Tier 2 provides targeted supports to higher-need students by integrating instruction and intervention to improve their performance and master content.
- Our School Social Worker provides multi-faceted support to respond to student needs, including mental health and behavioral concerns. These professionals contribute to creating a conducive learning environment, supporting students with special needs, diagnosing mental health disorders, and mobilizing resources for effective learning. Their interventions include crisis support, conflict resolution, anger management, and programs to enhance overall student development. Social workers play a crucial role in fostering collaboration between home, school, and community to achieve student success.
- Teachers' quarterly Guided Analysis uses data to identify students with learning barriers or other challenges and adjust instruction accordingly.
- Ednovate believes all students should have access to a high-quality curriculum regardless of their unique needs. For special education students, we get to know each student’s strengths and areas of need, plan specific lessons accordingly, and make modifications or accommodations in accordance with their IEP and 504 Plans.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students’ engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goal	Actions
Teachers participate in Positive Multigenerational Change Journeys (PMCJ) training and facilitate Journeys for 100% of students.	Teachers participate in a series of professional development to prepare them to facilitate PMCJ, including: - Strong Start (intro and reasons behind progression, main components including PURPOSE Framework, Step by Step tool, and Critical Thinking Rubric) - Beginning of the Year (teachers are guided through a progression through a student lens) - Department Analysis and Rewrite (analyze the Critical Thinking Rubric and tailor it to their department) - Quarterly PMCJ ("choose your own adventure" for teachers to select which PMCJ to revisit) - Pathful Connect (opportunities to connect students with industry professionals for mentoring, advice, career information, and career fairs).
Teachers facilitate senior capstone projects for 100% of students	Teachers participate in professional development on the following topics. - PMCJ and Capstone Consultancy Protocol: teachers meet with their grade-level teams to get feedback from peer teachers on their semester's plans for PMCJ and Capstones.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allow for the celebration of successes, the development of new strategies, structures, and practices, and the building of stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore 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. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicator
Integrate community school funding, services, and planning activities into the LCAP process, which includes annual review and evaluation of progress.	-Merge the Parent Advisory Council (PAC) with the English Learner Advisory Council. - Community School Council aligns efforts with PAC and LCAP, provides updates, and solicits feedback from PAC.	- Number of Community School Council meetings - Number of parents participating in community school activities - Number of new partnerships developed

	- Ednovate leadership presents goals for the year, progress on previous goals, programmatic plans for the coming year, and budget with the goal of getting feedback on programmatic and budget priorities. Based on the feedback, Ednovate adjusts plans and priorities accordingly. For example, if EL scores are down, Ednovate and the Community School Council may recommend additional funding for tutoring.	- Yearly completion of asset mapping/needs assessment - Attendance rate - Chronic absenteeism rate - High school dropout rate - Proficiency rates in ELA and Math on CAASPP - Graduation rate - Suspension/expulsion rate - School climate surveys
Community School Implementation Plan is updated twice annually based on ongoing asset and needs assessment data	-Quarterly Community School Council meetings to engage educational partners in progress monitoring. -Annual LCAP update informs metrics to include in Community School Implementation Plan	