

Community School Implementation Plan

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy

9. Progress Monitoring and Possibility Thinking

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

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43-10439-0121483

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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

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:

Alpha students have always had a range of needs, and the pandemic has both highlighted and exacerbated the range of those needs. When we initially applied for the planning grant, we had limited resources to implement the strategies, programs and initiatives that we needed to meet the needs of our students and families. We believe the community school model is an opportunity to continue to address every student's needs in a holistic way - by supporting the whole child, inclusive of their family.

During the planning grant period, we started learning more about community schools, analyzed data to determine gaps, conducted needs assessments, and engaged with stakeholders (as outlined in our abstract). As school leaders, we engaged in a dialogue with our Alpha Network leadership team to learn more about the CA Community Schools Framework pillars, reflect on how pillars are aligned with current programs/services, and identified overall needs. During this process, we clearly noticed an alignment in Alpha's long-term vision and community schools. This noticing is a major reason why we think that now is the moment to build toward community schools. In addition, as a school in a charter network of four public schools founded by a group of parents committed to creating access to an outstanding education for their children, we recognize that actively tapping into an entire community of resources is what is needed to impact positive student, family, and community outcomes. Therefore, we are committed to the four pillars of community schools, and we also humbly admit that we can be better at incorporating our parents, guardians, external organization and community members as partners in our schools. We believe that a shift toward implementing a community school model will guide us toward improving these partnerships given the resources and support that are offered by CCSPP. We are excited to build off of the foundational work we have done with the planning grant, which supported our initial implementation of Multi-tiered Systems of Support (MTSS), collaborative learning spaces, and data & analytics efforts that have helped us with our needs assessment and gap analysis. This upcoming year we also plan to continue discussions about our existing Extended Learning Opportunities program (afterschool and summer programs and partnerships) and do a deep dive as to how we can integrate these better with our community schools vision.

At Alpha, incorporating **value one: Racially-just, relationship-centered spaces** is a priority. This value lives in three areas of our work: what we term building a "Healthy and Thriving Environment," implementing a Social and Emotional Learning (SEL) curriculum, and incorporating restorative justice practices, which all live under Tier 1 of our Alpha Multi-tiered Systems of support. Implementing MTSS is one of our primary goals for our Alpha community school model.

Last summer, our leadership introduced a Healthy and Thriving Environment, a school climate initiative, to our team. A Healthy and Thriving Environment and its key elements were introduced to our leadership team first to start shifting mindsets around a safe and supportive school climate, and authentic relationship building across staff, students, and families. We did this because we needed to align on the language and practices that we believe define this work, and because we did not want to leave room for misinterpretation. These key elements include fostering:

- physical and psychological safety,
- intentional trust and positive and sustained relationships amongst peers and adults,
- a sense of belonging,
- a space to grow and engage in challenges
- Joy, and
- pride in self and community.

In the next academic year and beyond, we plan to introduce these key elements with our teachers and staff through professional development opportunities, and coaching. Our leadership team is designed to deliver 1-1 coaching to teachers and staff. We plan to explicitly connect how a Healthy and Thriving environment is connected to our Community School strategy during our learning sessions. In addition, we will partner with families to develop a shared language around a positive

school climate because we have noticed that for parents and guardians, they tend to define this mostly around disciplinary challenges. Lastly, we have recently implemented a data dashboard titled “Dean’s List” which helps us monitor incidents, behaviors, and how quickly needs are addressed at the school site. We plan to continue building usability of this dashboard and utilizing it to coach our Deans, who are the primary staff members driving this initiative.

Focusing on building positive, nurturing and safe relationships between staff, students, and families is extremely important to us at Alpha. By integrating Social Emotional Learning (SEL) and Restorative Justice practices and methodologies at our site, we know it will positively impact school climate and culture. Our plan is to take these next few months to align on a vision and approach for these methodologies so we can start engaging with our team during year one and two of the grant cycle. We would like to focus our efforts in year one on building a Healthy and Thriving Environment across our team first. Currently, our school has scattered efforts connected to SEL, we would like to see an aligned curriculum and consistent learning blocks in place. We will take a similar approach with restorative justice practices in that we will take the time to research and seek partners aligned with our vision that will help us with the implementation process. In addition, we are also exploring a way to incorporate trauma-informed practices and care into our de-escalation strategies. We are researching and seeking to understand partnerships that will support the Alpha team with incorporating trauma-informed practices in the next 1-2 years.

As we took a deep dive into needs and asset mapping at Alpha, we found that some of our team have been working in silos, and therefore one of the plans as we move into a new academic year is to build more cross-functional collaboration to better support our students. As an example, we plan to work with our counselors and therapists to build awareness about, not only our journey toward becoming a community school, but also to align their efforts on the ground with a tiered approach and with our school climate initiative, A Healthy and Thriving Environment, and its connection to MTSS. Mental Health Counselors will play a key role in supporting these collaborative efforts.

Since we started our planning phase for community schools, we have identified the following school climate and culture opportunities based on needs that we would like to explore implement in the next five years:

- Home visits: Training and supporting staff to participate in home visits in order to improve family-staff relationships and partnership.
- Peer mediation: Providing peer conflict mediation groups as both a restorative approach, and leadership opportunity for our students.
- Partnering with Gang prevention organizations to provide resources and build relationships with the community.
- Radical problem solving spaces: creating spaces at the school site for stakeholders to gather and identify resources, opportunities and supports around a particular student. This would assist our tiered approach to addressing student needs.
- Student-centered spaces: Identifying spaces where students have access to feel safe with their emotions (a calm down space), spaces where students can de-escalate, and/or sensory rooms.

Our efforts around the **value of “Shared Power”** have been hyper focused on parents and guardians, and exploring how we might build the conditions to create safe and inclusive spaces for our families to experience deep engagement as partners, and contribute as decision makers. We

have done initial needs assessments and stakeholder feedback discussions around parent and family engagement as they are connected to the schools sites, and our Parent Learning Center. This included surveys, focus groups with school site leaders and teachers, and meetings with parent leaders. In addition to this feedback, we will continue to engage staff and parents in the design process of creating a Parent Engagement Vision and Playbook. The goal will be that once we finalize our Parent Engagement Vision and Playbook, we will develop professional learning opportunities for our that reflect the behaviors and practices the playbook will outline as best practices to partner with parents, and we will build programs and services together with and for parents based on what they identify in the process as a need or preference. As a school site, we will use the vision and playbook as guidance to determine next steps in identifying how we will support shared power and advocacy. During our needs and assets mapping activities, we have also identified existing parent/caregiver spaces in the Alpha network on our site that we will leverage as we continue to raise awareness, receive feedback and envision a community school.

During our two year planning phase, we feel confident that we were able to implement a solid foundation of **continuous improvement** mindsets and processes. Two years ago when we applied for the planning grant, we were facing a critical gap with regard to data access, analysis, and application. Since then, we have been able to onboard a Data & Analytics Manager who has been instrumental in creating a new interactive Data Dashboard that also links to our organizational scorecards. We are excited to have had the opportunity to train all school-based staff on, not only how to navigate and leverage the Data Dashboard, but also on doing consistent cycles of data reflection with aligned meeting processes, protocols, and expectations. This has significantly improved our collaborative leadership and practices at the school level. We now have weekly School Leadership Team (SLT) data meetings that focus on data-driven intervention and mitigation. Leaders are able to look at real time data for attendance and suspensions for example, and have the opportunity to discuss proactive and restorative approaches for their school site that can be implemented immediately or in the short-term. These training and feedback cycles will continue through the academic year. We have also been able to come together as a network of four schools at our bi-annual event, titled “Step-back Day,” to provide a full day of analyzing holistic student data, and action plan with site and content teams. With this in mind, we are confident that we will continue to grow these efforts centering on data connected to student learning conditions, wellbeing and outcomes, through coaching for our leaders, professional development for all site roles, and continuing to provide the structures, spaces, and practices for ongoing reflection.

As we facilitate needs and assets discussions across our team, we have identified that we have least familiarity with **value three: classroom and community connection**. This is not to say we do not value the approach because we do and are fully committed to improving our classroom and community connection, but we recognize we need to dig deeper on how CCSPP defines it, learn more about best practices, and continue to engage our team in how we might begin to incorporate it more as we build our community school. What is true of our academic model is that it is guided by the science of learning and culturally responsive teaching, we reference our academic model in our abstract and describe its connection to liberatory education. For Alpha, this also means connecting the classroom to the broader community and world issues is essential for students to thrive. Alpha

instruction is interdisciplinary in nature, for example we selected E.L. Achieve (Systematic ELD curriculum), National Geographic (Social Studies), and Amplify CKLA because the curricula are interdisciplinary and rooted in real world issues. Where we see an opportunity to grow is in implementing best practices where classroom instruction is grounded in and responsive to the local context, as well as preparing teachers to offer more project based learning opportunities. We would also like to expand on programming such as “*Los Dichos*,” a program initiated by the community. Los Dichos was created to leverage the assets of our families and connect them to instruction. During *Los Dichos* time parents and caregivers come to read to their elementary aged children in the classroom. Similarly, we would like to expand on one of our arts programs focused on celebrating local community activists, which was initially created through an afterschool program; we are now building toward having it be an elective class.

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 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 in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Our needs and assets mapping thus far focused on working with our organizational leadership, administrators, key staff, and parent/caregivers. The first step we took was to assess our scope of work connected to Community School and Expanded Learning Opportunity programs at the executive leadership level in order to decide on a vision for the planning phase, and to ensure alignment on commitment to community schools at the leadership level. From that initial discussion, we facilitated 1-1 interviews where we discussed what is a community (with a focus on the four pillars), needs and assets, program alignment, and why community schools now. We were able to create a needs and assets map of initiatives, programs, and services at Alpha aligned with the four pillars of community schools. We then brought this map and facilitated a visioning activity with *our organizational leadership (executives and Principals)*. This was done intentionally to ensure our leadership had clarity on CCSPP, in order to gain buy-in, but most importantly to show how aligned our organizational vision is to the community schools framework.

We have also been able to partner with our Parent Learning Center to conduct an initial survey that gave us insights into parent/caregiver programmatic and service needs, and with the Director of Community and Advocacy to facilitate focus groups with both parent/caregiver and teachers to inform and assess our parent engagement. As we engage with families with a limited capacity this year, we plan to continue engaging families from each site via phone banking, focus groups and community meetings. As we prepare for next year, we have already started to review all current surveys that our students and families participate in and incorporate needs assessments, assets, and visioning questions that will support the work of building community schools so that we may continuously gather data to support improvements.

Our primary focus will be to recruit and hire an Associate Director of Community Schools to manage and implement a robust needs and assets assessment that will build the community schools our sites deserve. Right now, our organization is phased with limited human resources, and although we have started our journey of planning for a community school model and are committed to the efforts, this was mostly possible with the support from a consultant that has worked closely with our Chief Schools Officer to ensure the planning took place for a next phase. We learned that a full time person, the Associate Director of Community Schools, is urgently needed to continue the work with the attention and intention a program such as a community school requires

Once we onboard this Associate Director of Community Schools, we will have two key scope of work areas related to needs and assets assessment: 1) continuing to engage with our stakeholders that we have not had the capacity to engage with fully (other than with surveys) such as students, parent/guardians, teachers, and community members via phone calls, one on ones, and focus groups, as well as visioning activities and 2) as our organization approaches the development of a new strategic plan, because our 5 year plan is coming to a close, to partner with the organizational leaders facilitating the robust stakeholder engagement that will inform this new plan to ensure alignment of community school purpose and needs are integrated in the process.

We hope to engage students in focus groups and design meetings during the 24-25 academic year. Most of our student population come from low income families (77%), and therefore we are confident that we will incorporate their points of view in the data collection process. Almost half of our student population are English Learners (47%), and we plan to host EL specific student focus groups in their native language across various grade spans to provide a safe and welcoming space to listen to and try to understand the experience of an EL student in our schools, assess what is supporting their learning, and receive feedback regarding what they may need.

As for partnering with families and community members, we hope to work with our Parent Center staff, our Director of Advocacy and Community Engagement, and our on site Operations staff (who work closely with school on family engagement) to analyze our initial parent/guardian needs survey data and develop a plan to qualitatively engage with families. In the short term, we are planning to coordinate phone calls to parents from each site homeroom to gather information.

We also plan to have all materials and resources accessible in the languages that students and families prefer. In our community we have Spanish and Vietnamese speakers, so we will plan to translate materials ahead of time.

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 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
Expand access to before and after school enrichment opportunities.	• Expand seats to serve more students • Increase attendance (before and after) • Additional partnership at our school site
Provide additional learning opportunities for families around the whole child approach.	• Attendance to events/meetings • Add a feedback survey • Survey feedback (positive)
Strengthen school climate through Healthy & Thriving Environment initiative by creating a bank of restorative options to support student behavior choices beyond suspensions.	• Increase in tracked practices that prevent, reduce and eliminate exclusionary discipline • Decrease in suspension • Decrease in disciplinary tracked behaviors • Analysis of student culture survey results

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
Expand membership and attendance for general Parent Association meetings	1. Create vision and targets for membership and attendance 2. Data review of current membership and attendance 3. Conduct 1:1 or small group meetings to involve parents in identifying root issue and propose solutions/strategy 4. Implement strategy (includes communication, incentives) 5. Monitor progress and reconvene group to celebrate or problem solve strategy
Incorporate the existing Student Council at the site as a decision maker for community schools initiatives	1. Create vision for including stakeholder voice in community school initiatives (specific focus on students) 2. SWOT analysis for how existing student council is included in decision making 3. Conduct 1:1 or small group meetings to involves students in identifying root issue and propose solutions/strategy 4. Implement strategy (includes communication, incentives) 5. Monitor progress and reconvene group to celebrate or problem solve strategy
Improve Lead Team's role in decision making, execution and planning of professional development.	1. Create vision for including stakeholder voice in community school initiatives (specific focus on teacher voice via Lead Team) 2. SWOT analysis for how existing Lead Team is included in decision making and PD development 3. Conduct 1:1 or small group meetings to involves teachers in identifying root issue and propose solutions/strategy 4. Implement strategy (includes communication, incentives) 5. Monitor progress and reconvene group to celebrate or problem solve strategy

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

Our current site-level leadership structure includes, School Site Leadership Teams (SLT), LEAD Team, English Learners Advisory Committee (ELAC), and School Site Council (SSC). At the network level, we have a Cabinet.

The **School Leadership Team or SLT** is made up of the Principal, Assistant Principals, School Operations Manager and Deans. The SLTs role is shared leadership at the site that informs decisions on student, staff, and family outcomes. This includes decisions on curriculum implementation, operations, professional development opportunities, programming, and data-driven intervention and mitigation. As an example, the SLT is consistently conducting regular data meetings guided by the Alpha Data Guide - one of the tools we have created to support schools with planning and facilitating data meetings. These meetings continue to provide a space for each school to discuss data driven intervention and mitigation on a weekly basis.

Lead Team (a grade span team or committee) is led by a teacher leader, and is composed of teachers. The Lead team's role is to uplift teacher voice, problem solve as needed, and make recommendations around curriculum, classroom culture, and operations. The Lead Team collaborates with the School Leadership Team (SLT) to identify and prioritize resources and support needed at the school, including professional development, capital investment, materials and recommend decisions on school specific initiatives.

The **School Site Council (SSC)** is an opportunity for parents, students, and school staff to be involved with decision making at the school. The SSC's main responsibilities are to: help develop yearly goals and budget, monitor the implementation and effectiveness of the plan on an ongoing basis, and serve as an advisory council for the Principal.

The ELAC exists to provide parents of English Learners the opportunity to: advise the principal and school staff on ensuring the quality of the school's program for English Learners, participate in helping the school identify its greatest needs; and advise the School Site Council on the development of the School Plan (LCAP).

Cabinet is one of our decision making teams for our organization. This team includes the Executive Leadership Team (CEO plus the senior most functional team leads of the Schools, Operations, Talent Ops, Finance, and Strategy teams at the Network), the four Principals, Managing Director of Academics and Managing Director of Special Education. All members of the Cabinet are expected to participate fully in big strategic discussions and offer perspectives that will help the decision-maker achieve the best possible decision with the information available.

Parent Association at Alpha: Cornerstone Academy, is a growing structured leadership space for parents/guardians that are working toward providing feedback and decision making influence on the campus.

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

Goals	Action Steps
To fully integrate annual planning and LCAP (which are already aligned) with community school implementation plan by 2025.	1. Include community school specific questions in the surveys, stakeholder engagement materials, and meetings that exist in the LCAP process. 2. In the 2024-25 SY, include the Associate Director of Community Schools in the annual planning process committee. 3. Share data from the community school needs and assets assessments that will occur regularly in the annual planning assessment phase to help determine resource needs.
To align LCAP planning with organizational wide priorities (Community Schools being one of the priorities) and have them more directly inform LCAP since LCAP planning for the new school year marks the beginning of a new 3 year cycle.	1. Include community school specific questions in the surveys, stakeholder engagement materials, and meetings that exist in the LCAP process. 2. Ensure school leader and their team are informed about the community school framework and how it relates to the LCAP planning process.

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
Hire an Associate Director of Community Schools.	1. Chief Schools Officer (CSO) works with Talent Team to create job description, hiring activities, selection committee representative of community stakeholders 2. Post role internal and external 3. Conduct hiring process 4. Onboard new hire.
Site-based Coordinator, Community Schools and ELOP.	1. CSO and site principal works with Talent Team to create job description, hiring activities, selection committee representative of community stakeholders 2. Post role internal and external 3. Conduct hiring process 4. Onboard new hire.
Increase the % of BIPOC in leadership roles to be reflective of the student population.	1. Analyze staff data and compare it to the student population. 2. Create talent equity goals driven by data analysis connected to % of BIPOC hiring and onboarding. 3. Develop an equity centered strategy to meet our hiring target. 4. Track goals and develop reflection cycles with a talent team to discuss progress on goals.

Key Staff/Personnel

Not yet filled	Associate Director of Community Schools: overseas and manages grant, provides learning opportunities around CS, collaborates with Principals and CS Coordinators, implements a CS vision.
Not yet filled	Coordinator, Community Schools/ELOP: implements site level programs, coordinates collaborative approaches to meeting student needs, manages community based partnerships.
Fallon Housman	Principal, key partner in implementing community school strategies, partners with the Coordinator
Randrea Acda Candace Dickerson Amber Williams Claudia Legaspi	Assistant Principals (3) and Dean (1). School Leadership Team members that support MTSS implementation, SEL and Mental Health initiatives and Healthy and Thriving Environment school climate initiatives.
Not yet filled	Academic Interventionist: support a tiered approach to academic intervention, facilitates small groups for learners, analyze and respond to data regularly, and collaborate with teachers to engage in meaningful push in support.
Not yet filled	Mental Health Counselor: provides 1-1 mental and/or behavioral health support to students, and helps address any barriers to learning that students are experiencing.
Anna McDonough	Data and Analytics Manager: Manages data dashboard,

	Interpreting data and reporting data finding for the network and sites, prepares data reports, co-facilitates continuous improvement spaces with leadership.
Cynthia Martinez Nava	Chief Schools Officer, sets and upholds a vision and strategy for the four Alpha community schools, develops and manages school leaders network and academic team, (inclusive of the Associate Director of Community Schools) toward attainment of Alpha's multi-year strategic priorities and goals, aligning them to community schools framework.
Ramya Subramanian	Associate Director of Culture, supports the Chief Schools Officer in implementing positive school climate and culture initiatives; builds the capacity of Deans in supporting students' learning needs through a whole child approach.

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

We considered both funding strategies and non-funding strategies such as the talent life cycle of staff members when thinking about sustainability.

In terms of sustainable funding strategies, we will better leverage existing funding sources to align all efforts that are taking place within the school's sites. For example, the community schools implementation work will connect closely with the Expanded Learning Opportunities Program funding that we receive for afterschool and summer programs. ELOP efforts will live under the umbrella of community schools to ensure the programs are aligned. We will also continue to grow external partnerships with community organizations to provide activities and resources to our students and families as we collaborate on ELOP. In addition, we are strategically aligning how we may use multiple funding sources to support a community school. These sources include: Federal Title funding, Special Education funding, Medi-Cal and EPSDT, LCFF Supplemental and Concentration funding, and the new LCFF Equity Multiplier. During our annual planning process, our finance, schools, operations and strategy teams intentionally provide a space for the school site Principal to discuss budget and resource allocations, strategic funding, and alignment across all funding streams to best meet the needs of students and families. The annual planning process works hand in hand with the LCAP process.

When thinking through staffing sustainability (non-funding strategies) our focus starts with recruitment. We take pride in our targeting recruitment and hiring efforts that work toward ensuring our staff resemble and have connections with the student population at our sites, and positioning ourselves to recruit from the immediate community we serve, as well as those that resemble our community. We also launched a continued education fund to support our staff's growth journey. This fund provides staff with the opportunity to learn Spanish and/or Vietnamese (the two primary home languages other than English spoken by the families we serve) in an effort to strengthen relationships and connection to the community. Our hope is that this leads to commitment to continue working with our community, and will therefore increase staff retention. Our commitment to hiring staff within our community, actively increasing connections between staff and our community, and creating systems that will sustain the career growth and longevity of our staff can be seen through the variety of continuing education funds, tuition programs, and teacher development

support we offer. Specifically, the retention and pathways strategies directly connected to educators are:

- **Credentialing Support** at Alpha 2022-23: Getting through the initial credentialing expenses related to testing can be stressful and expensive for Teachers. With that in mind, Alpha provides reimbursement to certificated teachers - actively employed at Alpha - for passing scores on tests connected to completing their credential requirements.
- **Tuition Assistance Program began 2022-23:** We provide an employee up to \$4,000 per year towards successful completion of approved classes, curriculum, or programs through an accredited school that supports the opportunity to pursue a career in teaching. This amount is increased to up to \$8,800 for our school support staff working to complete Bachelor degrees to begin a teacher of record career pathway within our community.
- **Reimbursements to support specific English Language Development teaching pathways:** Effective in 2022, Alpha reimburses the cost of CTET passing test scores or CLAD through English Language Development (ELD) coursework tuition (currently estimated at \$735) or a combination of tests and coursework required to teach Designated ELD and/or Integrated ELD. This development pathway provides teachers with additional resources for connecting with English Language Learners in our community.

We hope our staff, teachers and non-teaching staff, have pathways to grow and stay within our system because the longer they stay in the community they serve, the stronger the impact they will have on positive student outcomes.

In the near future, some of our goals for staffing sustainability and retention include:

- **Implementing stay interviews:** Discussions with experienced teachers to understand what is influencing their retention, and how we might duplicate any of the lessons learned across our teams. The goal is to retain more teachers, but more specifically teachers that identify as BIPOC.
- **Building childcare spaces for our staff:** The staff experience at Alpha includes our staff being at a point in time on their journey when they are growing their family. The more we listen to members of our team, we hear them say there is a need for access to childcare during their work day.
- **Creating career pathways for our students to join the Alpha team:** The talent team is actively partnering with the alumni team to support students in having strong career pathways. One of these focuses will be pathways to becoming teachers, in school social service support staff, and after-school practitioners.

By building career pathways and focusing on retention efforts, we hope to have less turnover year-over-year, so that we can have a sustained team. This means that we have to constantly think through the needs of our staff and incorporate benefits, programs and initiatives that meet those needs as staff journey through their career paths.

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 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
Create a structured space for our existing community partners to provide feedback and be part of the process of building a community school.	1. Create vision for structured space for community partners. 2. SWOT analysis for how existing community partners are included in decision making and structures that exist to support 3. Conduct 1:1 or small group meetings to involve community partners in vision of space, identifying root issue and propose solutions/strategy 4. Implement strategy (includes communication, logistically planning for space, holding structured space) 5. Monitor progress and reconvene group to celebrate or problem solve strategy

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:

The partnerships we have established that have been mostly driven by student needs since the return to school after the pandemic, when we saw a data decline around academics, social behaviors, and mental health needs include:

- All Means All (AMA): All Means All is a program for school and system leaders deeply committed to fostering inclusive communities and equitable outcomes for all students. It provides opportunity for a cohort- based fellowship for school leaders and their school- or network-based teams pairs practicing key levers to address inequity in schools with deep coaching, feedback, and the collaboration to sustain it.
- Growing Together as Leaders and Coaching: a workshop series and practice labs (or group coaching sessions) program for school site leaders that focus on leadership and coaching approaches for their team. The program provides professional development and coaching to facilitate a strengths-based leadership lens and deliberately practice strengths-based coaching so that urgency, rigor, humanity and equity can co-exist in our leadership as we drive equitable student outcomes.
- Sown to Grow: A partnership which empowers our schools to improve student social, emotional, and academic health through an easy and engaging check-in, reflection and teacher feedback process. This is done through an easy to use online platform.
- FACTR (Family Alliance for Counseling Tools and Resolution): FACTR is a partnership with San Jose State University, Social Work Program. Each site receives a Social Worker (Intern) to provide counseling services to students and families based on need, and access to case management, which can support connecting families to needed resources. Depending on the site, the service is provided on site or virtually. The interns are 1st and 2nd year Masters of Social Work students. Interns support with mental health to general education. Counselors determine referrals and FACTR will work with them to build caseloads.
- Bay Area Chess: Offer after school sessions. The coaches determine the curriculum based on each individual roster. Students also practice games and competitive play (paired up with other students, and receive Individual coaching (giving individual feedback on their games, or homework).
- The Giving Tree: Partners with the school to provide backpacks and school materials to families in need.

We also have plans to research and select partnerships for:

- A Social and Emotional Learning curriculum that aligns with our vision, and stakeholder needs, and helps us implement an SEL learning block, advisories, and a part of our whole day.
- A restorative justice methodology partner to support implementation of approaches and practices that support our student population, and involves parents/guardian in the process
- A Trauma-informed practices partner to incorporate trauma-informed practices and care into our de-escalation strategies.
- Partnering with Gang prevention organizations to provide resources and build relationships with the community.
- Partnerships to support our parents/guardian with career development and job search opportunities as this stakeholder group requested in our survey that will inform offering at the Parent Learning Center.
- Partnerships to provide workshop opportunities for parents/guardian to feel more comfortable as partners in their child's learning, and that provide training to build their awareness of navigating systems of power/schools as indicated as a need in in our survey that will inform offering at the Parent Learning Center
- Coral: Currently exists as the providers of after-school programs for students at the site. They provide a safe space for students to be after-school, provide homework assistance and enrichment activities.

Every year, we re-assess partnerships during our annual planning and LCAP process to ensure partnerships are aligned with student and family needs. We will be aligning the annual planning and LCAP process (which includes needs assessment procedures and data from stakeholders) with community schools planning.

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

Goals	Action Steps
Include the Coordinator of CS/ELOP in all professional development opportunities offered to school site leaders to build cohesion and alignment in community school efforts.	1. Inform and invest PD planning committee in ensuring coordinator is invited, attends, and specific role/needs are considered when planning development 2. Create schedule and coverage plans that supports coordinator in attending PDs 3. Assess coordinators satisfaction and learning from attending PDs

Deliver Community School Framework specific PD for school site leaders and staff to build awareness of the initiative, clarity on alignment to priorities, and connection to their role.	1. Inform and invest PD planning committee in ensuring CCSPP Framework is at the heart of planning development opportunities 2. Create schedule that accounts for CCSPP centered PD in summer training and weekly school year PD 3. Assess effectiveness of PD and iterate as needed
Increase the % of attendance by families to college awareness and financial aid opportunities.	1. SWOT analysis focused on college awareness and financial aid opportunities offered to students 2. Conduct 1:1 or small group meetings to involve stakeholders in creating opportunities for college and financial aid resources/exposure 3. Implement strategy (includes planning events and attendance incentives) 4. Monitor progress and reconvene group to celebrate or problem solve strategy
Provide families with opportunities to engage in college and career workshops and events.	1. Collaborate with Director of College Readiness to create vision for TK-8 college exposure 2. SWOT analysis focused on TK-8 college milestones/exposure 3. Conduct 1:1 or small group meetings to involve stakeholders in creating opportunities for college and career readiness 4. Implement strategy (includes planning events and attendance incentives) 5. Monitor progress and reconvene group to celebrate or problem solve strategy
Provide teachers and staff with a PD series on MTSS: the Alpha vision for MTSS, how it connects to community schools, and the roles of staff.	1. Inform and invest PD planning committee in ensuring CCSPP Framework is at the heart of planning development opportunities 2. Create schedule that accounts for CCSPP centered PD in summer training and weekly school year PD 3. Assess effectiveness of PD and iterate as needed
Implement parent engagement specific PD for teachers and staff guided by the Alpha Parent Engagement Vision and Playbook (once completed) to improve partnership with families.	1. Finalize Parent Engagement Vision and Playbook 2. Collaborate with the PD planning committee to organize and schedule PD around the Parent Engagement Vision and Handbook. 3. Train and support school leadership around Alpha's Parent Engagement vision. 4. Assess teacher awareness and needs in implementing and supporting parent engagement.

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

Goals	Action Steps
The Academic Team will prioritize learning more about best practices centering community-based curriculum as is defined by CCSSP in order to better support improving our current curriculum and pedagogy.	1. Name learning about community based curriculum as a priority for Academic Team 2. Create strategy for ongoing learning in existing spaces 3. Research resources for best practices including observing schools, attending conferences, shared reading text etc 4. Create schedule for learning opportunities 5. SWOT analysis focused on current APS community based curriculum practices 6. Conduct 1:1 or small group meetings to involve stakeholders in creating learning opportunities / strategy 7. Implement strategy 8. Monitor progress and reconvene group to celebrate or problem solve strategy
The Academic Team will partner with the site to assess implementation of community-based curriculum and pedagogy.	1. Create work plan for assessing implementation (includes identifying owner, timeline, resources etc) 2. SWOT analysis focused on current APS community based curriculum practices 3. Conduct 1:1 or small group meetings to involve site stakeholders in creating learning opportunities / strategy 4. Implement strategy 5. Monitor progress and reconvene group to celebrate or problem solve strategy

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 allows for the celebration of successes, development of new strategies, structures and practices, and builds 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/Indicators
Integrate Community Schools, as a strategy, into our strategic priority conversation and plans, which include cycles of reflection and action planning.	1. Inform the annual planning committee about the Community Schools initiative and prepare to have ongoing conversation about the initiative as an org wide priority. 2. The Associate Director of Community Schools joins the annual planning committee at Alpha.	- Community Schools becomes a priority of our strategic plan - Scheduled cycles of reflection and action planning - An evaluation plan aligned with LCAP - Share progress report with shared governance teams (at least quarterly), adjust when needed
Integrate our Community Schools implementation efforts into our already aligned annual planning and LCAP process, which includes standing stakeholder engagement meetings to review plans.	3. Incorporate community school specific questions (needs, assets, vision) into existing Alpha surveys used for planning and LCAP. 4. Include community school specific questions and discussion in stakeholder meeting materials. 5. Convene the SSC additional times during the year to focus on community school evaluation and feedback.	- An evaluation plan aligned with LCAP - Share disaggregated data with SSC (include subgroup data) - Implementation plan progress updates
Initiate community partner convening to share Alpha vision, goals, and priorities around community schools, and provide a space for feedback and alignment.	1. Onboard an Associate Director of Community Schools to lead community partner convening. 2. Start an inventory of community partners at each site, and potential partners. 3. Create a vision and outcomes for the community partner gatherings.	- Schedule cadence of community partner convenes - Facilitate discussions on shared vision for community schools (between schools and partners) - Provide quarterly and annual reports on progress of community schools

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