

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM IMPLEMENTATION PLAN FOR COMMUNITY OUTREACH ACADEMY



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Submitted to
California Department of Education
Sacramento, CA

Prepared by
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CONTENTS

Strategy 1: Shared Understanding and Commitment

Background

Goals/Priorities

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

Part A

Part B

Strategy 3: Collaborative Leadership

Site Level Goals

COA Steering Committee

GCC Steering Committee

Strategy 4: Coherence: Policy and Initiative Alignment

Site Level Goals

Strategy 5: Staffing and Sustainability

Site Level Goals

Key Staff/Personnel

Strategy 6: Strategic Community Partners

Site Level Goals

Strategy 7: Professional Learning

Site Level Goals

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Site Level Goals

Strategy 9: Progress Monitoring and Possibility Thinking

Site Level Goals

Appendices

Appendix A: COA CCSPP Plan and Calendar

Appendix B: Survey Data

Appendix C: COA CCSPP Flyer

Appendix D: Qualitative Data Protocol

Appendix E: COA Goals and Priorities

STRATEGY 1: SHARED UNDERSTANDING AND COMMITMENT

Background

Community Outreach Academy (COA), located in McClellan, California, is a distinguished TK-8th grade school renowned for its dedication to fostering comprehensive development and academic excellence in students. Rooted in the belief of providing a holistic educational experience, COA serves as a nurturing environment for students across various grade levels.

Founded with a vision to cultivate a learning atmosphere prioritizing the individual growth of each student, COA integrates innovative teaching approaches, rigorous academics, and a supportive community. This approach empowers students with the skills and knowledge necessary for success in a dynamic world.

COA takes pride in its robust curriculum that not only emphasizes academic achievement but also places significant importance on character development, critical thinking, and problem-solving skills. Through diverse programs and extracurricular activities, COA strives to nurture creativity, resilience, and a lifelong love for learning in its students.

The school is committed to creating a collaborative partnership among educators, parents, and the local community. COA actively encourages parental involvement in various aspects of student learning and maintains open communication to ensure a cohesive educational experience aligned with the values and goals of both the school and its families.

Situated in McClellan, within the vibrant and diverse community, COA embraces and celebrates cultural diversity, fostering an inclusive environment where students from various backgrounds feel valued and supported.

COA's dedication to academic excellence, coupled with a focus on nurturing well-rounded individuals, establishes it as a cornerstone of educational excellence within the McClellan community.

COA SARC: <https://sarconline.org/public/print/34765050101766/2022-2023>



After engaging stakeholders to address the question, "Why a community school for Community Outreach Academy (COA)?" we affirm our commitment to the California Community Schools Framework through the Overarching Values, ensuring that our developmental plans align with these principles:

Racially-just, Relationship-centered Spaces:

Community Outreach Academy (COA), a pivotal component of Gateway Community Charters, is deeply committed to providing quality educational options in the greater Sacramento region, with a focus on underserved and at-risk populations. Our commitment to a racially-just environment is reflected in our diverse and inclusive approach to engaging key stakeholders at COA. Through our strategic approach, we prioritize inclusivity, acknowledging and addressing the unique needs of all community members.

Shared Power:

Gateway Community Charters, overseeing a network of charter schools, including Community Outreach Academy (COA), was established with a mission to empower students and families. In developing our Community School Plan, we identified and engaged key stakeholders, including parents, students, teachers, administrators, and community members. Our communication plan and engagement strategies ensure shared power, valuing input from all stakeholders and fostering a collaborative decision-making process.

Classroom-community Connections:

Community Outreach Academy (COA)'s innovative, data-driven, standards-based curriculum emphasizes the connection between classroom learning and community engagement. Our developmental plans for the Community School Plan involve robust communication strategies, including town halls, family nights, and surveys, to strengthen the connections between the classroom and the broader community. This approach aligns with our commitment to classroom-community connections.

A Focus on Continuous Improvement:

The commitment to continuous improvement is embedded in the core of COA's mission. Our data collection methods, such as interviews, focus groups, and surveys, serve as tools for ongoing assessment and enhancement. By assigning analysis responsibilities based on expertise and focusing on priority areas, we

ensure that our community school strategy remains dynamic, responsive, and consistently aligned with the overarching value of continuous improvement.

Our comprehensive approach, outlined in the steps taken for the effective development of the Community School Plan, reflects our dedication to the principles of the California Community Schools Framework. It underscores our commitment to fostering a racially-just, relationship-centered, and continuously improving educational environment at Community Outreach Academy (COA).

Plan for Shared Understanding at COA Community School

Objective:

The central objective of the Shared Understanding Plan at Community Outreach Academy (COA) is to establish a unified framework for common understanding among all educational partners—students, parents, faculty, staff, and the broader community. This plan focuses on fostering transparent communication, aligning expectations, and promoting a shared vision for the educational journey at COA.

Key Components:

1. Transparent Communication Channels:

- Utilize diverse communication platforms (newsletters, emails, dedicated online portal) for consistent and transparent information dissemination.
- Implement a responsive communication system to address inquiries and feedback promptly, ensuring a continuous flow of information.

2. Community Engagement Sessions:

- Organize regular town hall meetings, forums, or focus groups to encourage open dialogue and collaboration in decision-making.
- Conduct periodic surveys to gauge satisfaction levels and gather suggestions from the COA community.

3. Clear Expectations and Guidelines:

- Develop comprehensive handbooks outlining school policies, academic expectations, and behavioral standards.
- Establish clear protocols and guidelines for communication, academic performance, and parental involvement.

4. Cultural and Diversity Awareness Programs:

- Organize workshops, seminars, or cultural events that celebrate diversity and foster inclusivity.
- Integrate multicultural perspectives into the curriculum to broaden students' understanding of different cultures.

5. Collaborative Decision-Making Processes:

- Encourage participatory decision-making through committees or advisory boards on curriculum development, student activities, and community initiatives.
- Foster a collaborative atmosphere valuing ideas and suggestions from all educational partners.

6. Regular Evaluation and Reflection:

- Periodically assess the effectiveness of communication strategies, engagement initiatives, and policies through surveys and reviews.
- Organize reflection sessions to review progress, identify areas for improvement, and adapt strategies to evolving needs.

Conclusion:

By implementing this Shared Understanding Plan, COA aims to cultivate a cohesive and supportive environment where all educational partners share a common vision, understand their roles, and actively contribute to the success and development of the COA community school.

STRATEGY 2: COLLECTIVE PRIORITIES:

Setting Goals and Taking Action

Part A:

Community Outreach Academy (COA) is dedicated to enhancing the educational experience of our staff, students, and families at COA, both inside and outside the classroom. With the generous support of the CCSPP Grant, COA has developed a project aimed at improving the overall experiences of our stakeholders.

Project Description: The primary objective of this project is to provide comprehensive support and resources to our staff, students, and families to enhance their experiences and foster success at COA. To achieve this, COA has implemented a multi-step approach that includes a deep Needs and Assets Assessment, priority identification, formation of working groups, and strategic collaboration with community partners.

Through this project, COA aims to create a supportive and enriching educational environment for all stakeholders. By listening to the voices of our community and actively addressing their priorities, we strive to ensure that every staff member, student, and family feels supported, engaged, and successful at COA. The CCSPP Grant has provided us with the opportunity to make significant progress towards achieving our vision of an inclusive and thriving school community.

Needs and Assets Assessments

COA has conducted a comprehensive assessment involving a diverse range of stakeholders, including staff, students, families, and community members. Various data collection methods such as surveys, focus groups, interviews, and a town hall meeting during Family Reading Night have been employed. These methods allowed us to gather valuable insights on the strengths, challenges, and aspirations of our school community.

Engagement Strategies

COA recognizes the importance of engaging various stakeholders in the assessment process. To ensure a comprehensive understanding of the community's needs and assets, COA implemented multiple engagement strategies, including the three Data Collection Tools listed below.

As we transition from the initial phase of understanding needs and assets to the implementation grant process at Community Outreach Academe (COA), our commitment to community engagement remains paramount. To ensure a comprehensive needs and asset assessment that engages the entire community in

identifying top community school priorities and vision, we will employ a multi-faceted approach tailored to different stakeholder groups.

Engaging Different Groups:

Administrators:

Administrators were engaged through targeted meetings and forums, providing them with a platform to share their insights, experiences, and priorities for the community school. One-on-one interviews were also conducted to delve deeper into their perspectives.

Certificated Staff:

Certificated staff were involved through a combination of surveys and focus group sessions. These methods allowed us to gather both quantitative and qualitative data, ensuring a comprehensive understanding of their priorities and visions for the community school.

Classified Staff:

Similar to certificated staff, classified staff were engaged through surveys and focus group sessions. Their unique perspectives and contributions were actively sought out to enrich the overall assessment process.

Students:

Students are a central focus, and their engagement was facilitated through student-specific forums, surveys, and creative visioning exercises. This approach aimed to ensure that the student body actively contributed to shaping the community school priorities and vision.

Family Members:

Family members were reached through targeted surveys and inclusive town hall meetings. Creating a welcoming and accessible environment was crucial to encouraging open communication and understanding of their aspirations for the community school.

Community Members:

Engaging community members involved a combination of community forums, surveys, and outreach through various channels such as local events and social media. This approach aimed to capture a diverse range of perspectives and insights from the broader community.

Community Partners:

Collaborative meetings with community partners were organized to foster a collective vision. These sessions provided a platform for in-depth discussions on how community partners can actively contribute to the identified priorities and vision of the community school.

Processes for Engagement:

1. Surveys:
Surveys served as a versatile tool, allowing stakeholders across different groups to provide structured feedback on community school priorities and vision. Online and paper-based surveys were utilized to ensure accessibility.
2. One-on-One Interviews:
Personalized interviews were conducted, particularly with administrators, to gain in-depth insights and perspectives. This method enabled a more nuanced understanding of individual viewpoints.
3. Focus Groups:
Focus group sessions were organized for certificated staff, classified staff, and students. These sessions encouraged open dialogue, collaboration, and the exploration of diverse perspectives on community school priorities.
4. Visioning Exercises:
Creative visioning exercises were employed, especially with students, to tap into their innovative ideas and aspirations for the community school. This participatory approach fostered a sense of ownership among stakeholders.
5. Meetings/Forums:
Targeted meetings and forums were organized for administrators, family members, community members, and community partners. These platforms provided opportunities for in-depth discussions and collaborative visioning.

Engaging Historically Marginalized Groups:

Recognizing the importance of equity and inclusion, special efforts will be made to engage historically marginalized student and family groups. This involved targeted outreach, culturally sensitive survey design, and creating safe spaces for open discussions to ensure all voices were heard and considered in shaping the community school priorities and vision. Transparency, accessibility, and cultural competence guided our engagement strategies to address the unique needs of historically marginalized groups.

Data Collection Tool #1: Surveys

COA developed online surveys for staff, students, families, and community members to gather their perspectives on the strengths, challenges, and areas for improvement at COA. These surveys allowed for anonymous feedback and provided quantitative data to support the assessment process.

Data Collection Tool #2: Focus Groups and Interviews

COA conducted focus group interviews with different educational partner groups, including teachers, administrators, and support staff. These interviews provided a platform for stakeholders to share their insights, concerns, and ideas in a collaborative setting. Individual interviews were also conducted to gather more in-depth feedback and perspectives.

Data Collection Tool #3: Town Hall Meeting during Family Reading Night

COA organized a town hall meeting during Family Reading Night, inviting families and community members to participate in an open discussion about their experiences and aspirations for COA. This interactive session allowed for direct feedback and promoted community engagement.

Core Priorities

After analyzing the data collected from the Needs and Assets Assessment, COA facilitated discussions and collaboration among stakeholders to identify core priorities. These priorities were selected based on their alignment with the needs and assets identified in the assessment. They represent the areas that will have the most significant impact on improving the overall COA experience.

Formation of Working Groups:

To address the root causes of the identified priorities, COA established working groups or goal teams comprising staff members, students, families, and community partners. These teams utilized Design Thinking, a human-centered problem-solving approach, to develop three prototype versions of solutions that directly addressed the identified needs.

Design Thinking: **COA STEP 1: Design Question/Build a TEAM**

The working groups engaged in the following stages of Design Thinking:

1. **Ideate:** The groups conducted brainstorming sessions and ideation exercises to generate a wide range of potential solutions. They encouraged creativity, diverse perspectives, and thinking beyond conventional approaches. The focus was on generating a large quantity of ideas.
2. **Prototype:** Using the ideation outcomes, the groups developed tangible prototypes, such as physical models, sketches, or digital mock-ups, to visualize and represent their proposed solutions. These prototypes allowed stakeholders to interact and provide feedback on the potential solutions.
3. **Test:** The groups conducted small-scale testing and gathered feedback from stakeholders to evaluate the effectiveness of the prototypes. They observed user interactions, collected data, and sought insights to refine and improve the solutions iteratively.

System-Level Support and Collaboration:

COA acknowledges that certain challenges extend beyond individual school sites. Therefore, COA collaborates closely with Gateway Community Charters (GCC) and other schools within the organization to address system-level issues. By sharing data, insights, and strategies, COA and GCC work together to create systemic improvements that benefit multiple school sites.

Collaboration with Community Partners:

COA recognizes the value of collaborating with community partners to maximize the impact and sustainability of the initiatives. By leveraging the expertise, resources, and networks of community partners, COA ensures that the identified priorities are addressed effectively. These collaborations support the implementation of programs and services aligned with the community's needs and aspirations.

Core Priorities for COA Implementation

Enhancing Communication:

- Develop a dedicated parent portal.
- Utilize multiple communication channels.
- Pilot regular parent-teacher conferences.

Mental Health and Counseling Support:

- Establish partnerships with local mental health organizations.

- Implement counseling services and mental health workshops.

Regular Updates:

- Expand parent-teacher conferences to cover all grades.
- Develop guidelines for progress updates.

Electronic Check-in/Check-out System:

- Research and select an electronic check-in/check-out system.

Community Events Calendar:

- Launch a centralized online calendar.
- Evaluate usage and feedback on the online calendar.

Family Engagement and Participation:

- Introduce opportunities for families to participate.
- Form parent advisory committees.

Access to Community Resources:

- Regularly update the Community Resource Hub.
- Promote after-school activities and resources.

Addressing Challenges and Barriers:

- Provide flexible participation options.
- Promote an inclusive and neutral school environment.

Part B:

Goal 1: Enhancing Communication at Community Outreach Academy School (COA)

Goal Statement:

Improve communication between the school, students, and families at COA by introducing efficient platforms, maintaining regular updates, exploring electronic check-in/check-out systems, and creating a centralized community events calendar.

Action Items:

1.1 Communication Platforms:

- Develop a dedicated parent portal with newsletters, updates, and resources.
- Utilize multiple channels, such as email, text messages, and social media.

1.2 Regular Updates:

- Implement a structured system of regular parent-teacher conferences and progress updates.

1.3 Electronic Check-in/Check-out System:

- Explore the feasibility of introducing an electronic check-in/check-out system.

1.4 Community Events Calendar:

- Create a centralized online calendar for school events, policies, and procedures.

Outcomes/Indicators:

- Increased parent engagement and satisfaction with communication.
- Improved accessibility and awareness of school events and updates.

Goal 2: Mental Health and Counseling Support at COA

Goal Statement:

Enhance mental health and counseling support services at COA for both students and families through the establishment of access points, collaboration with local organizations, and the provision of relevant workshops and resources.

Action Items:

2.1 Counseling Services:

- Establish access to counseling or mental health support services.

Outcomes/Indicators:

- Increased utilization of mental health services by students and families.
- Positive feedback and improved mental health outcomes.

Goal 3: Family Engagement and Participation

Goal Statement:

Promote active family participation in classroom activities, field trips, and school events by increasing opportunities and introducing regular parent education workshops.

Action Items:

3.1 Opportunities for Participation:

- Increase opportunities for families to actively participate in school activities.
- Form parent advisory committees for feedback on school matters.

3.2 Family Workshops:

- Host regular parent education workshops on relevant topics.

Outcomes/Indicators:

- Increased participation in school activities and events.

- Positive feedback on parent advisory committees and workshops.

Goal 4: Access to Community Resources at COA

Goal Statement:

Develop and regularly update a comprehensive list of community resources and services to meet the diverse needs of COA families.

Action Items:

4.1 Community Resource Hub:

- Develop and regularly update a comprehensive list of community resources.

Outcomes/Indicators:

- Improved access to community resources and services.
- Increased engagement in after-school activities.

Goal 5: Addressing Challenges and Barriers at COA

Goal Statement:

Address challenges and barriers by providing flexible participation options, accommodating working parents, and fostering an inclusive and neutral school environment.

Action Items:

5.1 Flexible Participation Options:

- Provide families with advance notice of school drop-in days and hours.
- Explore potential childcare services during volunteer opportunities.

5.2 Addressing Political Issues:

- Foster an inclusive and neutral school environment.

Outcomes/Indicators:

- Increased family participation and reduced barriers.
- Improved school environment regarding political issues.

Goal 6: Preferred Communication Channels at COA

Goal Statement:

Tailor communication strategies to acknowledge the preference for email while maintaining a diverse array of platforms for information dissemination.

Action Items:

6.1 Tailored Communication:

- Acknowledge the preference for email communication.
- Continue utilizing diverse communication platforms.

Outcomes/Indicators:

- Enhanced satisfaction with communication channels.
- Consistent and effective dissemination of information.

STRATEGY 3: COLLABORATIVE LEADERSHIP

In our pursuit of fostering inclusive decision-making processes, our primary goal is to establish a site-level shared governance structure at Community Outreach Academy (COA) that actively engages students, staff, families, and community members in shaping the school's vision and strategy. This initiative involves conducting a thorough audit of existing governance structures, seeking feedback from diverse stakeholders, and launching a representative leadership framework that promotes democratic participation. Success indicators include increased participation across stakeholder groups and the implementation of a revised governance structure reflective of the community's diversity.

Additionally, we aim to enhance communication channels and coordination mechanisms between COA and the district-level system steering committee/advisory council. By establishing regular communication channels, collaborating on alignment with broader educational goals, and implementing feedback mechanisms, we seek to improve the coordination of services and ensure the school's initiatives align with district-level priorities. Success will be measured through improved coordination and positive feedback on communication effectiveness.

Furthermore, our goal is to cultivate a collaborative leadership culture that builds supportive relationships and ensures decisions are widely accepted and implemented within the school community. This involves conducting training sessions on collaborative leadership, implementing mechanisms for soliciting input, and monitoring decision acceptance through regular assessments. Indicators of success include improved relationships, high levels of decision acceptance, and positive feedback on the collaborative leadership culture at COA. Collectively, these goals aim to establish a robust framework for collaborative leadership, ensuring active stakeholder contribution and the effective implementation of decisions.

Goals	Action Steps	Outcomes/Indicators
Goal 1: Enhance Collaborative Decision-Making Processes	1. Establish regular forums, workshops, or seminars to facilitate collaborative decision-making involving school administrators, teachers, staff,	1. Increased Participation: Measure increased participation and representation from diverse stakeholders in decision-making forums, ensuring a more inclusive

	parents, students, and community members. 2. Develop a structured mechanism for soliciting input and feedback from various stakeholders on key policies, procedures, and programs. 3. Implement training programs to empower stakeholders with effective collaborative decision-making skills and strategies.	process. 2. Stakeholder Satisfaction: Evaluate stakeholder satisfaction levels with the collaborative decision-making processes, gathering feedback on effectiveness and inclusivity. 3. Timely Implementation: Assess the timeliness of implementing decisions resulting from collaborative processes, ensuring efficient execution of agreed-upon initiatives.
Goal 2: Strengthen Site-Level Leadership Collaboration	1. Facilitate regular meetings and communication channels for site-level leadership, including the principal, vice principal, administrative staff, teachers, and staff. 2. Foster a culture of open communication and feedback between site-level leaders and other stakeholders to ensure alignment with community school goals. 3. Conduct professional development sessions for site-level leaders to enhance leadership skills and promote effective collaboration.	1. Improved Communication: Gauge improvements in communication and collaboration between site-level leaders and stakeholders through feedback and assessment. 2. Leadership Development: Assess the impact of professional development sessions on enhancing leadership skills and promoting effective collaboration among site-level leaders. 3. Alignment with Community Goals: Ensure that policies, procedures, and programs developed by site-level leaders align with the community school's mission and vision.
Goal 3: Strengthen Parent and Community Engagement in Decision-Making	1. Empower the Parent Liaison and Student Support Coordinator to actively engage parents, students, and community members in decision-making processes. 2. Organize regular town hall meetings, focus groups, and feedback sessions to gather insights and aspirations from parents, students, and community members. 3. Implement communication strategies to ensure that information about decision-making processes is accessible and transparent to all stakeholders.	1. Increased Participation: Measure increased participation of parents, students, and community members in town hall meetings and decision-making processes. 2. Informed Stakeholders: Assess the level of awareness and understanding among stakeholders about decision-making processes and outcomes. 3. Enhanced Representation: Ensure that diverse voices and perspectives are represented in decision-making forums, promoting inclusivity.
Goal 4: Continuous	1. Conduct regular evaluations and reviews of the shared governance	1. Responsive Governance: Measure the responsiveness of the shared

Improvement of Shared Governance Structure	structure to identify areas for improvement. 2. Solicit feedback from stakeholders on the effectiveness and inclusivity of the shared governance model. 3. Implement adaptive changes and enhancements to the shared governance structure based on feedback and evaluation results.	governance structure to feedback and evolving community needs. 2. Stakeholder Satisfaction: Assess stakeholder satisfaction with the shared governance model, identifying areas of success and improvement. 3. Enhanced Inclusivity: Ensure that the shared governance structure becomes increasingly inclusive, representing the diversity of perspectives within the community.
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Systems of Shared Governance and Leadership

The shared governance and site-level leadership structure at COA involves: collaboration, inclusivity, and partnership with various stakeholders to ensure that the school's policies and programs align with the community's needs and aspirations.

In our community school, decisions are made collaboratively by various stakeholders, including school administrators, teachers, staff, parents, students, and community members. The shared governance structure allows for more inclusive decision-making and ensures that all voices are heard and considered.

The site-level leadership structure includes the principal, vice principal, and other administrative staff members who work closely with teachers, staff, and other stakeholders to ensure the success of the school. They are responsible for developing and implementing policies, procedures, and programs that align with the community school's mission and vision.

In addition, our community school prioritizes the engagement of parents, students, and community members in decision-making processes. Therefore, there we have additional leadership roles, such as parent liaison, and our Student Support Coordinator who play a vital role in decision-making and ensuring that the community's needs and aspirations are heard.

Overall, the system of shared governance and site-level leadership structure at our community school is designed to ensure that all stakeholders have a voice in decision-making processes and that the school's policies and programs align with the community's needs and aspirations.

COA Steering Committee



COA Community School Steering Committee

Gateway Community Charters Community Schools initiative exists to strengthen and expand educational possibilities in each individual GCC school by coordinating community resources, and by working in partnership with children, families, and community partners. We believe the Community Schools Program will lead to better student outcomes, general health improvements for the neighborhoods where our schools are located, provide new opportunities for economic growth, and workforce development.

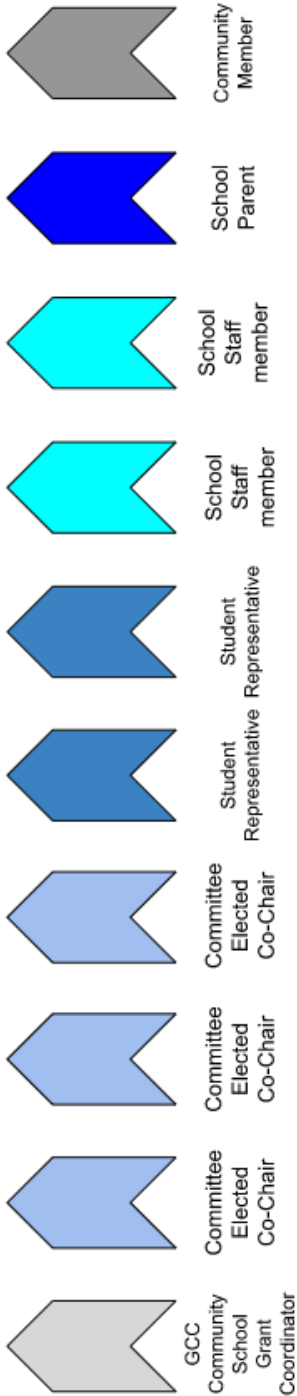
The COA Community School Steering Committee serves as an advisory board to support the work of the GCC District Community School Steering Committee. This group meets quarterly to advise on the implementation of the Community School implementation at COA.

Steering Committee Areas of Focus:

- Enhance the level of support for staff, students and families to improve the overall COA experience.
- Improve communication and collaboration between COA and families to better understand their needs and expectations.
- Create a supportive and inclusive environment that promotes academic success and personal development.
- Provide resources and tools to students and families to help them navigate academic and non-academic challenges.

Seats

Community Outreach Community School Steering Committee Reps



* Minimum of 8 seats required for COA Community School Steering Committee

GCC Steering Committee



GCC District Community School Steering Committee

Gateway Community Charters Community Schools initiative exists to strengthen and expand educational possibilities in each individual GCC school by coordinating community resources, and by working in partnership with children, families, and community partners. We believe the Community Schools Program will lead to better student outcomes, general health improvements for the neighborhoods where our schools are located, provide new opportunities for economic growth, and workforce development.

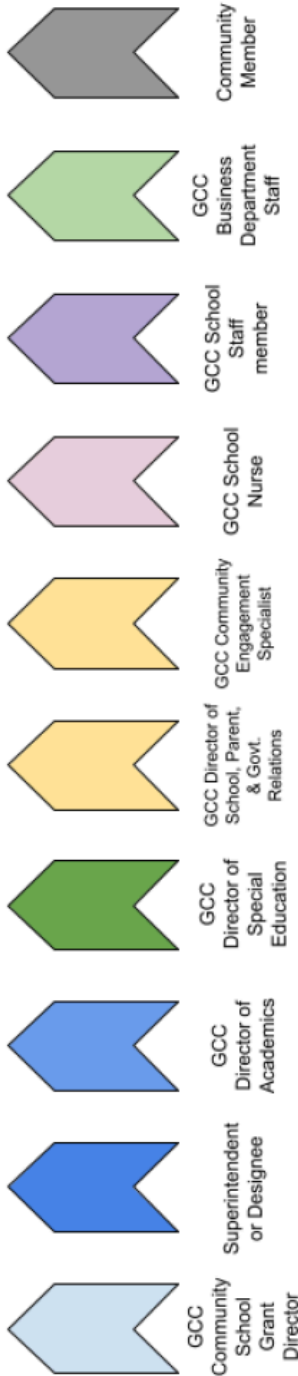
The GCC Community District Steering Committee serves as an advisory board to support the work of the 9 Individual Community School Steering Committees. This group meets monthly to advise on the implementation of the Community School implementation at all individual school sites.

Steering Committee Areas of Focus:

- Identify the unique needs and challenges of each community served by GCC schools.
- Develop a framework for creating individual community hubs that address the specific needs and challenges of each community.
- Establish partnerships with community organizations, businesses, and other stakeholders to support the development of community hubs.
- Ensure that community hubs are integrated into the academic environment and support the academic goals of the school.
- Promote a culture of community engagement and involvement among scholars, families, and staff.

Seats

GCC District Community School Steering Committee Reps



* Minimum of 8 seats required for GCC District Community School Steering Committee

STRATEGY 4: COHERENCE: POLICY AND INITIATIVE ALIGNMENT

Goals and Action Steps for Establishing Policy and Initiative Alignment at Community Outreach Academy (COA):

Goals	Action Steps	Outcomes/Indicators
Goal 1: Integration of Community School Strategy into School-Wide Plans	1. Conduct a thorough analysis of existing school-wide strategic plans, including the LCAP (Local Control and Accountability Plan) and SPSA (Single Plan for Student Achievement). 2. Identify synergies and alignment opportunities between the community school strategy and the current school-wide plans. 3. Develop a cohesive plan that integrates the community school implementation plan seamlessly into the existing school-wide strategic plans.	1. Unified Planning Document: Create a singular, unified planning document that combines the community school strategy with COA's LCAP components. 2. Identified Synergies: Document specific areas of alignment and synergy between the community school strategy and existing school-wide plans. 3. Improved Coherence: Assess the overall coherence and comprehensiveness of the integrated plan to ensure it addresses all aspects of school improvement.
Goal 2: Enhancing Integration Between District and School-Level Initiatives	1. Collaborate with district-level stakeholders to identify and analyze parallel LEA initiatives related to community schools. 2. Establish communication channels and coordination mechanisms between the LEA and school-level initiatives to eliminate silos. 3. Develop protocols for sharing resources, information, and strategies between the LEA and school to foster a coherent community school strategy.	1. Coordinated Initiatives: Ensure that LEA and school-level initiatives related to community schools are strategically aligned and coordinated. 2. Shared Resources: Assess the effectiveness of resource-sharing mechanisms between the LEA and school to support community school efforts. 3. Elimination of Silos: Measure the reduction or elimination of parallel initiatives that create silos between the LEA and school-level efforts.
Goal 3: Stakeholder Engagement in Integrated	1. Engage diverse stakeholders, including teachers, parents, students, community members, and administrative staff, in the	1. Inclusive Planning: Assess the degree of inclusivity in the planning process, reflecting input from diverse stakeholders.

Planning	integrated planning process. 2. Conduct workshops, forums, or focus groups to gather input and insights from stakeholders on the alignment of community school strategy with existing plans. 3. Ensure transparent communication and feedback loops to keep stakeholders informed and involved throughout the integrated planning process.	2. Stakeholder Satisfaction: Measure stakeholder satisfaction with the integrated planning approach, addressing concerns and incorporating feedback. 3. Collective Ownership: Foster a sense of collective ownership among stakeholders in the integrated plan, promoting a shared commitment to its success.
Goal 4: Continuous Improvement and Evaluation of Integrated Plan	1. Establish mechanisms for ongoing evaluation and reflection on the effectiveness of the integrated community school plan. 2. Regularly review data, including academic outcomes, community engagement metrics, and stakeholder feedback, to inform adjustments and improvements. 3. Implement adaptive changes to the integrated plan based on evaluation results and changing circumstances.	1. Data-Informed Decisions: Ensure that adjustments to the integrated plan are based on data and evaluation findings. 2. Continuous Improvement Culture: Foster a culture of continuous improvement, where the integrated plan is regularly reviewed and enhanced. 3. Long-Term Sustainability: Evaluate the long-term sustainability of the integrated community school plan, addressing emerging needs and challenges over time.

Four Cornerstone Commitments

1. Integrated Support Services:

- Utilize data from Needs and Assets Assessment to tailor support services addressing academic, socio-emotional, and health needs.
- Partner with community resources for counseling, health services, and mentorship programs to foster holistic student support.

2. Family and Community Engagement:

- Incorporate insights from Engagement Strategies into activities fostering strong home-school partnerships.
- Extend community engagement efforts by involving families and local partners in outreach programs and collaborative ventures.

3. Collaborative Leadership and Practices for Educators:

- Apply findings from the SWOT Analysis (strength, weaknesses, opportunities, and threats) and Cultural & Diversity Audit to encourage collaborative practices among educators.
 -  COA SWOT Analysis-4 CCSPP Areas
- Establish opportunities for educators to participate in leadership teams, fostering shared decision-making.

4. Expanded Learning Time:

- Utilize comprehensive surveys and data to design expanded learning opportunities, including after-school programs and tutoring.
- Create specialized workshops and clubs based on community feedback to enhance academic learning and personal development.

By integrating these Four Cornerstones, COA seeks to create a supportive and inclusive environment, prioritizing tailored support services, active engagement, collaborative practices, and expanded learning opportunities. This holistic approach aims to promote the success and well-being of every student at COA.

STRATEGY 5: STAFFING AND SUSTAINABILITY

Goals and Action Steps for Staffing and Sustainability at Community Outreach Academy (COA)

Goals	Action Steps	Outcomes/Indicators
Goal 1: Diverse and Multilingual Staff Recruitment	1. Develop targeted recruitment strategies to attract diverse and multilingual staff reflective of the student population. 2. Establish partnerships with local organizations supporting diversity in staffing. 3. Create a welcoming and inclusive recruitment process.	1. Increased diversity and multilingual capabilities in COA's staff. 2. Positive community feedback on the inclusivity of the recruitment process. 3. Enhanced cultural responsiveness in site-level staffing.
Goal 2: Sustainable Core Staffing Beyond Grant Period	1. Develop and implement a sustainability plan led by the Site-Level Coordinators. 2. Establish partnerships with local organizations for long-term support. 3. Conduct periodic evaluations of the sustainability plan and adjust as needed.	1. Successful implementation of sustainability strategies. 2. Secured additional funding and resources beyond the grant period. 3. Positive feedback from staff on the continuity and stability of core staffing.
Goal 3: Succession Planning and Institutional Knowledge Transfer	1. Appoint a Succession Planning Coordinator to lead the development of a comprehensive succession plan. 2. Implement regular training and knowledge transfer sessions. 3. Evaluate the effectiveness of the succession plan through feedback mechanisms.	1. Established succession plan with clear procedures and timelines. 2. Smooth transition of leadership and institutional knowledge. 3. Positive feedback from staff regarding the effectiveness of the succession planning process.

These site-level goals align with COA's commitment to staffing inclusivity, sustainability, and effective succession planning, contributing to the overall success of the community school.

COA-Level Community School Director/Coordinator:

- Responsibilities include overseeing and coordinating sustainability efforts, building partnerships, and developing strategies to maintain core staffing.

Site-Level Coordinators:

- Each school site should have a coordinator responsible for implementing sustainability plans, liaising with community partners, and ensuring the continuity of core staffing.

Grant Writing and Resource Development Specialist:

- Focused on building the capacity for grant writing, securing additional funding, and identifying resources to support sustained core staffing.

Succession Planning Coordinator:

- Develops and implements a succession plan, ensuring a smooth transition of institutional knowledge and leadership for sustained staffing beyond the grant period.

Community Engagement Liaison:

- Engages with local organizations, businesses, and foundations to build partnerships and access resources for sustaining core staffing.

Sustainability Evaluation and Adjustment Team:

- Comprising individuals responsible for regularly evaluating the effectiveness of sustainability strategies and making adjustments to align with community needs.

Resource Mobilization Team:

- Collaborates on leveraging existing resources, including in-kind donations and volunteer services, to support site-level work and core staffing sustainability.

These key staff members and roles will collectively contribute to the comprehensive and strategic approach needed to ensure sustainability beyond the life of the CCSPP implementation grant at COA.

KEY STAFF	MAIN ROLE/FUNCTION
Sergey Terebkov	GCC CCSPP Coordinator for all GCC Schools - District Level
Larissa Gonchar	COA Director and CCSPP Coordinator
Dr. Tatyana Kisel	COA Campus Principal of Academics and CCSPP Site Lead

Michael Serdi	COA Campus Principal of Operations and CCSPP Site Lead
Dr. Daniel Diego	COA Middle Vice Principal and CCSPP Site Lead
Ivan Leshchuk	Community Engagement Specialist and CCSPP Advisor
Daniella Manzyuk	Parent Liaison and CCSPP Advisor

We are taking several steps to build sustainability beyond the life of the CCSPP implementation grant.

1. Build partnerships with local organizations: Building partnerships with local organizations, such as community-based organizations, businesses, and foundations, will help our community school access additional resources and funding to sustain core staffing beyond the grant period.
2. Leverage existing resources: Our community school will leverage existing resources, such as in-kind donations and volunteer services, to support site-level work and sustain core staffing beyond the grant period.
3. Develop a succession plan: Our community school will develop a succession plan that outlines how we will maintain and transfer institutional knowledge and leadership to sustain core staffing beyond the grant period.
4. Build capacity for grant writing and resource development: Our community school will invest in building our capacity for grant writing and resource development to access additional funding and resources to sustain core staffing beyond the grant period.
5. Evaluate and adjust strategies: Our community school will evaluate our strategies for sustainability periodically and adjust them as needed to ensure that they remain effective and aligned with the community's needs and aspirations.

Overall, we know that building sustainability beyond the life of the CCSPP implementation grant requires a comprehensive and strategic approach that involves building partnerships, leveraging existing resources, developing fundraising and succession plans, and evaluating and adjusting strategies periodically.

STRATEGY 6: STRATEGIC COMMUNITY PARTNERSHIPS

Strategic Community Partnerships for Community Outreach Academy (COA) Community School:

Goals	Action Steps	Outcomes/Indicators
Goal 1: External Asset Mapping and Database Development	1. Conduct an external asset mapping exercise to identify potential partners in the surrounding community. 2. Develop a comprehensive map and database of potential partners with relevant information. 3. Regularly update and maintain the database to ensure accuracy and relevance.	1. Completed external asset mapping report. 2. Established a comprehensive database of potential partners. 3. Increased awareness of community resources and assets.
Goal 2: Holistic School-Community Partnerships	1. Align partnership strategies with the results of the deep needs and asset assessment. 2. Identify and establish partnerships that share a holistic focus on students, families, and the community. 3. Develop a collaborative framework with partners to address identified needs and aspirations.	1. Established partnerships that align with community needs and aspirations. 2. Increased engagement of partners in addressing holistic student and family needs. 3. Positive feedback from partners on the effectiveness of collaborative initiatives.
Goal 3: Community Partners Involvement in Planning and Continuous Improvement	1. Actively involve community partners in the planning and development phases of community school initiatives. 2. Establish regular forums or committees for ongoing input and collaboration. 3. Incorporate partner feedback into continuous improvement processes.	1. Increased participation of community partners in planning and development. 2. Positive feedback from partners regarding their involvement in decision-making. 3. Documented instances of partner feedback influencing continuous improvement.

These site-level goals demonstrate COA's commitment to fostering strategic and meaningful partnerships with the surrounding community, ensuring that partners actively contribute to the planning, development, and continuous improvement of the community school.



After completing our external assets mapping at COA, we utilized the gathered data and insights to advocate for strategic initiatives in various domains:

Health Resources:

Through external assets mapping, we pinpointed local health resources, including hospitals, clinics, and community health organizations. This information supports the justification for health resources that enhance the physical and mental well-being of COA's students and families. Collaborations with these organizations will facilitate partnerships and programs, granting students access to health services and education.

Expanded Learning:

Identification of local organizations and institutions offering expanded learning opportunities, such as museums and libraries, informed the justification for enhanced learning experiences. The school will advocate for expanded learning opportunities supporting the academic and personal growth of COA's students. Collaborative efforts with these organizations will lead to partnerships and programs providing students access to diverse learning experiences and resources.

Community Engagement:

External assets mapping revealed local organizations and community members invested in the success of COA's students. This information justifies the need for community engagement, fostering collaboration between the school and the community. The school aims to work with these organizations and individuals to develop partnerships and programs promoting community involvement in school activities and decision-making processes.

In summary, the external assets mapping at COA serves as a valuable resource, providing data and insights that substantiate the necessity for health resources, expanded learning, and community engagement. Leveraging this information, COA can advocate for and implement initiatives that align with the school's mission and benefit the entire community.

STRATEGY 7: PROFESSIONAL LEARNING

At Community Outreach Academy (COA), we recognize that ongoing professional learning is integral to the success of our community school strategy. Our goals are centered around building a shared understanding, fostering collaboration, and empowering all stakeholders to contribute meaningfully to student success. The following outlines our goals and action steps for professional learning opportunities tailored to the community school strategy:

Goals	Action Steps	Outcomes/Indicators
Goal 1: Identify and Address Professional Learning Needs	1. Comprehensive Assessment: Conduct a detailed assessment to identify professional learning needs essential for supporting the community schools initiative. 2. Stakeholder Involvement: Involve administrators, educators, classified staff, families, and other stakeholders in the identification process to ensure diverse perspectives. 3. Program Design: Develop targeted professional learning programs addressing the identified needs, emphasizing shared leadership, collaboration, cultural relevance, asset-based approaches, and community-based practices. 4. Implementation and Monitoring: Implement the programs and continually monitor their effectiveness, making adjustments as needed. 5. Community-wide Commitment: Foster a community-wide commitment to the principles and practices essential for the success of the community schools model.	1. Clear understanding of professional learning needs across role groups. 2. Successful implementation of tailored professional learning programs. 3. Increased engagement and commitment to CCSP 4 Cornerstones. 4. Positive impact on collaborative teaching and learning practices. 5. Strengthened community-wide support for the community schools initiative.
Goal 2: Implement Role-Specific Professional Learning	1. Needs Assessment: Conduct a thorough needs assessment to identify the specific professional learning needs of administrators, educators, classified staff, families, and other role groups. 2. Program Development: Based on the needs assessment, design role-specific professional learning programs focused on shared leadership, collaborative teaching and learning, cultural relevance, asset-based approaches, and democratic principles. 3. Implementation: Roll out the professional learning programs, ensuring accessibility and	1. Increased participation rates in role-specific professional learning programs. 2. Enhanced understanding and application of shared leadership principles. 3. Improved collaboration among role groups within COA. 4. Integration of cultural relevance and asset-based

	participation from each role group. 4. Feedback and Adjustment: Collect feedback from participants, evaluate the effectiveness of the programs, and make necessary adjustments for continuous improvement.	approaches in teaching and learning practices. 5. Demonstrated commitment to democratic and community-based educational initiatives.
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COA Supports and Professional Development

COA is dedicated to providing role-specific professional learning opportunities for administrators, educators, classified staff, families, and other role groups. Through a thorough needs assessment, the school identifies specific areas requiring professional development, such as shared leadership, collaborative teaching and learning, cultural relevance, asset-based approaches, and democratic principles. The school designs and implements targeted programs to address these needs, ensuring accessibility and participation from all role groups. Continuous feedback and assessment are used to enhance the effectiveness of the programs, fostering improved collaboration, cultural competency, and a commitment to community-based educational practices.

LCAP Alignment

The professional development initiatives at COA align with the Local Control and Accountability Plan (LCAP) objectives, ensuring coherence between the school's strategic goals and role-specific learning opportunities. By conducting comprehensive assessments and involving stakeholders in the identification process, COA ensures that the professional development programs directly contribute to achieving LCAP priorities and goals. The school's commitment to shared leadership, collaboration, cultural relevance, asset-based approaches, and community-based practices reflects its dedication to aligning professional development with LCAP objectives. Through ongoing monitoring and adjustments, COA ensures that its initiatives effectively contribute to the broader goals outlined in the LCAP, creating a cohesive and integrated approach to school improvement.

STRATEGY 8: CENTERING COMMUNITY-BASED CURRICULUM AND PEDAGOGY

At Community Outreach Academy (COA), we recognize the importance of community-based curriculum and pedagogy in fostering student engagement and a sense of ownership in their learning. Our goals and action steps focus on providing educators with the necessary knowledge and skills to integrate community-based learning effectively. The following outlines our approach:

Goals	Action Steps	Outcomes/Indicators
Goal 1: Build Educators' Understanding of Theoretical Roots and Practical Elements of CBL	1. Conduct workshops and training sessions to introduce educators to the theoretical foundations of community-based learning (CBL), emphasizing its responsiveness to local history, values, and culture. 2. Provide resources and case studies showcasing successful implementation of CBL in diverse educational settings. 3. Facilitate discussions and reflections on the practical elements of CBL, encouraging educators to explore its application in their specific classrooms and subject areas.	1. Increased educators' knowledge and comprehension of the theoretical underpinnings of CBL. 2. Educators demonstrate familiarity with practical strategies for incorporating CBL into their teaching practices. 3. Positive feedback and engagement in discussions on the integration of CBL in classrooms.
Goal 2: Provide Examples and Experiences of CBL in Action	1. Organize site visits or virtual experiences to schools or communities where CBL is successfully implemented. 2. Invite guest speakers or educators with expertise in CBL to share their experiences and insights. 3. Facilitate classroom demonstrations or simulations illustrating the application of CBL principles.	1. Educators gain exposure to real-world examples of successful CBL practices. 2. Increased confidence and motivation among educators to explore CBL in their own classrooms. 3. Documentation of shared experiences and reflections on the potential impact of CBL.
Goal 3: Foster Ongoing Discussions and Exploration of CBL Integration	1. Establish regular discussion forums, study groups, or collaborative spaces where educators can share their progress and challenges in integrating CBL. 2. Provide continuous professional development opportunities focused on	1. Continued engagement and participation in discussions about CBL integration. 2. Demonstrated experimentation and application of CBL principles in diverse subject areas.

	CBL, including advanced workshops for those ready to delve deeper. 3. Encourage cross-disciplinary discussions to explore innovative ways of incorporating CBL across various subjects.	3. A growing community of educators who actively support and learn from each other in CBL implementation.
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By pursuing these goals and action steps, COA aims to empower educators with the knowledge and skills needed to implement effective community-based learning. Through theoretical understanding, practical skills, collaboration, and ongoing support, educators will create a learning environment that reflects the rich cultural and linguistic backgrounds of our students and families.

COA Community-Based Learning (CBL)

COA is committed to advancing Community-Based Learning (CBL) as an integral instructional approach that aligns with the values, cultures, and environments of our local community. To achieve this, we have set forth three comprehensive goals. First, we aim to build educators' understanding of the theoretical roots and practical elements of CBL through targeted workshops, training sessions, and discussions. The indicators for success include increased knowledge of CBL theory, educators' demonstration of practical CBL strategies, and positive engagement in discussions. Second, we strive to provide tangible examples and experiences of CBL in action by organizing site visits, inviting guest speakers, and facilitating demonstrations. Success indicators include educators gaining exposure to successful CBL practices and an increased motivation to explore CBL in their classrooms. Finally, we endeavor to foster ongoing discussions and exploration of CBL integration through regular forums, continuous professional development, and cross-disciplinary discussions. The success of this goal is measured by sustained engagement in discussions and the active application of CBL principles across various subjects. Through these strategic goals and actions, COA aims to establish a thriving CBL culture that enhances the educational experience for our students and strengthens our connection with the local community.

STRATEGY 9: PROGRESS MONITORING AND POSSIBILITY THINKING

At Community Outreach Academy (COA), we recognize the importance of an effective evaluation plan rooted in local data and measures to ensure the success of our community schools initiative. Our approach involves collaboration with educational partners and a commitment to diverse, community-based definitions of success. The development of metrics and identification of potential outcomes/indicators are integral components of our evaluation plan:

Goals	Action Steps	Outcomes/Indicators
Goal 1: Strengthening Communication	1. Develop a dedicated parent portal featuring newsletters, updates, and resources. 2. Utilize various communication channels (email, text messages, social media) to cater to diverse preferences. 3. Implement a structured system of regular parent-teacher conferences and progress updates. 4. Explore the feasibility of an electronic check-in/check-out system for real-time attendance updates. 5. Create a centralized online calendar for school events, policies, and procedures.	1. Launch of an effective parent portal with positive user feedback. 2. Increased engagement through diversified communication channels. 3. Successful implementation of regular conferences with positive feedback. 4. Exploration and potential integration of an electronic check-in/check-out system. 5. A centralized online calendar that enhances transparency and accessibility.
Goal 2: Mental Health and Counseling Support	1. Establish partnerships with local mental health organizations. 2. Develop a plan for implementing counseling services and mental health workshops.	1. Successful partnerships established with local mental health organizations. 2. Implementation plan developed for counseling services and mental health workshops.
Goal 3: Family Engagement and Participation	1. Increase opportunities for families to actively participate in activities and events. 2. Form parent advisory committees to gather feedback and input. 3. Host regular parent education workshops on relevant topics. 4. Explore the potential for arranging child care services during volunteer opportunities.	1. Enhanced family participation in classroom activities and events. 2. Established parent advisory committees with ongoing feedback mechanisms. 3. Successful implementation of regular parent education workshops. 4. Exploration and potential implementation of child care services.

Goal 4: Access to Community Resources	1. Regularly update the Community Resource Hub. 2. Promote after-school activities and resources for students and families.	1. A comprehensive and regularly updated Community Resource Hub. 2. Increased participation in after-school activities and resource utilization.
Goal 5: Addressing Challenges and Barriers	1. Provide flexible participation options and child care services. 2. Promote an inclusive and neutral school environment, addressing concerns promptly.	1. Enhanced flexibility in participation options with positive feedback. 2. A school environment that fosters inclusivity and addresses concerns promptly.
Goal 6: Preferred Communication Channels	1. Acknowledge and cater to the preference for email communication. 2. Continue utilizing a diverse array of communication platforms.	1. Positive acknowledgment of email communication preferences. 2. Continued successful use of diverse communication platforms.
Goal 7: Additional Suggestions	1. Investigate and explore the implementation of an electronic check-in/check-out system.	1. Research conducted and potential integration explored for an electronic check-in/check-out system.

The proposed Community School Plan for COA aims to systematically address communication, family engagement, and support services. The implementation plan spans five years, focusing on phased approaches, regular evaluations, and adjustments based on feedback to create a more inclusive and supportive educational environment.

COA Evaluation Plan

COA is dedicated to crafting a robust evaluation plan for its community schools initiative. Collaborating with educational partners, COA will design a comprehensive framework rooted in local data and diverse community-based definitions of success. The plan will incorporate Improvement Science strategies, emphasizing Plan-Do-Study-Act cycles for continuous refinement and enhancement.

Baseline Data Portfolio

In tandem with its commitment to evaluation, COA recognizes the importance of establishing a Baseline Data Portfolio. This portfolio will serve as a foundational reference point for progress monitoring and collective problem-solving. Drawing from



data sources such as the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), and other relevant inputs, the portfolio aims to provide valuable insights. COA intends to utilize this comprehensive data repository to inform decision-making, measure effectiveness, and address challenges identified through systematic data analysis.

APPENDICES

APPENDIX A

Community School Action Plan for Community Outreach Academy Sc... **Community School Action Plan for Community Outreach Academy School (COA)**

Introduction:

The Community School Plan for Community Outreach Academy School (COA) is crafted in response to insightful feedback gathered from an extensive family survey. With a central focus on elevating communication, promoting family engagement, and bolstering support services, this plan is dedicated to fostering a more inclusive and supportive educational environment for students, families, and the entire school community.

1. Enhancing Communication:

1.1 Communication Platforms:

- Develop a dedicated parent portal that includes newsletters, updates, and resources.
- Utilize multiple communication channels, such as email, text messages, and social media, to cater to varying preferences.

1.2 Regular Updates:

- Implement a structured system of regular parent-teacher conferences and progress updates to maintain consistent communication on students' academic progress and well-being.

1.3 Electronic Check-in/Check-out System:

- Explore the feasibility of introducing an electronic check-in/check-out system, ensuring parents have real-time access to information about their children's attendance.

1.4 Community Events Calendar:

- Create a centralized online calendar for school events, policies, and procedures to enhance transparency and accessibility.

2. Mental Health and Counseling Support:

2.1 Counseling Services:

- Establish access to counseling or mental health support services for both students and families.
- Collaborate with local mental health organizations to provide workshops and resources.

3. Family Engagement and Participation:

3.1 Opportunities for Participation:

- Increase opportunities for families to actively participate in classroom activities, field trips, and school events.
- Form parent advisory committees to gather feedback and input on important school matters.

3.2 Family Workshops:

- Host regular parent education workshops on relevant topics identified by the survey responses.
- Introduce seminars on subjects like "How to properly educate the generation of gadgets" and "How to help a child do homework."

4. Access to Community Resources:

4.1 Community Resource Hub:

- Develop and regularly update a comprehensive list of community resources and services, addressing the diverse needs of COA families.
- Provide information on after-school activities such as sports teams, dance groups, and project-based work.

5. Addressing Challenges and Barriers:

5.1 Flexible Participation Options:

- Provide families with advance notice of school drop-in days and hours to accommodate the schedules of working parents.
- Explore the potential for arranging child care services during volunteer opportunities for families with younger siblings.

5.2 Addressing Political Issues:

- Foster an inclusive and neutral school environment, addressing concerns related to politics and discipline.

6. Preferred Communication Channels:

6.1 Tailored Communication:

- Acknowledge the preference for email communication and ensure that crucial updates and information are consistently conveyed through this channel.
- Continue utilizing a diverse array of platforms, including printed newsletters, online portals, and text messages.

7. Additional Suggestions:

7.1 Electronic System for Check-in/Check-out:

- Investigate and explore the implementation of an electronic check-in/check-out system, examining potential integration with existing platforms like ClassDojo.

Conclusion:

The Community School Plan for COA strives to cultivate a collaborative and supportive environment, drawing on valuable feedback from the family survey. By systematically addressing communication needs, fortifying family engagement, and offering pertinent support services, COA endeavors to fortify the partnership between the school and its community, fostering collective benefits for all stakeholders.

Proposed Implementation Calendar: Community School Plan for Community Outreach Academy School (COA) (2024-2029)

Year 1 (2024-2025)

Enhancing Communication:

Quarter 1:

- Initiate the development of the dedicated parent portal, outlining features and functionalities.
- Conduct a staff training on utilizing the parent portal for consistent communication.

Quarter 2:

- Launch the parent portal with essential resources, newsletters, and updates.
- Begin regular communication through email, text messages, and social media platforms.

Quarter 3:

- Assess the effectiveness of the parent portal and communication channels.
- Implement improvements based on feedback.

Mental Health and Counseling Support:

Year-Long:

- Establish partnerships with local mental health organizations.
- Develop a plan for implementing counseling services and mental health workshops.

Year 2 (2025-2026)

Regular Updates:

Quarter 1:

- Pilot regular parent-teacher conferences for specific grades.

- Gather feedback and adjust the conference format as needed.

Quarter 2:

- Expand parent-teacher conferences to cover all grades.
- Develop guidelines for progress updates and share with teachers.

Quarter 3:

- Evaluate the success of parent-teacher conferences and progress updates.
- Adjust the scheduling and format based on feedback.

Electronic Check-in/Check-out System:

Year-Long:

- Research and select an electronic check-in/check-out system.
- Begin the implementation process, including staff training.

Year 3 (2026-2027)

Community Events Calendar:

Quarter 1:

- Launch a centralized online calendar for school events, policies, and procedures.
- Promote the calendar through various communication channels.

Quarter 2:

- Evaluate the usage and feedback on the online calendar.
- Make necessary adjustments and improvements.

Family Engagement and Participation:

Quarter 3:

- Introduce opportunities for families to participate in classroom activities and field trips.
- Form parent advisory committees, providing guidelines for involvement.

Year 4-5 (2027-2029)

- Subject to Steering Committee's further planning.

Ongoing Initiatives (2024-2029)

Access to Community Resources:

- Regularly update the Community Resource Hub.
- Promote after-school activities and resources for students and families.

Addressing Challenges and Barriers:

- Continue to provide flexible participation options and child care services.
- Promote an inclusive and neutral school environment, addressing concerns promptly.

Preferred Communication Channels:

- Monitor and adapt communication strategies based on the preferences of the majority.
- Continue to use a variety of platforms to reach a broad audience.

Additional Suggestions:

- Investigate and implement an electronic check-in/check-out system as suggested.

Conclusion:

The five-year implementation plan for the COA Community School Plan focuses on a phased approach to address communication, family engagement, and support services. **Regular evaluations and adjustments based on feedback will ensure the plan's effectiveness in creating a more inclusive and supportive educational environment.**

APPENDIX B: Survey Data

https://docs.google.com/forms/d/1u1uJnTtUZL_uKKbJdKiaPk7SSSmmkwUkuF-d8j-kLbM/edit#responses

Survey Data Broken Down	What types of support or assistance would you find beneficial in improving your experience and involvement at COA? Clear communication about school events, policies, and procedures (41.2%) Access to counseling or mental health support for students and families (20.6%) Information on community resources and services (41.2%) Translation services or language support (35.2%) Volunteer opportunities within the school community (21.8%) Parent education workshops or resources (19.4%) Opportunities for family engagement and participation in school activities (27.9%); How often do you feel informed and involved in your child(ren)'s education at COA? 42.4% is "Always", 33.9% is "Often", 20.6% is "Sometimes", 3% is "rarely"; What strategies or initiatives would help increase your involvement and commitment as a family at COA? 56.4% said "Regular parent-teacher conferences or progress updates", 33.3% said "Enhanced communication through newsletters, emails, or a dedicated parent portal", 30.9% said "Opportunities to participate in classroom activities or field trips", 27.3% said "Family events or activities hosted by the school", 21.2% said "Parent advisory committees or forums for feedback and input", and 20.6% said "Parent workshops or informational sessions on relevant topics"; What kind of resources and services are helpful for families to provide a supportive environment for children to be successful in school? 8 said tutoring, 2 said homework, 1 said "Having occasional private meetings with the child's teacher - is a practical approach to stay informed about the child's progress and discuss any concerns or needs. Offering more substantial after-school activities such as sports teams, dance groups, or project-based work - helps children develop skills beyond the academic curriculum. It's important to encourage the child's active involvement in after-school activities, fostering a deeper connection and commitment to their chosen pursuit.", 1 said "Regular reminders to children and parents about progress and completed homework. -a portal where you can see if your homework was done or not -how to prepare? What is needed - What needs to be worked on more closely. - the teacher helps the child by somehow noting this.", 1 said "Lectures or seminars on the topics: "How to properly educate the generation of gadgets.", "How to properly filter information from the Internet?", "How to help a child do homework?", "How to learn to overcome difficulties in the educational process?"; Are there any specific challenges or barriers that you face in actively participating in your child(ren)'s education or being involved at COA? 92 families said "no", 1 said "Not trying to find a solution for a child but straight to discipline and political issues having way to much presence in school causing students that don't have same view or could care less about politics be punished for it.", 1 said "Full time work doesn't leave much free time for active participation. Advance notice of allowed drop-in days and hours encouraging parents to regularly visit their child during school hours would be beneficial.", many said the distance
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	from school to home, many said child care for younger siblings so they can volunteer.; How do you prefer to receive updates and information from COA? 67.3% is email, 13.9% is printed newsletters and other information, 27.9% is online portal, 72.7% is text messages, 13.3% is social media; Do you have any additional suggestions or comments to help us provide better support and assistance to you and your family at COA? 85 said "no", 1 said "I hope you guys can implement electronic system for parents to check in and check out their kids. Right now it's all on paper when kids check out of school. Parents have no records or access to those records via web portal or application to see this. I want to be able to see exactly what time my children come to school and exactly what time they are picked up. Right now there is no way for me to see this. Other schools either use fobs or PIN codes when they check in and out of schools. Data is live. Parents always have access on their apps to see that information and other. Perhaps this can be done in some of the applications that school already uses such as ClassDojo or some other one. Perhaps talk to the vendor and see if this could be done"
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Steering Committee Areas of Focus:

- Enhance the level of support for staff, students and families to improve the overall COA experience.
- Improve communication and collaboration between COA and families to better understand their needs and expectations.
- Create a supportive and inclusive environment that promotes academic success and personal development.
- Provide resources and tools to students and families to help them navigate academic and non-academic challenges.

APPENDIX C The COA Community School Grant (6).pdf



EXPLORE

The COA Community Schools Grant

CCSPP GRANT

Enhancing COA

Welcome to Community Outreach Academy (COA), where we believe in creating an inclusive and supportive educational environment. We are thrilled to share with you the exciting opportunity we have received through the Community Collaboration for School Success Program (CCSPP) Grant. This grant is set to transform our school community by fostering collaboration, strengthening partnerships, and improving the experiences of our staff, students, and families.

Community Collaboration

With the support of the CCSPP Grant, COA will be able to implement innovative initiatives and programs that address the unique needs and aspirations of our school community. Through collaborative efforts with families, staff, and community partners, we will foster a community schools approach that strengthens the bonds between our school and the wider community.

Join Us

Join us on an exciting journey! We greatly appreciate your support in this endeavor. Here's a glimpse of what lies ahead: surveys, meetings, and more. We're thrilled about the opportunities the CCSPP Grant brings to COA. Your valuable support and active participation are key as we collaborate to make a positive impact. Stay connected for updates and information on the grant's progress as we build a stronger, more vibrant school community together.



CONTACT US

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916-286-1950
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Introducing the CCSPP Grant: Enhancing Our School Community Together!



Welcome to Community Outreach Academy (COA), where we believe in creating an inclusive and supportive educational environment. We are thrilled to share with you the exciting opportunity we have received through the California Community Schools Partnership Program (CCSPP) Grant. This grant is set to transform our school community by fostering collaboration, strengthening partnerships, and improving the experiences of our staff, students, and families.

What is the CCSPP Grant? Empowering COA through Community Collaboration

The CCSPP Grant is a valuable resource provided to COA that empowers us to build stronger connections within our community. This grant focuses on establishing equitable, relationship-centered schools that prioritize academic success, social-emotional well-being, and equitable access to services for our students.

With the support of the CCSPP Grant, COA will be able to implement innovative initiatives and programs that address the unique needs and aspirations of our school community. Through collaborative efforts with families, staff, and community partners, we will foster a community schools approach that strengthens the bonds between our school and the wider community.

Our Vision with the CCSPP Grant Creating an Inclusive and Thriving School Community

At COA, our vision is to better support our staff, students, and our families inside and out of the classroom to improve the overall experiences here at COA. With the CCSPP Grant, we will be able to turn this vision into reality. The grant will enable us to enhance academic outcomes, promote social and emotional well-being, and ensure equitable access to essential services for all our students.

We are excited about the possibilities that the CCSPP Grant brings to COA and we invite you to join us on this journey. We value your support and involvement as we work together to create positive change. Stay tuned for updates and information about the progress of the grant, as we continue to build a stronger and more vibrant school community.

APPENDIX D: Qualitative Data Protocol

Community Outreach Academy (COA) Qualitative Data Protocol for CCSPP Grant Implementation

In our commitment to making well-informed decisions for the successful execution of the Community Collaborative School Partnership Program (CCSPP) Grant at Community Outreach Academy (COA), we have formulated a qualitative data protocol. This protocol incorporates surveys, focus groups, town hall meetings, and school data to achieve our primary objective: defining goals that align with the grant's objectives through a deep understanding of stakeholder perspectives and the dynamics within our TK-8th grade school.

To initiate the survey component, we will develop a comprehensive instrument addressing key aspects of the grant. Clear and concise questions, both closed and open-ended, will be administered to teachers, parents, students, and community members, aiming to gather both quantitative and qualitative insights.

Simultaneously, focus groups will be organized, bringing together a diverse range of stakeholders. Using a semi-structured interview guide, we will foster discussions on grant themes, with sessions recorded and transcribed to capture nuanced perspectives for subsequent analysis.

Town hall meetings will play a crucial role in engaging the broader community. These sessions will provide a platform for participants to share their ideas, concerns, and aspirations related to the grant objectives, contributing to a comprehensive understanding of collective priorities.

Furthermore, we will systematically analyze existing school data, including academic performance and attendance rates. Thematic analysis will be applied to qualitative data, ensuring the identification of recurring patterns and themes. Qualitative data analysis software will be employed for efficient categorization.

To enhance data validity, we will implement member checking, involving participants in the validation process. Triangulation will be employed by comparing findings from different data sources, and peer review within the research team will ensure robustness.

Ethical considerations will be prioritized throughout the process, with informed consent obtained from participants and confidentiality and anonymity maintained in reporting. The reporting format will include narratives, quotes, and thematic summaries, aligned with stakeholder needs and grant reporting requirements.



Emphasizing reflexivity and researcher positionality, we encourage researchers to reflect on biases and acknowledge their influence on the interpretation of findings. Maintaining transparency in reporting the researcher's role will ensure the integrity of the research outcomes. This qualitative data protocol will systematically guide our research process, facilitating a comprehensive understanding of stakeholder perspectives and school dynamics to determine goals for the CCSPP Grant Implementation at COA.

APPENDIX E: COA Goals and Priorities

Goals and Priorities

To ensure the effective development of the Community School Plan at Community Outreach Academy (COA), we followed a strategic approach, involving multiple data collection and analysis methods, and actively engaging major stakeholders. The following steps outline our process:

Identifying Key Stakeholders:

- We began by identifying crucial stakeholders at COA, including parents, students, teachers, administrators, and community members. A diverse group representing various perspectives and experiences within our school community was actively engaged.

Developing a Communication Plan:

- A comprehensive communication plan was crafted to outline how we would engage stakeholders and share the community school strategy. This plan included a well-defined timeline, messaging strategies, and outreach plans to reach as many stakeholders as possible.

Determining Data Collection Methods:

- Considering the research question and stakeholder needs, we selected three or more data collection methods, including interviews, focus groups, surveys, town halls, family nights, and more.

Assigning Analysis Responsibilities:

- To ensure rigorous analysis, responsibilities were assigned to team members based on their expertise and availability. Adherence to ethical principles and attention to detail were prioritized.

Focusing on Priority Areas:

- We prioritized areas of the community school that required immediate attention, directing our data collection and analysis efforts accordingly. This approach ensured informed decision-making and effective resource allocation.

Engaging Majority Stakeholders:

- The majority stakeholders were actively engaged through various channels such as community meetings, newsletters, social media, and websites. Clear, transparent, and inclusive messaging was employed, and feedback and ideas were actively solicited.

Refining and Adjusting the Strategy:

- Based on the feedback and insights received from stakeholders, our community school strategy was refined and adjusted to align with their needs and aspirations. Communication about these changes was transparent, ensuring stakeholders understood the rationale behind them.

By following these steps, we harnessed diverse data collection methods, engaged major stakeholders, and developed a community school strategy at COA that is informed, transparent, and responsive to the needs of our community.

Proposed Implementation Calendar for COA Community School Plan (2024-2027):

Year 1 (2024-2025)

Enhancing Communication:

- Develop a dedicated parent portal.
- Utilize multiple communication channels.
- Pilot regular parent-teacher conferences.

Mental Health and Counseling Support:

- Establish partnerships with local mental health organizations.
- Implement counseling services and mental health workshops.

Year 2 (2025-2026)

Regular Updates:

- Expand parent-teacher conferences to cover all grades.
- Develop guidelines for progress updates.

Electronic Check-in/Check-out System:

- Research and select an electronic check-in/check-out system.

Year 3 (2026-2027)

Community Events Calendar:

- Launch a centralized online calendar.
- Evaluate usage and feedback on the online calendar.

Family Engagement and Participation:

- Introduce opportunities for families to participate.

- Form parent advisory committees.

Year 4-5 (2027-2029)

- Subject to Steering Committee's further planning

Ongoing Initiatives (2024-2029)

Access to Community Resources:

- Regularly update the Community Resource Hub.
- Promote after-school activities and resources.

Addressing Challenges and Barriers:

- Provide flexible participation options.
- Promote an inclusive and neutral school environment.

Preferred Communication Channels:

- Monitor and adapt communication strategies.

Additional Suggestions:

- Investigate and implement an electronic check-in/check-out system.

Conclusion:

The five-year implementation plan for the COA Community School Plan focuses on a phased approach to address communication, family engagement, and support services. Regular evaluations and adjustments based on feedback will ensure the plan's effectiveness in creating a more inclusive and supportive educational environment.

Survey Data Highlights:

- **Support and Assistance:** Clear communication, counseling support, information on community resources, and language support are identified as beneficial.
- **Informed and Involved:** The majority feel "always" informed and involved in their child's education.
- **Increasing Involvement:** Parents express interest in regular parent-teacher conferences, enhanced communication, opportunities for participation, family events, and workshops.
- **Resources for Success:** Families highlight the need for tutoring, homework support, and seminars on relevant topics.
- **Challenges:** Some face challenges related to work schedules, distance, child care, and concerns about political issues.

- **Preferred Communication:** Email is the preferred communication channel for the majority.
- **Suggestions:** Requests for an electronic check-in/check-out system for better visibility into children's activities.