

Aspire Alexander Twilight College Preparatory Academy

2023-24 California Community Schools Partnership Program:
Implementation Grant, Cohort 3

ATTACHMENT III: COMMUNITY SCHOOL IMPLEMENTATION PLAN
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CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the Capacity-Building Strategies.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

Capacity-Building Strategies Overview

The S-TAC has launched the Capacity-Building Strategies: A Developmental Rubric to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

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

The Developmental Rubric can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

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

Aspire Public Schools and Aspire Alexander Twilight College Preparatory Academy (ATCPA) 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 ATCPA 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 ATCPA are strongly aligned with the California Community Schools Framework, including the Four Overarching Values. 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 Overarching Values identified above. Information about ATCPA'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.

ATCPA 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. ATCPA's Community School Director will lead ATCPA's Community Schools Advisory Committee, which has broad representation from the school community, including the school principal, assistant principal, afterschool program director, business manager, teachers, student support staff, students, parents, and representatives from community schools partners. ATCPA'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 Community Asset Mapping and Needs/Gap Analysis – Attachment IV-a). In order to sustainably incorporate the community schools initiative into the ongoing work of the school community, ATCPA's Community School Director and the Advisory 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).

ATCPA's Community School Director and the Advisory 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. ATCPA's Community Schools Advisory Committee will present outcome data and solicit input in meetings with the English Learner Advisory Committee (ELAC), meetings with the School Site Council (SSC), Instructional Team Meetings, and Admin Team Data Analysis and Action Planning Meetings. 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.

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

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

Part A: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Aspire Alexander Twilight College Preparatory Academy (ATCPA) 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, ATCPA 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). ATCPA 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, ATCPA's community school strategy.

Aspire Alexander Twilight College Preparatory Academy 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 2023/24 academy year, Aspire Alexander Twilight College Preparatory Academy surveyed families prior to the start of the school year, conducted regular meetings with the English Learner Advisory Committee (ELAC), School Site Council (SSC), instructional and support staff at the beginning of the school and again at Wednesday All Staff Meetings throughout the school year, and school administration before the start of the school year during the planning process at the beginning of September and once per month each month thereafter. In addition to collecting qualitative feedback from our school community stakeholders, ATCPA's needs assessment included the following:

- **Data Analysis:** ATCPA 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: ATCPA 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.

Aspire was founded to address the long-standing inequities in K-12 education, and every part of our mission lives and breathes the mandate to address these inequities. Aspire Public Schools and ATCPA continue to devote significant resources of time and energy to better identify, discuss, and address equity issues impacting our students, schools, and teammates. At Aspire we:

- Understand the significant difference between equity and equality. Every student deserves to receive what they need to succeed (equity), not that every student receives the same amount of resources, instruction, attention, etc. (equality).
- Develop school environments where all students are actively and meaningfully engaged in rigorous instruction.
- Engage families as partners in meaningful ways in our work.
- Build the capacity of diverse teams that are more reflective of our students.
- Nurture an open, collaborative, and trusting environment because the work is enormous, deeply personal, emotional, and often difficult.

These equity belief statements provide unequivocal direction and guidance to our team as we put into practice the Implementation Plan described below. Since the overwhelming majority of our students are Latin/o/a/x and Black, when we say that we are using an equity lens to engage with our school community and to evaluate outcomes and actions we are typically referring to these particular populations.

Part B: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Increase the capacity of ATCPA to provide Tier 1 and Tier 2 school-based behavioral and mental health services and supports	(1) Improved access to behavioral and mental health services for ATCPA students and families (2) Decreased rates of chronic absenteeism
Build the capacity of parents and family members to support students' academic, physical, mental, and social-emotional needs	(1) Increased family involvement in supporting students academic, physical, mental, and social-emotional needs as measured by increased attendance at school events, meetings, and workshops (2) Increased participation in IEP meetings (if applicable) (3) Increased positive feedback from parents in annual culture and climate surveys
Equip educators, administrators, and support staff with the necessary skills and knowledge to effectively contribute to the success of our community schools initiative	(1) Increased awareness of behavioral health issues as a result of participation in workshops and other professional development opportunities (2) Increased knowledge of available mental health resources within the school and community

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Students, families, educators, and community members are involved in meaningful decision-making processes at the school	(1a) Hold quarterly Community School Advisory Committee meetings
	(1b) Hold quarterly Regional Community of Practice meetings (see below)
	(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 Advisory 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)

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

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

1. Community Schools Advisory 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 Advisory Committee is chaired by ATCPA'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 Advisory 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 Advisory Committee to align available resources with community school goals.
2. School Leadership Team. This includes the school Principal, Dean of Instruction, After School Director, Dean of Students, 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 Community of Practice.** The Community School Director will sit on Aspire Central Valley’s Regional Community Schools Community of Practice, which will be chaired by the Community Schools Regional Manager 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. The Regional Community Schools Community of Practice will include the other Community School Directors in Aspire Public School’s Central Valley Region and will regularly draw on the experience and expertise of Aspire Public Schools Executive Director for the Central Valley, the regional Superintendent, Equity, Leadership, and Schools (who is the School Principal’s direct supervisor), the regional Managing Director of Schools; the regional Program Manager MTSS; the regional Academic Program Manager- Social and Emotional Learning; Aspire Public Schools’ Director of Mental Health Services, and Aspire Public Schools’ Director of MTSS.

Strategy 4: Coherence: Policy and Initiative Alignment

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

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Build capacity to identify complementary policies and initiatives, leverage similar efforts, and avoid conflicting policies and/or duplication of services to amplify impact and promote sustainability	<p>(1) Hire a Community School Director at ATCPA to build local capacity to identify and braid resources, initiatives, and services at the school level.</p> <p>(2) Hire a Community Schools Regional Manager to support the development, implementation, and coordination of community school initiatives across all schools within the Central Valley Region</p>
Resources, services, and instruction align around a comprehensive whole child vision of learning and support for students and families	<p>(1) Review and update Community Asset Mapping & Needs/Gap Analysis Report with the Community Schools Advisory Committee, School Site Council, and ELAC (annually in the spring)</p> <p>(2) Incorporate review and update of Community School Implementation Plan into the LCAP planning process (annually in the spring)</p>

Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement. Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Community School Director (ATCPA) is hired to serve as a bridge among the various stakeholders, manage the daily activities at the school, and coordinate among programs, partners, and service providers	<p>(1) Review, revise (as necessary) and finalize job description (June 2024)</p> <p>(2) Post job announcements on Aspire website and social media accounts, EDJOIN.org, etc. (June 2024)</p> <p>(3) Review applications, conduct initial screening, conduct interviews, conduct reference/background checks, and hire Community School Director (July/August 2024)</p>
Community School Regional Manager (Aspire Central Valley Region) is hired to provide support and coordination of services and resources across all Community Schools initiatives in the Central Valley Region	<p>(1) Review, revise (as necessary) and finalize job description (June 2024)</p> <p>(2) Post job announcements on Aspire website and social media accounts, EDJOIN.org, etc. (June 2024)</p> <p>(3) Review applications, conduct initial screening, conduct interviews, conduct reference/background checks, and hire Community School Regional Manager (July/August 2024)</p>
Community School Mental Health Therapist is hired to increase ATCPA's capacity to provide Tier 1 and Tier 2 school-based mental and behavioral health services and supports	<p>(1) Review, revise (as necessary) and finalize job description (June 2024)</p> <p>(2) Post job announcements on Aspire website and social media accounts, EDJOIN.org, etc. (June 2024)</p> <p>(3) Review applications, conduct initial screening, conduct interviews, conduct reference/background checks, and hire Community School Mental Health Therapist (July/August 2024)</p>

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
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Community School Regional Manager – Aspire Central Valley Region (to be hired)	Provides support and coordination of services and resources across all Community Schools initiatives in the Central Valley Region
Community School Mental Health Therapist (to be hired)	Provides Tier 1 and Tier 2 interventions; sits on the Community Schools Advisory Committee
Isabelle McDaniel, Principal	Provides site-level CCSPP leadership and support; sits on the Community Schools Advisory Committee; works with Community School Director on site-level efforts to prospect, cultivate, and secure partnerships and resources
Robby Ryals, Dean of Instruction	Provides leadership on the school-wide MTSS process; sits on the Community Schools Advisory Committee
Daniel Hodge, After School Director	Provides site-level leadership for the expanded learning program; sits on the Community Schools Advisory Committee
Pamela Shabazz, Business Manager	Provides site-level oversight of grant spending; sits on the Community Schools Advisory Committee
LaTrese Avery, Dean of Students	Leads attendance intervention strategies with the Business Manager; sits on the Community Schools Advisory Committee
Isela Castro, Student Support Manager	Provides site-level mental health and social-emotional learning initiatives; sits on the Community Schools Advisory Committee
Lindsay Hsieh, Counselor	Engages in CCSPP planning meetings; sits on the Community Schools Advisory Committee
Rachel Brainard, Teacher	Engages in CCSPP planning meetings; sits on the Community Schools Advisory Committee

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

Aspire Public Schools and Aspire Alexander Twilight College Preparatory Academy are committed to ensuring the continuation of the personnel and strategies funded by the CCSPP Implementation Grant beyond the five-year grant period. The Community School Director and Advisory Committee will be responsible for developing an initial sustainability plan in Year 2 of the funding period in collaboration with Aspire Public Schools Central Valley Region and other community partners. As shown in the attached CCSPP Implementation budget, ATCPA 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 ATCPA'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 ATCPA's community school initiative.

The Community School Director (to be hired), the Community Schools Regional Manager for the Central Valley (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 Advisory 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 ATCPA 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, Community Schools Regional Manager for the Central Valley, 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 Advisory 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.

Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
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	<p>(1) Review and update Asset Mapping & Gap Analysis Report with the Community Schools Advisory Committee, School Site Council, and ELAC, including the identification of potential new partners to cultivate (annually in the spring)</p> <p>(2) Formalize partnerships with a written agreement</p> <p>(3) Representative from new partner participates in the quarterly Community Schools Advisory Committee Meetings</p>
Contract with community-based organizations and service providers to deliver Family Resource Workshops	ATCPA will identify, cultivate, and formalized partnerships with partners in the community to offer new resources to develop and promote a vision for student success, including offering courses, activities, and services for parents and community members. This will include workshops on topics such as technology tools, different learning styles, coping with stress and how it affects children, communication strategies, child development for different ages, effectively partnering in children's education, and cultivating a positive social-emotional environment in the home.

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 Alexander Twilight College Preparatory Academy has established (or will establish) the following partners, who will support the implementation of the school's community school initiative:

- Superior Sports: Provides team sports and clubs through ATCPA's after school program
- Dream Enrichment: Provides "Firefly Art" and "Early Engineers" after school clubs
- RLH Enrichment: Provides after school clubs in cooking, dance, and yoga
- Sierra Ali Enrichment: Provides after school clubs in martial arts and mindfulness practices

- Art Shock: Provides after school arts clubs and enrichment activities
- Amped Dance Studios: Provides after school clubs in dance
- Assistance League: Provides donations of clothing, school supplies, and books
- HeartLand Child and Family Services: Provide school-based counseling for students who are experiencing distress due to various factors

The process for identifying and cultivating new public and private program partners to respond to the needs, goals, and interests of students in ATCPA'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 Advisory 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 Central Valley Region will meet once per semester and will be responsible for establishing regional partnerships and developing written agreements with new partners.

Strategy 7: Professional Learning

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

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps
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	(1) Deliver monthly staff professional development in the areas of: <ul style="list-style-type: none"> • Equity • Anti-Racism • Educational Technology • Project Management • Team Leadership and Meeting Facilitation • School Leadership • Crisis Prevention, Intervention and De-escalation
	(2) Provide consistent coaching rooted in the Aspire Student Learning Framework
	Throughout the five-year CCSPP Implementation grant, ATCPA will contract with external subject matter experts to deliver in-person and virtual trainings to administrators, teachers, and support staff in areas such as PBIS/MTSS implementation, social and emotional learning strategies, trauma-informed practices, culturally responsive instruction, diversity-equity-inclusion, and restorative practices.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Build teacher and staff capacity to employ instructional practices and support services that build on the rich, diverse cultural, and linguistic backgrounds of students and families.	Incorporate new community-based curriculum and pedagogy resources and learning modules into ongoing professional development opportunities
Ensure all community school teachers, administrators, and staff understand and value the role of community-based curriculum and pedagogy to increase student engagement and improve student and family sense of ownership and agency	Establish a regional Community of Practice among the Community School Directors from each school in the Aspire Central Valley Region that meets quarterly to build the knowledge and capacity of the leaders involved in guiding and supporting the day-to-day implementation of local community schools initiatives, promote collaboration, and enhancing the effectiveness of local community school programs

Strategy 9: Progress Monitoring and Possibility Thinking

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

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase the capacity of the school community to collaboratively identify, track, and make progress toward the goals and priorities identified in this implementation plan	<p>(1) Collect quality, actionable data on the eight (8) Priorities identified above</p> <p>(2) School Leadership Team reviews data and creates concrete action plans on a weekly basis</p> <p>(3) Community Schools Advisory Committee reviews data and creates concrete action plans on a quarterly basis</p> <p>(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</p>	<p>(1) Data reports created on a weekly basis on each statistically significant subgroup of students</p> <p>(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 Advisory Committee, School Site Council, ELAC) and distributed</p>

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