Attachment II
Implementation Plans

Sunol Community School (SCCOE)

Essential Elements:	Evidence of Essential Elements:
Core Commitments: Describe the school's commitment to implement core principles, including the Cornerstone Commitments identified in the Framework. Describe the developmental phase for exploration, emerging, evolving, and excelling the core commitments.	Commitment One: SCCOE Community School is a committed to being an assets-driven and strengths based organization. We are at an emerging level. Some examples of this are: promoting community wellness, including families in our leadership structure, staff are aware of their top strengths, wellness is promoted through our SEL classes and our TUPE partnership, we have a culinary arts program with cultural connections, and culturally relevent curriculum. At the South County location, we partner with CARAS (Community Agency for Resources, Advocacy and Services) a local CBO who works directly with the students around how to find local resources, how to communicate appropriately when applying for jobs, speaking with law enforcement and living with their own family. They also educate students about their rights, including voting and immigration rights. At the North County location, students work with FLY (Fresh Lifelines for Youth) to learn about their legal rights and how to communicate and interact with law enforcement and other government agencies. FLY also offers college exploration and educates students about the college application and financial aid processes.
	Commitment Two: SCCOE Community School is evolving. Our community schools partnership with FLY (Fresh lifelines for Youth) as well as our restorative practices like restorative conversations and circles along with re-entry meetings with families, students and staff promote a cultural commitment to social justice. Our therapist and counselors are a key part of promoting restorative practices in our Social Emotional Learning classes weekly and our themes of the month help our teaching staff by guiding conversatoins and interactions in the day to day class setting.
	Commitment Three: Powerful, Culturally Proficient and Relevant Instruction: SCCOE Community School is emerging in terms of culturally relevant instruction. Our ELA classes use the Reading with Relavance curriculum of novels that come from a diverse set of authors presenting culturally relavant and social justice minded topics, our science classes integrate project based lessons like aquaponics, we are redeveloping our libraries to include student requested culturally relavent non-fiction novels and our culinary arts program promotes cultural literacy as well.
	Commitment Four: Shared Decision Making and Participatory Practices: SCCOE Community School is emerging. Some examples of how power is shared include: collaboration with students and staff in creating and implementing universal expectations for our PBIS programming, our curriculum and instruction is developed in partnership with and feedback from our staff, we routinely solicit feedback from our School Site Council to inform programatic changes, we provide time with our individual site teams to organize resources and set goals for curriculum development.
Measurable Goals and Activities: Identify the school's goals and activities, and describe how progress towards goals will be measured (i.e., SMART goals).	Increase the Academic Performance of All Students; our goals will be measured by an increase in student achievement on our diagnostic testing that takes place every 45 days.
	Improve Equitable access to CTE programming. This goal will be measured by the number of CTE programs available on both community school sites.
	Improve parent engagement. Our programs will implement new opportunities for parents to engage with the school. We will see an increase of 5% more parents participating in school events over the course of the year.
	Expand Social Emotional theraputic services. Our programs will incorporate more SEL throughout the week by incorporating our themes of the month in all class settings.
Key Staff: Explain the plan for establishing and/or maintaining a Community School Director/Coordinator (Leader) to work with steering committees/advisory councils, key staff and partners within the school to execute the Implementation Plan.	We are currently hiring a community coordinator to support the effort of organizing and implementing our plan for community engagement and the goals described above.
Link to the Local Control Accountability Plan and the Framework.	Increasing academic performance of all students connects to LCAP goal 1: All students will participate in rigorous, relevant, and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement
	Improving equitable access to CTE programming connects to LCAP goal 2: All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services, and curriculum.
	Improving parent engagement with our schools connects to LCAP goal 3: In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.
	Expanding Social Emotional theraputic services connects to LCAP goal 4: Students in foster care will receive academic and social-emotional support through cross-system coordination and a collaboration of services with the child welfare agency, juvenile probation department, school districts, and other stakeholders to improve academic outcomes.

5 Artifacts

Artifact Title	Description	Evidence of Artifact						
Artifact 1: Community Asset Mapping and Needs/Gap Analysis	Applicants should submit documents showing evidence of asset mapping and gap analysis projects for each school included in the application. Applicants may submit project summaries, but should show evidence of key interest holder involvement with the project.							
Artifact 2: CCSPP Shared Decision-Making Council (or comparable governance body):	Applicants should submit documents reflecting the Council Roster and Meeting Minutes from at least two meetings during the 2022–23 school year. Applicants may submit both LEA and school-site level roster and minutes, but there must be council rosters for each school site included in the LEAs application.					California Framework		
Artifact 3: Alignment to the Framework	Applicants should submit evidence that indicate that community school planning and implementation activities are aligned to the Framework. The documents described below are **examples** that could be submitted for LEAs and school sites: *Memorandums of Understanding (MOUs)/agreements/letters from service providers indicating that integrated services are being or will be provided;* *Professional learning plans for educators and administrators to support CCSPP implementation, e.g. around Social-Emotional Learning, school climate, culturally-relevant and student-centered instruction;* *Schedules/MOUs to establish and/or expand learning programs that are on site and support academic acceleration and SEL development;* *Strategic planning documents that indicate dynamic interest holder engagement in designing CCSPP aligned programs on campus; and* *Outreach documents, meeting agendas, event/assembly programs, initiative designs, surveys, feedback forms and other program notes that show efforts to implement school climate transformation and/or healing centered restorative practices*							
Artifact 4: Alignment to the Framework (See description of Artifact 3)	MOU: Art House Therapy (Therapeutic Art Instruction), Silicon Valley Creates (Art for personal expression and civic engagement, Silicon Valley Creates (music program),City of San Jose (music program), Rebecca Children Services (Culinary Arts and group counseling), Santa Clara County Behavioral Health (Substance abuse counseling); AED WASC Self-Study pgs84-88 Goals and Actions relating to framework	https://drive.google.com/drive/folders/17QQXadgVXF-QsRyLUq2fxfmTFOAvjdMC?usp=share_link						
Artifact 5: Alignment to the Framework (See description of Artifact 3)								

Narrative Information Required

Any programs/services to be added or expanded Examples: Food pantry, social work/counseling, partnership with community based organizations, partnerships with government organizations (ex. SCC Behavioral Health or SJ Library), out of school programs, early education programs, parenting/caregiver workshops/training, etc.	Location of Services (On site, or if off site how close to the school site)
For 2023-24, adding Culinary Arts to the north county location.	On site
Expansion of Aquaponics and gardening curriculum at north county and addition of community gardening project at south county	On site
Expansion and revision of site libraries to include more student requested, culturally relevant fiction and non-fiction	On site
Wellness Center for North County Campus Sunol and South County Campus "South County Community"	On site
Maker Space for North County and South County Campus Sunol/South County	On site
Implement LGBTQ+ Grant North and South County	On site
Expand Day of Racial Healing Projects North and South	On site
Expand SEL Themes of the month into core curriculum	On Site
New contract with New Hope for Youth to offer Girls Group	On Site & In community
Implement College and Career Pathway MAPS	

California Framework (Artifacts 3 -5)

The Four Pillars of Community Schools	Integrated student supports	can support student success by meeting their academic, physical, social-emotional, and mental health needs. Statute defines this as including the "coordination of trauma-informed health, mental health, and social services." Effectively supporting students also requires that students be well known so that they can be well served.
	Family and community engagement,	involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students. Statute defines this as including "home visits, home-school collaboration, [and] culturally responsive community partnerships." Learning opportunities for family members as well as structures and opportunities for shared leadership are other important elements of authentic family engagement.
	Collaborative leadership and practices for educators and administrators	establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members. Statute defines this as including "professional development to transform school culture and climate that centers on pupil learning and supports mental and behavioral health, trauma-informed care, Social Emotional Learning [and] restorative justice."
	Extended learning time and opportunities	that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning). Statute refers to these opportunities as both "extended learning" and "expanded learning" and defines them as including "before and after school care and summer programs." Expanded learning opportunities can also include tutoring and other learning supports during school hours.

The Four Key Conditions for Learning	Supportive environmental conditions that foster strong relationships and community. These include positive sustained relationships that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose;
	Productive instructional strategies that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks;
	Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior. These include self-regulation, executive function, intrapersonal awareness and interpersonal skills, a growth mindset, and a sense of agency that supports resilience and productive action;
	System of supports that enable healthy development, respond to student needs, and address learning barriers. These include a multi-tiered system of academic, health, and social supports that provide personalized resources within and beyond the classroom to address and prevent developmental detours, including conditions of trauma and adversity.

The Four Cornerstone Commitments	A Commitment to Assets-Driven and Strength-Based Practice:	California's 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. California community schools view the language of students and family members as a vital asset to be uplifted. California's community schools understand language to be family, history, culture, and community. Community schools focus on building an embracing culture of individual and communal wellness. An essential component to this assets-based lens towards sustaining wellness is ensuring that healing-centered physical, emotional and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.
	A Commitment to Racially Just and Restorative School Climates:	California's 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. This commitment extends not only onto the playground and cafeteria but into every classroom and office. The commitment explicitly expects the presence of restorative practice rather than punitive, exclusionary discipline that detaches students from school and from needed supports, too often activating a school to prison pipeline. Such punitive disciplinary practices are inconsistent with this commitment and run counter to the spirit and intent of the CCSPP Framework.

The Four Cornerstone Commitments		
	A Commitment to Powerful, Culturally Proficient and Relevant Instruction:	California's community schools commit to be driven by teaching and learning that relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities. This culturally rooted instructional practice should be inspiring, inquiry-oriented, project-based, multi-modal, collaborative, interactive and informed by the ideals of co-learning. Community schools prioritize experiential learning that deepens connection to and engagement with the community. By expanding learning beyond the school walls and the school day, Community schools redefine traditional constructs who teaches, where we learn and how we build understanding.
	A Commitment to Shared Decision Making and Participatory Practices:	California's community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations. All school interest holders including students, families, staff, and community members must have genuine engagement in decision making about school climate, curriculum, and services. Shared decision-making practices must also prioritize transparency and shared accountability to ensuring information is both available and accessible, so that all interest holders can fully participate. This commitment to authentic power sharing at both the school site and within the LEA should also be evidenced through demonstrated support from all interest holders at each step of a school's community school implementation plan.

The Four Proven Practices		
	Community Asset Mapping and Gap Analysis:	An essential element for successful community school efforts are strategies to engage school and community interest holders in a coherent process of identifying and curating assets and wisdoms throughout the community. This process should also allow for school and community members to identify gaps in programs, services and resources that inhibit student achievement and community coherence.
	The Community School Coordinator:	There are many models for staffing community schools for success. All of these models include a coordinator who is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. While districts and schools will approach budgeting and staffing differently, the essential practice is that a discreet position is a threshold for community school success.
	Site-Based and LEA-Based Advisory Councils:	Authentic shared decision making is a hallmark of the California community schools approach. Similar to the school coordinator position, LEA's and school sites may design shared decision-making models differently in terms of their composition and scope, but both school site-based and LEA-based shared decision-making councils is also a threshold mechanism for implementing the California community schools model. The threshold practice will engage interest holders including students, staff, families, and community members in determining the focus and direction of the community school effort.
	Integrating and Aligning with other relevant Programs:	The community schools movement in California is intentionally situated in a suite of initi systems of support, statewide systems of support, mental health services for students a literacy initiative are all initiatives that can be aligned to and integrated with the community schools movement. Proven positive practice will also align, integrate and cross stitch with other education justice and equity initiatives at the district and school site level.