CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

Instructions

This 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 2 implementation applicants with the requirement of submitting an implementation plan (per site) as part of their Request For Application (forthcoming). Request for Application (RFA Attachment II), and to support California Community School Partnership Program (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 schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes.

The Implementation Plan should be guided by the California Community Schools Framework and the Community Schools Implementation Growth Chart. As long as reasonably possible, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended, to build on existing objectives for community school sites. We recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

The Lead LEA is responsible for creating, reviewing, and updating a site-based CCSPP Implementation Plan(s) every school year. LEAs are encouraged to 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 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).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools 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.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and asset-building school transformation program.

Adopted in 2022, the California Community Schools 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.

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 CCSPP Framework.

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning**, **engaging**, and **transforming)** and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning Centering community-based curriculum and pedagogy
8. Progress monitoring and collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

CCSPP: IMPLEMENTATION PLAN
School Site Contact Information

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Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

> During the 2022/23 academic year, Aspire Titan Academy (TTN) conducted a Community Asset Mapping and Needs/Gap Analysis to engage school and community interest holders in a process of identifying community assets as well as to identify gaps in programs, services, and resources that inhibit student achievement and community coherence. Throughout this process, TTN leaders leveraged other school and community advisory groups, including the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), and processes such as the development of the school's Local Control and Accountability Plan (LCAP) and SWIFT-FIA assessment process (see Pillar 3 for more information). TTN leaders solicited input from as many stakeholders as possible, including scholars, parents/families, staff, faculty, community partners, and neighbors. Each of these partners provided valuable insight into the quality of, and direction for, TTN's community school strategy. As part of this Needs and Assets Assessment process, TTN identified the following three strategies to fund through the CCSPP Implementation Grant:

1. Coordinate and streamline the delivery of student services to ensure students receive the supports needed to address their individual academic, social-emotional, and developmental needs by hiring a full-time Community School Director at the beginning of the project period.
2. Build the capacity of teachers, student support staff, and administrators to address the academic and social-emotional learning needs of students within an integrated system of school programs and community partnerships
3. Build the skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior.
4. Expand the after school, intercession, and summer programming to provide students with (1) additional expanded learning time opportunities to work on lessons learned through the regular school day through individual and small group instruction, and (2) academic achievement and youth enrichment opportunities that address their academic, social-emotional learning, and youth development needs.

TTN routinely obtains feedback in three primary ways – Stakeholder Surveys, Community Forums, and School/Community Group Meetings – to incorporate the wisdom of our school community stakeholders into targeted recommendations. During the 2022/23 academy year, Aspire Titan Academy surveyed families in (10/28/22;1/27/23; 3/16/23), conducted meetings with the English Learner Advisory Committee (ELAC) (10/27/22; 12/6/22; 3/7/23), School Site Council (SSC) (9/27/22; 11/15/22; 2/7/23), staff (10/28/22; 1/13/23; 3/3/23), and administration (10/28/22; 1/13/23).

In addition to collecting qualitative feedback from our school community stakeholders, TTN's needs assessment included the following:

- Data Analysis: TTN compiled and analyzed numerical metrics, which included evaluating standardized assessment results, attendance information, school climate survey results, and similar resources that lend perspective about the scope or intensity of phenomenon that may warrant intervention. These efforts included analysis of school and community data sources related to education, health, student/family characteristics, attendance, behavioral data, health statistics, and many other domains.
- Document Review: TTN gathered documentation and artifacts that demonstrate the school's strengths and improvement areas. This included a review of the School Accountability Report Card (SARC), Local Control and Accountability Plan, and stakeholder surveys.
- Community Resource Scan: The Leadership Team inventoried community-based service providers operating within the school's service area. This inventory provides a concise summary of active community partnerships and aids in identifying service gaps that may exist or that might contribute to future community schools efforts.

Priority 2: Shared Understanding

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?"

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

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. Indicate how your site's understanding of community schools reflects its commitment to the Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

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

Aspire Public Schools and Aspire Titan Academy (TTN) are committed to providing equitable opportunities for our students, families, and teammates. Aspire uses an equity lens to examine our policies, practices, and systems to strive for all groups to increase access and benefit from our work. This belief is woven throughout Aspire's core values: Bienestar (Well-Being), Culture of Belonging, Community Partnership, Agency + Self-Determination, and Joy. Aspire Public Schools' communities (predominately Black and Latinx) persist in a system that does not adequately educate everyone. Aspire Public Schools and TTN aim to transform the disproportionate outcomes that are a product of that system. These core values guide how school leaders, teachers, and support staff think and work together toward greater racial, social, and gender equity across Aspire's schools and communities.

The mission and core values of Aspire Public Schools and TTN are strongly aligned with the California Community Schools Framework, including the Four Pillars of Community Schools, Four Key Conditions for Learning, Four Cornerstone Commitments, and Four Proven Practices. Aspire Public Schools' long-term strategic vision is to establish a network of community schools that (1) provide supportive environmental conditions that foster strong relationships and community; (2) support practices of teaching and learning that are relevant to, inclusive of and centered in the wisdom, history, culture, and experience of students, families, and communities; (3) cultivate partnerships with educators, students, and families to understand and address the unique needs, assets, and aspirations of the school community; and (4) establish authentic and dynamic shared leadership in all aspects of school governance and operations, where all school interest holders including students, families, staff, and community members have genuine engagement in decision making about school climate, curriculum, and services.

Engaging the various community stakeholders (students, parents/families, staff, and community partners) will continue to play a key role in the understanding and commitment of our school community to the California Community Schools Framework, including the Four Cornerstone Commitments identified above. Information about TTN's community schools initiative will be shared with and received by all of our educational partners at community meetings and through ongoing correspondence with parents/family members, certificated & classified staff, principals and district administration, Special Education Local Plan Area (SELPA), students, and community partners. Across all stakeholder groups, representation from Special Education, English Learners, Homeless & Foster Youth, and Socioeconomically Disadvantaged Students (parents, staff, and students) has been and will continue to be included in surveys, forums, and meetings such as School Site Council, ELAC, and School Board meetings.

TTN will hire a Community School Director to lead the activities to advance the process of school transformation through partnerships and programs that align community resources to improve student outcomes. TTN's Community School Director will lead TTN's Community Schools Advisory Committee, which has broad representation from the school community, including the school principal, assistant principal, after school program director, business manager, teachers, student support staff, students, parents, and at least one representative from each external community schools partner. TTN's Community School Director and Advisory Committee will meet quarterly to continue the process that began as part of the planning for the CCSPP Implementation grant by identifying community assets as well as gaps in programs, services, and resources that inhibit student achievement and community coherence (see attached Asset Mapping and Needs/Gap Analysis Report). In order to sustainably incorporate the community schools initiative into the ongoing work of the school community, TTN's Community School Director and the Steering Committee will continue leveraging the work of other school community advisory groups, including the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), and processes such as the development of the school's Local Control and Accountability Plan (LCAP) and SWIFT-FIA assessment process.

TTN's Community School Director and the Steering Committee will solicit input from as many stakeholders as possible, including scholars, parents/families, staff, faculty, community partners, and neighbors. This will take place in three primary ways – Stakeholder Surveys, Community Forums, and School/Community Group Meetings – to incorporate the wisdom of our school community stakeholders into targeted recommendations. TTN's Community Schools Advisory Committee will present outcome data and solicit input in meetings with the English Learner Advisory Committee (ELAC), School Site Council (SSC), staff, and administration. Information will also be gathered through surveys (students, families, school staff, and community partners), focus groups, and community forums, and information about the initiative will be shared through the school and network websites and social media outlets.

One of the goals of the CCSPP Implementation Grant identified below is to increase the number and enhance the participation of partner organizations in the community that are providing resources and services that meet the identified and emerging needs of TTN's students and families. As new partners are identified and cultivated, the Community School Director will provide an orientation to the school that includes an overview of the Community School strategy as well as the school's particular vision, model, and improvement plan. Memoranda of Understanding (MOUs) will be

developed for all external partners and will include mutual expectations, space usage on TTN's campus, and funding agreements. At least one representative from each major community partner will serve on the Advisory Committee, and written agreements/MOUs will be reviewed annually and revised as necessary to reflect changes in the services to be provided.

Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee 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. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Aspire Titan Academy	Students, families, educators, and community members are involved in meaningful decision-making processes at the school (Supports LCAP Goals 2 & 3)	(1a) Hold quarterly Community School Steering Committee meetings (1b) Hold Regional Advisory Group meetings twice per year (2) Conduct surveys of students, parents/families, teachers/school staff, and community partners to collect community information on priorities and emerging needs (annually in the spring) (3) Report on Community School Goals, Action Steps, and Outcomes/Indicators at School Site Council and ELAC meetings (quarterly) (4) Review and update Asset Mapping & Gap Analysis Report with the Community School	(1a) Quarterly Community School Steering Committee meeting agendas, sign-in sheets, and meeting minutes (1b) Regional Advisory Group meeting agendas, sign-in sheets, and meeting minutes (2a) Annual survey reports from students, parents/families, teachers/school staff, and community partners (2b) Response rates on surveys will increase year-to-year (baseline to be established in Y1 of the CCSPP Implementation grant) (2c) 90% of parents will respond "Strongly Agree" or "Agree" to the survey question, "I am encouraged to share my

		Steering Committee, School Site Council, and ELAC (annually in the spring) (5) Incorporate review and update of Community School Implementation Plan into the LCAP planning process (annually in the spring)	opinion and feedback in the school decision-making process" (3) Quarterly SSC and ELAC agendas and meeting minutes (4) Revised Asset Mapping & Gap Analysis Report (annually) (5) Revised Community School Implementation Plan (annually with the LCAP)

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

The system of shared governance and site-level leadership structure is organized into three structures to share leadership:

1. Community Schools Steering Committee. This has broad representation from all stakeholder groups and partners and serves as an executive body with oversight, management, and coordination of the community schools initiative. The Community Schools Steering Committee is chaired by TTN's Community School Director, who serves as a bridge between and among the various stakeholders and partners, manages the daily activities at the school, and coordinates between/among internal school programs and external partners and service providers. The Community Schools Steering Committee facilitates the flow of information among the partners and keeps the initiative on track toward achieving shared goals. This includes the School Site Council (SSC), English Language Advisory Committee (ELAC), and the Local Control and Accountability Plan process, which will incorporate and be incorporated by the work of the Community Schools Steering Committee to align available resources with community school goals.
2. School Leadership Team. This includes the school Principal, Assistant Principal, After School Director, School Support Manager, Business Manager, and Community School Director. The School Leadership team is responsible for the day-to-day implementation of the programs, strategies, and activities designed to improve student learning and support families.
3. Regional Community Schools Advisory Group. The Community School Director will sit on Aspire Los Angeles Area's Regional Community Schools Advisory Group, which will be established as part of the planning project and will be responsible for supporting the development and implementation of each school's priorities for the community schools project, reviewing data across the school sites to identify trends, and cultivating and leveraging regional and community resources so they are efficiently distributed where they are most needed. In addition to the other Community School Directors in Aspire Public School's Los Angeles Area Region, the Regional Community Schools Advisory Group will include Aspire Public Schools Executive Director for the Los Angeles Area, the Senior Director of Culturally

Responsive Leadership Development (who is the School Principal's direct supervisor), Aspire Los Angeles Area's Academic Program Manager for Social and Emotional Learning, Aspire Public Schools' Director of Mental Health Services, and Aspire Public Schools' Director of MTSS.

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. 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.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Aspire Titan Academy	Resources, services, and instruction align around a comprehensive whole child vision of learning and support for students and families (Supports LCAP Goals 1 & 2)	(1) Review and update Asset Mapping & Gap Analysis Report with the Community Schools Steering Committee, School Site Council, and ELAC (annually in the spring) (2) Incorporate review and update of Community School Implementation Plan into the LCAP planning process (annually in the spring)	(1a) Quarterly SSC and ELAC agendas and meeting minutes (1b) Revised Asset Mapping & Gap Analysis Report (annually) (2) Revised Community School Implementation Plan (annually with the LCAP)

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve 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

School Name	Goals	Action Steps	Outcome/Indicators
Aspire Titan Academy	Community School Director is hired to serve as a bridge among the various stakeholders, manage the daily activities	(1) Post job announcements on Aspire website and social media accounts, EDJOIN.org, etc. (June 2023)	(1) Approved Job Description and outreach strategy (2) Signed contract on file

	at the school, and coordinate among programs, partners, and service providers (Supports LCAP Goals 1, 2, and 3)	(2) Conduct interviews and hire Community School Director (July/August 2023)	

Key Staff/Personnel

Community School Director (to be hired)	Serves as a bridge between and among the various stakeholders and partners, manages the daily activities at the school, and coordinates between/among internal school programs and external partners and service providers
Lourdes Meraz, Principal	Provides site-level CCSPP leadership and support; sits on the Community Schools Steering Committee; works with Community School Director on site-level efforts to prospect, cultivate, and secure partnerships and resources
Christine Moon, Assistant Principal	Provides leadership on the school-wide MTSS process; sits on the Community Schools Steering Committee
Karen Gamas, After School Director	Provides site-level leadership for the expanded learning program; sits on the Community Schools Steering Committee
Liliana Padilla, Business Manager	Co-leads attendance intervention strategies with the Campus Monitor; provides site-level oversight of grant spending; sits on the Community Schools Steering Committee
Jhonn Hernandez, Education Technology Specialist	Supports the data collection, evaluation, and continuous quality improvement work; sits on the Community Schools Steering Committee
Aimee Martinez-Hunt, Mental Health Therapist	Provides site-level mental health and social-emotional learning initiatives; sits on the Community Schools Steering Committee
Sandra Rocha, Family/Parent Coordinator	Engages in CCSPP planning meetings; sits on the Community Schools Steering Committee
Carmen Martinez, Education Specialist (Mild/Moderate)	Provides Tier 1 and Tier 2 interventions; sits on the Community Schools Steering Committee
Mario Figueroa, Dean of CCSPP	Engages in CCSPP planning meetings; sits on the Community Schools Steering Committee

Camila Torres, Campus Monitor	Co-leads attendance intervention strategies with the Business Manager; engages in CCSPP planning meetings; sits on the Community Schools Steering Committee

Describe the plans or steps you've taken to build sustainability beyond the life of your implementation grant:

Aspire Public Schools and Aspire Titan Academy are committed to ensuring the continuation of the personnel and strategies funded by the CCSPP Implementation Grant beyond the five-year grant period and the Community School Director and Steering Committee will be responsible for developing an initial sustainability plan in Year 2 of the funding period in collaboration with Aspire Public Schools Los Angeles Area Region and other community partners. As shown in the attached CCSPP Implementation budget, TTN will provide an in-kind contribution that includes certificated and classified personnel salaries and benefits, including a portion of new positions funded by the CCSPP Implementation grant. One aspect of the theory of change for TTN's community schools initiative is that attendance rates will increase over time, leading to additional funding that will support the strategies and personnel funded by the grant. Additionally, as described above the community schools initiative will be incorporated into future Local Control Accountability Plans, which will include support for TTN's community school initiative.

The Community School Director (to be hired) and the School Principal will lead efforts to increase community support for the program, including seeking and identifying appropriate funds that match the mission and goals of the CCSPP, mapping and leveraging existing resources, and establishing/maintaining local partnerships to provide resources, services, or in-kind contributions to sustain the program. Sustainability efforts will be strengthened by a core commitment to ongoing systematic progress monitoring and collective problem-solving (as detailed in Priority 9), and the Community Schools Steering Committee will broadly share program successes and impacts in annual evaluations with the public to increase program visibility in the community and garner support for the program from a diverse group of stakeholders well positioned to sustain the program.

Aspire Public Schools and TTN will implement a sustainability plan composed of the following six core strategies informed by the program sustainability best practices from the Afterschool Alliance: (1) leveraging regional and school resources; (2) securing in-kind partner contributions; (3) coordinating with community resources and services; (4) securing and maximizing volunteer support; (5) collaborating with partners to secure direct funding from diverse sources, including the LEA MediCal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and the federal Early and Periodic Screening, Diagnosis and Treatment program; and (6) disseminating program impacts to stakeholders well-positioned to provide ongoing support for expanded learning program efforts. The combination of these strategies will ensure the community school's long-term sustainability.

The Community School Director and School Principal will work with Aspire Public Schools' Development Team to design sustainability plans that identify and cultivate new funding sources to maintain a diverse portfolio of funding sources. Two of the four quarterly Community Schools

Steering Committee meetings will include representatives from Aspire Public Schools' Development Team to review the site budget and proactively address any sustainability issues, including by leveraging existing revenue streams; securing funding through grants, donations, and fundraising; and working with community partners to leverage their programs and services.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding 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 that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Aspire Titan Academy	Establish and cultivate at least one new partnership per year with community-based organizations and local government agencies to align community resources to realize a shared vision for success (Supports LCAP Goal 3)	(1) Review and update Asset Mapping & Gap Analysis Report with the Community Schools Steering Committee, School Site Council, and ELAC, including the identification of potential new partners to cultivate (annually in the spring) (2) Formalize partnerships with a written agreement (3) Representative from new partner participates in the quarterly Community Schools Steering Committee Meetings	(1a) Revised Asset Mapping & Gap Analysis Report (annually) (1b) Revised Community School Implementation Plan (annually with the LCAP) (2) Signed MOU or letter of agreement between TTN and new partner outlining the roles and responsibilities of both parties, including the services to be provided by the new partner (3) Quarterly Community Schools Steering Committee meeting agendas, sign-in sheets, and meeting minutes

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:

Aspire Titan Academy has established the following partners, who will support the implementation of the school's community school initiative:

International Institute for Restorative Practice (IIRP)
Los Angeles County Department of Mental Health
Learning for Justice
Wellbeing for LA Learning Center
UCLA Arts & Healing

The process for identifying and cultivating new public and private program partners to respond to the needs, goals, and interests of students in TTN's community school initiative takes place at multiple levels. The Community School Director, with support from the School Principal, is responsible for initiating and establishing local partnerships and developing MOUs or LOAs with community-based, public, and private organizations. The Community School Director is a full-time position, which increases the capacity to identify community resources and steward a roster of partnerships with resources to help the program. The Community School Director acts as a liaison between the school and partnering entities and oversees the implementation of MOUs. Also, the Community Schools Steering Committee meets quarterly to provide guidance and assist in strategic decision-making related to planning, including new partnership development. Finally, at the regional level, the Community Schools Advisory Committee for Aspire Los Angeles Area Region will meet once per semester and will be responsible for establishing regional partnerships and developing written agreements with new partners.

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. 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

School Name	Goals	Action Steps	Outcome/Indicators
Aspire Titan Academy	Ensure all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices (Identical to LCAP Goal 2)	(1) Teachers will engage in SEL (social emotional learning) professional development in order to provide their students with positive SEL instruction and in order for them to care for their own well-being. (2) Provide consistent coaching rooted in the Aspire Student Learning Framework	(1) Over 95% of teammates say that they feel that Aspire prioritizes their wellness/Bienestar (2) Maintain 95% or higher of staff agree or strongly agree with the statement "I have positive working relationships with parents and families at my school"

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Aspire Titan Academy	TBD	TBD	TBD

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores 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.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system.School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Aspire Titan Academy	Increase the capacity of the school community to collaboratively identify, track, and make progress toward the goals and priorities identified in this implementation plan	(1) Collect quality, actionable data on the eight (8) Priorities identified above (2) School Leadership Team reviews data and creates concrete action plans on a weekly basis (3) Community Schools Steering Committee reviews data and creates concrete action plans on a quarterly basis (4) Regional Community Schools Advisory Group reviews data and creates	(1) Data reports created on a weekly basis on each statistically significant subgroup of students (2) Evaluation reports with recommendations for action created on a quarterly, bi-annual, and annual basis and distributed to the various stakeholder groups and committees (School Community Steering Committee, School Site Council, ELAC) and distributed

		concrete action plans on a bi-annual basis (4) Ongoing data collection, analysis, and evaluation inform the review and update Asset Mapping & Gap Analysis Report and the CCSPP Implementation plan on an annual basis	

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