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**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

**OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Board of Education**

June 26, 2024

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer  
Andrea Bustamante, Executive Director, Community Schools and Student Services Department

Subject: Grant Application - California Department of Education - California Community Schools Partnership Program - Cohort 3 - Community Schools and Student Services Department

**ACTION REQUESTED:**

Approval by the Board of Education of the District's application to the California Department of Education seeking funding in the amount of \$9,497,293.94 from the California Community Schools Partnership Program (CCSPP), Cohort 3, to support CCSPP goals at District elementary schools for the period of July 1, 2024 through June 30, 2029.

**BACKGROUND:**

Grant application for OUSD schools for the 2024-2029 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
24-1245	Yes	Grant	Oakland Unified School District Elementary Schools	To support the California Community Schools Partnership Program (CCSPP) goals at District elementary schools with support from the California Community Schools Partnership Program (CCSPP) Grant, OUSD is seeking to expand our district-wide Community School initiative.	July 1, 2024 - June 30, 2029	California Department of Education, California Community Schools Partnership Program	\$9,497,293.94

**DISCUSSION:**

The District created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

**FISCAL IMPACT:**

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$9,497,293.94

**RECOMMENDATION:**

Approval by the Board of Education of a Grant Application for OUSD Elementary Schools, for fiscal years 2023-2028, pursuant to the terms and conditions thereof, for the grant year, if any.

**ATTACHMENTS:**

Grant Face Sheet  
Grant Application

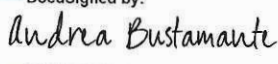
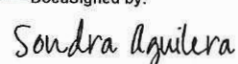
## OUSD Grants Management Face Sheet

<b>Title of Grant:</b> California Community Schools Partnership Program	<b>Funding Cycle Dates:</b> July 1, 2024 through June 30, 2029
<b>Grant's Fiscal Agent:</b> Andrea Bustamante OUSD Community Schools Student Services 1000 Broadway, Suite 150 <a href="mailto:Andrea.bustamante@ousd.org">Andrea.bustamante@ousd.org</a> (510) 879-2901	<b>Grant Amount for Full Funding Cycle:</b>  \$9,497,293.94
<b>Funding Agency:</b> California Department of Education Career and College Transition Division California Community Schools Partnership Program 1430 N Street, Suite 4202 Sacramento, CA 95814	<b>Grant Focus:</b> With support from the California Community Schools Partnership Program (CCSPP) Grant, OUSD is seeking to expand our district-wide Community School initiative — building upon the foundations of community leadership, equity, and student achievement we have established over the last eleven years. As a high-needs district in California, we have reorganized ourselves through this work, and we have put significant and widespread structures in place over time. We are ready to deepen this, and focus on collective buy-in and shared leadership in our goals and outcomes. This grant will support us in developing across the district in four priority areas, established through intentional stakeholder engagement and feedback: 1) deepening collaborative leadership practices for Community School teams including all stakeholders, 2) creating joyful schools, 3) strengthening student and family engagement, and 4) increasing opportunities for academic innovation and acceleration.
<b>List all School(s) or Department(s) to be Served:</b>  Community Schools Student Services will lead CCSPP implementation at awarded schools	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	OUSD's Academic and Instruction Office has built coherent systems grounded in high-quality instructional materials, standards-based interim assessments, and professional learning and coaching to utilize common curriculum and assessment. These systems are supported by both school day staff and community partners. Support for students currently includes daily after school programs that provide literacy support aligned

	<p>with the district adopted materials; additional academic support with community literacy tutors; enrichment and physical activity aligned with school day goals; small group learning opportunities; extended hours for teachers; and dynamic learning opportunities. Schools engage with community-based partners to offer after school and summer programs that combine enrichment activities with academic support, computer-based tools that allow students to accelerate learning and advance at their own pace, and incorporate social-emotional learning, mental health, and literacy. Through this grant, we will continue and strengthen the work above, and we will encourage innovation in curriculum and partnership with community school stakeholders.</p>
<p>How will this grant be evaluated for impact upon student achievement?</p> <p>(Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.66% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)</p>	<p>Grant evaluated by OUSD RAD data metrics (academic indicators, chronic absence, graduation rates, CHKS, suspension data), OUSD LCAP indicators, and through site based Community School Implementation Plans submitted annually by Community School Stakeholder Teams</p>
<p>Does the grant require any resources from the school(s) or district? If so, describe.</p>	<p>Match for after school programs via ASES, 21st Century and ELOP.</p>
<p>Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?</p> <p>(If yes, include the district's indirect rate of 5.66% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</p>	<p>Yes</p>
<p>Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)</p>	<p>No</p>
<p>Who is the contact managing and assuring grant compliance?</p> <p>(Include contact's name, address, phone number, email address.)</p>	<p>Salomeh Ghorban, Community School Leadership Coordinator Community Schools and Student Services Department Oakland Unified School District 1000 Broadway, Suite 150, Oakland, CA 94607 (510) 879-2906 salomeh.ghorban@ousd.org</p>

**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal	Andrea Bustamante	<small>DocuSigned by:</small>  <small>806EC2B8F1FE4AB...</small>	5/17/2024
Department Head (e.g. for school day programs or for extended day and student support activities)	Sondra Aguilera	<small>DocuSigned by:</small>  <small>B072CB9039AD406...</small>	5/21/2024

**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant-Dawson		
Superintendent	Kyla Johnson-Trammell		




Benjamin Davis, President, Board of Education  
6/27/2024

Approved As to Form by OUSD Legal Department



Kyla Johnson Trammell, Secretary, Board of Education  
6/27/2024

 05/16/24

Jenine Lindsey, Asst. General Counsel  
Interim General Counsel

## Form A: Applicant Info Sheet

### 2023–24 California Community Schools Partnership Program: Implementation Grant

Please complete the following:

**Local Educational Agency (LEA) Name:** [Oakland Unified School District]

**LEA's County-District-School Code:** [01-61259-0000000]

**LEA's Mailing Address:**

[1000 Broadway, Ste. 440]

[Oakland, CA 94607-4099]

**Primary Contact:**

**Name:** [Andrea Bustamante]

**Title:** [Executive Director, Community Schools Student Services]

**Phone:** [415-987-6478]

**Email:** [andrea.bustamante@ousd.org]

**Secondary Contact:**

**Name:** [Salomeh Ghorban]

**Title:** [Coordinator, Community Schools Leadership]

**Phone:** [510-847-6843]

**Email:** [salomeh.ghorban@ousd.org]

If applicable, as described in California *Education Code (EC)* Section 8901(i)(2), if the LEA applicant is not a qualifying entity itself but is applying on behalf of schools that are qualifying entities, list the school(s) on whose behalf the LEA is applying and the factors that warrant the school's consideration, including but not limited to, fulfilling an exceptional need or providing service to a particular target population:

[N/A]

If applicable, if the LEA is applying as part of a consortium, as described in *EC* 8901(c), list the additional LEA(s) and/or cooperating agency(ies) that form the consortium:

[N/A]

If applicable, list the cooperating agency (including county behavioral health agency, federal Head Start or Early Head Start program or other government-funded early childhood program or agency or childcare program or agency within a public institution of higher education), as described in *EC* 8901(d), with which the LEA will partner:

[Alameda County Center for Healthy Schools and Communities, a division of Alameda County Health Care Services Agency and OUSD's Early Childhood Education ]

I support this application for a California Community Schools Partnership Program (CCSPP) implementation grant. As a condition of funding, I assure that the LEA applying for the CCSPP implementation grant will adhere to the intent and letter of the California Community Schools Partnership Act as part of California *EC* sections 8900–8902; the California Community Schools Framework; the assurances, certifications, terms and conditions included in the Request for Applications; and the grant requirements and specifications identified in the Request for Applications. By signing/typing my name electronically, I am agreeing that my electronic signature is the legal equivalent of my manual signature on this Form and demonstrates my agreement to comply with all CCSPP application items (the 2023–24 CCSPP Application Questionnaire, Project Abstract, LEA and Site Participation Sheet, Implementation Plan[s], Artifacts, and Budget Worksheet).

Add pages and/or signature lines as needed to ensure each LEA and school identified in Attachment I: CCSPP LEA and Site Participation Sheet has signed this form. Sign and date below.

**LEA Name:** [Oakland Unified School District]

[Kyla Johnson-Trammell	2/2/2024 ]	
E-Signature of LEA Superintendent or Designee		Date

**School site 1 Name:** [Burbank Preschool]

Theresa Lozach	2/2/2024	
E-Signature of Site Principal		Date

**School site 2 Name:** [Cleveland Elementary School]

[Peter Van Tassel	2/2/2024 ]	
E-Signature of Site Principal		Date

**School site 3 Name:** [Edna Brewer Middle School]

[Caroline Asis	2/2/2024 ]	
E-Signature of Site Principal		Date

**School site 4 Name:** [Kaiser Early Childhood Education Center]

[Alesia Eutsler	2/2/2024 ]	
E-Signature of Site Principal		Date

**School site 5 Name:** [Melrose Leadership Academy]

[Jonathan Mayer	2/2/2024]	_____
E-Signature of Site Principal		Date

**School site 6 Name:** [Montera Middle School]

[Latoya Williams	2/2/2024	]	_____
E-Signature of Site Principal			Date

**School site 7 Name:** [Oakland Technical High School]

[Martel Price	2/2/2024	]	_____
E-Signature of Site Principal			Date

**School site 8 Name:** [Young Adult Program]

[David Cammarata	2/2/2024	]	_____
E-Signature of Site Principal			Date

**Form B: Project Abstract**  
**2023–24 California Community Schools Partnership Program: Implementation**  
**Grant for Oakland Unified School District**

**The vision for the proposed expansion of the community schools initiative.**

The mission of Oakland Unified School District (OUSD) is to build a Community Schools District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day. OUSD's vision is that all students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success. With support from the California Community Schools Partnership Program (CCSPP), OUSD (as the LEA) is seeking to expand our district-wide Community Schools initiative to the following schools: Burbank Preschool and Diagnostic Center, Cleveland Elementary, Edna Brewer Middle School, Kaiser Early Childhood Education Center, Melrose Leadership Academy, Montera Middle School, Oakland Technical High School, and Young Adult Program.

The four priority areas from Cohort 1 will remain the same for all of Cohort 3's 8 schools: 1) deepening collaborative leadership practices, 2) creating joyful schools, 3) strengthening student and family engagement, and 4) increasing opportunities for academic innovation and acceleration. We know through feedback over the last two years that these focus areas deeply resonate for our schools — they are fundamentally aligned to what schools already value and strive for. The success of Cohorts 1 & 2 thus far is evident: we have established CCSPP priorities that are meaningful and relevant to our district values and school communities; established training, tools, and structures to manage the grant implementation across 59 schools; established deeper collaboration amongst school site leaders to strengthen their community school with and for their school community; and have developed a district-level advisory board to guide our work into the future. We are eager to extend this work to the 8 new schools named above.

**Programs and services to be added, expanded, or provided.**

In addition to the proposed programs and services outlined below, we will use this grant to deepen key organizing facets of our model: the leadership structure, our ethos of shared learning, and authentic community engagement. We will continue to engage schools through the School Governance Policy, which states that school leadership teams should include teachers, families, and community members who assess a school's needs and provide real input into resource allocation and budget decisions. Through Cohort 1 grant funding, we were able to establish a Collaborative Leadership structure to guide CCSPP implementation at multiple levels: 1) Community School Site-based teams (Expanded School Site Councils); 2) a District-level coherence team composed of central office leaders to provide alignment to our school sites in key areas of the grant (family engagement, SEL, expanded learning, behavioral health, Multi-Tiered Systems of Support, student leadership and academics); and 3) a District-wide Community Schools Advisory Board.

This leadership structure was expanded through Cohort 2 funding, and each new funded school now has a Community School Manager (CSM), coordinating and



integrating services at individual schools and across school sites. CSMs assess needs and strengths and proactively share information gathered in order to inform decision-making; address service gaps to ensure continuous program improvement; foster quality partnerships; lead multi-tiered initiatives to increase school attendance and connectedness; and facilitate each school's Coordination of Service Team (COST) to design and coordinate student and family supports.

The Advisory Board will relaunch in February 2024 as a result of the Common Good Agreement with OEA requiring SSC approval of the CS plans and budgets. This entity advises the Community Schools Student Services (CSSS) team and district leadership on ways in which Community Schools can further remove barriers to academic success. The Board ensures accountability for student outcomes aligned to OUSD's strategic plan and LCAP; increases various communities' access to Community Schools progress and planning; identifies, leverages, and distributes new resources and partnerships amongst schools and communities; monitors overall fidelity to the Community Schools model; and convenes strategic systems-wide partners in City and County agencies, and site-based core partners in parent, family, after-school, and health care agencies.

As we have scaled, Community Schools leaders have learned the importance of coherence among our central office teams. Expanded SSCs have worked to ensure they are made up of a diverse group of school stakeholders including teachers, school staff, families, students, community-based organizations and key partners specific to levels (e.g. co-located Preschools, Adult Education, co-located Family Resource Centers, Linked Learning partners, and after-school partners), and engage in data review connected to Community Schools goals.

Cohort 2's schools have completed Implementation Plans that address the CS Framework, and our priorities, and these plans are embedded in each school's School Plans for Student Achievement (SPSA) template to address gaps in programs, services, and resources that inhibit student achievement as identified in site-based community needs assessments. These are public and viewable by the broader community. The plans were created by multidisciplinary teams of stakeholders: teachers, school staff, families, CBO partners, principals, CSMs, and students at the secondary level. The plans outline partners and key data metrics, and they will be shared with the District and communicated broadly via public presentations and annual site-level impact reports in parent- and community-friendly language.

In early 2022, building off the broad engagement we garnered through the strategic planning process and other District work, OUSD's Community School Student Services (CSSS) department received feedback through a widely distributed survey from more than 500 stakeholders (parents, students, teachers, school staff, city and county agencies, and community-based organizations). Survey results identified priorities from the strategic plan and Local Control and Accountability Plan (LCAP) which have been fully embraced by OUSD stakeholders for Cohort 1 & 2. We are currently engaged in meaningful work within each of these priority areas, and this grant will allow us to expand and strengthen what is in place, and add important and innovative new programs and services at 8 new schools.

This is the final year for OUSD's current LCAP, which ends in 2024. As the process begins anew, goals will remain consistent and we will reassess local data and state laws.

**Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders.** *Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [Aligns to CDE CS Framework Pillar: Collaborative Leadership; OUSD Strategic Plan]*

Currently, school principals, CSMs, key partners, parents, students, and select teachers all collaborate in leadership, planning, and coordination at OUSD schools. CSMs leverage the expertise of all site stakeholders by identifying collective goals and structuring the day-to-day collaboration of partners, teachers, and families. Family Engagement Specialists provide School Site Council (SSC) training for parent representatives, and support schools in implementing OUSD's school governance and family engagement standards. The District Family Engagement Liaison builds ongoing structures for direct parent-teacher communication, relationship building, academic partnership, and shared decision making. SSCs provide collaborative leadership and decision making to support continuous improvement of student academic, health, and social-emotional outcomes. Coordination of Services Teams (COSTs) connect school leadership with leaders from key partner organizations and service providers. The Parent-Student Advisory Committee (PSAC) helps to develop and implement the LCAP. Every school has professional learning communities for teachers, administrators, and support staff.

Through this grant we will expand these communities of practice to include schools in Cohort 3. OUSD will provide tools and resources for sites to deepen and expand their SSCs to focus on Community Schools strategies and programs with guiding documents for SSCs to develop budgets for their implementation plans. Site teams will participate in at least annual District-convened reflection and planning retreats and will engage in school-wide professional development and racial equity training.

**Priority 2: Creating Joyful Schools.** *Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning. [Aligns to OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE CS Framework: Integrated Student Supports & Key Conditions for Learning & Cornerstone Commitments; OUSD Strategic Plan]*

OUSD has a long commitment to evidence-based practices that build a positive school climate and increase school connectedness. The focus areas of this priority are to center and listen to youth and families; invest in restorative and culturally responsive practices, and ensure inspiring learning environments.

We are using resources from the CCSPP Cohort 1 & 2 grants to infuse resources to create joyful schools that learn from each other and share wisdom. Through our school-based Coordination of Service Teams (COSTs) and CSMs, OUSD identifies and refers students who may benefit from academic and behavioral support to school or community providers. The District is developing a Multi-Tiered System of Support

(MTSS) framework that strategically integrates Restorative Justice, Positive Behavioral Interventions and Supports (PBIS), Social and Emotional Learning (SEL), academic support, and other critical initiatives, like trauma-informed health and mental health support, and access to clinical therapy services through county-funded behavioral health partnerships. This framework provides the systems, instructional practices and content, and interventions needed to ensure that our schools are safe, equitable, and welcoming places to learn and achieve. More detail on OUSD's focus on school climate is below on page 7.

Through this grant we commit to continue the work above, and to expand trauma-informed health, mental health, and social services for students within a Multi-Tiered System of Support. Expanded SSCs will look at data (e.g. COST referral data, CA Healthy Kids Data data, suspension and attendance data) and gather feedback from stakeholders to determine priority areas for this component at their schools. Some examples of potential new programming at school sites may include hiring case managers, Restorative Justice staff, increasing mental health services, increasing enrichment providers, and expanding on existing school-wide PBIS initiatives.

**Priority 3: Strengthening Student and Family Engagement.** *Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [Aligns to OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE CS Framework Pillar 1: Family and Community Engagement; OUSD Strategic Plan]*

OUSD's Office of Equity inspires, engages, and supports OUSD students, families, and communities in becoming authentic co-owners of our schools, sharing responsibility for every student becoming ready for college and career. Through community organizing and building OUSD capacity, the Office expands participation in learning, leadership, and advocacy by bridging engagement between OUSD staff, students, families, and community members.

Through Cohort 1 & 2 funding, schools worked closely with the OUSD Student, Family & Community Engagement Office and the District Family Engagement Specialists to strengthen family engagement efforts during COVID and as we returned to school. School Teams composed of Principals, Community School Managers, Family Liaisons, Family Fellows and CBO partners worked with the District Family Engagement team to strengthen strategies to build relationships between parents and school staff and provided parents with the tools and capacities they needed to support their children. Some of the best practices employed include parent-teacher home visits, parent education classes, partnering with parents in Restorative Justice circles, strengthening Family Resource Centers, leading Academic Parent Teacher Teams (APPT), and coordinating school-wide events for families. Family Resource Centers also provided enrollment assistance for health care insurance and CalFresh, workshops, and capacity building resources.

OUSD developed Student Engagement Standards that include expectations for school sites to have mechanisms to enable students to engage in key school planning decisions, participate in District-wide student engagement efforts, and facilitate student leader access to and relationship with decision makers. Centrally, we facilitate student

engagement learning communities and we support middle- and high-school students to participate on School Site Councils and the District-wide LCAP Student Advisory. In the last two years, have scaled “Sewn to Grow,” a universal mental health and social emotional health screener where students share regularly how they are doing via an online tool.

Through this grant, expanded SSCs will use CHKS data and stakeholder feedback to identify priorities to strengthen student and family engagement. We expect each participating site to identify one or more staff to participate in the Family Engagement Professional Learning Community (PLC) and coordinate family engagement activities. In partnership with a newly established site student engagement lead, students will be able to determine with their peers how to utilize grant funds for school engagement events and activities like field trips, clubs or other programs.

#### **Priority 4: Increasing Opportunities for Academic Innovation and Acceleration.**

*Goal: Expand and improve student supports and enrichment opportunities to close the equity gap [Aligns with OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE CS Framework: Extended Learning Time and Opportunities; OUSD Strategic Plan]*

OUSD’s Academic and Instruction Office has focused on building Instructional Leadership Teams, and built coherent systems grounded in high-quality instructional materials, standards-based interim assessments, and professional learning and coaching to utilize common curricula and assessments. These systems are supported by both school day staff and community partners. Support for students currently includes daily after-school programs that provide literacy support aligned with the district-adopted materials; additional academic support with community literacy tutors; enrichment and physical activity aligned with school day goals; small group learning opportunities; and extended hours for teachers. Schools engage with CBO partners to offer afterschool and summer programs that combine enrichment activities with academic support, computer-based tools that allow students to accelerate learning and advance at their own pace, and incorporate social-emotional learning, mental health, and literacy.

Through this grant, we will continue and strengthen this work, and we will encourage innovation in curriculum and partnership with community partners.

#### **Communities engaged in the process of school transformation**

OUSD was the first school district in the nation to adopt a Community Schools model district-wide. We recognize this as long-term work grounded in continuous improvement, involving a systems change approach. In 2021, OUSD detailed a renewed commitment to “Community Schools, Thriving Students” in our Strategic Plan for 2021-2024. Our theory of change addresses equity, whole child education, and preparing powerful graduates for college, career, and community success, driving collective continuous improvement to improve student outcomes. We embrace a model in which students, families, staff, and community partners work together toward our vision and mission with the entire community as a part of the education system for our students.

OUSD's Community School District is led by the District's Community Schools Student Services (CSSS) office, which provides centralized resources and systems (e.g., central onboarding for partners, professional learning community for Community School Managers, technical assistance, etc.). CSMs, COST teams (including teachers, staff, and community partners), and other school staff and partners, utilize CSSS resources and coordinate to ensure access to integrated services. School leadership (including administration, teachers, support staff, and CSMs), staff, community partners, the District, students, and families are engaged to track and support student outcomes, inform planning and school goals, drive school improvement, and ensure accountability. Parents are engaged in their students' learning and school community and families access needed services.

OUSD uses a collaborative governing structure that includes the Board of Education at the District level and School Site Councils (SSCs) at the school level. The governance systems will be enhanced and expanded by this grant through the expansion of the SSCs and the Community Schools Advisory Board and the collaboration among these two entities. Finally, our Community Schools will continue to benefit from the expertise of over 200 community-based partner organizations who are crucial to this process of school transformation. Partners are key collaborators and stakeholders who help us meet each student's unique needs and are fundamental to our process for assets mapping.

### **Ensuring there is ongoing reflection and assessment**

Through the grant process, we have established a set of formal commitments to the priorities and Framework, signed by each school's principal and School Site Council Chair. These commitments guarantee that all participating schools are responsible to these core, foundational elements that comprise an effective Community School, and are implementing them at their sites. As a result of the LCAP, we have been focused on engagement and we will continue dialog with students, families, staff, and community partners through town halls, focus groups, surveys, and public meetings to inform our work. This grant will support OUSD in facilitating reflection opportunities for Expanded SSCs to engage and refine their plans on an annual basis (at minimum).

OUSD utilizes communities of practice throughout our system and we are intentional about coherence. All of the leadership teams we have outlined in this proposal report up to our Continuous School Improvement Team (CSI) which meets twice a month to reflect and assess each Department's impact towards our LCAP goals and strategic plan. All CSMs participate in a monthly professional learning community (PLC) focused on the OUSD Community Schools Priorities, aligned to strengthen targeted areas of OUSD's Strategic Plan and addressing LCAP goals. Monthly PLC topics have included Collaborative Leadership with Stakeholders, Trauma Informed Practices, Family Engagement, School Climate Initiatives, Attendance Interventions, Partnerships, Communications with parents (via social media, Parent Square), School Governance, Data-Driven Decision-making, and After School Integration. In addition to the PLC, CSSS also leads a monthly PLC for new CSMs, offering workshops to train staff in programs like Parent Square and Enrollwise, as well as time sensitive topics like Bullying and Human Trafficking.

In 2023, we also launched a CSM Inquiry and Learning Tool, modeled after a district-wide cycle of inquiry process for program improvement, where CSMs create SMART goals and metrics built upon the role expectations of the CSMs. We are encouraging leaders to be reflective in their Community Schools practice independently and also in partnership with their school's principal. The introduction of this tool for CSMs has brought about great learning for the District, and has helped standardize what CSMs do across school sites. In addition, CSMs are becoming more involved in creating SPSAs. This is an important culture shift that demonstrates what collaborative leadership means in practice.

New in 2023, an annual Spring Forum brings together our network of schools to engage in a shared learning opportunity with panels, workshops, and presentations by Community Schools practitioners. All sites funded through the CCSPP will attend. The Forum will provide resonance for our school community and will be a celebratory, supportive, collaborative, and data-driven learning experience for all involved. With funding for Cohort 3, we will be able to provide even more opportunities for schools to share learning with their SSCs and district-wide.

### **Initiatives to transform the school climate and deepen authentic relationships**

OUSD has long held a commitment to creating an environment where all students can thrive. Centrally, the Community Schools Office provides trauma-informed services and practices, a Restorative Justice framework, attendance support, behavioral health coaching, health education, and connections to CBOs and County resources.

OUSD's MTSS focuses on the whole child to support not only academic growth, but also behavior, social and emotional needs, and to address absenteeism. In the last year, MTSS at OUSD has also grown, and now there is a team of six leading the initiative, including one director and five partners. We are still focusing on attendance issues which haven't recovered post-pandemic. We are restructuring how we do our attendance work and how we distribute it amongst staff so that it's a collective responsibility and shared across teams. In 2023, we launched a George Floyd Village Safety Plan which has better refined our crisis response in the case of an emergency. We've also deepened school climate and culture work through Sewn to Grow, the universal mental health screener mentioned above. All OUSD schools are committed to supporting pregnant and parenting students.

The Office of Equity (OoE) focuses on improving systemic culture, conditions, and competencies across the district in order to better serve children and families situated farthest from opportunity. It was established to eliminate the correlation between social and cultural factors and probability of success; examine biases, interrupt and eliminate inequitable practices, and create inclusive and just conditions for all students; and discover and cultivate the unique gifts, talents, and interests that every student possesses. Our OoE provides family engagement support, AntiRacist Learning protocols, and translation and targeted strategies to our school populations (like Black, Latino, and API) through monthly professional learning for our Community School Managers, Family Liaisons, and Case Managers.

A Racial Justice, Equity, and Healing Taskforce was founded in the summer of 2019 to build a district-wide initiative to lift up a racial justice, equity, and healing mindset for all educators in Oakland. This taskforce has initiated a process where

schools inventory their antiracist learning practices and offers resources and antiracist training modules for school teams. In March of 2021, the OUSD Board of Education passed the Reparations for Black Students Resolution that recognizes the impact of structural societal racism over many generations on our Black families, and created a task force to prioritize action on a number of measures to address these issues in our schools. We offer twice yearly racial justice and equity summits for all staff and partners to participate in ongoing workshops and learning spaces.

A district-adopted Restorative Justice (RJ) framework ensures a deeper level of support for students and provides central RJ training for teachers, school staff, and community partners. RJ facilitators convene students and staff in small groups to practice conflict resolution, restore relationships, and repair harm. Some schools have Peer Restorative Justice programs, where high- and middle-school students learn to be RJ leaders, supporting their peers and also younger students in elementary schools. While these practices are not yet in place at every school in the district, it is an initiative and priority we are working toward scaling.

### **Other factors that demonstrate need**

The schools we are including in Cohort 3 are already steeped in the Community Schools model, and we have selected them strategically because they have committed to implementing community schools systems and services that support the academic and social emotional needs of students and families, including having a dedicated CSM for their site. While most are under the 80% unduplicated pupil count threshold, the majority of schools have at least 40% unduplicated pupils, and student populations with high rates of Black students, Latino students, English Language Learners, foster youth, unhoused students, and students with high rates of chronic absence. Funding from this grant will greatly enhance these schools' ability to serve their students' needs.

Young Adult Program enrolls older students with disabilities, and Kaiser is a TK campus with great need for more supports for early learning and literacy. At Edna Brewer, one of the biggest challenges is providing targeted intervention and acceleration for students with the highest academic needs. With limited staff, the school does not have the personnel to implement small group intervention and acceleration for literacy and mathematical skills. Montero lacks the support staff to participate in home visits to families who are having difficulty connecting with the school, or for mental health services.

Ten percent of students at Melrose Learning Academy have IEPs, and half speak Spanish at home. MLA comprises two separate campuses that are a mile apart, functioning as two separate small schools with shared funding, meaning resources are split across both campuses. The CSM works between the two, supporting students needs, assemblies, and family engagement for two school communities. One area of need is additional professional development with staff to increase support for our student needs and build community across the campuses.

## CCSPP - LEA and Site Participation Sheet Instructions

California Department of Education

November 2023

### PURPOSE

The California Community Schools Partnership Program (CCSPP) LEA and Site Participation Sheet lists all the proposed local educational agency (LEA) and school sites planned to be included in the CCSPP Implementation Grant project.

### DOCUMENT INSTRUCTIONS

The Site Participation Sheet requires completion of the following worksheet tabs:

**1. LEA Information:** Enter the following information: 1) LEA Name; and 2) Applicant LEA County and District

**2. School Information:** Enter the following information: 1) The School Site Name; and 2) School Site LEA

### DOCUMENT SUBMISSION

Email original to the California Department of Education (CDE). For questions regarding this report, email the [CCSPP@cde.ca.gov](mailto:CCSPP@cde.ca.gov)



### Local Educational Agency (LEA) Information (list applying agency first)

LEA Name	County	District	School
Oakland Unified School District	01	61259	0000000

## School Information

School Site Name	County	District	School
Burbank Preschool	01	61259	0123026
Cleveland Elementary	01	61259	6001739
Edna Brewer Middle School	01	61259	6057061
Kaiser Early Childhood Education Center	01	61259	0141804
Melrose Leadership Academy	01	61259	6118640
Montera Middle School	01	61259	6057079
Oakland Technical High School	01	61259	0136051
Young Adult Program	01	61259	0121228

## CCSPP Attachment II: Budget Worksheet - Instructions

California Department of Education - November 2023

### PURPOSE

The California Community Schools Partnership Program (CCSPP) Budget Worksheet is for the CCSPP Implementation Grant, Cohort 3 application.

### DOCUMENT INSTRUCTIONS

The Budget Worksheet requires completion of the following worksheet tabs:

1) Applicant Information; 2) Contact Information; 4) Year 1; 5) Year 2; 6) Year 3; 7) Year 4; and 8) Year 5.

**1. Applicant Information:** Enter the following information: 1) Grantee Local Educational Agency (LEA) Name; 2) Grantee LEA County-District-School (CDS) Code (e.g., 12-12345-1234567); and 3) Total Grant Award Amount.

When all information is complete in all tabs, obtain the Superintendent, or authorized designee's, approval and signature by completing the following: 12) Enter the name and title; 13) Enter the signature of the individual listed in the previous step;\* and 14) Provide the date of approval/signature.

\*If the signature cannot be added to this Excel document, please PDF the Applicant Information worksheet, obtain the signature and submit this Excel document with the PDF signature page together. Note: Applicant Information will auto-populate on all other worksheets.

**2. Contact Information:** Enter the following information under SECTION 1: 1) Program Contact Name; 2) Program Contact Title; 3) Program Contact Phone Number; 4) Program Contact Email Address; 5) Fiscal Contact Name; 6) Fiscal Contact Title; 7) Fiscal Contact Phone Number; and 8) Fiscal Contact Email Address.

**3. Budget Summary:** Program information will auto-populate from the Applicant Information tab. Budget information will auto-populate from the annual budget worksheets (Year 1 thru 5 Budget Worksheets).

**4. Year 1:** Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, administrative (admin) reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

**5. Year 2:** Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

**6. Year 3:** Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

**7. Year 4:** Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

**8. Year 5:** Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

#### **DOCUMENT SUBMISSION**


Submit signed original, or questions regarding this report, to the California Department of Education (CDE) Community Schools Office email at:

[CCSPP@cde.ca.gov](mailto:CCSPP@cde.ca.gov)

## Applicant Information

**Note:** By signing, the Superintendent, or designee, is approving the proposed budget for the CCSPP Implementation Grant application.

If the signature cannot be added to this Excel document, please PDF the Applicant Information worksheet, obtain the signature and submit this Excel document with the PDF signature page together.

Field Names	Applicant Information Fields
Program:	CCSPP Implementation Grant, Cohort 3
Application Year:	2023-24
LEA Name:	Oakland Unified School Distirct
LEA CDS Code:	61259
Total Requested Amount:	\$9,497,293.94
Superintendent's, or designee's, Printed Name and Title:	Dr. Kyla Johnson-Trammell
Superintendent's, or designee's, Signature:	
Approval Date:	February 8, 2024

## Contact Information

<b>Program:</b>	CCSPP Implementation Grant, Cohort 3
<b>Application Year:</b>	2023-24
<b>LEA Name:</b>	Oakland Unified School Distirct
<b>LEA CDS Code:</b>	61259
<b>Total Requested Amount:</b>	\$9,497,293.94
<b>Section 1 - Field Names</b>	<b>Contact Information Entry Fields</b>
<b>Program Contact Name:</b>	Andrea Bustamante
<b>Program Contact Title:</b>	Executive Director, Communitiy Schools Student Services
<b>Program Contact Phone Number:</b>	415-987-6478
<b>Program Contact Email:</b>	andrea.bustamante@ousd.org
<b>Fiscal Contact Name:</b>	Santiago Robles
<b>Fiscal Contact Title:</b>	Senior Fiscal Analyst
<b>Fiscal Contact Phone Number:</b>	510-879-0809
<b>Fiscal Contact Email:</b>	santiago.robles@ousd.org

Program Budget Summary

Information on the worksheet will autopopulate based on the data entered in the Year 1 thru 5 budget worksheets.

Program: CCSPP Implementation Grant, Cohort 3  
Application Year: 2023-24  
LEA Name: Oakland Unified School Distirct  
LEA CDS Code: 61259  
Total Requested Amount: \$9,497,293.94

Object Code	Budget Item	Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Year 5 Budget	Grant Total	Total Match	Percent Match
1000	Certificated Personnel Salaries	\$74,000.00	\$74,000.00	\$74,000.00	\$74,000.00	\$55,500.00	\$351,500.00	\$0.00	N/A
2000	Classified Personnel Salaries	\$700,100.00	\$700,100.00	\$700,100.00	\$700,100.00	\$525,075.00	\$3,325,475.00	\$3,636,837.50	N/A
3000	Employee Benefits	\$307,362.00	\$307,362.00	\$307,362.00	\$307,362.00	\$230,521.50	\$1,459,969.50	\$1,527,471.75	N/A
4000	Books and Supplies	\$65,000.00	\$65,000.00	\$65,000.00	\$65,000.00	\$48,238.00	\$308,238.00	\$0.00	N/A
5000	Services and Other Operating Expenditures	\$778,000.00	\$778,000.00	\$778,000.00	\$778,000.00	\$584,500.00	\$3,696,500.00	\$5,013,915.00	N/A
6000	Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	N/A
N/A	Total Direct Costs	\$1,924,462.00	\$1,924,462.00	\$1,924,462.00	\$1,924,462.00	\$1,443,834.50	\$9,141,682.50	\$10,178,224.25	111.34%
7000	Indirect Rate	\$74,861.57	\$74,861.57	\$74,861.57	\$74,861.57	\$56,165.16	\$355,611.44	\$0.00	N/A
N/A	Total Budget & Expenditures	\$1,999,323.57	\$1,999,323.57	\$1,999,323.57	\$1,999,323.57	\$1,499,999.66	\$9,497,293.94	\$10,178,224.25	107.17%

\*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

\*\*The CCSPP has a 1/3 (33 percent) match requirement.

|

# Year 1 - Budget (July 1, 2024 - June 30, 2025)

Expand rows as needed. Add rows in the middle of the table.

\*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

\*\*The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 3  
Application Year: 2023-24

LEA Name: Oakland Unified School District

LEA CDS Code: 61259

Total Requested Amount: \$9,497,293.94

Object Code	Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.)	Proposed Costs -	Proposed Costs -	Proposed Costs -	Total Proposed	District Match	Community Match	Total Match
1000	<p>Teacher Professional Development stipends: Teachers participate in professional development to deepen ability to implement the CS model. Teachers also work extended hours to participate in family engagement events or provide additional student support.</p> <p>3 Small schools: \$5,000 per school covered by the grant request = \$15,000 in Year 1. 1 Small/Medium school: \$8,000 per school covered by the grant request = \$8,000 in Year 1. 3 Medium schools: \$12,000 per school covered by the grant request = \$36,000 in Year 1. 1 Medium/Large school: \$15,000 per school covered by the grant request = \$15,000 in Year 1.</p>	74,000.00	0.00	0.00	74,000.00	0.00	0.00	0.00
2000	<p>Community Schools manager: CSWs coordinate and implement the CS model; working with site leadership, teachers, staff, and partners to conduct needs assessment, and bring in needed services and supports. Coordinate COST, Attendance Teams, Family Engagement and partnerships. Match funded by school site budget. 3 Small schools: \$90,000 per school x 25% covered by the grant request and 75% covered by matching funds = \$67,500 plus matching funds: \$202,500 in Year 1. 1 Small/Medium schools: \$90,000 per school x 25% covered by the grant request and 75% covered by matching funds = \$22,500 plus matching funds: \$67,500 in Year 1. 3 Medium schools: \$90,000 per school x 25% covered by the grant request and 75% covered by matching funds = \$67,500 plus matching funds: \$202,500 in Year 1. 1 Medium/Large schools: \$90,000 per school x 25% covered by the grant request and 75% covered by matching funds = \$22,500 plus matching funds: \$67,500 in Year 1.</p> <p>Student Engagement Liaisons: Coordination and site-level implementation of student engagement. Site-based liaisons will support students with developing leadership skills and engaging in restorative justice work. Student liaisons also include targeted strategies leaders supporting schools to increase programs that promote equity and access. 3 Small schools: \$55,000 per school at 0.45 FTE each covered by the grant request = \$74,250 in Year 1. 1 Small/Medium school: \$55,000 per school at 0.5 FTE each covered by the grant request = \$27,500 in Year 1. 3 Medium schools: \$55,000 per school at 0.5 FTE each covered by the grant request = \$82,500 in Year 1. 1 Medium/Large school: Medium Large School at 0.75 each \$55,000 per school covered by the grant request = \$41,250 in Year 1.</p> <p>Family Engagement Liaisons: Coordination and site-level implementation of family engagement and collaborative leadership; working with site leadership, teachers, staff, and partners to conduct needs assessment and engage families. Works with CSMs at partner schools to facilitate leadership opportunities and school enrollment. Match funded by school site budget. 3 Small schools: \$60,000 at 0.5 FTE per school covered by the grant request = \$90,000 in Year 1. 1 Small/Medium school: at 0.5 FTE \$60,000 per school covered by the grant request = \$30,000 in Year 1. 3 Medium schools: \$60,000 at 0.5 FTE per school covered by the grant request = \$90,000 in Year 1. 1 Medium/Large school: \$60,000 at 0.75 FTE per school covered by the grant request = \$45,000 in Year 1.</p>	660,500.00	39,600.00	0.00	700,100.00	765,650.00	0.00	765,650.00
3000	Classified Benefits @18%, Certificated benefits @42% Including medical, retirement, worker's comp, etc.	290,730.00	16,632.00	0.00	307,362.00	321,573.00	0.00	321,573.00
4000	<p>Supplies, Food and Computers: Computer purchase and materials for CSMs, Family Liaisons, Project Leads, and other staff funded by project. Food for family engagement events and family workshops. 3 Small schools: \$4,000 per school x 300% = \$12,000 in Year 1. 1 Small/Medium school: \$8,000 per school x 100% = \$8,000 in Year 1. 3 Medium schools: \$10,000 per school x 300% = \$30,000 in Year 1. 1 Medium/Large school: \$15,000 per school x 100% = \$15,000 in Year 1.</p>	65,000.00	0.00	0.00	65,000.00	0.00	0.00	0.00



5000	<p>Conference - California State Conference Participation @ 2 per school + 2 Program staff: \$18,000 in Year 1. Expanded Learning Funds (ASES, 21st Century, ELOP): All schools included in this proposal receive a minimum of base funding to offer out of school time support to all students who want it. \$992,783 match in Year 1.</p> <p>Contracts for Implementation of community school strategies including collaborative leadership sessions for schools, family engagement partnership, evaluation of our efforts and Oakland Community Schools Forum for OUSD staff and partners. Centrally coordinated by project staff. \$65,000 in Year 1. \$10,000 match in Year 1.</p> <p>Mental Health: Contracts with community based partners for school climate or mental health services, e.g. clinical services, groups, social emotional supports. Each school will determine the best partners for their site each year, with the Project Director's approval. Small: 3 schools x \$5,000 annual contract cost per school = \$15,000 in Year 1. Small/Medium: 1 school x \$30,000 annual contract cost per school = \$30,000 in Year 1. Medium: 3 schools x \$45,000 annual contract cost per school = \$135,000 in Year 1. Medium/Large: 1 school x \$55,000 annual contract cost per school = \$55,000 in Year 1.</p> <p>Academic Innovation and Acceleration: Sites will access funds to facilitate site based partnerships to increase learning opportunities for students. Contractors will support with tutoring, academic acceleration in literacy or math, Linked learning opportunities, and more. \$5,000 to \$50,000 per school, depending on size, to partner with contractors. Small: 3 schools x \$5,000 annual contract cost per school = \$15,000 in Year 1. Small/Medium: 1 school x \$30,000 annual contract cost per school = \$30,000 in Year 1. Medium: 3 schools x \$45,000 annual contract cost per school = \$135,000 in Year 1. Medium/Large: 1 school x \$50,000 annual contract cost per school = \$50,000 in Year 1.</p> <p>Enrichment: Sites will access funds to provide enrichment experiences to facilitate joy and build positive school culture. Small: 3 schools x \$5,000 annual contract cost per school = \$15,000 in Year 1. Small/Medium: 1 school x \$30,000 annual contract cost per school = \$30,000 in Year 1.</p>	695,000.00	65,000.00	18,000.00	778,000.00	1,002,783.00	0.00	1,002,783.00
					0.00			0.00
<b>Total Direct Costs</b>	<b>N/A</b>	<b>1,785,230.00</b>	<b>121,232.00</b>	<b>18,000.00</b>	<b>1,924,462.00</b>	<b>2,090,006.00</b>	<b>0.00</b>	<b>2,090,006.00</b>
7000	2023-2024 indirect cost rate approved by California Department of Education. @ 3.89% = \$74,862 in Year 1	69,566.52	4,705.44	589.61	74,861.57	0.00	0.00	0.00
<b>Total Budget</b>	<b>N/A</b>	<b>1,854,796.52</b>	<b>125,937.44</b>	<b>18,589.61</b>	<b>1,999,323.57</b>	<b>2,090,006.00</b>	<b>0.00</b>	<b>2,090,006.00</b>

## Year 2 - Budget (July 1, 2025 - June 30, 2026)

Expand rows as needed. Add rows in the middle of the table.

\*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

\*\*The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 3

Application Year: 2023-24

LEA Name: Oakland Unified School District

LEA CDS Code: 61259

Total Requested Amount: \$9,497,293.94

Object Code	Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is	Proposed Costs -	Proposed Costs -	Proposed Costs -	Total Proposed	District Match	Community Match	Total Match
1000	<p>Teacher Professional Development stipends: Teachers participate in professional development to deepen ability to implement the CS model. Teachers also work extended hours to participate in family engagement events or provide additional student support.</p> <p>3 Small schools: \$5,000 per school covered by the grant request = \$15,000 in Year 2.  1 Small/Medium school: \$8,000 per school covered by the grant request = \$8,000 in Year 2.  3 Medium schools: \$12,000 per school covered by the grant request = \$36,000 in Year 2.  1 Medium/Large school: \$15,000 per school covered by the grant request = \$15,000 in Year 2.</p>	74,000.00	0.00	0.00	74,000.00	0.00	0.00	0.00
2000	<p>Community Schools Manager: CSMs coordinate and implement the CS model, working with site leadership, teachers, staff, and partners to conduct needs assessment, and bring in needed services and supports. Coordinate COST, Attendance Teams, Family Engagement and partnerships. Match funded by school site budget.</p> <p>3 Small schools: \$90,000 per school x 25% covered by the grant request and 75% covered by matching funds = \$67,500 plus matching funds: \$202,500 in Year 2.  1 Small/Medium schools: \$90,000 per school x 25% covered by the grant request and 75% covered by matching funds = \$22,500 plus matching funds: \$67,500 in Year 2.  3 Medium schools: \$90,000 per school x 25% covered by the grant request and 75% covered by matching funds = \$67,500 plus matching funds: \$202,500 in Year 2.  1 Medium/Large schools: \$90,000 per school x 25% covered by the grant request and 75% covered by matching funds = \$22,500 plus matching funds: \$67,500 in Year 2.</p> <p>Student Engagement Liaisons: Coordination and site-level implementation of student engagement. Site-based liaisons will support students with developing leadership skills and engaging in restorative justice work. Student liaisons also include targeted strategies leaders supporting schools to increase programs that promote equity and access.</p> <p>3 Small schools: \$55,000 per school at 0.45 FTE each covered by the grant request = \$74,250 in Year 2.  1 Small/Medium school: \$55,000 per school at 0.5 FTE each covered by the grant request = \$27,500 in Year 2.  3 Medium schools: \$55,000 per school at 0.5 FTE each covered by the grant request = \$82,500 in Year 2.  1 Medium/Large school: Medium Large School at 0.75 each \$55,000 per school covered by the grant request = \$41,250 in Year 2.</p> <p>Family Engagement Liaisons: Coordination and site-level implementation of family engagement and collaborative leadership; working with site leadership, teachers, staff, and partners to conduct needs assessment and engage families. Works with CSMs at partner schools to facilitate leadership opportunities and school enrollment. Match funded by school site budget.</p> <p>3 Small schools: \$60,000 at 0.5 FTE per school covered by the grant request = \$90,000 in Year 2.  1 Small/Medium school: at 0.5 FTE \$60,000 per school covered by the grant request = \$30,000 in Year 2.</p>	660,500.00	39,600.00	0.00	700,100.00	765,650.00	0.00	765,650.00
3000	Classified Benefits @18%, Certificated benefits @42% Including medical, retirement, worker's comp, etc.	290,730.00	16,632.00	0.00	307,362.00	321,573.00	0.00	321,573.00
4000	<p>Supplies, Food and Computers: Computer purchase and materials for CSMs, Family Liaisons, Project Leads, and other staff funded by project. Food for family engagement events and family workshops.</p> <p>3 Small schools: \$4,000 per school x 300% = \$12,000 in Year 2.  1 Small/Medium school: \$8,000 per school x 100% = \$8,000 in Year 2.  3 Medium schools: \$10,000 per school x 300% = \$30,000 in Year 2.  1 Medium/Large school: \$15,000 per school x 100% = \$15,000 in Year 2.</p>	65,000.00	0.00	0.00	65,000.00	0.00	0.00	0.00

5000	<p>Conference - California State Conference Participation @ 2 per school = 2 Program staff: \$18,000 in Year 2.</p> <p>Expanded Learning Funds (ASES, 21st Century, ELOP): All schools included in this proposal receive a minimum of base funding to offer out of school time support to all students who want it. \$992,783 match in Year 2.</p> <p>Contracts for Implementation of community school strategies including collaborative leadership sessions for schools, family engagement partnership, evaluation of our efforts and Oakland Community Schools Forum for OUSD staff and partners. Centrally coordinated by project staff. \$65,000 in Year 2. \$10,000 match in Year 2.</p> <p>Mental Health: Contracts with community based partners for school climate or mental health services, e.g. clinical services, groups, social emotional supports. Each school will determine the best partners for their site each year, with the Project Director's approval.</p> <p>Small: 3 schools x \$5,000 annual contract cost per school = \$15,000 in Year 2.</p> <p>Small/Medium: 1 school x \$30,000 annual contract cost per school = \$30,000 in Year 2.</p> <p>Medium: 3 schools x \$45,000 annual contract cost per school = \$135,000 in Year 2.</p> <p>Medium/Large: 1 school x \$55,000 annual contract cost per school = \$55,000 in Year 2.</p> <p>Academic Innovation and Acceleration: Sites will access funds to facilitate site based partnerships to increase learning opportunities for students. Contractors will support with tutoring, academic acceleration in literacy or math, Linked learning opportunities, and more. \$5,000 to \$50,000 per school, depending on size, to partner with contractors.</p> <p>Small: 3 schools x \$5,000 annual contract cost per school = \$15,000 in Year 2.</p> <p>Small/Medium: 1 school x \$30,000 annual contract cost per school = \$30,000 in Year 2.</p> <p>Medium: 3 schools x \$45,000 annual contract cost per school = \$135,000 in Year 2.</p> <p>Medium/Large: 1 schools= x \$50,000 annual contract cost per school = \$50,000 in Year 2.</p> <p>Enrichment: Sites will access funds to provide enrichment experiences to facilitate joy and build positive school culture.</p>	695,000.00	65,000.00	18,000.00	778,000.00	1,002,783.00	0.00	1,002,783.00
					0.00			0.00
N/A	<b>Total Direct Costs</b>	<b>1,785,230.00</b>	<b>121,232.00</b>	<b>18,000.00</b>	<b>1,924,462.00</b>	<b>2,090,006.00</b>	<b>0.00</b>	<b>2,090,006.00</b>
7000	2023-2024 indirect cost rate approved by California Department of Education. @ 3.89% = \$74,862 in Year 2	69,566.52	4,705.44	589.61	74,861.57	0.00	0.00	0.00
N/A	<b>Total Budget</b>	<b>1,854,796.52</b>	<b>125,937.44</b>	<b>18,589.61</b>	<b>1,999,323.57</b>	<b>2,090,006.00</b>	<b>0.00</b>	<b>2,090,006.00</b>

### Year 3 - Budget (July 1, 2026 - June 30, 2027)

Expand rows as needed. Add rows in the middle of the table.

\*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

\*\*The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 3

Application Year: 2023-24

LEA Name: Oakland Unified School District

LEA CDS Code: 61259

Total Requested Amount: \$9,497,293.94

Object Code	Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost	Proposed Costs -	Proposed Costs -	Proposed Costs -	Total Proposed Costs	District Match	Community Match	Total Match
1000	Teacher Professional Development stipends: Teachers participate in professional development to deepen ability to implement the CS model. Teachers also work extended hours to participate in family engagement events or provide additional student support.  3 Small schools: \$5,000 per school covered by the grant request = \$15,000 in Year 3. 1 Small/Medium school: \$8,000 per school covered by the grant request = \$8,000 in Year 3. 3 Medium schools: \$12,000 per school covered by the grant request = \$36,000 in Year 3. 1 Medium/Large school: \$15,000 per school covered by the grant request = \$15,000 in Year 3.	74,000.00	0.00	0.00	74,000.00	0.00	0.00	0.00
2000	Community Schools Manager: CSMs coordinate and implement the CS model, working with site leadership, teachers, staff, and partners to conduct needs assessment, and bring in needed services and supports. Coordinate COST, Attendance Teams, Family Engagement and partnerships. Match funded by school site budget. 3 Small schools: \$90,000 per school x 25% covered by the grant request and 75% covered by matching funds = \$67,500 plus matching funds: \$202,500 in Year 3. 1 Small/Medium schools: \$90,000 per school x 25% covered by the grant request and 75% covered by matching funds = \$22,500 plus matching funds: \$67,500 in Year 3. 3 Medium schools: \$90,000 per school x 25% covered by the grant request and 75% covered by matching funds = \$67,500 plus matching funds: \$202,500 in Year 3. 1 Medium/Large schools: \$90,000 per school x 25% covered by the grant request and 75% covered by matching funds = \$22,500 plus matching funds: \$67,500 in Year 3.  Student Engagement Liaisons: Coordination and site-level implementation of student engagement. Site-based liaisons will support students with developing leadership skills and engaging in restorative justice work. Student liaisons also include targeted strategies leaders supporting schools to increase programs that promote equity and access. 3 Small schools: \$55,000 per school at 0.45 FTE each covered by the grant request = \$74,250 in Year 3. 1 Small/Medium school: \$55,000 per school at 0.5 FTE each covered by the grant request = \$27,500 in Year 3. 3 Medium schools: \$55,000 per school at 0.5 FTE each covered by the grant request = \$82,500 in Year 3. 1 Medium/Large school: Medium Large School at 0.75 each \$55,000 per school covered by the grant request = \$41,250 in Year 3.  Family Engagement Liaisons: Coordination and site-level implementation of family engagement and collaborative leadership; working with site leadership, teachers, staff, and partners to conduct needs assessment and engage families. Works with CSMs at partner schools to facilitate leadership opportunities and school enrollment. Match funded by school site budget. <del>2 Small schools: \$60,000 at 0.5 FTE per school covered by the grant request = \$60,000 in Year 3.</del>	660,500.00	39,600.00	0.00	700,100.00	765,650.00	0.00	765,650.00
3000	Classified Benefits @18%, Certificated benefits @42% Including medical, retirement, worker's comp, etc.	290,730.00	16,632.00	0.00	307,362.00	321,573.00	0.00	321,573.00
4000	Supplies, Food and Computers: Computer purchase and materials for CSMs, Family Liaisons, Project Leads, and other staff funded by project. Food for family engagement events and family workshops. 3 Small schools: \$4,000 per school x 300% = \$12,000 in Year 3. 1 Small/Medium school: \$8,000 per school x 100% = \$8,000 in Year 3. 3 Medium schools: \$10,000 per school x 300% = \$30,000 in Year 3. 1 Medium/Large school: \$15,000 per school x 100% = \$15,000 in Year 3.	65,000.00	0.00	0.00	65,000.00	0.00	0.00	0.00

5000	<p>Conference - California State Conference Participation @ 2 per school = 2 Program staff: \$18,000 in Year 3. Expanded Learning Funds (ASES, 21st Century, ELOP): All schools included in this proposal receive a minimum of base funding to offer out of school time support to all students who want it. \$992,783 match in Year 3.</p> <p>Contracts for Implementation of community school strategies including collaborative leadership sessions for schools, family engagement partnership, evaluation of our efforts and Oakland Community Schools Forum for OUSD staff and partners. Centrally coordinated by project staff. \$65,000 in Year 3. \$10,000 match in Year 3.</p> <p>Mental Health: Contracts with community based partners for school climate or mental health services, e.g. clinical services, groups, social emotional supports. Each school will determine the best partners for their site each year, with the Project Director's approval. Small: 3 schools x \$5,000 annual contract cost per school = \$15,000 in Year 3. Small/Medium: 1 school x \$30,000 annual contract cost per school = \$30,000 in Year 3. Medium: 3 schools x \$45,000 annual contract cost per school = \$135,000 in Year 3. Medium/Large: 1 school x \$55,000 annual contract cost per school = \$55,000 in Year 3.</p> <p>Academic Innovation and Acceleration: Sites will access funds to facilitate site based partnerships to increase learning opportunities for students. Contractors will support with tutoring, academic acceleration in literacy or math, Linked learning opportunities, and more. \$5,000 to \$50,000 per school, depending on size, to partner with contractors. Small: 3 schools x \$5,000 annual contract cost per school = \$15,000 in Year 3. Small/Medium: 1 school x \$30,000 annual contract cost per school = \$30,000 in Year 3. Medium: 3 schools x \$45,000 annual contract cost per school = \$135,000 in Year 3. Medium/Large: 1 school = x \$50,000 annual contract cost per school = \$50,000 in Year 3.</p> <p><del>Enrichment: Sites will access funds to provide enrichment experiences to facilitate joy and build positive school</del></p>	695,000.00	65,000.00	18,000.00	778,000.00	1,002,783.00	0.00	1,002,783.00
					0.00			0.00
N/A	<b>Total Direct Costs</b>	<b>1,785,230.00</b>	<b>121,232.00</b>	<b>18,000.00</b>	<b>1,924,462.00</b>	<b>2,090,006.00</b>	<b>0.00</b>	<b>2,090,006.00</b>
7000	2023-2024 indirect cost rate approved by California Department of Education. @ 3.89% = \$74,862 in Year 3	69,566.52	4,705.44	589.61	74,861.57	0.00	0.00	0.00
N/A	<b>Total Budget</b>	<b>1,854,796.52</b>	<b>125,937.44</b>	<b>18,589.61</b>	<b>1,999,323.57</b>	<b>2,090,006.00</b>	<b>0.00</b>	<b>2,090,006.00</b>

#### Year 4 - Budget (July 1, 2027 - June 30, 2028)

Expand rows as needed. Add rows in the middle of the table.

\*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

\*\*The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 3  
Application Year: 2023-24

LEA Name: Oakland Unified School District

LEA CDS Code: 61259

Total Requested Amount: \$9,497,293.94

Object Code	Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is for.)	Proposed Costs - School Site	Proposed Costs - Admin Reserve	Proposed Costs - Admin Reserve	Total Proposed Costs	District Match	Community Match	Total Match
1000	<p>Teacher Professional Development stipends: Teachers participate in professional development to deepen ability to implement the CS model. Teachers also work extended hours to participate in family engagement events or provide additional student support.</p> <p>3 Small schools: \$5,000 per school covered by the grant request = \$15,000 in Year 4. 1 Small/Medium school: \$8,000 per school covered by the grant request = \$8,000 in Year 4. 3 Medium schools: \$12,000 per school covered by the grant request = \$36,000 in Year 4. 1 Medium/Large school: \$15,000 per school covered by the grant request = \$15,000 in Year 4.</p>	74,000.00	0.00	0.00	74,000.00	0.00	0.00	0.00
2000	<p>Community Schools Manager: CSMs coordinate and implement the CS model; working with site leadership, teachers, staff, and partners to conduct needs assessment, and bring in needed services and supports. Coordinate COST, Attendance Teams, Family Engagement and partnerships. Match funded by school site budget.</p> <p>3 Small schools: \$90,000 per school x 25% covered by the grant request and 75% covered by matching funds = \$67,500 plus matching funds: \$202,500 in Year 4. 1 Small/Medium schools: \$90,000 per school x 25% covered by the grant request and 75% covered by matching funds = \$22,500 plus matching funds: \$67,500 in Year 4. 3 Medium schools: \$90,000 per school x 25% covered by the grant request and 75% covered by matching funds = \$67,500 plus matching funds: \$202,500 in Year 4. 1 Medium/Large schools: \$90,000 per school x 25% covered by the grant request and 75% covered by matching funds = \$22,500 plus matching funds: \$67,500 in Year 4.</p> <p>Student Engagement Liaisons: Coordination and site-level implementation of student engagement. Site-based liaisons will support students with developing leadership skills and engaging in restorative justice work. Student liaisons also include targeted strategies leaders supporting schools to increase programs that promote equity and access.</p> <p>3 Small schools: \$55,000 per school at 0.45 FTE each covered by the grant request = \$74,250 in Year 4. 1 Small/Medium school: \$55,000 per school at 0.5 FTE each covered by the grant request = \$27,500 in Year 4. 3 Medium schools: \$55,000 per school at 0.5 FTE each covered by the grant request = \$82,500 in Year 4. 1 Medium/Large school: Medium Large School at 0.75 each \$55,000 per school covered by the grant request = \$41,250 in Year 4.</p> <p>Family Engagement Liaisons: Coordination and site-level implementation of family engagement and collaborative leadership; working with site leadership, teachers, staff, and partners to conduct needs assessment and engage families. Works with CSMs at partner schools to facilitate leadership opportunities and school enrollment. Match funded by school site budget.</p> <p>3 Small schools: \$60,000 at 0.5 FTE per school covered by the grant request = \$90,000 in Year 4. 1 Small/Medium school: at 0.5 FTE \$60,000 per school covered by the grant request = \$30,000 in Year 4. 3 Medium schools: \$60,000 at 0.5 FTE per school covered by the grant request = \$90,000 in Year 4.</p>	660,500.00	39,600.00	0.00	700,100.00	765,650.00	0.00	765,650.00
3000	Classified Benefits @18%, Certificated benefits @42% Including medical, retirement, worker's comp, etc.	290,730.00	16,632.00	0.00	307,362.00	321,573.00	0.00	321,573.00
4000	<p>Supplies, Food and Computers: Computer purchase and materials for CSMs, Family Liaisons, Project Leads, and other staff funded by project. Food for family engagement events and family workshops.</p> <p>3 Small schools: \$4,000 per school x 300% = \$12,000 in Year 4. 1 Small/Medium school: \$8,000 per school x 100% = \$8,000 in Year 4. 3 Medium schools: \$10,000 per school x 300% = \$30,000 in Year 4. 1 Medium/Large school: \$15,000 per school x 100% = \$15,000 in Year 4.</p>	65,000.00	0.00	0.00	65,000.00	0.00	0.00	0.00

5000	<p>Conference - California State Conference Participation @ 2 per school + 2 Program staff: \$18,000 in Year 4. Expanded Learning Funds (ASES, 21st Century, ELOP): All schools included in this proposal receive a minimum of base funding to offer out of school time support to all students who want it. \$992,783 match in Year 4.</p> <p>Contracts for Implementation of community school strategies including collaborative leadership sessions for schools, family engagement partnership, evaluation of our efforts and Oakland Community Schools Forum for OUSD staff and partners. Centrally coordinated by project staff. \$65,000 in Year 4. \$10,000 match in Year 4.</p> <p>Mental Health: Contracts with community based partners for school climate or mental health services, e.g. clinical services, groups, social emotional supports. Each school will determine the best partners for their site each year, with the Project Director's approval. Small: 3 schools x \$5,000 annual contract cost per school = \$15,000 in Year 4. Small/Medium: 1 school x \$30,000 annual contract cost per school = \$30,000 in Year 4. Medium: 3 schools x \$45,000 annual contract cost per school = \$135,000 in Year 4. Medium/Large: 1 school x \$55,000 annual contract cost per school = \$55,000 in Year 4.</p> <p>Academic Innovation and Acceleration: Sites will access funds to facilitate site based partnerships to increase learning opportunities for students. Contractors will support with tutoring, academic acceleration in literacy or math, Linked learning opportunities, and more. \$5,000 to \$50,000 per school, depending on size, to partner with contractors. Small: 3 schools x \$5,000 annual contract cost per school = \$15,000 in Year 4. Small/Medium: 1 school x \$30,000 annual contract cost per school = \$30,000 in Year 4. Medium: 3 schools x \$45,000 annual contract cost per school = \$135,000 in Year 4. Medium/Large: 1 schools= x \$50,000 annual contract cost per school = \$50,000 in Year 4.</p> <p>Enrichment: Sites will access funds to provide enrichment experiences to facilitate joy and build positive school culture. Small: 3 schools x \$5,000 annual contract cost per school = \$15,000 in Year 4. Small/Medium: 1 school x \$30,000 annual contract cost per school = \$30,000 in Year 4.</p>	695,000.00	65,000.00	18,000.00	778,000.00	1,002,783.00	0.00	1,002,783.00
					0.00			0.00
N/A	<b>Total Direct Costs</b>	<b>1,785,230.00</b>	<b>121,232.00</b>	<b>18,000.00</b>	<b>1,924,462.00</b>	<b>2,090,006.00</b>	<b>0.00</b>	<b>2,090,006.00</b>
7000	2023-2024 indirect cost rate approved by California Department of Education. @ 3.89% = \$74,862 in Year 4	69,566.52	4,705.44	589.61	74,861.57	0.00	0.00	0.00
N/A	<b>Total Budget</b>	<b>1,854,796.52</b>	<b>125,937.44</b>	<b>18,589.61</b>	<b>1,999,323.57</b>	<b>2,090,006.00</b>	<b>0.00</b>	<b>2,090,006.00</b>

## Year 5 - Budget (July 1, 2028 - June 30, 2029)

Expand rows as needed. Add rows in the middle of the table.

\*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

\*\*The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 3

Application Year: 2023-24

LEA Name: Oakland Unified School District

LEA CDS Code: 61259

Total Requested Amount: \$9,497,293.94

Object Code	Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.)	Proposed Costs -	Proposed Costs -	Proposed Costs -	Total Proposed	District Match	Community Match	Total Match
1000	Teacher Professional Development stipends: Teachers participate in professional development to deepen ability to implement the CS model. Teachers also work extended hours to participate in family engagement events or provide additional student support.  3 Small schools: \$3,750 per school covered by the grant request = \$11,250 in Year 5. 1 Small/Medium school: \$6,000 per school covered by the grant request = \$6,000 in Year 5. 3 Medium schools: \$9,000 per school covered by the grant request = \$27,000 in Year 5. 1 Medium/Large school: \$11,250 per school covered by the grant request = \$11,250 in Year 5.	55,500.00	0.00	0.00	55,500.00	0.00	0.00	0.00
2000	Community Schools Manager: CSMs coordinate and implement the CS model, working with site leadership, teachers, staff, and partners to conduct needs assessment, and bring in needed services and supports. Coordinate COST, Attendance Teams, Family Engagement and partnerships. Match funded by school site budget. 3 Small schools: \$90,000 per school x 20% covered by the grant request and 80% covered by matching funds = \$50,625 plus matching funds: \$219,375 in Year 5. 1 Small/Medium schools: \$90,000 per school x 20% covered by the grant request and 80% covered by matching funds = \$16,875 plus matching funds: \$73,125 in Year 5. 3 Medium schools: \$90,000 per school x 20% covered by the grant request and 80% covered by matching funds = \$50,625 plus matching funds: \$219,375 in Year 5. 1 Medium/Large schools: \$90,000 per school x 20% covered by the grant request and 80% covered by matching funds = \$16,875 plus matching funds: \$73,125 in Year 5.  Student Engagement Liaisons: Coordination and site-level implementation of student engagement. Site-based liaisons will support students with developing leadership skills and engaging in restorative justice work. Student liaisons also include targeted strategies leaders supporting schools to increase programs that promote equity and access. 3 Small schools: \$55,000 per school at 0.33 FTE each covered by the grant request = \$55,688 in Year 5. 1 Small/Medium school: \$55,000 per school at 0.375 FTE each covered by the grant request = \$20,625 in Year 5. 3 Medium schools: \$55,000 per school at 0.375 FTE each covered by the grant request = \$61,875 in Year 5. 1 Medium/Large school: Medium Large School at 0.55 each \$55,000 per school covered by the grant request = \$30,933 in Year 5.  Family Engagement Liaisons: Coordination and site-level implementation of family engagement and collaborative leadership; working with site leadership, teachers, staff, and partners to conduct needs assessment and engage families. Works with CSMs at partner schools to facilitate leadership opportunities and school enrollment. Match funded by school site budget. 3 Small schools: \$60,000 at 0.5 FTE per school covered by the grant request = \$67,500 in Year 5. 1 Small/Medium school: at 0.5 FTE \$60,000 per school covered by the grant request = \$22,500 in Year 5. 3 Medium schools: \$60,000 at 0.5 FTE per school covered by the grant request = \$67,500 in Year 5. 1 Medium/Large school: \$60,000 at 0.75 FTE per school covered by the grant request = \$22,750 in Year 5.	495,375.00	29,700.00	0.00	525,075.00	574,237.50	0.00	574,237.50
3000	Classified Benefits @18%, Certificated benefits @42% Including medical, retirement, worker's comp, etc.	218,047.50	12,474.00	0.00	230,521.50	241,179.75	0.00	241,179.75
4000	Supplies, Food and Computers: Computer purchase and materials for CSMs, Family Liaisons, Project Leads, and other staff funded by project. Food for family engagement events and family workshops. 3 Small schools: \$3,000 per school x 300% = \$9,000 in Year 5. 1 Small/Medium school: \$6,000 per school x 100% = \$6,000 in Year 5. 3 Medium schools: \$7,333 per school x 300% = \$22,000 in Year 5. 1 Medium/Large school: \$11,238 per school x 100% = \$11,238 in Year 5.	48,238.00	0.00	0.00	48,238.00	0.00	0.00	0.00



5000	<p>Conference - California State Conference Participation @ 2 per school x 2 Program staff = \$16,000 in Year 5.</p> <p>Expanded Learning Funds (ASES, 21st Century, ELOP): All schools included in this proposal receive a minimum of base funding to offer out of school time support to all students who want it. \$992,783 match in Year 5.</p> <p>Contracts for Implementation of community school strategies including collaborative leadership sessions for schools, family engagement partnership, evaluation of our efforts and Oakland Community Schools Forum for OUSD staff and partners. Centrally coordinated by project staff. \$47,500 in Year 5. \$10,000 match in Year 5.</p> <p>Mental Health: Contracts with community based partners for school climate or mental health services, e.g. clinical services, groups, social emotional supports. Each school will determine the best partners for their site each year, with the Project Director's approval. Small: 3 schools x \$3,000 annual contract cost per school = \$9,000 in Year 5. Small/Medium: 1 school x \$20,000 annual contract cost per school = \$20,000 in Year 5. Medium: 3 schools x \$35,000 annual contract cost per school = \$105,000 in Year 5. Medium/Large: 1 school x \$45,000 annual contract cost per school = \$45,000 in Year 5.</p> <p>Academic Innovation and Acceleration: Sites will access funds to facilitate site based partnerships to increase learning opportunities for students. Contractors will support with tutoring, academic acceleration in literacy or math, Linked learning opportunities, and more. \$5,000 to \$50,000 per school, depending on size, to partner with contractors. Small: 3 schools x \$3,000 annual contract cost per school = \$9,000 in Year 5. Small/Medium: 1 school x \$20,000 annual contract cost per school = \$20,000 in Year 5. Medium: 3 schools x \$35,000 annual contract cost per school = \$105,000 in Year 5. Medium/Large: 1 school x \$45,000 annual contract cost per school = \$45,000 in Year 5.</p> <p>Enrichment: Sites will access funds to provide enrichment experiences to facilitate joy and build positive school culture. Small: 3 schools x \$3,000 annual contract cost per school = \$9,000 in Year 5. Small/Medium: 1 school x \$20,000 annual contract cost per school = \$20,000 in Year 5.</p>	537,000.00	47,500.00	0.00	584,500.00	1,002,783.00	0.00	1,002,783.00
					0.00			0.00
N/A	<b>Total Direct Costs</b>	<b>1,354,160.50</b>	<b>89,674.00</b>	<b>0.00</b>	<b>1,443,834.50</b>	<b>1,818,200.25</b>	<b>0.00</b>	<b>1,818,200.25</b>
7000	2023-2024 indirect cost rate approved by California Department of Education. @ 3.89% = \$56,165 in Year 5	52,192.53	3,530.27	442.36	56,165.16	0.00	0.00	0.00
N/A	<b>Total Budget</b>	<b>1,406,353.03</b>	<b>93,204.27</b>	<b>442.36</b>	<b>1,499,999.66</b>	<b>1,818,200.25</b>	<b>0.00</b>	<b>1,818,200.25</b>







### **Attachment III: Community Schools Implementation Plans Table of Contents**

#### **Oakland Unified School District CCSPP Cohort 3**

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OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2024-25											
School Name:		Burbank Preschool and Diagnostic Center				Site #	803/104		Date	1/21/24	
School Mission and Vision											
Burbank is a public school that serves children, infants to age 5, with special needs in Oakland. We are dedicated to providing access to high quality, relevant, and research-based education to all students. Our specialized programs aim to promote effective communication, academic, social, and self-help development in order to prepare our students for success as lifelong learners. We are also dedicated to establishing and maintaining an effective and supportive partnership with our families - as they are the most important teachers of our students throughout their lives.											
Community School Advisory and Implementation Team - members that contributed to this document (add rows as needed)		NAME					REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))				
		Theresa Lozac'h					Director ECSE and Burbank Site Admin				
		Alison Burke					Program Specialist ECSE				
		Courtney Woolverton					TSA Instructional Coach				
		Jessica Kershner					TSA Instructional Coach				
		Katy Givler					Early Intervention Teacher - Early Start				
		Maria Elena Perez					Burbank Office Administrator				
		Maria Sujo					Kindergarten Readiness Director				
Kelsey Bevans					EBAC afterschool director						
School Demographics											
Special Populations	% Male	% Female					%Foster Youth		%SPED		
	70.0%	30.0%					unknown		100.0%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian		Multiracial	Newcomers	
	23.8%	0.4	8.9%	46.4%	1.3%	0.7	5.2%		5.3%	unknown	
OUSD CCSPP GRANT OBJECTIVES - LINKED TO LCAP, CDE FRAMEWORK and OUSD STRATEGIC PLAN: <b>Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders.</b> Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 2: Creating Joyful Schools.</b> Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 3: Strengthening Student and Family Engagement.</b> Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 4: Increasing Opportunities for Academic Innovation and Acceleration.</b> Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready. [OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE Framework; OUSD STRATEGIC PLAN]											
NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS											
PRIORITIES		Assets / Strengths <i>What are some of our strengths for Priority listed?</i>				Gaps/Challenges <i>What are some of our challenges for Priority listed?</i>			Deepest Underlying Cause <i>What are some of the reasons why we have these challenges?</i>		
Collaborative Leadership		We have a strong on-site team that works collaboratively through positive and proactive communication. Our team has monthly teacher councils, paraprofessional councils, and other weekly meetings to not only bolster communication, but to make sure that we are meeting needs as they arise.				Our greatest challenge is having a team that coordinates family and community involvement and leadership at Burbank. We aspire to have increased family participation but lack a dedicated position and funds for this strategic work.			Developing collaborative leadership structures and sustaining the work over time will require the help of a Community School Manager (CSM) that works alongside the site administrator, staff, specialists, families, and the greater community. Additionally, many Burbank families are new to being an active part of a school community and are unfamiliar with how to best reach out and connect.		
Joyful Schools		One of the gifts of being a special education school is that you do not take the smallest steps forward in development for granted. Our community celebrates the smallest of wins for every student, every family, and every teacher. Starting in 2022, we have also hosted a monthly staff "visit" with our mental health consultant, where the principal and the program specialist shared coffee and snacks with classrooms and take care of students, while teacher speak to our consultant about students of concern. We developed this practice to express our appreciation for the work our staff does daily - and to bring support services to them without adding on another meeting to the end of their work day. These events allow teachers to do take the necessary steps to best support children and families and develops collegiality amongst school community by reducing teachers' workloads.				Our daily work is hard. Given that all the students at Burbank have an IEP, every child has been identified as needing intensive support - and every family is emotionally processing their child's needs in a different way. Staff need to not only hold the needs of the child, but the needs of the individual family, and the needs of the group as a whole in their every day work. The emotional work for our staff is tremendous as well as holding the intense cognitive and physical demands of being a special education staff member.			Creating and maintaining a joyful school environment requires resources, human capital and a dedicated eye to culture and climate. We have the challenge of serving 98% of families whose children have complex special education needs and many who are furthest from economic, linguistic and political opportunity. Currently it is up to the site administrator, a program specialist and the occasional teacher who volunteers their time to provide direct supports and practices to maintain a joyful school experience.		
Student Engagement		Each teacher at Burbank needs to accommodate, modify and design individualized curriculum for our students in accordance with their IEP. In doing so, our staff has to meet each student where they are developmentally ready for instruction - and often with the things that interest them most. Given that Burbank is many of our children's first school experience, we work hard to engage our learners in ways that are interesting and incorporates whole child experiences - while also tapping into the knowledge of our families hold about what works in reaching an unique child.				Targeting each student's individual goals in a classroom setting can be a challenge for an individual special education specialist. In addition, we have no specialist teachers at the preschool level - so our children do not benefit from receiving PE, art, or music from teachers who are experts in those areas of instruction. Collaborating with community partners to focus this work in a developmentally appropriate method through music, art, and movement would engage students in a meaningful way.			Burbank has historically not had enrichment staffing to support the necessary whole child- experiences that young children in the disability community benefit from the most. We need the resources and coordination of a CSM dedicated to finding services and program to meaningfully engage our children and families to support their whole body development.		

Family Engagement	While our families often have a great deal on their plates, they are enthusiastic about participating in our community events like our "Sticker Treat" where we use different communication modalities (like AAC and picture communication) to ask for "treats" around the school ; our evenings that support families with transitions to Kindergarten; and our end of the year celebration where students participate in a variety of ways to show what they have learned in school. Since 2022, we have also hosted a bi-weekly, bilingual parent support group with our Lincoln mental health consultant. Additionally, we are hosting a Parent Power Hour focusing on trauma informed parenting techniques monthly in the Spring of 2024.	The organizing, promoting, and implementation of family engagement events require an individual/team's time, which is stretched thin given the current roles and responsibilities of our current team. We do not have a dedicated role that promotes, supports or organizes for family engagement. Our lack of resources has made family engagement something that is "when we have time" when it should be one of our top priorities.	The lack of time and resources has been a hindrance in developing family engagement programming. We need a person to coordinate with families, teachers and leadership to provide a meaningful experience for families that will impact their school experience and their child's learning and healthy development. Meaningful family engagement requires time, listening and connection to families who speak different languages and may have limited time or feel distrustful of school systems. Currently we do not have a dedicated person to help implement this for families.				
Academic Innovation & Acceleration	Pre-academic innovation and acceleration is at the heart of what Burbank child development center strives for, for Oakland's youngest and most vulnerable children. In the 22-23 school year, we expanded our 2.5 hour a day program for our children in self-contained classrooms to 5 hours a day, doubling the intervention for our youngest learners. In addition, with COVID learning loss funding, we were able to fund an occupational therapy assistant to support each early childhood self-contained classroom in OUSD and re-build their fine motor development and sensory integration skills . In 23-24, we are partnered with East Bay Agency for Children (EBAC) for afterschool programming for TK students with special needs- the first of its kind in OUSD and worked with UCSF to integrate social work interns into our program to provide extra supports for children, teachers, and families.	With our programmatic increase to a 5 hour day in early childhood special education, we needed to build classrooms similar to Burbank into 13 new classrooms across a total of 14 campuses. Our special education team (including our program specialist and two instructional coach) are spread thin, supporting all these new programs city wide.	The primary barrier to academic innovation in our public special education preschool is lack of funding and big picture coordination of services. As we increase instructional minutes to support our students we also need to target teacher development and retention. Without a CSM, our team is spread thin and unable to support deeply and across all areas needed. Additionally, we have not had the capacity to recruit family leaders to co-design our pre-academic and whole child enrichment support services as we do not have a dedicated person to hold this important and relational work.				
<b>STRATEGIC ACTIONS &amp; GOALS</b>							
<b>PRIORITIES</b>	<b>Strategic Actions</b> <b>What are the key strategic actions to support developing a community school?</b> <b>(please list at least one for each priority)</b>	<b>MEASURABLE GOALS &amp; ACTIVITIES</b> <b>Include a SMART Goal for each Action</b>					
Collaborative Leadership	Hiring a community school manager (CSM) will create additional supports at our early education special education hub school (Burbank) that facilitates program enrichment/development as well as family communication and collaboration opportunities.	By August 2024, our team will have hired a CSM who is dedicated to three bodies of work at Burbank including (1) The creation of family support, communication, and leadership opportunities including the development of an advisory board; (2) The development of whole child learning experiences (including movement, art, or music) for classrooms at Burbank; and (3) Develop teacher and staff wellness opportunities in conjunction with our community partners.					
Joyful Schools	A CSM will lead the coordination of family and staff wellness opportunities, creating a kind, inclusive, and supportive environment for all. We will use funds to welcome our diverse families at our school site and creatively engage all families, namely those furthest from opportunity. Families will be invited to participate in home-school connection activities aligned to supporting children's holistic development through whole-body play based experiences, mental health and parent advocacy.	By August 2024, our CSM and teacher staff at Burbank will be trained in home visiting techniques and a schedule for visiting interested families will be put in place on the school calendar. By October 2024, our CSM and team will have: (1) Engaged staff and teachers around wellness and community activities that would feel supportive; (2) and made a plan for the 24/25 school year for execution.					
Student Engagement	Employing a CSM at Burbank will help create specialized opportunities for our youngest learners to develop and learn through music and movement programming. A CSM would help help coordinate community partners that could offer somatic and developmental opportunities for children and incorporate family education so families could best support their children at home.	By September 2024, our CSM will have engaged with community partners to determine a clear path for music, art, or movement integration at Burbank. By December 2024, a plan will be developed for implementation in collaboration with teachers and families. By March 2025, contracts for implementation will be in place.					
Family Engagement	The support of a CSM would create intentional family and community partnerships that would result in the organizing of family educational nights; community collaboration with city for engagement opportunities such as Oakland Public Libraries, Parks and Recreation, the Regional Center and other culturally and linguistically relevant agencies in our community.	By the end of the 24/25 school year, our team including our CSM will have: (1) Met with families three times a year to develop deeper knowledge around how families would like to have voice in our program; (2) Will have hosted three family engagement programs (minimally) using the data gathered from families; (3) Will have supported development of biannual ECE enrollment and screening Saturdays in order to increase family access to community supports; and (4) Will use attendance forms and strategic communications with families to examine our success, including using our ECE RAD partner to work backwards and examine who are the families that are not showing up to our events and strategically engage with them and modify times/locations/topics to engage them.					
Academic Innovation & Acceleration	The support of a CSM would enable our instructional coaches/program specialist to focus on classroom instruction, progress on goals, and developmentally appropriate curriculum which would increase student growth and teacher retention. The coordination of district and community partnerships would bring targeted support services for children and families creating conditions for student and family success and kindergarten readiness.	During the 24/25 school year, our instructional coaches will track their coaching visits to early childhood special education classrooms and primary coaching topics. Our team will track teacher retention and changes from 2022 - 2025 in order to determine the effectiveness of CSM support. We will use DRDP data from spring to examine impact of family engagement and child enrichment programs on child outcomes namely in key domains. We will also survey families to determine if they feel their children are progressing in their individualized goals and developmental milestones.					
<b>STAFFING [OUSD LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.]</b>							
<b>STAFF ROLES</b>	<b>Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.</b>						
Community School Manager (required)	REQUIRED: Schools awarded the grant will hire a Community School Manager (CSM) to work with Community School Implementation Teams, manage the implementation of the grant deliverables including data collection and reporting, and sustain and expand school and community partnerships to support the growth of the Community Schools.						
Burbank Site Administrator	Will actively oversee the work of the CSM and foster proactive communication between the CSMs work and the work of TSAs, afterschool program, and other agencies.						
ECSE TSAs (Instructional Coaches/Program Specialist)	Will actively coordinate with CSM and Burbank site administrator and meet every other week to discuss progress and strategies around implementation.						
Burbank Site Councils (OEA and AFSME/SEIU)	CSM will present to the councils monthly to get feedback on plans and execution.						
<b>COMMITMENTS</b>							
<b>Self Assessment Key:</b> Exploring: no practice or plan in place but desire to implement; Emerging: initiating a practice or practices; Evolving: practices in place but refining/improving; Excelling: Strong practices in place.							
<b>COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:</b>		<b>Commitment Confirmed</b>	<b>Self Assessment - Select from drop down</b>	<b>Brief Description of Self-Assessment Answer</b>			

<p><b>A Commitment to Assets-Driven and Strength-Based Practice:</b> 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 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.</p>		<p><b>Evolving</b></p>	<p>We are committed to establishing wellness for our staff and families and have implemented practices (see above) towards that key goal. Our school community culture is strong and embraces diversity and difference as our greatest strength. We work hard to support the wellness of our staff and community, but given the needs since the pandemic our efforts not seem to be sufficient at this time. We need to do more - or to do something different.</p>	
<p><b>A Commitment to Powerful, Culturally Proficient and Relevant Instruction:</b> California's community schools commit to be driven by teaching and learning that are 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.</p>		<p><b>Emerging</b></p>	<p>This is a challenging metric to look at given that many of our students are still developing basic communication, motor, and self-help skills at their young age. However, our instruction needs to continually strive to be engaging and relevant and move our children towards accessing the least restrictive environment at all times - and supporting our students as much as possible to be connected and informed about their amazing community.</p>	
<p><b>A Commitment to Racially Just and Restorative School Climates:</b> 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 CCSPF Framework.</p>		<p><b>Evolving</b></p>	<p>We are proud of our work at Burbank where no child is ever sent home as a solution to a behavioral challenge. All behavior is communication - and we know better than most that when we teach children to communicate their needs and give them a structured and engaging place to go to school with staff that celebrate them - there is no need for exclusionary discipline. However, we can always improve in building a nourishing school climate.</p>	
<p><b>A Commitment to Shared Decision Making and Participatory Practices:</b> 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.</p>		<p><b>Emerging</b></p>	<p>This grant is an opportunity to build these structures that we have within our staff and include our families and our community in a more powerful way. At this time, we do not have a parent advisory body at Burbank and we are excited to be able to develop one with the help of a community school manager.</p>	

## STAKEHOLDER ENGAGEMENT

Please list the strategies you will use to engage stakeholders through all phases of CCSPP Implementation (promising practices listed below, [please edit based on your site](#)):

<b>Students</b>	Given that our students are between the ages of 0-5, student engagement will be measured through their teachers and caregivers through surveys, focus groups, peer leadership roles, and others as determined by the site Advisory Committee.
<b>Families/Caregivers</b>	Families will be actively engaged through surveys, focus groups, leadership roles, and others as determined by families themselves, school staff and site Advisory Committee.
<b>Teachers/School Staff</b>	Teachers will be actively engaged through surveys, focus groups, leadership roles, and others as determined by teachers themselves, school staff and site Advisory Committee.
<b>Community Partners</b>	Community Partners will be actively engaged through surveys, focus groups, leadership roles, and others as determined by school staff and site Advisory Committee.
<b>Advisory Committee (SSC or Community School focused group)</b>	Burbank will utilize our site councils, newly established Family Advisory Board, and leadership meetings that will include our Principal, Community School Manager, teacher(s), parents, and community partners (e.g. Expanded Learning, Lincoln Family, Head Start, and other invested community programs. These CCSP Advisory Teams will co-create the plan based on needs assessment and identify strategies for future budget planning.



OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2023-24										
School Name:	Cleveland Elementary					Site #	108		Date	1/19/24
School Mission and Vision										
Students develop strong relationships with classmates and teachers in identity safe spaces, and work in classrooms on high rigor tasks that will decrease academic outcome gaps. Educators collaborate on planning, data, and work analysis with a focus on decreasing academic outcome gaps between student groups. Parents and the community understand their student’s progress and experience through regular communication from staff members.										
Community School Advisory and Implementation Team - members that contributed to this document (add rows as needed)	NAME					REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))				
	Peter Van Tassel					Principal				
	Kristin Burke					Teacher				
	Tony Knight					Community Schools Manager				
	Angelica Jongco					Parent/SSC Chair				
	TBD					Student				
	Jake Tane					CBO Partner (Oakland Leaf)				
	Mary Schriener					Teacher/Eco literacy program lead				
Tamara Arroyo					Teacher on Special Assignment					
School Demographics										
Special Populations	% Male	% Female					%Foster Youth	%SPED		
	54.3%	45.4%					0.3	13.8%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers	
	14.1%		22.2%	18.4%	0.5	0.3	23.5%	18.9%	3.5%	
OUSD CCSPG GRANT OBJECTIVES - LINKED TO LCAP, CDE FRAMEWORK and OUSD STRATEGIC PLAN: Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders. Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [CDE Framework; OUSD STRATEGIC PLAN] Priority 2: Creating Joyful Schools. Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students’ well-being and learning – with a focus on creating racially just and restorative school climates. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] Priority 3: Strengthening Student and Family Engagement. Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] Priority 4: Increasing Opportunities for Academic Innovation and Acceleration. Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready. [OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE Framework; OUSD STRATEGIC PLAN]										
NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS										
PRIORITIES	Assets / Strengths What are some of our strengths for Priority listed?				Gaps/Challenges What are some of our challenges for Priority listed?			Deepest Underlying Cause What are some of the reasons why we have these challenges?		
Collaborative Leadership	Strong, long established ILT, MTSS, COST, and culture teams with clear vision and role				Maintaining memberships of leadership groups, managing agendas and between meeting deliverables			Lack of out of classroom staffing		
Joyful Schools	Strong, long established positive school culture, identity, shared values, and schoolwide reward system				Providing enough opportunities for students who do not feel connected inside of class, maintaining schoolwide reward system			Lack of out of classroom staffing		
Student Engagement	Multiple student leadership opportunities, emphasis on student voice and identity in classrooms				Need for more in class student to student academic discussion, need for student identity to be more present and celebrated schoolwide			Lack of out of classroom staffing, need for additional professional development and feedback		
Family Engagement	Strong SSC, PTA and other parent groups, many low stakes opportunities to be involved informally				Need for opportunities for non-English fluent families and families traditionally excluded from schools to engage consistently			Lack of out of classroom staffing		
Academic Innovation & Acceleration	Rigorous instruction, long history of strong academic results for all groups				Stubborn achievement gaps between subgroups			Need for continued work with focal students in classroom pedagogy		

STRATEGIC ACTIONS & GOALS				
PRIORITIES	Strategic Actions What are the key strategic actions to support developing a community school? (please list at least one for each priority)	MEASURABLE GOALS & ACTIVITIES Include a SMART Goal for each Action		
Collaborative Leadership	Fund and hire a community schools manager to support, lead, and maintain collaborative school culture leadership groups	Weekly meetings for all adult leadership groups with agendas, outcomes, and assigned next steps.		
Joyful Schools	Fund and hire a community schools manager to support, lead, and maintain school wide culture activites and structures	Bi-weekly student reward ceremonies, weekly RICH ticket winners, students reporting 80%+ connectedness on CHKS survey		
Student Engagement	Fund and hire a community schools manager to support, lead, and maintain students leadership groups, implement professional development around student academic conversations in coming year	Student academic conversations present in 100% of classrooms during academic blocks (measured using district ELD rubrics). Student leadership groups established and meeting on a bi-weekly basis with membership that reflects our demographics.		
Family Engagement	Fund and hire a community schools manager to support, lead, and maintain family engagement opportunities, specifically focussed on families of color and non English speaking families	Monthly meetings with agendas, outcomes, and assigned next steps for parent groups, four parent education nights per year.		
Academic Innovation & Acceleration	Continue to focus on subgroups that are not able to meet achievement targets	Increase overall academic scores by 5%, 10% for identified subgroups including ELs, Special education, and African American students		
STAFFING [OUSD LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.]				
STAFF ROLES	Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.			
Community School Manager (required)	REQUIRED: Schools awarded the grant will hire a Community School Manager (CSM) to work with Community School Implementation Teams, manage the implementation of the grant deliverables including data collection and reporting, and sustain and expand school and community partnerships to support the growth of the Community Schools.			
COMMITMENTS				
Self Assessment Key: Exploring: no practice or plan in place but desire to implement; Emerging: initiating a practice or practices; Evolving: practices in place but refining/improving; Excelling: Strong practices in place.				
COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:		Commitment Confirmed	Self Assessment - Select from drop down	Brief Description of Self-Assessment Answer
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.		✔	Evolving	Each classroom has a student identity wall that includes families' cultural identities, families are invited inside classrooms to discuss family histories and cultural celebrations. We celebrate culture day multiple times a year and celebrate multilingual families and students and celebrate the holidays of many cultures.
A Commitment to Powerful, Culturally Proficient and Relevant Instruction: California's community schools commit to be driven by teaching and learning that are 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.		✔	Evolving	We use the expeditionary learning curriculum for teaching language arts, have teachers who are participating on the ethnic studies curriculum writing process, and the entire staff is engaging in professional development around cultural competence and engaging in inquiry as to how best to make classrooms identity safe and responsive to the community.
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.		✔	Evolving	We have been implementing a restorative approach to justice the last ten years, with class meetings and restorative conversations taking place in every classroom. We have only had one suspension in the last five years and that was a mandaory suspension related to a weapon on campus. All teachers will be trained in OUSD restprative justice practices by the end of next year.



STAKEHOLDER ENGAGEMENT	
<p> <b>Stakeholder Identification</b>          We have identified the following stakeholders:         <ul style="list-style-type: none"> <li>Local community</li> <li>Government</li> <li>NGOs</li> <li>Academics</li> <li>Industry</li> <li>Media</li> <li>Investors</li> <li>Employees</li> <li>Suppliers</li> <li>Customers</li> </ul> </p>	<p> <b>Stakeholder Mapping</b>          We have mapped the following stakeholders:         <ul style="list-style-type: none"> <li>Local community</li> <li>Government</li> <li>NGOs</li> <li>Academics</li> <li>Industry</li> <li>Media</li> <li>Investors</li> <li>Employees</li> <li>Suppliers</li> <li>Customers</li> </ul> </p>



OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2024-25												
School Name:		Edna Brewer Middle School			Site #		0210		Date		1/9/2024	
School Mission and Vision												
<p>An Edna Brewer graduate will be an academically successful, healthy and positive community member, whose resilience enables them to thrive in high school, college and career.</p>												
Community School Advisory and Implementation Team - members that contributed to this document (add rows as needed)		NAME					REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))					
		Caroline Asis					Principal					
		Courtney McLaughlin					Assistant Principal					
		Jonathan Tran					Assistant Principal					
		Jennifer Founds					Assistant Principal					
		August Spafford					Community Schools Manager					
		Reanna Coutts					Teacher					
		Jen Mahon					Parent					
School Demographics												
Special Populations		% Male		% Female				%Foster Youth		%SPED		
		50.8%		49.2%				0.3%		15.8%		
Student Population by Race/Ethnicity		African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers		
		19.2%	0.05%	17.0%	23.2%	1.2%	0.01	23.4%	13.4%			
<p><b>OUSD CCSPP GRANT OBJECTIVES</b> - LINKED TO LCAP, CDE FRAMEWORK and OUSD STRATEGIC PLAN:</p> <p><b>Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders.</b> Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [CDE Framework; OUSD STRATEGIC PLAN]</p> <p><b>Priority 2: Creating Joyful Schools.</b> Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN]</p> <p><b>Priority 3: Strengthening Student and Family Engagement.</b> Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN]</p> <p><b>Priority 4: Increasing Opportunities for Academic Innovation and Acceleration.</b> Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready. [OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE Framework; OUSD STRATEGIC PLAN]</p>												
NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS												
PRIORITIES		Assets / Strengths <i>What are some of our strengths for Priority listed?</i>				Gaps/Challenges <i>What are some of our challenges for Priority listed?</i>			Deepest Underlying Cause <i>What are some of the reasons why we have these challenges?</i>			
Collaborative Leadership		Edna Brewer has long established structures and leadership bodies for shared decision making between site administrators, teachers, support staff, students and parent including an experienced ILT, robust SSC, active PTSA, student council, Peer Restorative Justice, COST, Small Learning Communities, and departments.				Students experience difficulties executing student driven initiatives. Students are selected to participate in decision making bodies in an ad hoc manner.			No designated staff for student leadership and engagement.			

Joyful Schools	Restorative Justice is longstanding foundation of our school. We embed RJ practices in our instruction and through RJ Wednesdays. We have RJ Peer leaders who work with our school and other schools in supporting peer conflicts. We have a robust PBIS structure and systems to encourage students with positive behaviors and create joyful experiences. We celebrate student achievements through ACT assemblies, Student of the Month, and Students of the Weeks. Developing athletic programs has been a priority at our school and has led to positive student experiences and allowed students to grow as student athletes. We implement inclusion practices throughout all settings, including developing students to build peer relationships with students in restrictive Special Education settings through lunch time activities and art activities in the classrooms.	One of our challenges includes meeting the needs of students who need mental health support. While our COST Team works hard to provide students with counseling when they receive referrals, we are limited by the amount of support we can provide because of the limitations in caseloads and students not qualifying due to the type of health insurance their families have. Our students are impacted by poverty, trauma, and learning loss due to school closures.	<b>Not enough mental health providers and therapists to support the amount of students who need counseling at school. Not enough culture keepers to develop positive relationships and connections with students during break and lunch.</b>
Student Engagement	Edna Brewer has a strong school culture that students are proud to represent. The 6th grade teachers, staff, and administration use proven practices to engage students when they enter Edna Brewer so they feel connected and want to attend everyday. Student engagement and connectedness continues until high school promotion when students keep the same CORE teachers in 7th and 8th grade. Edna Brewer always has one of the highest Average Daily Attendance (ADA), lowest chronic absenteeism, and highest student satisfaction on the California Healthy Kids Survey among all middle schools in Oakland. The proven practices for student engagement include monthly assemblies, Student of the Month celebrations, Black Boys Bonding affinity group, monthly Friday music with a DJ, OAL Championship parade celebration, several dozen lunch time clubs, frequent field trips, and a strong student support team consisting of assistant principals, School Psychologist, two full time School Counselors, a Community School Manager, and partner Agencies.	Since returning to school full time from the school closures are struggling to keep up with their peers academically and forming connections with the school.	<b>Lack of connection to clubs, extra curricular activities beyond academics. Lack of dedicated to track and support highest needs students who are disconnected from the school.</b>
Family Engagement	Engaging families is a priority at our school. Our School Site Council works with admin and students leaders to address school needs as well as determining our school budget. Our PTSA works to expand its partnership with parents. Our music program has created multiple positive experiences for families and provides concerts at the school throughout the year for families to celebrate. Various events throughout the year encourage parents to join us in positive experiences, such as Gardening Day and Have Coffee with the Principal.	Difficulty in creating systems and structures that engage families in ongoing conversations about student difficulties at school that aren't in response to an incident or conflict. Engagement is usually reactive instead of proactive. Our hope is to develop systems and structures that engage families in ongoing conversations that target student concerns and develop common practices and shared goals with families and students.	<b>Lack of staff to authentically engage hard to reach and hard to serve families. Lack of staff to coordinate and expand family events in partnership with our school.</b>
Academic Innovation & Acceleration	Edna Brewer strives to embody middle school network vision of providing every student with a world class education. Our school is intentionally structured to guarantee instructional planning time for partner teachers and department professional learning communities (PLC). During planning time, educators collaborate to backward plan leveraging grade-level standards and vertically align instruction to build off prior skills from 6th to 7th to 8th. The instructional leadership team (ILT) meet twice a month to monitor instructional progress, conduct classroom learning walks, and initiate cycles of inquiries based on our school's theory of action.	One of our biggest challenges is providing targeted intervention and acceleration for our students with the highest academic needs. With limited staff, we do not have the personnel to implement small group intervention and acceleration for literacy and mathematical skills.	<b>No staffing position(s) that specifically work with students with highest academic needs, such as English Learners (ELs).</b>
<b>STRATEGIC ACTIONS &amp; GOALS</b>			
<b>PRIORITIES</b>	<b>Strategic Actions What are the key strategic actions to support developing a community school? (please list at least one for each priority)</b>	<b>MEASURABLE GOALS &amp; ACTIVITIES Include a SMART Goal for each Action</b>	
Collaborative Leadership	Designated staff advisors and funding to support student and family initiatives that promote democratic and distributive leadership.	By the end of the 2024-2025 school year, designated staff will be able to work with students and families to develop and implement at least 3 initiatives, as measured by admin observations and reporting, as well as surveys (Sown to Grow).	
Joyful Schools	Increase capacity of student mental health support and connections to trusted adults at school.	By the end of the 2024-2025 school year, the COST Team will be able to assign at least 80% of counseling referrals to mental health services providers regardless of insurance status, as measured by COST referrals and reporting.	
Student Engagement	Creating and providing activities, clubs, and affinity space for students to engage with school beyond academics.	By the end of the 2024-2025 school year, designated staff will be able to provide at least 3 new programs (such as club, specific yearlong activity, or affinity spaces) that provide opportunities for students to engage in preferred interests, as measured by charting and surveys.	

Family Engagement	Dedicated staff to reach out to and build connections with the families of students who are identified as disconnected from the school in a proactive manner.	By the end of 2024-2025 school year, designated staff will be able to plan and implement family events, administer family surveys, meet with families, and run focus groups as measured by 80% of families engaging with the school at least once in the school year.	
Academic Innovation & Acceleration	Designating staff and funding to provide targeted intervention and acceleration for students with the highest academic needs.	By the end of 2024-2025 school year, designated staff will be able to work with 2 focal groups of students (who are below grade level for reading) and provide targeted support to increase academic performance by "one year of growth or more", as measured by iReady stretch growth goals.	
<b>STAFFING [OUSD LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.]</b>			
<b>STAFF ROLES</b>	<b>Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.</b>		
Community School Manager (required)	REQUIRED: Schools awarded the grant will hire a Community School Manager (CSM) to work with Community School Implementation Teams, manage the implementation of the grant deliverables including data collection and reporting, and sustain and expand school and community partnerships to support the growth of the Community Schools.		
Culture Keeper	Having a female culture keeper to establish warm presence and connection with students during break and lunch.		
Restorative Justice Facilitator/Restorative Community School Manager	Female Restorative Justice Facilitator or RCSM will expand schoolwide RJ community building practices and lead focal student and family engagement initiatives. This will reflect a more diverse supervisi		
TSA: Academic Intervention Coordinator	Academic acceleration specialist can work with focal groups of students who are below grade level to provide individualized instruction that aligns with student interests, strengths, background, and prior knowledge.		
Mental Health Specialist	Provide high quality mental health services to students regardless of health insurance status.		
<b>COMMITMENTS</b>			
<b>Self Assessment Key:</b> Exploring: no practice or plan in place but desire to implement; Emerging: initiating a practice or practices; Evolving: practices in place but refining/improving; Excelling: Strong practices in place.			
<b>COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:</b>		<b>Commitment Confirmed</b>	<b>Self Assessment - Select from drop down</b>
<b>A Commitment to Assets-Driven and Strength-Based Practice:</b> 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.		<input checked="" type="checkbox"/>	Emerging
<b>A Commitment to Powerful, Culturally Proficient and Relevant Instruction:</b> California's community schools commit to be driven by teaching and learning that are 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.		<input checked="" type="checkbox"/>	Excelling
<b>A Commitment to Racially Just and Restorative School Climates:</b> 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.		<input checked="" type="checkbox"/>	Evolving
<b>A Commitment to Shared Decision Making and Participatory Practices:</b> 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.		<input checked="" type="checkbox"/>	Evolving
<b>STAKEHOLDER ENGAGEMENT</b>			
<b>Please list the strategies you will use to engage stakeholders through all phases of CCSPP Implementation (promising practices listed below, <a href="#">please edit based on your site</a>):</b>			
<b>Students</b>	Students will be actively engaged through surveys, focus groups, peer leadership roles, and others as determined by students themselves, school staff and Site Advisory Committee.		



PARTNER ORGANIZATION	PROGRAM FOCUS AREA (e.g. Academics, Culture & Climate, Family Engagment, Enrichment, Expanded Learning, Health & Wellness, Other)	CONTACT NAME	CONTACT PHONE	DAYS ON SITE	NOTES
East Bay Asian Youth Center	Academics				
Fred Finch	Health & Wellness	Shaina Adelstein			
Community Health for Asian Americans	Health & Wellness	Gwen Lovet			

OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2024-25											
School Name:		Kaiser Early Childhood Center				Site #	180/104		Date	1/20/2024	
School Mission and Vision											
Our Vision at Kaiser Early Childhood Center is to create a safe, welcoming, inclusive school environment for Oakland's youngest and most diverse learners. As an OUSD Inclusion, Special Education and Diagnostic Center, we strive to build a solid foundation of success for all children and their families. We are committed to providing each child in our program access to a high-quality educational experience. Our promise to provide kindergarten readiness will be accomplished through instruction, assessment and curriculum that is developmentally, culturally, and linguistically appropriate. The curriculum includes instruction in early literacy, math, science, art, physical development, and social/emotional development and is rooted in the California Preschool Learning Foundations. Our goal is to serve the families of Oakland's youngest children as they prepare for school success. Our program strives to build relationships between families, schools and the broader Oakland community and partners. OUSD's early learning programs are committed to providing a nurturing and secure educational setting for young children and their families. In a safe, age-appropriate engaging environment, children learn and explore as they experience the world. Our play-based programs encourage the development of each child's unique potential. The process enhances physical, emotional, social, creative, and intellectual growth. Staff, children and families learn to value diversity and to foster self-confidence, love of learning, and respect for themselves and others.											
Community School Advisory and Implementation Team - members that contributed to this document (add rows as needed)		NAME					REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))				
		Alesia Eutsler					Early Learning Principal				
		Maria Michelle Orellana					Bilingual Administrative Assistant				
		Linda Polovetsky					Lincoln Mental Health Consultant				
		Maria Sujo					Director, Kindergarten Readiness				
		Nini Humphrey					Early Learning Coach				
		Kimberly Champion					Site Teacher Leader				
		Reka Lal					East Bay Agency for Children				
Lacy Asbil					Family Engagement Liaison						
School Demographics											
Special Populations	% Male	% Female					%Foster Youth		%SPED	total 148 students	
	55.0%	45.0%					<1%		39.0%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian		Multiracial	Newcomers	
	27.0%		6.0%	33.0%	N/A	N/A	18.0%		16.0%	2.0%	
OUSD CCSPP GRANT OBJECTIVES - LINKED TO LCAP, CDE FRAMEWORK and OUSD STRATEGIC PLAN: <b>Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders.</b> Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 2: Creating Joyful Schools.</b> Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 3: Strengthening Student and Family Engagement.</b> Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 4: Increasing Opportunities for Academic Innovation and Acceleration.</b> Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready. [OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE Framework; OUSD STRATEGIC PLAN]											
NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS											
PRIORITIES		Assets / Strengths <i>What are some of our strengths for Priority listed?</i>				Gaps/Challenges <i>What are some of our challenges for Priority listed?</i>			Deepest Underlying Cause <i>What are some of the reasons why we have these challenges?</i>		
Collaborative Leadership:		In our second year at Kaiser Early Childhood Center, we continue to strengthen our capacity to be responsive to the needs of our school community. Our services reflect the spectrum of developmental diversity of the young children in Oakland. As an inclusion and diagnostic center we partner with families to address the developmental needs of their children, centering student learning in all discussions, decisions, and actions. As we enter the 24-25 school year, we will continue to embrace and respond to the significant impact the COVID-10 pandemic has had on multiple areas of children's development, school readiness, access to education, socialization skills and mental health. Our expertise in inclusive family-centered programming guides our assessment of community needs and provides the framework for collaborative partnerships with families.				Families and staff need tangible resources to move priority goals forward. A major barrier to our progress is the lack of infrastructure to support our collaborative goals.			The lack of fiscal vitality remains a core reason that our school has limited ability to realize our collaborative goals.		



Joyful Schools	Building a Joyful School climate for all demands a growth-mindset and commitment to anti-bias, social justice, inclusive practices. Educators at Kaiser engage in monthly professional learning communities to deepen our awareness and understanding of how we can directly mitigate the impact of injustices on the community we serve, as well as among our staff community. We partner with our mental health consultant agency to access support for children and families, in the school setting and family-centered. Our educators participate in CalFresh nutrition and gardening programs at our school. Our partnership with Luna Dance Institute is a two year research project to assess the impact of integrating movement across all class programs, with the potential to lead to scaling across all OUSD ECE sites.	Resources to design and implement socially responsive programs for our community is the primary challenge for our school. The myriad of needs of families with young children most are often presented to our already over-extended, compassion fatigued workforce.	As young children born in the pandemic begin their academic careers, we are seeing the myriad of negative impacts of postponed social development, over-reliance of technology, increase in family insecurity, This, coupled with a school community that's primary mission is to serve a diverse developmental population, has shown an uptick of unserved needs and significant asocial behaviors in the classroom settings. On average, we are seeing an increase of 5% of children entering school in need a additional developmental services.
Student Engagement	Being a school in service to children across developmental differences, we have a strong capacity to meet the needs of a divergent community of learners. A solid strength of ours is guiding families through the assessment process and accessing supportive resources, all at our school campus.	As young children born during the pandemic enter school we are observing a range of developmental differences and an increase in social-emotional challenges. This can present a barrier to children accessing the educational environment and requires additional expertise and resources.	The pandemic resulted in social isolation for children and families. The reduction of face-to-face contact has delayed in families accessing developmental assessments and services. Now children are entering school for the first time without the benefit
Family Engagement	We see Family Engagement as a direct extension of the programming we provide from a Joyful School perspective. We encourage our families to participate in the daily programming (classroom guests, volunteers, event organizing partners). Collaborating with our enrichment partners and afterschool program, we extend opportunities with the adult education component. We currently host bi-weekly caregiver support groups, facilitated by our mental health consultant. Families participate in school tours and class visits to perspective families, as well as, contribute in a various of research partners for our TK programs.	It is a significant challenge to responsively assess, design and implement meaningful Family Engagement offerings.	One of our central challenges in this area is having a cohesive
Academic Innovation & Acceleration	We use assessment and review of goals and objectives to drive lesson planning to support the developmental needs of children. Our educators and therapists partner with families to determine priorities and next steps in a child's learning. IEP and DRDP data to determine student growth in learning foundational skills. Kaiser has also been awarded ELOP funds to provide after school enrichment care for our transitional kindergartners to support working families and build school readiness skills. 86% of Kaiser TK students attend the after school program. Many of our teachers are also a part of a home visiting program that is focused on relational and data driven family connections to support a healthy development and school readiness for our preschoolers. We also collect family feedback surveys to guide department wide academic planning.	The academic and developmental support needed from our students far exceeds our current ability to provide the services they deserve to excel in early school success. We need a dedicated CSM that will help us acquire high quality culturally and linguistically relevant support services, coordinate and support the execution of this menu of services.	We need funding for a CSM to support Kaiser in attracting, coordinating and facilitating support services for families with an intentional through line of equity, culturally relevant content and delivery as well as school readiness.

#### STRATEGIC ACTIONS & GOALS

PRIORITIES	Strategic Actions	
	What are the key strategic actions to support developing a community school? (please list at least one for each priority)	MEASURABLE GOALS & ACTIVITIES Include a SMART Goal for each Action
Collaborative Leadership: Hire a Community School Manager to support Collaborative Leadership, to deepen engagement of students and families and to manage school partnerships.	Recruit and hire a Community School Manager to facilitate various school leadership teams (composed of families, teachers and admin staff) namely family focused leadership bodies and partnerships that support mental health services for children and family systems.	We will initiate this program by holding annual stakeholder retreats to set joint goals and vision setting for our school. We will meet quarterly to monitor and reflect as a team on our collaborative leadership goals, utilize school and community feedback surveys, campus needs assessment and, evaluation.
Joyful Schools: supplement enrichment program funding to include Family Engagement Events with Luna Dance & MOCHA. Increase Mental Health Resources.	Funding resources for family engagement opportunities will support and strengthen a community of joy an inclusivity at Kaiser. We will use funds to welcome families at our school site and creatively engage so all families, namely those furthest from opportunity can participate in home-school connection activities aligned to supporting mental health, children's healthy development and kindergarten readiness.	We will initiate our Family Engagement offerings with an interest/needs assessment to our school community (families & Staff). We will use attendance data and feedback forms following each family engagement opportunity. With the support of our CSM we will follow up for anecdotal case studies throughout the year, as well as, connecting with non-attendees to better understand the barriers of participation.
Student Engagement	The development of a intentional family engagement platform that includes parent education and parent-child interactive opportunities on site and in the community will help our preschoolers feel welcomed, seen and represented in their school community. Students will have an experience of school that is liken to home and inclusive of their family.	By aligning and adjusting instructional practices as a response to Fall Desired Results Developmental Profile (DRDP) data across developmental domains (SEL, language, cognitive and motor development). We will examine Spring DRDP data to identify areas of growth. We will also use child friendly surveys administered by a teacher/familial adult to examine how preschoolers feel when they attend family-child interactive events at their school.

Family Engagement: We will expand our Classroom enrichment programs to our Families by offering Adult PLC, alongside our educators, and family events with MOCHA & Luna Dance.	Partner with MOCHA and Luna Dance to design and implement a series of PLC opportunities for families, alongside Kaiser educators, and host quarterly family enrichment events outside of the school day (in person and virtual option).	We will use our collective leadership body to initiate joint goals, vision and meaningful family engagement programming. Using our collective goals we will implement programming and assess success by examining family engagement attendance in all family events. We will meet quarterly with partners to discuss program development and make continuous improvements to equitably engage families and ensure that activities are aligned to children's development (in comparison to DRDP data) and cultural/linguistic needs of our community. Using attendance data we will determine if any populations of families are not participating and collectively develop a plan to ensure all families feel welcome and are enabled to participate.	
Academic Innovation & Acceleration	The support of a CSM will enable instructional coach/program specialist to focus on classroom instruction, progress on goals, and developmentally appropriate curriculum which would increase student growth and teacher retention. The coordination of district and community partnerships would bring targeted support services for children and families creating conditions for student and family success and kindergarten readiness. The CSM will also work with our new afterschool program provider and school day teachers to create curriculum alignment and support school readiness.	We will study the impact of academic innovation with our collective leadership body. We will look at how designated staffing roles are supporting children in their key areas such as coaches and program specialist, site administrators, CSM and after school program providers, and their through line of support. We will know we are making strides and accomplishing our innovation and acceleration goals if staff roles and schedules are adhered to, children are making gains in DRDP assessments (domains: physical, cognitive, SE & language domains) and staff attrition rates decrease.	
STAFFING [OUSD LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.]			
STAFF ROLES	Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.		
Community School Manager (required)			
Stipends for family engagement opportunities: staff & families	Stipend allocations for staff and families to partner on School Leadership Committee to support Family Engagement Events		
Part time family liaison .2	If funds allow, we will hired a .2 Family Liaison to assist with the coordination of Family Engagement at Kaiser.		
COMMITMENTS			
Self Assessment Key: Exploring: no practice or plan in place but desire to implement; Emerging: initiating a practice or practices; Evolving: practices in place but refining/improving; Excelling: Strong practices in place.			
COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:	Commitment Confirmed	Self Assessment - Select from drop down	Brief Description of Self-Assessment Answer
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.	☑	Evolving	As a new school community, we continue to deepen our understanding of one other to develop trusting relationships as a professional community. It is evident that individual community members hold strong beliefs and are committed to providing strength-based perspectives in relation to children and families. That said, we are in great need to leverage resources to build out into the class teams and the school community.
A Commitment to Powerful, Culturally Proficient and Relevant Instruction: California's community schools commit to be driven by teaching and learning that are 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, multimodal, 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.	☑	Evolving	We approach children and families with a welcoming embrace and invitation to share their wishes and dreams for their educational experience. We take an active role to build awareness of our own culture in relation to our school community.
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.	☑	Excelling	We are proactive in our practices to integrate all learners into the school environment. In our commitment to anti-racist teaching, we acknowledge our own biases and reflect in community to respond to behavioral needs of individual children. We partner with families to create positive interventions to lift each learner to their fullest capacity. With this consciousness, we actively mitigate potentially harmful outcomes for our children, who are statistically at the highest risk of being excluded from accessing a high quality, loving education.





OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2024-25									
School Name:	Melrose Leadership Academy TK-8				Site #	235 and 152		Date	January 2024
School Mission and Vision									
The vision of Melrose Leadership Academy is to partner with families and the community to create an environment that enables students to be bilingual, creative, thoughtful, self-motivated learners. We will nurture a culture of mutual respect and multiculturalism, where dialogue among students and adults is central to learning. Melrose Leadership Academy will be a place where students can exercise their curiosity, their voice, make meaningful choices and challenge themselves and each other academically and where students develop their sense of responsibility to transform our school, community and world.									
Community School Advisory and Implementation Team - members that contributed to this document (add rows as needed)	NAME					REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))			
	Jonathan Mayer					Principal			
	Susan McGrath					Assistant Principal			
	Violeta Escobar					Assistant Principal			
	Andi Gonzalez					Community School Manager			
	Princess Villegos					After School Coordinator			
	Laura Kaneko					TSA: 6-8			
	Evelyn Ramirez					TSA: Newcomers			
Ian Patton					Counselor 6-8				
School Demographics									
Eligibility for CCSPP		USC: 55.3%		Only Dual-Immersion TK-8 in OUSD that is in 2 separate campuses with 700 students.					
Special Populations	% Male	% Female					%Foster Youth	%SPED	
	47.5%	51.9%						10.2%	
Student Population by Race/Ethnicity	African-American	American Indian/Alaska Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	4.9%	0.3%	--%	66.1%	--%	--%	18.1%	8.4%	
<b>OUSD CCSPP GRANT OBJECTIVES</b> - LINKED TO LCAP, CDE FRAMEWORK and OUSD STRATEGIC PLAN: <b>Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders.</b> Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 2: Creating Joyful Schools.</b> Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 3: Strengthening Student and Family Engagement.</b> Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 4: Increasing Opportunities for Academic Innovation and Acceleration.</b> Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready. [OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE Framework; OUSD STRATEGIC PLAN]									
NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS									
PRIORITIES	Assets / Strengths <i>What are some of our strengths for Priority listed?</i>			Gaps/Challenges <i>What are some of our challenges for Priority listed?</i>			Deepest Underlying Cause <i>What are some of the reasons why we have these challenges?</i>		

Collaborative Leadership	ILT, Culture Team, COST, SSC, PD's, Attendance Team, Family Groups, Student Leadership	1. Lack of Admin Leadership retention and need for another CSM and AP to accomodate needs at both sites 2. Double number of staff and lack of space to implement programming (i.e. community room, space for providers, etc) 3. Being able to hold PLCs and collaborative PDs. 4. Lack of staff and after-school staff shared training on trauma-informed practices and anti-racism.	1.Addressing the systemic issue of underfunded TK-8 schools. Currently TK-8 are funded as an elementary school, that leaves out key supports for middle school and enrichment. 2. As the only TK-8 dual-language school in the district, our dual language program is not fully funded. Spanish teachers must come out of our supplemental budget, depleting our budget for student electives and enrichment. 3. Two campuses 1 mile apart due to growing school population. Must spread out resources and staff. Now we have two facilities and a larger population where combined school events are not possible. 4. High Principal turnover over last 3 years due to the scope of leading 2 campuses 5. High leadership turnover (institutional knowledge gone). 6. School population increased by 5 classes after the pandemic, and staff increased by 1/3 after the pandemic. School and culture radically changed while we were not in person, and when we returned, we were split to 2 different sites.
Joyful Schools	Morning announcements, Aprecios (Aprecios), Assemblies, Middle School Sports, Some Middle School Clubs, Partnerships, Field-Trips, Family Events	1. Not enough student Providers (counselors, therapists, school social workers) 2. Need another CSM and/or RJ Coordinator to facilitate more student leadership (i.e. peer RJ, asambleas, college readiness,etc)	1. Funding for key positions to support a dual-language program at 2 different physical sites. Need more onsite providers, MS counselor, RJ Coordinator and extended contracts for staff to create more inclusive, safe, joyful spaces that promote wellbeing. 2. Lack of basic enrichment funding: Arts - Music, Art preps funded by VAPA and PTSA. 3. The need to create meaningful PD spaces for teachers to analyze and engage deeply with student work in order to inform their practice
Student Engagement	Student counseling for Middle School, Invest in Mental Health Interns, aprecios, student led conferences, student leadership teams, Clubs, Habits	Lack of extracurriculars for students. Unfunded 0.5 Counselor position for Middle School and no base funding for Elementary counseling. Lack of overall therapists and school social workers to serve TK-8th. Many students behind in spanish and english instruction.	1. Fully fund our Middle School counselor. 2. Extended contracts for teachers to provide more extracurriculars for student enagement/enrichment. 3.Expand after-school offerings. 4.Resources to support Black students (i.e. Affinity Groups, Clubs, Providers, etc)
Family Engagement	PTSA, Padres Unidos, Families of the African Diaspora, Parent Square Communication, hosting family events, Coffee with the Principal, Dual-Language Materials and Translations for all events/Report Cards	Bringing in Newcomer families to the table. Enrollment priorities to support Newcomer, Spanish-Speakers, and Black/African-American families from the community. Creating affinity groups and spaces for student, staff, and parent anti-racism and class work. Need for family liason to help coordinate parent education and fun family events.	1. Lack of diversity on staff, in particular Black and Asian educators to mirror family diversity. 2.Lack of school-wide events and parent education and funding.
Academic Innovation & Acceleration	Expeditionary Learning, Dual-Language, Student Led Confernces, Student Portfolios, Reading Intervention, Math Intervention, Newcomer ELD and Math, Levled Middle School ELD	Understand what Expeditionary Learning is, and how it supports a dual language program.	Moving to 2 campuses (1 mile apart), admin changes over 3 years, and faculty transitions of leaders who held that knowledge/key positions. <b>Need extended contracts for staff to continue the important work around academic innovation.</b>  Staff growth and turn over means many have not received training on EL model. Adoption of District curricula has led us away from having <b>expeditions</b> and we have not had time/resources to adapt adopted curricula into expeditions.
STRATEGIC ACTIONS & GOALS			
PRIORITIES	Strategic Actions What are the key strategic actions to support developing a community school? (please list at least one for each priority)		MEASURABLE GOALS & ACTIVITIES Include a SMART Goal for each Action
Note: Strategic Actions in <b>bold</b> are school needs the CCSPP Grant would fund.			

Collaborative Leadership	<b>CSM(s), RJ Coordinator</b> , ILT and Culture Committee Collaboration, Staff CREW/Leadership Meetings, Partnership Collaboration, COST Team Collaboration, Student Voice Surveys	MLA will collaborate with key community stakeholders by creating meaningful spaces to plan and complete our School Culture Plan with the new principal, AP, CSM, New RJ Coordinator, TSA, Culture Team Members, Family Groups and Student Surveys. Our school culture plan will be completed by July 2023 and we will measure the progress of our plan by using CHKS survey data around student and staff belonging (increase).
Joyful Schools	<b>Extended Contracts for Staff</b> to support extra-curriculars/clubs/sports/electives; <b>Middle School Counselor, On-Site Providers</b> , Culture meeting, Assemblies, Habits of the Heart and Mind, Student Recognition, clubs	MLA is committed to creating a joyful school by expanding support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning. MLA has a high need in expanding on-site providers (therpists and counselors). Additionally, MLA is committed in creating racially just and restorative school climates by providing extended contracts for staff in order to attend PDs around anti-racism and trauma informed practices, as well as provide student spaces for extracurriculars, team sports, enrichment and more. The same data point listed above will be used to monitor our progress on this goal.
Student Engagement	<b>PlayWorks, Middle School Counselor</b> , Expeditionary Learning, Monthly Student-Led Assemblies, Student Leadership class, Clubs, Cantare(Youth Choir), Student Led Conferences	MLA belives that student collaboration is the best method of teaching. Playworks will offer another way to actively gain student engagement and choice. Student leadership/student voice and choice on what activities they would like to see here at MLA. We will do this with in the first month of school through surveys with help from the CSMs and Middle School Counselor. Increase in all positive CHKS data points.
Family Engagement	<b>CSM</b> led Family Events, <b>Provider</b> (therpists, socialworkers, counselors, and CSMs) led Family Education, PTSA and Family Affinity Groups, Newsletter, Cultural Events, Green Team, Coffee with the Principal	CSMs will collaborate with all family groups to create family engagement activiities that fit MLA's diverse cultural needs. We will start this process early August to ensure family cultural celebrations and engagement throughout the year. Additionally, providers will address family needs BOY and create Parent Education Workshops. In particular, Newcomer family outreach, Digital literacy workshops, and other community needs.
Academic Innovation & Acceleration	<b>Extended contracts for staff</b> to support enrichment classes and electives for elementary and middle school, Expeditionary Learning (EL), ILTs, SSTs, APOYO/COST System,	MLA is comitted to academic Innovation and Acceleration by continuing Expeditionary Learning/CREW with a dual-immersion focus. In order for MLA to expand and improve student supports and enrichment opportunities to close the equity gap, we will need funding to offer extended contracts for staff. This will open up opportunities for tutroing, enrichment classes, electives, and more. With more opportunities for meaningful academic student engagement, we can esnure we are meeting our MLA vision of having all students graduate college, career, and community ready.
<b>STAFFING [OUSD LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.]</b>		
<b>STAFF ROLES</b>	<b>Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.</b>	
<b>[NEED] Extended Contract for all Staff to provide more tutoring and extra-curricular opportunities</b>	In order for MLA to expand and improve student supports and enrichment opportunities to close the equity gap, we will need funding to offer extended contracts for staff. This will open up opportunities for tutroing, enrichment classes, electives, and more.	
<b>[NEED] 2-3 Onsite Mental-Health Providers</b>	In order to implement the CCSPP plan, we will need multiple onsite providers to meet the needs of two seperate facilities/campuses.	
0.5 Middle School Counselor <b>[NEED] Fulltime Middle School Counselor</b>	To adress the mental health needs of the students. It is imperative that this position is fully funded since we currently only have 0.5 funded for a part-time counselor, yet we have a high need for a full time middle school counselor.	
<b>Restorative Justice Coordinator [NEED]</b>	An RJF is critical in growing a robust Tier 1 system at MLA, while also educating staff and facilitating true tier 1/2/3 processess here. Given that MLA was founded with a mission to support social justice, we need continued support around cultural competence and this position would be key in this process.	
<b>[NEED] PlayWorks or other partner organization for recreational SEL based joy/play</b>	Playworks will offer another way to actively gain student engagement and choice. Student leadership/student voice and choice on what activities they would like to see here at MLA.	
<b>Community School Manager(s) [CURRENT and NEED] (*2 CSMs needed; 0.8 comes out of our school budget and 0.2 from Title 1 Funds. Need to find funding for a 2nd one to support TK-8 school with over 600 students at 2 campuses)</b>	REQUIRED: Schools awarded the grant will hire a Community School Manager (CSM) to work with Community School Implementation Teams, manage the implementation of the grant deliverables including data collection and reporting, and sustain and expand school and community partnerships to support the growth of the Community Schools.	
<b>COMMITMENTS</b>		
<b>Self Assessment Key:</b> Exploring: no practice or plan in place but desire to implement; Emerging: initiating a practice or practices; Evolving: practices in place but refining/improving; Excelling: Strong practices in place.		

COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:	Commitment Confirmed	Self Assessment - Select from drop down	Brief Description of Self-Assessment Answer
<p><b>A Commitment to Assets-Driven and Strength-Based Practice:</b> 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.</p>	✓	Evolving	As a dual-immersion multi-cultural school, MLA is committed to celebrating and uplifting the strengths of our students and families. We have an asset-based lens toward sustaining wellness by providing a robust Coordination of Services Team system. All educators participate in Tier 1 APOYO system, which allows staff members to hold meaningful discussions around student supports on a weekly basis, and later refer students to COST/services if Tier 2 or 3 support is needed. Despite the lack of consistent leadership retention for the last 3 years, 2 physically separate sites, and lack of proper funding for a dual-immersion program, MLA has persisted in our mission to be a place where students can exercise their curiosity, their voice, make meaningful choices and challenge themselves and each other academically and where students develop their sense of responsibility to transform our school, community and world. The CCSPP grant would allow MLA to go from "Evolving" to "Excelling" and serve as an important public dual-immersion model for the district/state.
<p><b>A Commitment to Powerful, Culturally Proficient and Relevant Instruction:</b> California's community schools commit to be driven by teaching and learning that are 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.</p>	✓	Evolving	Expeditionary Learning has a key role here at MLA. We believe the hands on approach with EL creates a robust learning environment, where students can truly thrive. Dual-immersion is centered around wisdom, history, culture and the experience of our families whether they come from Spanish speaking families or not. The relevant instruction speaks to our Spanish speaking students and opens up the minds of our students who are learning Spanish.
<p><b>A Commitment to Racially Just and Restorative School Climates:</b> 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.</p>	✓	Evolving	MLA supports and embraces students with Restorative practices, reflection sheets and Crew. Students are encouraged to talk about issues they might have with other students, encouraged to do circles and build community with others through CREW time.
<p><b>A Commitment to Shared Decision Making and Participatory Practices:</b> 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.</p>	✓	Evolving	Many Staff hold leadership roles here at MLA. There is ILT, COST, Leadership Team, Middle school Meetings, Culture and Climate, Equity Leadership Team, Faculty Council and staff PD's, where all staff are encouraged to participate in the making of the agendas and decisions. Additionally, MLA provides survey options, focus groups, and more for student and family voice to inform decision making.
<b>STAKEHOLDER ENGAGEMENT</b>			
Please list the strategies you will use to engage stakeholders through all phases of CCSPP Implementation:			





PARTNER ORGANIZATION	PROGRAM FOCUS AREA (e.g. Academics, Culture & Climate, Family Engagement, Enrichment, Expanded Learning, Health & Wellness, Other)	CONTACT NAME	CONTACT PHONE	DAYS ON SITE	STRENGTHS/IMPACT in 23-24	PLANS for 24-25
Community Bridges: Love, Learn, Success	Expanded Learning	Armando Garcia and Princess Villegos	armando@lovelearnsuccess.org and g	Daily	Daily ASP program with music, art, academic support, and more.	
Expeditionary Learning (EL)	Academics	Catherine Smith	csmith@eleducation.org	Daily	Professional learning for our staff to visit other EL schools across the country and plan instruction with a school planner per our contract.	
Fred Finch Family and Youth Services	Health & Wellness	Natalia Arias and Veronica Macina	natalie.arias@ousd.org and veronica	Daily	Our only full-time onsite therapist clinician for our entire school.	
Oakland Goes Outdoors (OGO)	Expanded Learning	Zotunde Morton	jerome.morton@ousd.org	Field-Trip Based	Virtually every grade participates in an outdoor related field-trip each year.	
Cantare Con Vivo (Children's Youth Choir)	Enrichment	Conway Tan-Gregory and Julie Haydon	conway@cantareconvivo.org and julie	Weekly	Music lessons for our TK-2 grades and choir for 3-8 on a weekly basis and school concerts for the rest of the grades 2-3 times a year.	
MLA PTSA	Family Engagement	Co-presidents: Kristen Hernandez and Elena	mlaptsapresident@gmail.com	N/A	Active parent organization that helps put on family engagement events and supports with school fundraising.	
Padres Unidos	Family Engagement	Alma Ortega	yltztin@gmail.com	N/A	Supports our monolingual spanish speaking families to stay informed and involved.	
Families of the African Diaspora	Family Engagement	Donna Bransford	donna-bransford@gmail.com	N/A	Supports our Black/African-American/Afro-Latinx families and informs school culture around changes to better support our Black students.	
Gender Sexuality Alliance (GSA)	Culture & Climate	Schmian Evans	schmian.evans@ousd.org	as needed/district support	Supports our elementary Rainbow Club and our weekly middle school GSA Club.	
Gender Inclusive Parent Group	Culture & Climate	Nuria Bertrand	green.hammer@gmail.com	N/A	Parent group that supports our queer and non-binary student populations.	
Kinder to College	Academics	Manal Nasser	manal@oaklandpromise.org			
Community Reading Partners	Academics	Kathleen Mautner and Drew Sokol	kmautner@aspireeducation.org	Fall and Spring Programming		
Constitution in the Classroom	Academics	Lily Harvey	lily.harvey@gmail.com	Fall and Spring Programming		
InnerExplorer	Culture & Climate	Laurie Grossman	lgrossman@innerexplorer.org	Daily		
Office of Equity OUSD	Culture & Climate	Schmian Evans	schmian.evans@ousd.org	as needed/district support		
RJ OUSD	Culture & Climate	David Yusem and Denise Curtis	david.yusem@ousd.org and denise.cu	as needed/district support		
Sown to Grow	Culture & Climate	Yochabel Eakman	yoshi@sowntogrow.com	Weekly		
Scouts Troup 97	Expanded Learning	Harold Lowe	holowe@aol.com	Weekly		
ELLMA	Academics	Nicole Knight and Maria Ingles	nicole.knight@ousd.org and maria.ing	as needed/district support		
Peralta College Dual-Enrollment/Linked Learning	Expanded Learning	Todd Shima (Counselor)	tshima@peralta.edu	virtual		
UpwardBound (College-Access)	Expanded Learning	Louis Ramirez	mlramirez@northeastern.edu	intermittent and virtual		
Growing Together Project	Enrichment	Jose Luis Rodriguez	jose-luis@growingtogetherprojects.org	Weekly		
St.Marys Univeristy Student Teacher Partnership	Other	Michael Viola	mjv7@stmarys-ca.edu	3-4 days a week Spring		
Junior Achievement	Expanded Learning	Mary Diligent	mdiligent@janorcal.org	virtual supports and career day planning/implementation		
EdFund Read-In Volunteers	Academics	Eva Mills	eva@oaklandfund.org	Event based		
Student Transit Pass Program (STPP)	Family Engagement	Nicole Larson	NLarson@nelsonnygaard.com	as needed		
Girls of the African Diaspora (MLA Based)	Family Engagement	Senhit Gamble	senhitd@gmail.com	weekly		
OAL Sports	Enrichment	Mario Sanabria	mario.sanabria@ousd.org	weekly	MS Sport teams for all school seasons and for both girls and boys.	
Mindful Life - Mindfulness 360	Culture & Climate	Angelo Monsalve	angelo@mindfullifeproject.org	weekly		

OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2024-25										
School Name:		Montera Middle School				Site #	211	Date	1/26/2024	
School Mission and Vision										
Montera Middle School community is dedicated to ensuring that all students have equal access to a world class education through a broad-based curriculum in an environment that fosters joy, safety, and wellness for all community members. We are committed to maintaining high academic expectations for students at all academic levels. Our goal is to develop students into inquiring, knowledgeable, and caring lifelong learners who are prepared to excel in high school while simultaneously exploring their college and career goals.										
		NAME					REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))			
		Latoya Williams					Principal			
		Bathsheba Harambe					Community School Manager			
		Erica Saephan					Counselor			
		Natalye Pearson Tramell					Parent			
		Samuel Cooper					Teacher			
		Elaine Le					Student			
		Mabel Margate					Envisioneers (After School Provider)			
School Demographics										
Special Populations	% Male	% Female					%Foster Youth	%SPED	%Homeless Families	
	52.0%	48.0%					>1%	17.0%	5.0%	
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers and No Racial Demographic Reported	
	26.7% (n=176)	>1% (n=1)	6.4% (n=42)	28.3% (n=186)	>1% (n=3)	1.1% (n=7)	20.1% (n=132)	15.2% (100)	> 1% (n=2) and 1.7% (n=11)	
OUSD CCSPP GRANT OBJECTIVES - LINKED TO LCAP, CDE FRAMEWORK and OUSD STRATEGIC PLAN: Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders. Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [CDE Framework; OUSD STRATEGIC PLAN] Priority 2: Creating Joyful Schools. Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] Priority 3: Strengthening Student and Family Engagement. Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] Priority 4: Increasing Opportunities for Academic Innovation and Acceleration. Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready. [OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE Framework; OUSD STRATEGIC PLAN]										
NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS										
PRIORITIES		Assets / Strengths What are some of our strengths for Priority listed?				Gaps/Challenges What are some of our challenges for Priority listed?		Deepest Underlying Cause What are some of the reasons why we have these challenges?		
Collaborative Leadership		Our School Site Council is representative of the community that we serve. Our SSC provides input and approval on our Title 1 expenditures, school safety plan, as well as advise our school administration on other budgetary expenses (i.e. supplemental, discretionary, etc). Our Climate and Culture team works closely with our Instructional Leadership Team to strengthen classroom culture and its relationship to student performance. These two leadership groups are teacher lead and has improved the the collaborative process at our school. Our grade level leads also participate in our Coordination of Services Team which is responsible for assinging our students to services that will support their wholistic development.				*Currently, we rely on classroom teachers to support in the leadership of our Climate and Culture, School Site Council, and MTSS plan. This puts additional responsibilities on teachers/staff who are currently assigned max class loads of students. *We are in need of additional FTE to support the collaborative work that we are engaged in. This would include the possibility of hiring an additional counselor climate and culture ambassador.		*Most of our funding is allocated for FTE expenditures which provides limited resources to support the collaborative work that is underway at Montera. Additional FTE will allow our site to maximize the collaborative possibilities.		

Joyful Schools	<p>*We celebrate our students. We are the only middle school in our district that hosts an annual middle school pride.</p> <p>*We celebrate student</p> <p>*We highlight are students success (Attendance recognition, GPA recognition, are partnering with a consultant to provide anti-racist and liberatory pedagogy professional development for our staff.</p>	<p>*Partnership limitation due to funding</p> <p>*Frequency of celebrations</p>	<p>*Most of our funding is allocated for FTE expenditures which provides limited resources to address systemic issue via professional development and other training opportunities for our staff.</p>	
Student Engagement	<p>*Our school community is committed to providing Tier 1 strategies to engage all Monteria Middle School students.</p> <p>*We host cultural events to celebrate and honor the diversity within our community.</p> <p>*We provide opportunities such as (MLK oratorical contest, Student Leadership class, strong athletic program, lunchtime clubs, Library, concerts and other events to highlight student success, afterschool program.</p>	<p>*Our students must have programming from start of school until the end of school. Approximately 70% of our students ride the city bus to and from school. Our school's location is not easily accessible and programming outside of the bell schedule is limited due to this.</p>	<p>*School Location</p>	
Family Engagement	<p>*We currently fund a full time Community School Manager. Our Community School Manager works closely with our MTSS team, co-leads our COST team, and is actively building relationships with community partners to better address the needs of our families.</p> <p>*We have a very involved Parent Teacher Organization that works collaboratively with our school community. They provide family engagement opportunities throughout the school year</p> <p>*We currently fund an ELL liason (currently our ELL teacher) to support the school to home connection for our families who need support accessing our site and district resources. Our goal is to expand the support in 24-25 to provide on-going parent engagement workshops that are provided in the Home Language listed for each family. This will be in addition to Back to School Night, Open House, and PTO meetings.</p> <p>*Our athletic program is a well supported and attended family engagement section of our school. In 24-25 we have discussed linking parent meetings (30 - 45 min) before the game to connect with families that are not attending other parent meetings/engagement opportunities.</p>	<p>*Our Community School Manager is currently paid from our Title 1 funds (\$44,000). Our Community Schools Grant could help release these funds and provide our SSC with more flexibility to fund other prioritized areas that are identified based on our SPSSA.</p> <p>*Our PTO is does not reflect our student body.</p> <p>*Funding our ELL liason impacts our Master Schedule. If we used our Community Schools Grant to fund this part-time position we could free up sections in our Master Schedule to provide additional Academic Innovation &amp; Acceleration.</p> <p>School location. Scheduling meetings in community hubs (i.e. other schools that are central to the various clusters of our family locations).</p> <p>*Additional staff (liasons) for our families</p>	<p>*Funding</p> <p>*Our schools location is not central to where our families live</p> <p>*75% of our population do not live within the attendance area of our school and 5 families live outside of Oakland.</p>	
Academic Innovation & Acceleration	<p>We are developing a literacy hub for our site, which will include partnerships with local organizations (i.e. universities, community colleges, other non profits, to support reading acceleration for our growing readers. In addition to supporting unfinished learning we are committed to providing accelerated learning opportunities for students who are performing on/or above grade level.</p>	<p>*Funding to add additional sections to expanding our accelerated offerings.</p>	<p>Limitations in resources and time. If we had additional personnel to expand the oru programming we would strategically meet the needs of our students. We have a growing popoulation of ELL's, students who qualify for free and reduced lunch and other family stressors that impact learning.</p>	
STRATEGIC ACTIONS & GOALS				
PRIORITIES	Strategic Actions What are the key strategic actions to support developing a community school? (please list at least one for each priority)	MEASURABLE GOALS & ACTIVITIES Include a SMART Goal for each Action		
Collaborative Leadership	<p>*Hold forum 2x per year for families and students to engage in dialogue and assess the impact of our Community Schools programs. Fall engagement (Oct/Nov) and Spring engagement (March) to assist in the planning for the 25-26 school year.</p> <p>into an on-going year long committee to assess implementation and effectiveness of collaborative leadership, joyful schools, student engagement, family engagement, and academic innovation &amp; acceleration.</p>	<p>By the end of the 2024-2025 school year, the CSAT will have gathered survey data in Fall, Winter, and Spring to determine effectiveness of 23-24 goals in order to help plan for the following year.</p>		
Joyful Schools	<p>*Provide community building and school connection opportunities for students (i.e. 6th grade summer bridge for incoming 6th graders) to strengthen the middle school transition.</p> <p>*Provide community with events that highlight the diverse representations of the members within our school community.</p> <p>Develop an integrated Check-in-Check-Out program for Tier 2 students. Increase student access to mental health support providers.</p>	<p>By the end of the 2024 - 2025 school year, student surveys will show a reported increase in students experiencing joy, safety, and wellness for all community members. will see an increase in students reporting feeling safe and connected to school as mentioned in the annual CHKS survey, and through monthly Sown to Grow surveys.</p>		

Student Engagement	*Provide funding for Wellness Wednesday activities *Provide funding for materials that highlight student success (i.e. Attendance recognitions, GPA recognitions, etc) *Provide funding for student lead events (i.e. student leadership group, student clubs, Black Girls Brilliance, etc).	By the end of the 2024 - 2025 school year, we will show an increase in student engagement as evidenced by the participation of students in site-based events and survey feedback provided by students about the events they participated. This data will allow us to make end of year adjustments to student programming for the following school year.
Family Engagement	*Family engagements workshops (i.e. how to access curriculum tools, how to support your middle school learner. On site and in the community based on cluster locations) *Provide family engagements events in the home languages that are present at Montera (currently 15 home languages spoken) *Hire an additiona (bilingual) academic counselor to strengthen the school to home engagement for our ELL families	By the end of 2024 - 2025, our EOY report will show an increase in community-based partnerships that are providing services to our students/families. This increase will be measured by the data collected during our COST and MTSS meetings.
Academic Innovation & Acceleration	*Hire an additional counselor to support targeted academic needs for students in each grade level. *Hire staff for our Literacy Hub. The location/space and physical materials (i.e. furniture) are currently in place. *Hire staff to increase the number of students participating in college and career readiness opportunities. *Hire staff to teach our Black Girls Brilliance classes. *Increase FTE for accelerated learning in Math & English *Hire RJ facilitator to support the RJ work needed on campus as well as train parents and other community members on how to use RJ practices. *Contract with community organizations to provide high school, college and career readiness workshops for students/families.	By the end of 2024-2025 our student will show an increase in participation in accelerated programs as well as intervention programs. This increase will be measured by performance growth in students iReady scores (Beg, Mid, and EOY assessment).

**STAFFING [OUSD LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.]**

STAFF ROLES	Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.	
Community School Manager (required)	REQUIRED: Schools awarded the grant will hire a Community School Manager (CSM) to work with Community School Implementation Teams, manage the implementation of the grant deliverables including data collection and reporting, and sustain and expand school and community partnerships to support the growth of the Community Schools. Our CCSPP funding will the additional funding needed to secure our CSM.	
Counselor	Hire an additional counselor which will allow for each grade level to have their own dedicated academic counselor. This will provide additional support for students who are performing two or more years below grade level. It will also provide additional support for the increased mental health challenges (i.e. expressed suicidal ideations) that have increased since COVID, as well as strengthen the school to home connections for our families.	
Restorative Justice Facilitator	By hiring an RJ coordinator we will extend the resources available via our MTSS. An RJ coordinator will help lead our Climate and Culture team, train peer RJ leaders, facilitate RJ circles, support family engagement by teaching preventative strategies that center SEL, as well celebrate youth and families to continue fostering a joyful school environment.	
Dean of Students	To support 6th grade retention a Dean of students will work closely with the Climate and Culture team and RJ facilitator to provide academic and wellness support using strength-based approaches (i.e. Sown to Grow). Our Dean of students will work closely with our 6th grade families to support students middle school success.	
Academic Tutors	Staff our literacy hub with academic tutors to provide literacy support and/or tutoring in other Core subject areas throughout the day.	

**COMMITMENTS**

**Self Assessment Key:**

Exploring: no practice or plan in place but desire to implement;  
 Emerging: initiating a practice or practices;  
 Evolving: practices in place but refining/improving;  
 Excelling: Strong practices in place.

COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:	Commitment Confirmed	Self Assessment - Select from drop down	Brief Description of Self-Assessment Answer
<b>A Commitment to Assets-Driven and Strength-Based Practice:</b> 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.	<input checked="" type="checkbox"/>	Evolving	Our ELL family population has increased and the need to provide staff who can support our populations is a growth area. Overall, we partially meet the needs for the many of our families. However, the increase of our with non-stable housing, episodic mental health events, and an increase of students who are performing two or more years behind academically has exhausted the limited resources that we have available. The addition of our CSM has assisted in mitigating some of the barriers.

<p><b>A Commitment to Powerful, Culturally Proficient and Relevant Instruction:</b> California's community schools commit to be driven by teaching and learning that are 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.</p>	<input checked="" type="checkbox"/>	<p><b>Evolving</b></p>	<p>Our focus on developing anti-racist educators is unwavering. Our Instructional Leadership Team has highlighted areas of Professional Development needs for our staff to support culturally rooted lesson planning. Our Medical Literacy initiative with BGB and our industry partner (GUSTI) provides an opportunity for youth to explore college and career readiness in middle school. Our woodshop also provides industry experience for our students by taking them on job shadowing opportunities as well as construction sites. Additionally, an emphasis on getting our students into the larger Oakland and East Bay communities is a priority.</p>
<p><b>A Commitment to Racially Just and Restorative School Climates:</b> 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.</p>	<input checked="" type="checkbox"/>	<p><b>Evolving</b></p>	<p>Our site leadership is committed to providing a racially just and restorative school climate. There is a need to provide additional training to teachers in developing as anti-racist educators. This is not an overnight process and has been challenging for some teachers in the past. Our focus is to support teachers in developing restorative practices in their classrooms to mitigate out of class learning loss. In addition to this, our RJ practice is that students "give back" or "right their wrong" when they have practiced harm within our school community. Hiring an RJ facilitator will allow us to train peer RJ leaders as well as provide parents RJ training and workshops for our families.</p>
<p><b>A Commitment to Shared Decision Making and Participatory Practices:</b> 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.</p>	<input checked="" type="checkbox"/>	<p><b>Evolving</b></p>	<p>Our school community consist of several committees that work together to focus on our mission of being a community centered school that fosters joy, safety, and wellness for all members. These committees center shared decision making and provide recommendations and input on areas such as Master Schedule, Climate and Culture, Facilities, community partnerships, and more. Members from the various committees, which include students, also make up our CCSPP team.</p>

#### STAKEHOLDER ENGAGEMENT

Please list the strategies you will use to engage stakeholders through all phases of CCSPP Implementation (promising practices listed below, [please edit based on your site](#)):

<b>Students</b>	Students will be actively engaged through our Sown to GROW (SEL) data, CHKS survey, Wellness Day input, 1:1 check ins, focus groups and other qualitative and quantitative data that is available using our district resources as well as teacher and family input.
<b>Families/Caregivers</b>	Families will be actively engaged through surveys, focus groups, leadership roles, and others as determined by families themselves, school staff and site Advisory Committee.
<b>Teachers/School Staff</b>	Teachers and school staff will be engaged through committees (SSC, Climate & Culture, ILT, COST), Department meetings, grade level meetings, and monthly staff meetings. Inquiry Cycles will be implemented during mid points of each semester. School Staff will also support the development of the "start of school" data collection. The first 2 weeks of school will focus on student engagement by centering joy (i.e. community building activities, field trips to local park)
<b>Community Partners</b>	Community partners are included in our weekly COST meeting. CCSPP implementation will be an added focal point on our weekly agenda. New community partners that are not on site will engage in a monthly meeting lead by our community school manager and other members of the CCSPP.
<b>Advisory Committee (SSC or Community School focused group)</b>	Our advisory committee is a comprised of representatives from our SSC team, Climate and Culture Team, Instructional Leadership team, After School Partner, students, parents, counselor, community school manager, and principal. Our CCSPP Advisory Team will co-create the plan based on needs assessment and identify strategies for future budget planning.



OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2024-25										
School Name:		Oakland Technical High School				Site #	305	Date	12/28/2023	
School Mission and Vision										
Oakland Tech will be a model of equity and access, using high-quality pathways and social-emotional supports to ensure that every student takes ownership over their learning, engages in rigorous academic discourse, and graduates college-, career- and community-ready.										
Community School Advisory and Implementation Team - members that contributed to this document (add rows as needed)		NAME				REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))				
		Alexis Gray-Lawson				CSM				
		De'shawn Woolridge				Assistant Principal				
		Martel Price				Principal				
		Jah-Yee Woo				Teacher				
		Ana Laura Castro				Head Counselor				
		Katorry Taylor				Student				
		Quincie Howard				School Staff				
		Vanessa Gray Lawson				Parent				
Reginald Figgs				School Staff						
School Demographics										
Special Populations	% Male	% Female				%Foster Youth		%SPED		
	52.7%	46.8%				0.3%		15.3%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian		Multiracial	Newcomers
	29.9%	0.0006	16.4%	20.1%	0.007	0.2%	19.8%		10.7%	7.6%
<b>OUSD CCSPP GRANT OBJECTIVES</b> - LINKED TO LCAP, CDE FRAMEWORK and OUSD STRATEGIC PLAN: <b>Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders.</b> Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 2: Creating Joyful Schools.</b> Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 3: Strengthening Student and Family Engagement.</b> Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 4: Increasing Opportunities for Academic Innovation and Acceleration.</b> Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready. [OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE Framework; OUSD STRATEGIC PLAN]										
NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS										
PRIORITIES		Assets / Strengths What are some of our strengths for Priority listed?				Gaps/Challenges What are some of our challenges for Priority listed?		Deepest Underlying Cause What are some of the reasons why we have these challenges?		
Collaborative Leadership		Our collaborative leadership practices include working with the PTSA to ensure that funding is idirected to support ASB and student activities across the school; having an established CSSC with stable staff, family, and student participation, a functioning and growing COST team that serves the academic, emotional, physical, and social needs of our students; We hold regular Department and Pathway meetings to encourage teacher leadership as well as established ILT meetings to encourage, Admin/Leadership team meetings				Physical participation of black and brown families; Building Staff Capacity; Still recovering from Covid related impacts; New leadership (Administration team is all relatively new to roles)		A lack of financial resources ; inability to coordinate stakehoders to focus on prevention and less on emergency crisis, staff turnover; impacts of Covid-19		
Joyful Schools		Student Led clubs; regular assemblies scheduled; 9th grade House system; Pathway events during Advisory; Student organized and led rallies;; Extracurricular opportunities in the form of athletics and performing arts				Balancing joy with Academic instruction/learning loss; Questioning "How do we infuse more joy into teaching and learning?"(Look at BTSC/CHKS for more info) Competing priorities-Not enough PD time/work around TIP (Internal trauma vs. external trauma		Values alignment among staff; Capacity of staff; COverid related impacts on views of education;		



Student Engagement	9th grade Student Orientation. Welcome BBQ; Grade Level Assemblies, Student Clubs based upon student interests, Black Family Summit; Affinity graduation ceremonies; pathway math system; pathway intervention meetings, Internal Support system within pathways via Student Support Specialist; Student cohorting using the Master Schedule, After School Programming; College Crunch during Fall Break	Lack of vertical alignment/expectations around MS to HS transition (social promotion); Covid Related impacts (isolation/ social media reliance); Lack of conflict resolution skills	Lack of financial resources to bridge the gap between families and school; Attendance beliefs/values among students.
Family Engagement	Bullhorn, Oakland Tech Social Media sites, a dedicated Communications position; Principal Bi Monthly Bulletin, Cafecito con las consejeras; Affinity Graduations, PTSA and sub committess (College Mentoring Committee for example), Black Family Summits, Noche de Familia. Academy Information Night,	Balancing communication and translation of communications;	Lack of resources to support a multilingual community. Time/capacity of staff; Physical proximity of schools (over 50% of student body comes from outside of traditional boundaries) causes access issues
Academic Innovation & Acceleration	Most to all classrooms have access to chromebook carts for academic work; Offer credit recovery via APEX; Courses offered through the Office of Equity (AAMA, AAFE, LMA); 9th grade Summer Bridge; Summer Academic Intervention; Growth of Dual Enrollment; Growth of AP sections in Science; ECCCO internship funding, Interdisciplinary projects within pathways; tutoring offered through the ASP;	Low afterschool programming enrollment; competing priorities (academic, economic, etc.; Staff capacity to differentiate among tier 1, 2, and 3 practices to support students; Inconsistent assessment and grading practices; lack of vertical and horizontal alignment	Values alignment among staff; Competing priorities for PD time ; Lack of calibration/adjustment from Covid related academic impacts
STRATEGIC ACTIONS & GOALS			
PRIORITIES	Strategic Actions What are the key strategic actions to support developing a community school? (please list at least one for each priority)	MEASURABLE GOALS & ACTIVITIES Include a SMART Goal for each Action	
Collaborative Leadership	Create a Community School Stakeholder Advisory Group to share data information on a regular basis to track and ensure accountability and alignment of resources/services;	By 2025, this group will hold three meetings on a quarterly basis to solicit and provide input around community goals and a shared vision for the collective work.	
Joyful Schools	Expansion of the Culture and Climate Team to include Case Managers, Culture Keepers, the CCRS, and students to help create a safe and secure learning enviroment; Will hold PDs around best practices to create joyful learning environments	By 2025, the Culture and Climate Team will have met monthly to create schoolwide events; CC team will assess gaps in participation; ILT will hold 2 PDs around implementing joyful learing environments that highlight the assests and strengths that are families have.	
Student Engagement	1) Hire a Restorative Justice Coordinator to build a robust Civic Engagement program that supports peer restorative justice among the student body; 2) Retain AAFE, AAMA, and LMA courses in the Master Schedule; 3) Continue with Affinity Graduation ceremonies; (4) Case managers will meet 1:1 with Tier 2 students to help build a college going mindset (5) Attendance team will update and maintain weekly bulletin boards on attendance data	1) By 2025, we will have 31 students that have been trained in Peer Restorative Justice practices with the ability to hold and facilitate Circles as needed; 2) By 2025 we will increase the number of students enrolled in AAMA, AAFE, and LMA; 3) Student exit surveys to assess student views around engagement; 4) Case managers' student caseload will reduce absences by 10% and be on track to graduate; (5) At the end of each semester, school will celebrate student attendance	
Family Engagement	1) To enhance resources for Black Family, we plan to hiring Full time family Liaison to help support families in finding resources, parenting classroom, and trauma; 2) We plan on hiring a part-time Multi-Lingual Family Liasion to support our Latinx student population.3) Will hold one holiday event in support of our McKinney-Vento families	1) By 2025, both family liaisons will have hosted quarterly family engagement sessions for our Black and Brown families. 2) Oakland Tech will hold a Turkey or Holdiay event for studentn and families that qualify for McKinney-Vento (3) All counselors will be trained in and conduct home visits with 20 targeted families by the end of the school year.	
Academic Innovation & Acceleration	(1) Increase afterschool program enrollment (2) Case managers will conduct whole and small group transcript reviews and do weekly or bi monthly academic checkins with student caseload; (3) Strengthen academic credit recovery program; (4) diversify Advanced Placement and Dual Enrollment options in order to increase Black and Brown students' enrollment and success in AP and DE courses	By 2025, 1) increading After School Programming enrollment by 10% 2) determine caseload by 1st marking period 3) to be able to provide tutoring to students within different times during the day including after school stipend program for students to be able to work during those hours and help students. 4) Enrollment of black and brown students in AP/DE courses will increase 10%.	
STAFFING [OUSD LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.]			
STAFF ROLES	Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.		
Community School Manager (required)	REQUIRED: Schools awarded the grant will hire a Community School Manager (CSM) to work with Community School Implementation Teams, manage the implementation of the grant deliverables including data collection and reporting, and sustain and expand school and community partnerships to support the growth of the Community Schools.		
Family Liaison (1.0)	Will be focusing on parent engagement and access via home language; Will hold family engagement sessions and workshops. Will work to incresse parent voice on campus.		
Restorative Justice Lead (1.0)	Will build a Peer Restorative Justice program; Will support with workshops on Trauma Informed Practices; Will participate on Culture and Climate team as well as the Community Stakeholder Advisory gr		
Case Managers (5.0)	Case manager will be focusing on grades and attendance for tier 2 level students with a focus on Latino and AA students in grades 9-12. Tier 1 Academic support (transcript reviews, grade checks, etc.); \		
AAFE and LMA instructors	Cohorts will be created to support our students of color and to connect them with an advocate on campus		
College and Career Readiness Specialist	Will join the Stakeholder Advisory Group and the Climate and Culture Meetings in an effort to support and create a joyful learning environment thatcreates a college going,poositive culture at Oakland T		
Counselor(s)	Will join the Stakeholder Advisory Group, Attendance Meeting, and the Climate and Culture Meetings in an effort to support and create a joyful learning environment thatcreates a college going,poositiv		
Instructional Leadership Team (ILT)	ILT Team will plan, facilitate, and reflect 2 PD workshops focusing on cultivating joy in learning in the 2024-25 school year.		
Attendance Team	Attendance Team will hold monthly meetings to analyze attendance data, determine interventions, reach out to families, and help plan end of semester celebrations.		
Culture Keepers	Will join the culture and climate meetings.		
COMMITMENTS			

**Self Assessment Key:**

Exploring: no practice or plan in place but desire to implement;

Emerging: initiating a practice or practices;

Evolving: practices in place but refining/improving;

Excelling: Strong practices in place.

COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:			
Commitment Confirmed	Self Assessment - Select from drop down	Brief Description of Self-Assessment Answer	
<input checked="" type="checkbox"/>	Evolving	Our COST team continues to support the MH and EH of our student community. PTSA is a strength that supports our school community, however, the body lacks diversity in terms of consistent participation; Parents thought it would be important to have a POC as a President and made that a priority that became a reality; Admin/leadership team has worked to create annual and quarterly events like the Black Family Summit(s), Noche de Familia and Cafecito con las Consejeras for students and parents of our focal students to demonstrate our commitment to make the communities feel uplifted. Work with the CSSC continues to be developed and get refined to uplift the voices and needs of our focal students;	
<input checked="" type="checkbox"/>	Emerging	At Oakland Tech, our instructional focus for the past two years has been on developing staff's capacity for culturally responsive teaching. The ILT has been instrumental in planning a scope and sequence of professional development workshops that reflect this focus. Teachers have discussed more equitable grading practices and increasing student to student talk, especially with our Black and Brown students. We opened this school year with a focus on building bridges to students and families. However, staff turnover of about 20% each year makes it challenging for us to implement best practices schoolwide.	
<input checked="" type="checkbox"/>	Emerging	We have implemented a class called "Civic Engagement" where the teacher holds a space for students to learn how to facilitate Tier 1 community circles. Some counselors are trained to do home visits and have started to implement within their caseloads this year. Some teachers also hold regular community circles in their general education classes. These different entities have stepped up due to not having a restorative justice coordinator to take on some of these needs.	
<input checked="" type="checkbox"/>	Evolving	Oakland Tech has a variety of forums for Shared Decision Making. Forums includes PTSA, admin team meetings, leadership team meetings, COST, School Site Council, ASB and school teams (Attendance, ILT, and Culture and Climate). Each forum draws in a diverse and distinct group of stakeholders go weigh in and provide voice to key decisions that need to be made on campus. The difference between current practice and desired practice is consistency and accessibility of participatory practices aligned with shared decision making.	

**STAKEHOLDER ENGAGEMENT**Please list the strategies you will use to engage stakeholders through all phases of CCSPP Implementation (promising practices listed below, [please edit based on your site](#)):

<b>Students</b>	Community Meeting that highlights the goals of the school's planned implementation of the grant; Students will be actively engaged through in the form of ASB meetings amongst themselves and with the Principal on a monthly basis; Students will be trained in Restorative Justice Circle facilitation for Tier One practices across the school; Students will be recruited or asked to form their own Culture and CLimate team; Students will compete surveys such as the California Healthy Kids Survey,, the Senior Exit
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PARTNER ORGANIZATION	PROGRAM FOCUS AREA (e.g. Academics, Culture & Climate, Family Engagment, Enrichment, Expanded Learning, Health & Wellness, Other)	CONTACT NAME	CONTACT PHONE / EMAIL	DAYS ON SITE	NOTES
Real Hard	Expanded Learning	Lukas Brekke Meisner	lukas@kidsfirstoakland.org		
BACR	Expanded Learning	John Fuentes	510-504-0187/john.fuentes@bacr.org		
Tribe Vibe	Expanded Learning	Erin Walker	erin.walker@ousd.org	M-F	Supports 9-12th in after school activities
The Legacy	Culture & Climate	Kimberly Rucker	kimberlyrucker55@gmail.com	Monday and Friday	Works with our activities and events team
Success Stories	Health & Wellness	Ellen Dahlke	ellen.dahlke@ousd.org	Wednesday	They currently work with our at risk teens
TUPE	Health & Wellness	Dwayne Aikens	dwayne.aikensjr@ousd.org	M-F	They work with our students on substance abuse
Catholic Charities	Health & Wellness	Reginald Figgs	rfiggs@cceb.org	Monday and Friday	Groups around trauma and referrals
AAFE	Academics	Iminah Ahmad	iminah.ahmad@ousd.org	Monday and Friday	Black girls class
Latino Male Achievement	Academics	Raul Hernandez	raul.hernandez@ousd.org	Monday, Tuesday, Thursday	Chicano Studies class with 9th grade cohort
Lincoln Families	Health & Wellness	Rory Jelinski	rory.jelinski@ousd.org	M-F	Counseling Services
OUSD- ERMS	Other	Kalene Nickelson	kalene.nickelson@ousd.org	M-F	Individual & group counseling for students with EHRMS services indicated in their IEP, crisis response
Alameda County Health Care Agency- Center for Healthy Schools and Communities	Health & Wellness	Cara Dellaquila	cara.dellaquila@ousd.org	MWF	Individual therapy, COST referral triage & follow up, Mental Health consultation for parents and staff, crisis response
Lifepoint	Family Engagement	Debra Carter-Kelly	debra.carter-kelly@ousd.org	MW	SST coordination; tech Parent University
La Clinica	Health & Wellness	Angelica Serrano	aserrano@lacinica.org	M-F	Counseling Services
UC Berkeley Destination Advising Corps	Expanded Learning	Carlos Penaloza and Sofia Franco	carlos.penaloza@ousd.org	M-F : 8:30am- 4:30pm	College and Career Advisors; workshops, 1:1 for cohorts and whole school services
Northeastern Upward Bound at Mills	Expanded Learning	Nico Aldaco	n.aldaco@northeastern.edu	Tuesday-Friday: 9am- 3:00pm	College and Career Advisor; workshops, 1:1 for cohorts
No More Tears	Culture & Climate	Lonnie Morris	510-254-1566		Supports teachers as well as student and family engagement strategies
Oakland Natives Gives Back	Culture & Climate	Chyna Hill	chyna@oaklandnatives.org		Supports positive attendance programming and family outreach
African American Male Achievement	Academics	Tiago Robinson	tiago.robinson@ousd.org	M-F	Supports African American Male academic as well as the SEL of needs of AA students; Teacher acts as a case manager for student in the program,.

OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2024-25												
School Name:		Young Adult Pogram				Site #	308		Date	12/11/23		
School Mission and Vision												
The Young Adult Program believes that every student deserves the opportunity to develop and grow the skills of responsible independence as they are appropriate for them. Our program is driven by student outcomes and student choices. We seek social justice and civil rights for our students. We seek to help our students become participating and contributing citizens in their communities. Disability rights are human rights. We work, we live, and learn in our communities.												
Community School Advisory and Implementation Team - members that contributed to this document (add rows as needed)		NAME					REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))					
		David Cammarata					Director					
		James Hall					Assistant Principal					
		Carmen Beunger					Community Schools Manager					
		Melisha Linzie					SPED Engagement Specialist					
		Virginia Bonham					Teacher					
		LaTosha Hill					Paraeducator					
		Hajer Abdullah					Student					
Laurie Callaghan					Parent							
School Demographics												
Special Populations	% Male	% Female					%Foster Youth		%SPED			
	66%	44.0%					2.0%		100.0%			
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian		Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian		Multiracial	Newcomers	
	40.0%	1.0%	9.0%		36.0%	2.0%	1.0%	9.0%		2.0%	5.0%	
OUSD CCSPP GRANT OBJECTIVES - LINKED TO LCAP, CDE FRAMEWORK and OUSD STRATEGIC PLAN: Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders. Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [CDE Framework; OUSD STRATEGIC PLAN] Priority 2: Creating Joyful Schools. Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students’ well-being and learning – with a focus on creating racially just and restorative school climates. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] Priority 3: Strengthening Student and Family Engagement. Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] Priority 4: Increasing Opportunities for Academic Innovation and Acceleration. Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready. [OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE Framework; OUSD STRATEGIC PLAN]												
NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS												
PRIORITIES		Assets / Strengths What are some of our strengths for Priority listed?				Gaps/Challenges What are some of our challenges for Priority listed?			Deepest Underlying Cause What are some of the reasons why we have these challenges?			
Collaborative Leadership		-Instructional Leadership Team (Teachers) -Lead Support Staff Team Member (Paraeducators) -Local Program Teams (Teachers + Support Staff) -Family Group Our Program has several teams that work together collaboratively to identify challenges, work toward solutions, and celebrate victories. We work to include stake-holder input and student choice/ interest in every programatic decision. We have been growing our collaborative approach and are excited to be broadening our tent to include as many stake holders as possible.				We are still learning how to work together as collaborative partners, there continue to be challenges with communication, follow-through, and student/ family engagement to drive student-centered decision making.			-We only recently became recognized as a school and are growing into the expectations, requirements, and benefits. This does mean that we have a lot of systems and structures that we need to identify, define, and build -Like in most things, communication and follow-through are two pieces we need to keep an eye on. It is one thing to have structures and a completely different thing to ensure that they are functioning as they should.			

Joyful Schools	<ul style="list-style-type: none"> <li>-Our students want to come to school, they enjoy participating in their programming, they are enjoying the community-based nature of our Program</li> <li>-Teacher and support staff retention has been high in the Young Adult Program; the nature of our Program and the ability to focus on real-life skills of living and independence is a motivator as we are able to see some truly remarkable growth for an by our students</li> </ul>	<ul style="list-style-type: none"> <li>-There is a friction between perceived growth (students enjoying their programming) and skill growth (some of what we work on is difficult to measure) and this can lead to frustration and challenges when discussing program implementation and changes</li> <li>-Communication challenges and shifting priorities has led to frustration across job classes and through students/ families as we work to grow and develop programming for students</li> </ul>	<ul style="list-style-type: none"> <li>-Communication and consistency amongst team members, with families and students</li> <li>-Access to resources for celebrations and other events has been a historical challenge for our Program</li> </ul>
Student Engagement	<ul style="list-style-type: none"> <li>-Our students are engaged in their schedule and plan development at the beginning of every semester; as a practice our students wants, desires, interests, dreams, and needs are taken into account as schedules are built and opportunities are designed and implemented</li> <li>-Our students are engaged in feedback about how they think things are going regularly; we try to make sure that we are checking-in with students throughout the semester and year to determine if the schedule/ plan is working for and with them</li> <li>-We prioritize student engagement in the IEP process; students pick their goals (when appropriate) and lead their meeting (as is appropriate for them); all students participate in their IEP meetings</li> </ul>	<ul style="list-style-type: none"> <li>-There is a divide in the program based on the severity of the impact of disability where we see students that are less impacted have access to more opportunities; we are working to develop our model of inclusion that is inclusive of all learners and learning styles and provides opportunities for all students to build their skills of community access, communication, and self-advocacy/ determination</li> </ul>	<ul style="list-style-type: none"> <li>-Follow through and planning; there is a lot on the plates of the educators in this Program from Case Management to future planning to the provision of instruction and coordination of work experiences and community college courses. Adding everything up for each student is a challenge every semester and, as a team, we have prioritized programming opportunities and have not been able to fully invest the time/ energy into the development of student structures of engagement that will further promote this are.</li> <li>-The absolute spectrum of need experienced by our students has been a challenge to identify structures for student engagement and leadership that are appropriate for all participants.</li> </ul>
Family Engagement	<ul style="list-style-type: none"> <li>-We have an interested, engaged, and active parent/ family/ support network community; our support networks want to see our students skills grow and they are dedicated to holding us to holding our Program to high expectations</li> <li>-Every student has an annual IEP meeting where we engage with support networks around our students' growth and skill development</li> </ul>	<ul style="list-style-type: none"> <li>-Many families are missed by regular school communications</li> <li>-Consistency in opportunities for families to volunteer, engage in and with the Program, and showcase student growth and development</li> </ul>	<ul style="list-style-type: none"> <li>-Much like student engagement, follow through and communication have been a challenge in this area</li> <li>-Often, we are responding to emergencies/ hot situations and that has taken away from our ability to implement structures and systems that would help us avoid some of these things</li> </ul>
Academic Innovation & Acceleration	<ul style="list-style-type: none"> <li>-Our students are college students; this semester we have 75 students taking community college coursework. Many of our families have been told for years that their young person would not be able to go to college due to their disability- we are proving that wrong</li> <li>-Work Based Learning with access to paid internships is for every one of our students; we are growing our paid work experience offerings for students and are hearing from places like Rad Bikes that they would like to directly hire our students</li> <li>-Our students grow the skills of responsible independence through independent travel support, independent living skills growth, and access to community events and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>-There is an ongoing debate about the priorities when it comes to instruction; Transition Skill growth is central to our mission, but we must still focus on the growth and development of our students basic skills. This dichotomy can be difficult for educators, families, and students when working to identify plans and priorities for student schedules</li> </ul>	<ul style="list-style-type: none"> <li>-The wide expanse of need presented by our students can make cohesion in this area difficult</li> <li>-Teacher/ staff training</li> <li>-Student/ family engagement</li> </ul>

### STRATEGIC ACTIONS & GOALS

PRIORITIES	Strategic Actions What are the key strategic actions to support developing a community school? (please list at least one for each priority)	MEASURABLE GOALS & ACTIVITIES Include a SMART Goal for each Action
Collaborative Leadership	Continued development of a School Governance Body that is inclusive of all stakeholders within the Young Adult Program	By the end of April, 2024, the School Site Government will have identified, and held, two meetings wherein all stake-holders (teachers, support staff, students, outside agencies) will have been able to attend.
Joyful Schools	Planning of student showcases, celebrations, and other opportunities to share what they have learned and how they have grown Implementation of student-run workshops for student engagement in the learning process for and with other students	By the end of the 23/24 school year, a plan will be developed to outline and promote more inclusive learning opportunities that are appropriate for all students in the Young Adult Program
Student Engagement	Development of a student government that is connected to the School Site Government to increase the amount of student voice that goes into decision making and planning for full-program events	By the end of the 23/24 school year, a plan will be developed to include student voice in programmatic decision making that is adapted, appropriate, and inclusive of all students in the Program regardless of impact of disability
Family Engagement	<ul style="list-style-type: none"> <li>-New family orientations</li> <li>-Continued opportunities for incoming student orientations</li> <li>-Development of family support network and growing participation in Parent Navigator programming</li> </ul>	By the end of the 23/24 school year, our Parent/ Family group will have identified opportunities for outreach, program/ student support, and advocacy that can be carried into the future.
Academic Innovation & Acceleration	<ul style="list-style-type: none"> <li>-Connections with OACE to provide additional learning experiences and opportunities for and with students in the Program</li> <li>-Completion of Zen Den Sensory Space/ Student Lounge and Independent Living Skills room at Santa Fe for the development and practice of independent living and communication skills</li> <li>-Identification and growth of opportunities for students at the Santa Fe school site that are more impacted by their disability and experience a challenge leaving campus</li> <li>-Development of Master Schedule and greater cohesion in planning and scheduling practices across programs/ teachers/ students</li> </ul>	By the end of the 23/24 all students, more and more varied opportunities will be developed to provide better access to meaningful and impactful scheduling opportunities across the program day for all students regardless of impact of disability.

STAFFING [OUSUD LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.]			
STAFF ROLES	Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.		
Community School Manager (required)	REQUIRED: Schools awarded the grant will hire a Community School Manager (CSM) to work with Community School Implementation Teams, manage the implementation of the grant deliverables including data collection and reporting, and sustain and expand school and community partnerships to support the growth of the Community Schools.		
Assistant Principal	Relationship with the Department of Special Education for support from Assistant Principal to provide support to teachers, support staff, and programs across YAP to ensure high quality instrucion, meaningful schedules, IEP compliance, and to promote and provide the services provided by the Career Transition Services team		
Instructional Coach (new 23/24)	Through school-based funding, support from Instructional Coach to provide support to teachers, support staff, and programs across YAP to ensure high quality instrucion, meaningful schedules, IEP compliance, and to promote and provide the services provided by the Career Transition Services team		
Director	Continued administrative support to ensure program growth, development, and implementation of plans leading to greater student outcomes; position in partnership with SPED Central, YAP Site funding, and Career Transition Services grants/ awards funding		
ILT, Lead Support Staff Team	Designation of LCCP funds to ensure on-going staff/ team member participation in programmatic development and growth of options for and with students; teachers elect teachers to the ILT, support staff elect support staff to the Lead Support Staff Team- ongoing commitment to continue these collaborative groups		
COMMITMENTS			
<b>Self Assessment Key:</b> Exploring: no practice or plan in place but desire to implement; Emerging: initiating a practice or practices; Evolving: practices in place but refining/improving; Excelling: Strong practices in place.			
COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:	Commitment Confirmed	Self Assessment - Select from drop down	Brief Description of Self-Assessment Answer
<b>A Commitment to Assets-Driven and Strength-Based Practice:</b> 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.	<input checked="" type="checkbox"/>	Evolving	Program decisions based on student desires/ interests/ and IEP goals- all decisions and program offerings, as much and as often as possible, align in what students participate in across the day. Growth needed to ensure that every minute is made to count for and with students and that clear and consistent communication is taking place between program staff and families/ guardians/ suppot networks
<b>A Commitment to Powerful, Culturally Proficient and Relevant Instruction:</b> California's community schools commit to be driven by teaching and learning that are 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.	<input checked="" type="checkbox"/>	Evolving	We believe that our students deserve to be meaningful members of their community; that our students deserve to be counted and considered; that our students are valuable and important as individuals. We believe. that our families/ guardians/ support networks are vital to the on-going growth, development, and safety of the young people we serve and we strive to communicate in respectful and meaningful ways as we navigate an incredibly challenging and difficult transitional period in the life of the young people we support
<b>A Commitment to Racially Just and Restorative School Climates:</b> 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.	<input checked="" type="checkbox"/>	Evolving	All students are viewed as valuable; behavioral challenges are viewed throuh the lense of communication and we regularly do after-action investigations what may have caused a challenge; Our students are supported as they engage in problem-solving and restorative practices when appropriate. Students are encouraged to communicate their needs. Family/ guardian. support network concerns are tracked, discussed, and reflected upon in order to improve programming, support, and collaboration.
<b>A Commitment to Shared Decision Making and Participatory Practices:</b> 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.	<input checked="" type="checkbox"/>	Evolving	Programmatically, these processes are new for the Young Adult Program. We are committed to continuing to build the structures so that all of our stakeholders have the opportunity to engage meaningfully and share concerns as well as ideas for growth for the Program.
STAKEHOLDER ENGAGEMENT			

Please list the strategies you will use to engage stakeholders through all phases of CCSP Implementation (promising practices listed below, [please edit based on your site](#)):

<b>Students</b>	Students will be actively engaged through surveys, focus groups, peer leadership roles, and others as determined by students themselves, school staff and school governance body; Students will continue to be engaged in IEP decisions and processes as appropriate for each student; Program priorities and opportunities will continue to be developed based on student-interest, goals, and needs
<b>Families/Caregivers</b>	Families will be actively engaged through surveys, focus groups, leadership roles, and others as determined by families themselves, school staff and school governance body. Families will be supported by and engage in the Parent Navigator work; Families will continue to be closely involved in the IEP process to determine programmatic priorities and ensure on-going support and connection for students throughout the YAP and into the world of adult services
<b>Teachers/School Staff</b>	Teachers will be actively engaged through surveys, focus groups, leadership roles, and others as determined by teachers themselves, school staff and school governance body. Continuation of the ILT and Transition Learning Community model for communities of practice; Support staff will continue to participate in the Lead Support Staff team and decisions around training and expectations for all will be deeply rooted in student need, programatic growth, and collaboration/ communication
<b>Community Partners</b>	Community Partners will be actively engaged through surveys, focus groups, leadership roles, and others as determined by school staff and school governance body. Access and opportunities will continue to be developed that allow CBOs to do what they do well in a safe and supported manner with the students of the YAP.
<b>Advisory Committee (SSC or Community School focused group)</b>	Schools will utilize SSC team or identify another group of stakeholders that includes at a minimum Principal, Community School Manager, teacher(s), parents, students (as members or via feedback collected in surveys/focus groups) and community partner (e.g. Expanded Learning, School Based Health Center, Family Resource Center, co-located preschool (ES), Pathway Organization (HS). CCSPP Advisory Team will co-create the plan based on needs assessment and identify strategies for future budget planning.



PARTNER ORGANIZATION	PROGRAM FOCUS AREA (e.g. Academics, Culture & Climate, Family Engagment, Enrichment, Expanded Learning, Health & Wellness, Other)	CONTACT NAME	CONTACT PHONE	DAYS ON SITE	NOTES
Regional Center of the East Bay	Other	Rose Casarez	rcasarez@rceb.org	As needed	-Collaboration around the Paid Internship Program for students to experience paid work experiences -Regional Center of the East Bay supports students when they graduate from the YAP and move into adult services; this strong connection is vital to the future success of our students
Department of Rehabilitation	Academics	Iris Wiangchanok, Douglas Boothby	frank.wang@dor.ca.gov	As needed	-Provision of Student Services and Vocational Rehabilitation services to the students through the District's Transition Partnership Program has been a game changer for enrolled students as they grow their employment skills and activities leading to meaningful and on-going employment
Center for Independent Living	Academics	Ash Alunan	aalunan@centerforindependentliving.org	Monday 9-11a	-Provision of Self-Advocacy/ Determination workshop for interested YAP students -Connections to additional opportunities for students to access community-based experiences (kayaking, independent living, etc..)
Bay Area Outreach and Recreation Program	Expanded Learning	Brandon Young	brandon@borp.org	TBD	-Engagement of students in the development of their recreation/ leisure skills through access to adapted and supported activities (ie, adapted biking, adapted boating, etc..)
Laney College, Student Academic Services	Academics	Nate Failing	nfailing@peralta.edu	Every day	-Students take college courses at Laney that are both carved out for Young Adult Program students and generally offered programming -Students are encouraged and supported to register with SAS for the provision of reasonable accommodations while they access Peralta community college programming -Two programs start and stop their day at Laney college
Merritt College, Student Academic Services	Academics	Frances Moy	fmoy@peralta.edu	Every day	-Students take college courses at Laney that are both carved out for Young Adult Program students and generally offered programming -Students are encouraged and supported to register with SAS for the provision of reasonable accommodations while they access Peralta community college programming -Two programs start and stop their day at Laney college
AC Transit	Expanded Learning	Kim Ridgeway	kridgeway@actransit.org	As needed	-Support with community travel experiences -Collaboration around registration for the Regional Transportation Connection card for every eligible student in the Program -Development of vocational work experiences
SPED Family Engagement	Family Engagement	Melisha Linzie	melisha.linzie@ousd.org	As needed	-Support with family engagement opportunities and development of school governance body -Development of Orientation Scheduling and outreach for new/ incoming students as well as development of new family orientations and trainings

Developmental Disability Council of Alameda County	Culture & Climate	Ben Chen	benjamin.Chen2@acgov.org	As needed	-Linkages to outside agencies and county programming for students in the Young Adult Program -Connections to adult service programs to better support the transition from District services to adult service providers
Center for Assistive Technology	Academics	Alicia Contreras	acontreras@c4at.org	As needed	-Connecting families and students to additional/ on-going support -Development of AT/AAC resources for eligible students/ families







**Attachment IV-a: Community School Planning Artifacts:  
Community Asset Mapping and Needs/Gap Analysis  
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OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2024-25										
School Name:	Burbank Preschool and Diagnostic Center				Site #	803/104		Date	1/21/24	
School Mission and Vision										
Burbank is a public school that serves children, infants to age 5, with special needs in Oakland. We are dedicated to providing access to high quality, relevant, and research-based education to all students. Our specialized programs aim to promote effective communication, academic, social, and self-help development in order to prepare our students for success as lifelong learners. We are also dedicated to establishing and maintaining an effective and supportive partnership with our families - as they are the most important teachers of our students throughout their lives.										
Community School Advisory and Implementation Team - members that contributed to this document (add rows as needed)	NAME					REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))				
	Theresa Lozac'h					Director ECSE and Burbank Site Admin				
	Alison Burke					Program Specialist ECSE				
	Courtney Woolverton					TSA Instructional Coach				
	Jessica Kershner					TSA Instructional Coach				
	Katy Givler					Early Intervention Teacher - Early Start				
	Maria Elena Perez					Burbank Office Administrator				
	Maria Sujo					Kindergarten Readiness Director				
Kelsey Bevans					EBAC afterschool director					
School Demographics										
Special Populations	% Male	% Female				%Foster Youth		%SPED		
	70.0%	30.0%				unknown		100.0%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers	
	23.8%	0.4	8.9%	46.4%	1.3%	0.7	5.2%	5.3%	unknown	
OUSD CCSPP GRANT OBJECTIVES - LINKED TO LCAP, CDE FRAMEWORK and OUSD STRATEGIC PLAN: <b>Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders.</b> Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 2: Creating Joyful Schools.</b> Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 3: Strengthening Student and Family Engagement.</b> Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 4: Increasing Opportunities for Academic Innovation and Acceleration.</b> Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready. [OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE Framework; OUSD STRATEGIC PLAN]										
NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS										
PRIORITIES	Assets / Strengths <i>What are some of our strengths for Priority listed?</i>				Gaps/Challenges <i>What are some of our challenges for Priority listed?</i>			Deepest Underlying Cause <i>What are some of the reasons why we have these challenges?</i>		
Collaborative Leadership	We have a strong on-site team that works collaboratively through positive and proactive communication. Our team has monthly teacher councils, paraprofessional councils, and other weekly meetings to not only bolster communication, but to make sure that we are meeting needs as they arise.				Our greatest challenge is having a team that coordinates family and community involvement and leadership at Burbank. We aspire to have increased family participation but lack a dedicated position and funds for this strategic work.			Developing collaborative leadership structures and sustaining the work over time will require the help of a Community School Manager (CSM) that works alongside the site administrator, staff, specialists, families, and the greater community. Additionally, many Burbank families are new to being an active part of a school community and are unfamiliar with how to best reach out and connect.		
Joyful Schools	One of the gifts of being a special education school is that you do not take the smallest steps forward in development for granted. Our community celebrates the smallest of wins for every student, every family, and every teacher. Starting in 2022, we have also hosted a monthly staff "visit" with our mental health consultant, where the principal and the program specialist shared coffee and snacks with classrooms and take care of students, while teacher speak to our consultant about students of concern. We developed this practice to express our appreciation for the work our staff does daily - and to bring support services to them without adding on another meeting to the end of their work day. These events allow teachers to do take the necessary steps to best support children and families and develops collegiality amongst school community by reducing teachers' workloads.				Our daily work is hard. Given that all the students at Burbank have an IEP, every child has been identified as needing intensive support - and every family is emotionally processing their child's needs in a different way. Staff need to not only hold the needs of the child, but the needs of the individual family, and the needs of the group as a whole in their every day work. The emotional work for our staff is tremendous as well as holding the intense cognitive and physical demands of being a special education staff member.			Creating and maintaining a joyful school environment requires resources, human capital and a dedicated eye to culture and climate. We have the challenge of serving 98% of families whose children have complex special education needs and many who are furthest from economic, linguistic and political opportunity. Currently it is up to the site administrator, a program specialist and the occasional teacher who volunteers their time to provide direct supports and practices to maintain a joyful school experience.		
Student Engagement	Each teacher at Burbank needs to accommodate, modify and design individualized curriculum for our students in accordance with their IEP. In doing so, our staff has to meet each student where they are developmentally ready for instruction - and often with the things that interest them most. Given that Burbank is many of our children's first school experience, we work hard to engage our learners in ways that are interesting and incorporates whole child experiences - while also tapping into the knowledge of our families hold about what works in reaching an unique child.				Targeting each student's individual goals in a classroom setting can be a challenge for an individual special education specialist. In addition, we have no specialist teachers at the preschool level - so our children do not benefit from receiving PE, art, or music from teachers who are experts in those areas of instruction. Collaborating with community partners to focus this work in a developmentally appropriate method through music, art, and movement would engage students in a meaningful way.			Burbank has historically not had enrichment staffing to support the necessary whole child- experiences that young children in the disability community benefit from the most. We need the resources and coordination of a CSM dedicated to finding services and program to meaningfully engage our children and families to support their whole body development.		

Family Engagement	While our families often have a great deal on their plates, they are enthusiastic about participating in our community events like our "Sticker Treat" where we use different communication modalities (like AAC and picture communication) to ask for "treats" around the school ; our evenings that support families with transitions to Kindergarten; and our end of the year celebration where students participate in a variety of ways to show what they have learned in school. Since 2022, we have also hosted a bi-weekly, bilingual parent support group with our Lincoln mental health consultant. Additionally, we are hosting a Parent Power Hour focusing on trauma informed parenting techniques monthly in the Spring of 2024.	The organizing, promoting, and implementation of family engagement events require an individual/team's time, which is stretched thin given the current roles and responsibilities of our current team. We do not have a dedicated role that promotes, supports or organizes for family engagement. Our lack of resources has made family engagement something that is "when we have time" when it should be one of our top priorities.	The lack of time and resources has been a hindrance in developing family engagement programming. We need a person to coordinate with families, teachers and leadership to provide a meaningful experience for families that will impact their school experience and their child's learning and healthy development. Meaningful family engagement requires time, listening and connection to families who speak different languages and may have limited time or feel distrustful of school systems. Currently we do not have a dedicated person to help implement this for families.				
Academic Innovation & Acceleration	Pre-academic innovation and acceleration is at the heart of what Burbank child development center strives for, for Oakland's youngest and most vulnerable children. In the 22-23 school year, we expanded our 2.5 hour a day program for our children in self-contained classrooms to 5 hours a day, doubling the intervention for our youngest learners. In addition, with COVID learning loss funding, we were able to fund an occupational therapy assistant to support each early childhood self-contained classroom in OUSD and re-build their fine motor development and sensory integration skills . In 23-24, we are partnered with East Bay Agency for Children (EBAC) for afterschool programming for TK students with special needs- the first of its kind in OUSD and worked with UCSF to integrate social work interns into our program to provide extra supports for children, teachers, and families.	With our programmatic increase to a 5 hour day in early childhood special education, we needed to build classrooms similar to Burbank into 13 new classrooms across a total of 14 campuses. Our special education team (including our program specialist and two instructional coach) are spread thin, supporting all these new programs city wide.	The primary barrier to academic innovation in our public special education preschool is lack of funding and big picture coordination of services. As we increase instructional minutes to support our students we also need to target teacher development and retention. Without a CSM, our team is spread thin and unable to support deeply and across all areas needed. Additionally, we have not had the capacity to recruit family leaders to co-design our pre-academic and whole child enrichment support services as we do not have a dedicated person to hold this important and relational work.				
<b>STRATEGIC ACTIONS &amp; GOALS</b>							
<b>PRIORITIES</b>	<b>Strategic Actions</b> <b>What are the key strategic actions to support developing a community school?</b> <b>(please list at least one for each priority)</b>	<b>MEASURABLE GOALS &amp; ACTIVITIES</b> <b>Include a SMART Goal for each Action</b>					
Collaborative Leadership	Hiring a community school manager (CSM) will create additional supports at our early education special education hub school (Burbank) that facilitates program enrichment/development as well as family communication and collaboration opportunities.	By August 2024, our team will have hired a CSM who is dedicated to three bodies of work at Burbank including (1) The creation of family support, communication, and leadership opportunities including the development of an advisory board; (2) The development of whole child learning experiences (including movement, art, or music) for classrooms at Burbank; and (3) Develop teacher and staff wellness opportunities in conjunction with our community partners.					
Joyful Schools	A CSM will lead the coordination of family and staff wellness opportunities, creating a kind, inclusive, and supportive environment for all. We will use funds to welcome our diverse families at our school site and creatively engage all families, namely those furthest from opportunity. Families will be invited to participate in home-school connection activities aligned to supporting children's holistic development through whole-body play based experiences, mental health and parent advocacy.	By August 2024, our CSM and teacher staff at Burbank will be trained in home visiting techniques and a schedule for visiting interested families will be put in place on the school calendar. By October 2024, our CSM and team will have: (1) Engaged staff and teachers around wellness and community activities that would feel supportive; (2) and made a plan for the 24/25 school year for execution.					
Student Engagement	Employing a CSM at Burbank will help create specialized opportunities for our youngest learners to develop and learn through music and movement programming. A CSM would help help coordinate community partners that could offer somatic and developmental opportunities for children and incorporate family education so families could best support their children at home.	By September 2024, our CSM will have engaged with community partners to determine a clear path for music, art, or movement integration at Burbank. By December 2024, a plan will be developed for implementation in collaboration with teachers and families. By March 2025, contracts for implementation will be in place.					
Family Engagement	The support of a CSM would create intentional family and community partnerships that would result in the organizing of family educational nights; community collaboration with city for engagement opportunities such as Oakland Public Libraries, Parks and Recreation, the Regional Center and other culturally and linguistically relevant agencies in our community.	By the end of the 24/25 school year, our team including our CSM will have: (1) Met with families three times a year to develop deeper knowledge around how families would like to have voice in our program; (2) Will have hosted three family engagement programs (minimally) using the data gathered from families; (3) Will have supported development of biannual ECE enrollment and screening Saturdays in order to increase family access to community supports; and (4) Will use attendance forms and strategic communications with families to examine our success, including using our ECE RAD partner to work backwards and examine who are the families that are not showing up to our events and strategically engage with them and modify times/locations/topics to engage them.					
Academic Innovation & Acceleration	The support of a CSM would enable our instructional coaches/program specialist to focus on classroom instruction, progress on goals, and developmentally appropriate curriculum which would increase student growth and teacher retention. The coordination of district and community partnerships would bring targeted support services for children and families creating conditions for student and family success and kindergarten readiness.	During the 24/25 school year, our instructional coaches will track their coaching visits to early childhood special education classrooms and primary coaching topics. Our team will track teacher retention and changes from 2022 - 2025 in order to determine the effectiveness of CSM support. We will use DRDP data from spring to examine impact of family engagement and child enrichment programs on child outcomes namely in key domains. We will also survey families to determine if they feel their children are progressing in their individualized goals and developmental milestones.					
<b>STAFFING [OUSD LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.]</b>							
<b>STAFF ROLES</b>	<b>Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.</b>						
Community School Manager (required)	REQUIRED: Schools awarded the grant will hire a Community School Manager (CSM) to work with Community School Implementation Teams, manage the implementation of the grant deliverables including data collection and reporting, and sustain and expand school and community partnerships to support the growth of the Community Schools.						
Burbank Site Administrator	Will actively oversee the work of the CSM and foster proactive communication between the CSMs work and the work of TSAs, afterschool program, and other agencies.						
ECSE TSAs (Instructional Coaches/Program Specialist)	Will actively coordinate with CSM and Burbank site administrator and meet every other week to discuss progress and strategies around implementation.						
Burbank Site Councils (OEA and AFSME/SEIU)	CSM will present to the councils monthly to get feedback on plans and execution.						
<b>COMMITMENTS</b>							
<b>Self Assessment Key:</b> Exploring: no practice or plan in place but desire to implement; Emerging: initiating a practice or practices; Evolving: practices in place but refining/improving; Excelling: Strong practices in place.							
<b>COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:</b>		<b>Commitment Confirmed</b>	<b>Self Assessment - Select from drop down</b>	<b>Brief Description of Self-Assessment Answer</b>			

<p><b>A Commitment to Assets-Driven and Strength-Based Practice:</b> 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 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.</p>		<p><b>Evolving</b></p>	<p>We are committed to establishing wellness for our staff and families and have implemented practices (see above) towards that key goal. Our school community culture is strong and embraces diversity and difference as our greatest strength. We work hard to support the wellness of our staff and community, but given the needs since the pandemic our efforts not seem to be sufficient at this time. We need to do more - or to do something different.</p>	
<p><b>A Commitment to Powerful, Culturally Proficient and Relevant Instruction:</b> California's community schools commit to be driven by teaching and learning that are 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.</p>		<p><b>Emerging</b></p>	<p>This is a challenging metric to look at given that many of our students are still developing basic communication, motor, and self-help skills at their young age. However, our instruction needs to continually strive to be engaging and relevant and move our children towards accessing the least restrictive environment at all times - and supporting our students as much as possible to be connected and informed about their amazing community.</p>	
<p><b>A Commitment to Racially Just and Restorative School Climates:</b> 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 CCSPF Framework.</p>		<p><b>Evolving</b></p>	<p>We are proud of our work at Burbank where no child is ever sent home as a solution to a behavioral challenge. All behavior is communication - and we know better than most that when we teach children to communicate their needs and give them a structured and engaging place to go to school with staff that celebrate them - there is no need for exclusionary discipline. However, we can always improve in building a nourishing school climate.</p>	
<p><b>A Commitment to Shared Decision Making and Participatory Practices:</b> 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.</p>		<p><b>Emerging</b></p>	<p>This grant is an opportunity to build these structures that we have within our staff and include our families and our community in a more powerful way. At this time, we do not have a parent advisory body at Burbank and we are excited to be able to develop one with the help of a community school manager.</p>	

## STAKEHOLDER ENGAGEMENT

Please list the strategies you will use to engage stakeholders through all phases of CCSPP Implementation (promising practices listed below, [please edit based on your site](#)):

<b>Students</b>	Given that our students are between the ages of 0-5, student engagement will be measured through their teachers and caregivers through surveys, focus groups, peer leadership roles, and others as determined by the site Advisory Committee.
<b>Families/Caregivers</b>	Families will be actively engaged through surveys, focus groups, leadership roles, and others as determined by families themselves, school staff and site Advisory Committee.
<b>Teachers/School Staff</b>	Teachers will be actively engaged through surveys, focus groups, leadership roles, and others as determined by teachers themselves, school staff and site Advisory Committee.
<b>Community Partners</b>	Community Partners will be actively engaged through surveys, focus groups, leadership roles, and others as determined by school staff and site Advisory Committee.
<b>Advisory Committee (SSC or Community School focused group)</b>	Burbank will utilize our site councils, newly established Family Advisory Board, and leadership meetings that will include our Principal, Community School Manager, teacher(s), parents, and community partners (e.g. Expanded Learning, Lincoln Family, Head Start, and other invested community programs. These CCSP Advisory Teams will co-create the plan based on needs assessment and identify strategies for future budget planning.



OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2023-24									
School Name:	Cleveland Elementary					Site #	108	Date	1/19/24
School Mission and Vision									
Students develop strong relationships with classmates and teachers in identity safe spaces, and work in classrooms on high rigor tasks that will decrease academic outcome gaps. Educators collaborate on planning, data, and work analysis with a focus on decreasing academic outcome gaps between student groups. Parents and the community understand their student’s progress and experience through regular communication from staff members.									
Community School Advisory and Implementation Team - members that contributed to this document (add rows as needed)	NAME					REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))			
	Peter Van Tassel					Principal			
	Kristin Burke					Teacher			
	Tony Knight					Community Schools Manager			
	Angelica Jongco					Parent/SSC Chair			
	TBD					Student			
	Jake Tane					CBO Partner (Oakland Leaf)			
	Mary Schriner					Teacher/Eco literacy program lead			
Tamara Arroyo					Teacher on Special Assignment				
School Demographics									
Special Populations	% Male	% Female				%Foster Youth	%SPED		
	54.3%	45.4%				0.3	13.8%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	14.1%		22.2%	18.4%	0.5	0.3	23.5%	18.9%	3.5%
<b>OUSD CCSPP GRANT OBJECTIVES</b> - LINKED TO LCAP, CDE FRAMEWORK and OUSD STRATEGIC PLAN: <b>Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders.</b> Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 2: Creating Joyful Schools.</b> Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students’ well-being and learning – with a focus on creating racially just and restorative school climates. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 3: Strengthening Student and Family Engagement.</b> Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 4: Increasing Opportunities for Academic Innovation and Acceleration.</b> Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready. [OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE Framework; OUSD STRATEGIC PLAN]									
NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS									
PRIORITIES	Assets / Strengths <i>What are some of our strengths for Priority listed?</i>				Gaps/Challenges <i>What are some of our challenges for Priority listed?</i>		Deepest Underlying Cause <i>What are some of the reasons why we have these challenges?</i>		
Collaborative Leadership	Strong, long established ILT, MTSS, COST, and culture teams with clear vision and role				Maintaining memberships of leadership groups, managing agendas and between meeting deliverables		Lack of out of classroom staffing		
Joyful Schools	Strong, long established positive school culture, identity, shared values, and schoolwide reward system				Providing enough opportunities for students who do not feel connected inside of class, maintaining schoolwide reward system		Lack of out of classroom staffing		
Student Engagement	Multiple student leadership opportunities, emphasis on student voice and identity in classrooms				Need for more in class student to student academic discussion, need for student identity to be more present and celebrated schoolwide		Lack of out of classroom staffing, need for additional professional development and feedback		
Family Engagement	Strong SSC, PTA and other parent groups, many low stakes opportunities to be involved informally				Need for opportunities for non-English fluent families and families traditionally excluded from schools to engage consistently		Lack of out of classroom staffing		
Academic Innovation & Acceleration	Rigorous instruction, long history of strong academic results for all groups				Stubborn achievement gaps between subgroups		Need for continued work with focal students in classroom pedagogy		



STRATEGIC ACTIONS & GOALS			
PRIORITIES	Strategic Actions What are the key strategic actions to support developing a community school? (please list at least one for each priority)	MEASURABLE GOALS & ACTIVITIES Include a SMART Goal for each Action	
Collaborative Leadership	Fund and hire a community schools manager to support, lead, and maintain collaborative school culture leadership groups	Weekly meetings for all adult leadership groups with agendas, outcomes, and assigned next steps.	
Joyful Schools	Fund and hire a community schools manager to support, lead, and maintain school wide culture activites and structures	Bi-weekly student reward ceremonies, weekly RICH ticket winners, students reporting 80%+ connectedness on CHKS survey	
Student Engagement	Fund and hire a community schools manager to support, lead, and maintain students leadership groups, implement professional development around student academic conversations in coming year	Student academic conversations present in 100% of classrooms during academic blocks (measured using district ELD rubrics). Student leadership groups established and meeting on a bi-weekly basis with membership that reflects our demographics.	
Family Engagement	Fund and hire a community schools manager to support, lead, and maintain family engagement opportunities, specifically focussed on families of color and non English speaking families	Monthly meetings with agendas, outcomes, and assigned next steps for parent groups, four parent education nights per year.	
Academic Innovation & Acceleration	Continue to focus on subgroups that are not able to meet achievement targets	Increase overall academic scores by 5%, 10% for identified subgroups including ELs, Special education, and African American students	
STAFFING [OUSD LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.]			
STAFF ROLES	Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.		
Community School Manager (required)	REQUIRED: Schools awarded the grant will hire a Community School Manager (CSM) to work with Community School Implementation Teams, manage the implementation of the grant deliverables including data collection and reporting, and sustain and expand school and community partnerships to support the growth of the Community Schools.		
COMMITMENTS			
Self Assessment Key: Exploring: no practice or plan in place but desire to implement; Emerging: initiating a practice or practices; Evolving: practices in place but refining/improving; Excelling: Strong practices in place.			
COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:		Commitment Confirmed	Self Assessment - Select from drop down
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.		✔	Evolving
A Commitment to Powerful, Culturally Proficient and Relevant Instruction: California's community schools commit to be driven by teaching and learning that are 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.		✔	Evolving
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.		✔	Evolving

STAKEHOLDER ENGAGEMENT	
<p> <b>Stakeholder Identification</b>          We have identified the following stakeholders:         <ul style="list-style-type: none"> <li>Local community</li> <li>Government</li> <li>Industry</li> <li>Academia</li> <li>Media</li> <li>Investors</li> <li>Employees</li> <li>Suppliers</li> <li>Customers</li> </ul> </p>	<p> <b>Stakeholder Mapping</b>          We have mapped the following stakeholders:         <ul style="list-style-type: none"> <li>Local community</li> <li>Government</li> <li>Industry</li> <li>Academia</li> <li>Media</li> <li>Investors</li> <li>Employees</li> <li>Suppliers</li> <li>Customers</li> </ul> </p>



OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2024-25													
School Name:		Edna Brewer Middle School			Site #		0210		Date		1/9/2024		
School Mission and Vision													
<p>An Edna Brewer graduate will be an academically successful, healthy and positive community member, whose resilience enables them to thrive in high school, college and career.</p>													
Community School Advisory and Implementation Team - members that contributed to this document (add rows as needed)		NAME					REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))						
		Caroline Asis					Principal						
		Courtney McLaughlin					Assistant Principal						
		Jonathan Tran					Assistant Principal						
		Jennifer Founds					Assistant Principal						
		August Spafford					Community Schools Manager						
		Reanna Coutts					Teacher						
		Jen Mahon					Parent						
School Demographics													
Special Populations		% Male		% Female				%Foster Youth		%SPED			
		50.8%		49.2%				0.3%		15.8%			
Student Population by Race/Ethnicity		African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian		Multiracial		Newcomers	
		19.2%	0.05%	17.0%	23.2%	1.2%	0.01	23.4%		13.4%			
<p><b>OUSD CCSPP GRANT OBJECTIVES</b> - LINKED TO LCAP, CDE FRAMEWORK and OUSD STRATEGIC PLAN:</p> <p><b>Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders.</b> Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [CDE Framework; OUSD STRATEGIC PLAN]</p> <p><b>Priority 2: Creating Joyful Schools.</b> Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN]</p> <p><b>Priority 3: Strengthening Student and Family Engagement.</b> Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN]</p> <p><b>Priority 4: Increasing Opportunities for Academic Innovation and Acceleration.</b> Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready. [OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE Framework; OUSD STRATEGIC PLAN]</p>													
NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS													
PRIORITIES		Assets / Strengths <i>What are some of our strengths for Priority listed?</i>				Gaps/Challenges <i>What are some of our challenges for Priority listed?</i>			Deepest Underlying Cause <i>What are some of the reasons why we have these challenges?</i>				
Collaborative Leadership		Edna Brewer has long established structures and leadership bodies for shared decision making between site administrators, teachers, support staff, students and parent including an experienced ILT, robust SSC, active PTSA, student council, Peer Restorative Justice, COST, Small Learning Communities, and departments.				Students experience difficulties executing student driven initiatives. Students are selected to participate in decision making bodies in an ad hoc manner.			No designated staff for student leadership and engagement.				

Joyful Schools	Restorative Justice is longstanding foundation of our school. We embed RJ practices in our instruction and through RJ Wednesdays. We have RJ Peer leaders who work with our school and other schools in supporting peer conflicts. We have a robust PBIS structure and systems to encourage students with positive behaviors and create joyful experiences. We celebrate student achievements through ACT assemblies, Student of the Month, and Students of the Weeks. Developing athletic programs has been a priority at our school and has led to positive student experiences and allowed students to grow as student athletes. We implement inclusion practices throughout all settings, including developing students to build peer relationships with students in restrictive Special Education settings through lunch time activities and art activities in the classrooms.	One of our challenges includes meeting the needs of students who need mental health support. While our COST Team works hard to provide students with counseling when they receive referrals, we are limited by the amount of support we can provide because of the limitations in caseloads and students not qualifying due to the type of health insurance their families have. Our students are impacted by poverty, trauma, and learning loss due to school closures.	<b>Not enough mental health providers and therapists to support the amount of students who need counseling at school. Not enough culture keepers to develop positive relationships and connections with students during break and lunch.</b>
Student Engagement	Edna Brewer has a strong school culture that students are proud to represent. The 6th grade teachers, staff, and administration use proven practices to engage students when they enter Edna Brewer so they feel connected and want to attend everyday. Student engagement and connectedness continues until high school promotion when students keep the same CORE teachers in 7th and 8th grade. Edna Brewer always has one of the highest Average Daily Attendance (ADA), lowest chronic absenteeism, and highest student satisfaction on the California Healthy Kids Survey among all middle schools in Oakland. The proven practices for student engagement include monthly assemblies, Student of the Month celebrations, Black Boys Bonding affinity group, monthly Friday music with a DJ, OAL Championship parade celebration, several dozen lunch time clubs, frequent field trips, and a strong student support team consisting of assistant principals, School Psychologist, two full time School Counselors, a Community School Manager, and partner Agencies.	Since returning to school full time from the school closures are struggling to keep up with their peers academically and forming connections with the school.	<b>Lack of connection to clubs, extra curricular activities beyond academics. Lack of dedicated to track and support highest needs students who are disconnected from the school.</b>
Family Engagement	Engaging families is a priority at our school. Our School Site Council works with admin and students leaders to address school needs as well as determining our school budget. Our PTSA works to expand its partnership with parents. Our music program has created multiple positive experiences for families and provides concerts at the school throughout the year for families to celebrate. Various events throughout the year encourage parents to join us in positive experiences, such as Gardening Day and Have Coffee with the Principal.	Difficulty in creating systems and structures that engage families in ongoing conversations about student difficulties at school that aren't in response to an incident or conflict. Engagement is usually reactive instead of proactive. Our hope is to develop systems and structures that engage families in ongoing conversations that target student concerns and develop common practices and shared goals with families and students.	<b>Lack of staff to authentically engage hard to reach and hard to serve families. Lack of staff to coordinate and expand family events in partnership with our school.</b>
Academic Innovation & Acceleration	Edna Brewer strives to embody middle school network vision of providing every student with a world class education. Our school is intentionally structured to guarantee instructional planning time for partner teachers and department professional learning communities (PLC). During planning time, educators collaborate to backward plan leveraging grade-level standards and vertically align instruction to build off prior skills from 6th to 7th to 8th. The instructional leadership team (ILT) meet twice a month to monitor instructional progress, conduct classroom learning walks, and initiate cycles of inquiries based on our school's theory of action.	One of our biggest challenges is providing targeted intervention and acceleration for our students with the highest academic needs. With limited staff, we do not have the personnel to implement small group intervention and acceleration for literacy and mathematical skills.	<b>No staffing position(s) that specifically work with students with highest academic needs, such as English Learners (ELs).</b>
<b>STRATEGIC ACTIONS &amp; GOALS</b>			
<b>PRIORITIES</b>	<b>Strategic Actions What are the key strategic actions to support developing a community school? (please list at least one for each priority)</b>	<b>MEASURABLE GOALS &amp; ACTIVITIES Include a SMART Goal for each Action</b>	
Collaborative Leadership	Designated staff advisors and funding to support student and family initiatives that promote democratic and distributive leadership.	By the end of the 2024-2025 school year, designated staff will be able to work with students and families to develop and implement at least 3 initiatives, as measured by admin observations and reporting, as well as surveys (Sown to Grow).	
Joyful Schools	Increase capacity of student mental health support and connections to trusted adults at school.	By the end of the 2024-2025 school year, the COST Team will be able to assign at least 80% of counseling referrals to mental health services providers regardless of insurance status, as measured by COST referrals and reporting.	
Student Engagement	Creating and providing activities, clubs, and affinity space for students to engage with school beyond academics.	By the end of the 2024-2025 school year, designated staff will be able to provide at least 3 new programs (such as club, specific yearlong activity, or affinity spaces) that provide opportunities for students to engage in preferred interests, as measured by charting and surveys.	

Family Engagement	Dedicated staff to reach out to and build connections with the families of students who are identified as disconnected from the school in a proactive manner.	By the end of 2024-2025 school year, designated staff will be able to plan and implement family events, administer family surveys, meet with families, and run focus groups as measured by 80% of families engaging with the school at least once in the school year.	
Academic Innovation & Acceleration	Designating staff and funding to provide targeted intervention and acceleration for students with the highest academic needs.	By the end of 2024-2025 school year, designated staff will be able to work with 2 focal groups of students (who are below grade level for reading) and provide targeted support to increase academic performance by "one year of growth or more", as measured by iReady stretch growth goals.	
<b>STAFFING [OUSD LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.]</b>			
<b>STAFF ROLES</b>	<b>Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.</b>		
Community School Manager (required)	REQUIRED: Schools awarded the grant will hire a Community School Manager (CSM) to work with Community School Implementation Teams, manage the implementation of the grant deliverables including data collection and reporting, and sustain and expand school and community partnerships to support the growth of the Community Schools.		
Culture Keeper	Having a female culture keeper to establish warm presence and connection with students during break and lunch.		
Restorative Justice Facilitator/Restorative Community School Manager	Female Restorative Justice Facilitator or RCSM will expand schoolwide RJ community building practices and lead focal student and family engagement initiatives. This will reflect a more diverse supervisi		
TSA: Academic Intervention Coordinator	Academic acceleration specialist can work with focal groups of students who are below grade level to provide individualized instruction that aligns with student interests, strengths, background, and prior knowledge.		
Mental Health Specialist	Provide high quality mental health services to students regardless of health insurance status.		
<b>COMMITMENTS</b>			
<b>Self Assessment Key:</b> Exploring: no practice or plan in place but desire to implement; Emerging: initiating a practice or practices; Evolving: practices in place but refining/improving; Excelling: Strong practices in place.			
<b>COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:</b>		<b>Commitment Confirmed</b>	<b>Self Assessment - Select from drop down</b>
<b>A Commitment to Assets-Driven and Strength-Based Practice:</b> 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.		<input checked="" type="checkbox"/>	Emerging
<b>A Commitment to Powerful, Culturally Proficient and Relevant Instruction:</b> California's community schools commit to be driven by teaching and learning that are 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.		<input checked="" type="checkbox"/>	Excelling
<b>A Commitment to Racially Just and Restorative School Climates:</b> 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.		<input checked="" type="checkbox"/>	Evolving
<b>A Commitment to Shared Decision Making and Participatory Practices:</b> 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.		<input checked="" type="checkbox"/>	Evolving
<b>STAKEHOLDER ENGAGEMENT</b>			
<b>Please list the strategies you will use to engage stakeholders through all phases of CCSPP Implementation (promising practices listed below, <a href="#">please edit based on your site</a>):</b>			
<b>Students</b>	Students will be actively engaged through surveys, focus groups, peer leadership roles, and others as determined by students themselves, school staff and Site Advisory Committee.		







OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2024-25										
School Name:		Kaiser Early Childhood Center				Site #	180/104	Date	1/20/2024	
School Mission and Vision										
Our Vision at Kaiser Early Childhood Center is to create a safe, welcoming, inclusive school environment for Oakland's youngest and most diverse learners. As an OUSD Inclusion, Special Education and Diagnostic Center, we strive to build a solid foundation of success for all children and their families. We are committed to providing each child in our program access to a high-quality educational experience. Our promise to provide kindergarten readiness will be accomplished through instruction, assessment and curriculum that is developmentally, culturally, and linguistically appropriate. The curriculum includes instruction in early literacy, math, science, art, physical development, and social/emotional development and is rooted in the California Preschool Learning Foundations. Our goal is to serve the families of Oakland's youngest children as they prepare for school success. Our program strives to build relationships between families, schools and the broader Oakland community and partners. OUSD's early learning programs are committed to providing a nurturing and secure educational setting for young children and their families. In a safe, age-appropriate engaging environment, children learn and explore as they experience the world. Our play-based programs encourage the development of each child's unique potential. The process enhances physical, emotional, social, creative, and intellectual growth. Staff, children and families learn to value diversity and to foster self-confidence, love of learning and respect for each other and others.										
Community School Advisory and Implementation Team - members that contributed to this document (add rows as needed)		NAME					REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))			
		Alesia Eutsler					Early Learning Principal			
		Maria Michelle Orellana					Bilingual Administrative Assistant			
		Linda Polovetsky					Lincoln Mental Health Consultant			
		Maria Sujo					Director, Kindergarten Readiness			
		Nini Humphrey					Early Learning Coach			
		Kimberly Champion					Site Teacher Leader			
		Reka Lal					East Bay Agency for Children			
Lacy Asbil					Family Engagement Liaison					
School Demographics										
Special Populations	% Male	% Female					%Foster Youth	%SPED	total 148 students	
	55.0%	45.0%					<1%	39.0%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers	
	27.0%		6.0%	33.0%	N/A	N/A	18.0%	16.0%	2.0%	
OUSD CCSPP GRANT OBJECTIVES - LINKED TO LCAP, CDE FRAMEWORK and OUSD STRATEGIC PLAN: <b>Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders.</b> Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 2: Creating Joyful Schools.</b> Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 3: Strengthening Student and Family Engagement.</b> Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 4: Increasing Opportunities for Academic Innovation and Acceleration.</b> Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready. [OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE Framework; OUSD STRATEGIC PLAN]										
NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS										
PRIORITIES		Assets / Strengths <i>What are some of our strengths for Priority listed?</i>				Gaps/Challenges <i>What are some of our challenges for Priority listed?</i>		Deepest Underlying Cause <i>What are some of the reasons why we have these challenges?</i>		
Collaborative Leadership:		In our second year at Kaiser Early Childhood Center, we continue to strengthen our capacity to be responsive to the needs of our school community. Our services reflect the spectrum of developmental diversity of the young children in Oakland. As an inclusion and diagnostic center we partner with families to address the developmental needs of their children, centering student learning in all discussions, decisions, and actions. As we enter the 24-25 school year, we will continue to embrace and respond to the significant impact the COVID-10 pandemic has had on multiple areas of children's development, school readiness, access to education, socialization skills and mental health. Our expertise in inclusive family-centered programming guides our assessment of community needs and provides the framework for collaborative partnerships with families.				Families and staff need tangible resources to move priority goals forward. A major barrier to our progress is the lack of infrastructure to support our collaborative goals.		The lack of fiscal vitality remains a core reason that our school has limited ability to realize our collaborative goals.		

Joyful Schools	Building a Joyful School climate for all demands a growth-mindset and commitment to anti-bias, social justice, inclusive practices. Educators at Kaiser engage in monthly professional learning communities to deepen our awareness and understanding of how we can directly mitigate the impact of injustices on the community we serve, as well as among our staff community. We partner with our mental health consultant agency to access support for children and families, in the school setting and family-centered. Our educators participate in CalFresh nutrition and gardening programs at our school. Our partnership with Luna Dance Institute is a two year research project to assess the impact of integrating movement across all class programs, with the potential to lead to scaling across all OUSD ECE sites.	Resources to design and implement socially responsive programs for our community is the primary challenge for our school. The myriad of needs of families with young children most are often presented to our already over-extended, compassion fatigued workforce.	As young children born in the pandemic begin their academic careers, we are seeing the myriad of negative impacts of postponed social development, over-reliance of technology, increase in family insecurity, This, coupled with a school community that's primary mission is to serve a diverse developmental population, has shown an uptick of unserved needs and significant asocial behaviors in the classroom settings. On average, we are seeing an increase of 5% of children entering school in need a additional developmental services.
Student Engagement	Being a school in service to children across developmental differences, we have a strong capacity to meet the needs of a divergent community of learners. A solid strength of ours is guiding families through the assessment process and accessing supportive resources, all at our school campus.	As young children born during the pandemic enter school we are observing a range of dvelopmental differences and an increase in social-emotional challenges. This can present a barrier to children accessing the educational environment and requires additional expertise and resources.	The pandemic resulted in social isolation for children and families. The reduction of face-to-face contact has delayed in families accessing developmental assessments and services. Now children are entering school for the first time without the benefit
Family Engagement	We see Family Engagement as a direct extension of the programming we provide from a Joyful School perspective. We encourage our families to participate in the daily programming (classroom guests, volunteers, event organizing partners). Collaborating with our enrichment partners and afterschool program, we extend opportunities with the adult education component. We currently host bi-weekly caregiver support groups, facilitated by our mental health consultant. Families participate in school tours and class visits to perpective families, as well as, contribute in a variousof research partners for our TK programs.	It is a significant challenge to responsively assess, desgin and implement meaningful Family Engagement offerings.	One of our central challenges in this area is having a coh
Academic Innovation & Acceleration	We use assessment and review of goals and objectives to drive lesson planning to support the developmental needs of children. Our educators and therapists partner with families to determine priorities and next steps in a child's learning. IEP and DRDP data to determine student growth in learning foundational skills. Kaiser has also been awarded ELOP funds to provide after school enrichment care for our transitional kindergartners to support working families and build school readiness skills. 86% of Kaiser TK students attend the after school program. Many of our teachers are also a part of a home visiting program that is focused on relational and data driven family connections to support a healthy development and school readiness for our preschoolers. We also collect family feedback surveys to guide department wide academic planning.	The academic and developmental support needed from our students far exceeds our current ability to provide the services they deserve to excel in early school success. We need a dedicated CSM that will help us acquire high quality culturally and linguistically relevant support services, coordinate and support the execution of this menu of services.	We need funding for a CSM to support Kaiser in attracting, coordinating and facilitating support services for families with an intentional through line of equity, culturally relevant content and delivery as well as school readiness.

#### STRATEGIC ACTIONS & GOALS

PRIORITIES	Strategic Actions	
	What are the key strategic actions to support developing a community school? (please list at least one for each priority)	MEASURABLE GOALS & ACTIVITIES Include a SMART Goal for each Action
Collaborative Leadership: Hire a Community School Manager to support Collaborative Leadership, to deepen engagement of students and families and to manage school partnerships.	Recruit and hire a Community School Manager to facilitate various school leadership teams (composed of families, teachers and admin staff) namely family focused leadership bodies and partnerships that support mental health services for children and family systems.	We will initiate this program by holding annual stakeholder retreats to set joint goals and vision setting for our school. We will meet quaterly to monitor and reflect as a team on our collaborative leardership goals, utilize school and community feedback surveys, campus needs assessment and, evaluation.
Joyful Schools: supplement enrichment program funding to include Family Engagement Events with Luna Dance & MOCHA. Increase Mental Health Resources.	Funding resources for family engagement opportunities will support and strengthen a community of joy an inclusivity at Kaiser. We will use funds to welcome families at our school site and creatively engage so all families, namely those furthest from opportunity can participate in home-school connection activities aligned to supporting mental health, children's healthy development and kindergarten readiness.	We will initiate our Family Engagement offerings with an interest/needs assessment to our school community (families & Staff). We will use attendance data and feedback forms following each family engagement opportunity. With the support of our CSM we will follow up for anecdotal case studies throughout the year, as well as, connecting with non-attendees to better understand the barriers of participation.
Student Engagement	The development of a intentional family engagement platform that includes parent education and parent-child interactive opportunities on site and in the community will help our preschoolers feel welcomed, seen and represented in their school community. Students will have an experience of school that is liken to home and inclusive of their family.	By aligning and adjusting instructional practices as a response to Fall Desired Results Developmental Profile (DRDP) data across developmental domains (SEL, language, cognitive and motor development). We will examine Spring DRDP data to identify areas of growth. We will also use child friendly surveys administered by a teacher/familiar adult to examine how preschoolers feel when they attend family-child interactive events at their school.

Family Engagement: We will expand our Classroom enrichment programs to our Families by offering Adult PLC, alongside our educators, and family events with MOCHA & Luna Dance.	Partner with MOCHA and Luna Dance to design and implement a series of PLC opportunities for families, alongside Kaiser educators, and host quarterly family enrichment events outside of the school day (in person and virtual option).	We will use our collective leadership body to initiate joint goals, vision and meaningful family engagement programming. Using our collective goals we will implement programming and assess success by examining family engagement attendance in all family events. We will meet quarterly with partners to discuss program development and make continuous improvements to equitably engage families and ensure that activities are aligned to children's development (in comparison to DRDP data) and cultural/linguistic needs of our community. Using attendance data we will determine if any populations of families are not participating and collectively develop a plan to ensure all families feel welcome and are enabled to participate.		
Academic Innovation & Acceleration	The support of a CSM will enable instructional coach/program specialist to focus on classroom instruction, progress on goals, and developmentally appropriate curriculum which would increase student growth and teacher retention. The coordination of district and community partnerships would bring targeted support services for children and families creating conditions for student and family success and kindergarten readiness. The CSM will also work with our new afterschool program provider and school day teachers to create curriculum alignment and support school readiness.	We will study the impact of academic innovation with our collective leadership body. We will look at how designated staffing roles are supporting children in their key areas such as coaches and program specialist, site administrators, CSM and after school program providers, and their through line of support. We will know we are making strides and accomplishing our innovation and acceleration goals if staff roles and schedules are adhered to, children are making gains in DRDP assessments (domains: physical, cognitive, SE & language domains) and staff attrition rates decrease.		
STAFFING [OUSD LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.]				
STAFF ROLES	Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.			
Community School Manager (required)				
Stipends for family engagement opportunities: staff & families	Stipend allocations for staff and families to partner on School Leadership Committee to support Family Engagement Events			
Part time family liaison .2	If funds allow, we will hire a .2 Family Liaison to assist with the coordination of Family Engagement at Kaiser.			
COMMITMENTS				
Self Assessment Key: Exploring: no practice or plan in place but desire to implement; Emerging: initiating a practice or practices; Evolving: practices in place but refining/improving; Excelling: Strong practices in place.				
COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:		Commitment Confirmed	Self Assessment - Select from drop down	Brief Description of Self-Assessment Answer
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.		☑	Evolving	As a new school community, we continue to deepen our understanding of one other to develop trusting relationships as a professional community. It is evident that individual community members hold strong beliefs and are committed to providing strength-based perspectives in relation to children and families. That said, we are in great need to leverage resources to build out into the class teams and the school community.
A Commitment to Powerful, Culturally Proficient and Relevant Instruction: California's community schools commit to be driven by teaching and learning that are 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, multimodal, 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.		☑	Evolving	We approach children and families with a welcoming embrace and invitation to share their wishes and dreams for their educational experience. We take an active role to build awareness of our own culture in relation to our school community.
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.		☑	Excelling	We are proactive in our practices to integrate all learners into the school environment. In our commitment to anti-racist teaching, we acknowledge our own biases and reflect in community to respond to behavioral needs of individual children. We partner with families to create positive interventions to lift each learner to their fullest capacity. With this consciousness, we actively mitigate potentially harmful outcomes for our children, who are statistically at the highest risk of being excluded from accessing a high quality, loving education.





OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2024-25									
<b>School Name:</b>	<b>Melrose Leadership Academy TK-8</b>			<b>Site #</b>	<b>235 and 152</b>		<b>Date</b>	January 2024	
<b>School Mission and Vision</b>									
The vision of Melrose Leadership Academy is to partner with families and the community to create an environment that enables students to be bilingual, creative, thoughtful, self-motivated learners. We will nurture a culture of mutual respect and multiculturalism, where dialogue among students and adults is central to learning. Melrose Leadership Academy will be a place where students can exercise their curiosity, their voice, make meaningful choices and challenge themselves and each other academically and where students develop their sense of responsibility to transform our school, community and world.									
<b>Community School Advisory and Implementation Team</b> - members that contributed to this document <i>(add rows as needed)</i>	<b>NAME</b>				<b>REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))</b>				
	Jonathan Mayer				Principal				
	Susan McGrath				Assistant Principal				
	Violeta Escobar				Assistant Principal				
	Andi Gonzalez				Community School Manager				
	Princess Villegos				After School Coordinator				
	Laura Kaneko				TSA: 6-8				
	Evelyn Ramirez				TSA: Newcomers				
Ian Patton				Counselor 6-8					
<b>School Demographics</b>									
<b>Eligibility for CCSPP</b>		USC: 55.3%		Only Dual-Immersion TK-8 in OUSD that is in 2 separate campuses with 700 students.					
<b>Special Populations</b>	% Male	% Female				%Foster Youth	%SPED		
	47.5%	51.9%					10.2%		
<b>Student Population by Race/Ethnicity</b>	African-American	American Indian/Alaska Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	4.9%	0.3%	--%	66.1%	--%	--%	18.1%	8.4%	
<b>OUSD CCSPP GRANT OBJECTIVES</b> - LINKED TO LCAP, CDE FRAMEWORK and OUSD STRATEGIC PLAN: <b>Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders.</b> Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 2: Creating Joyful Schools.</b> Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 3: Strengthening Student and Family Engagement.</b> Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 4: Increasing Opportunities for Academic Innovation and Acceleration.</b> Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready. [OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE Framework; OUSD STRATEGIC PLAN]									
<b>NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS</b>									
<b>PRIORITIES</b>	<b>Assets / Strengths</b> <i>What are some of our strengths for Priority listed?</i>			<b>Gaps/Challenges</b> <i>What are some of our challenges for Priority listed?</i>			<b>Deepest Underlying Cause</b> <i>What are some of the reasons why we have these challenges?</i>		

Collaborative Leadership	ILT, Culture Team, COST, SSC, PD's, Attendance Team, Family Groups, Student Leadership	1. Lack of Admin Leadership retention and need for another CSM and AP to accommodate needs at both sites 2. Double number of staff and lack of space to implement programming (i.e. community room, space for providers, etc) 3. Being able to hold PLCs and collaborative PDs. 4. Lack of staff and after-school staff shared training on trauma-informed practices and anti-racism.	1. Addressing the systemic issue of underfunded TK-8 schools. Currently TK-8 are funded as an elementary school, that leaves out key supports for middle school and enrichment. 2. As the only TK-8 dual-language school in the district, our dual language program is not fully funded. Spanish teachers must come out of our supplemental budget, depleting our budget for student electives and enrichment. 3. Two campuses 1 mile apart due to growing school population. Must spread out resources and staff. Now we have two facilities and a larger population where combined school events are not possible. 4. High Principal turnover over last 3 years due to the scope of leading 2 campuses 5. High leadership turnover (institutional knowledge gone). 6. School population increased by 5 classes after the pandemic, and staff increased by 1/3 after the pandemic. School and culture radically changed while we were not in person, and when we returned, we were split to 2 different sites.
Joyful Schools	Morning announcements, Appreciations (Aprecios), Assemblies, Middle School Sports, Some Middle School Clubs, Partnerships, Field-Trips, Family Events	1. Not enough student Providers (counselors, therapists, school social workers) 2. Need another CSM and/or RJ Coordinator to facilitate more student leadership (i.e. peer RJ, asambleas, college readiness, etc)	1. Funding for key positions to support a dual-language program at 2 different physical sites. Need more onsite providers, MS counselor, RJ Coordinator and extended contracts for staff to create more inclusive, safe, joyful spaces that promote wellbeing. 2. Lack of basic enrichment funding: Arts - Music, Art preps funded by VAPA and PTSA. 3. The need to create meaningful PD spaces for teachers to analyze and engage deeply with student work in order to inform their practice
Student Engagement	Student counseling for Middle School, Invest in Mental Health Interns, aprecios, student led conferences, student leadership teams, Clubs, Habits	Lack of extracurriculars for students. Unfunded 0.5 Counselor position for Middle School and no base funding for Elementary counseling. Lack of overall therapists and school social workers to serve TK-8th. Many students behind in Spanish and English instruction.	1. Fully fund our Middle School counselor. 2. Extended contracts for teachers to provide more extracurriculars for student engagement/enrichment. 3. Expand after-school offerings. 4. Resources to support Black students (i.e. Affinity Groups, Clubs, Providers, etc)
Family Engagement	PTSA, Padres Unidos, Families of the African Diaspora, Parent Square Communication, hosting family events, Coffee with the Principal, Dual-Language Materials and Translations for all events/Report Cards	Bringing in Newcomer families to the table. Enrollment priorities to support Newcomer, Spanish-Speakers, and Black/African-American families from the community. Creating affinity groups and spaces for student, staff, and parent anti-racism and class work. Need for family liaison to help coordinate parent education and fun family events.	1. Lack of diversity on staff, in particular Black and Asian educators to mirror family diversity. 2. Lack of school-wide events and parent education and funding.
Academic Innovation & Acceleration	Expeditionary Learning, Dual-Language, Student Led Conferences, Student Portfolios, Reading Intervention, Math Intervention, Newcomer ELD and Math, Levled Middle School ELD	Understand what Expeditionary Learning is, and how it supports a dual language program.	Moving to 2 campuses (1 mile apart), admin changes over 3 years, and faculty transitions of leaders who held that knowledge/key positions. <b>Need extended contracts for staff to continue the important work around academic innovation.</b>  Staff growth and turn over means many have not received training on EL model. Adoption of District curricula has led us away from having <b>expeditions</b> and we have not had time/resources to adapt adopted curricula into expeditions.
STRATEGIC ACTIONS & GOALS			
PRIORITIES	Strategic Actions What are the key strategic actions to support developing a community school? (please list at least one for each priority)		MEASURABLE GOALS & ACTIVITIES Include a SMART Goal for each Action
Note: Strategic Actions in <b>bold</b> are school needs the CCSPP Grant would fund.			

Collaborative Leadership	<b>CSM(s), RJ Coordinator</b> , ILT and Culture Committee Collaboration, Staff CREW/Leadership Meetings, Partnership Collaboration, COST Team Collaboration, Student Voice Surveys	MLA will collaborate with key community stakeholders by creating meaningful spaces to plan and complete our School Culture Plan with the new principal, AP, CSM, New RJ Coordinator, TSA, Culture Team Members, Family Groups and Student Surveys. Our school culture plan will be completed by July 2023 and we will measure the progress of our plan by using CHKS survey data around student and staff belonging (increase).
Joyful Schools	<b>Extended Contracts for Staff</b> to support extra-curriculars/clubs/sports/electives; <b>Middle School Counselor, On-Site Providers</b> , Culture meeting, Assemblies, Habits of the Heart and Mind, Student Recognition, clubs	MLA is committed to creating a joyful school by expanding support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning. MLA has a high need in expanding on-site providers (therpists and counselors). Additionally, MLA is committed in creating racially just and restorative school climates by providing extended contracts for staff in order to attend PDs around anti-racism and trauma informed practices, as well as provide student spaces for extracurriculars, team sports, enrichment and more. The same data point listed above will be used to monitor our progress on this goal.
Student Engagement	<b>PlayWorks, Middle School Counselor</b> , Expeditionary Learning, Monthly Student-Led Assemblies, Student Leadership class, Clubs, Cantare(Youth Choir), Student Led Conferences	MLA belives that student collaboration is the best method of teaching. Playworks will offer another way to actively gain student engagement and choice. Student leadership/student voice and choice on what activities they would like to see here at MLA. We will do this with in the first month of school through surveys with help from the CSMs and Middle School Counselor. Increase in all positive CHKS data points.
Family Engagement	<b>CSM</b> led Family Events, <b>Provider</b> (therpists, socialworkers, counselors, and CSMs) led Family Education, PTSA and Family Affinity Groups, Newsletter, Cultural Events, Green Team, Coffee with the Principal	CSMs will collaborate with all family groups to create family engagement actiiviities that fit MLA's diverse cultural needs. We will start this process early August to ensure family cultural celebrations and engagement throughout the year. Additionally, providers will address family needs BOY and create Parent Education Workshops. In particular, Newcomer family outreach, Digital literacy workshops, and other community needs.
Academic Innovation & Acceleration	<b>Extended contracts for staff</b> to support enrichment classes and electives for elementary and middle school, Expeditionary Learning (EL), ILTs, SSTs, APOYO/COST System,	MLA is comitted to academic Innovation and Acceleration by continuing Expeditionary Learning/CREW with a dual-immersion focus. In order for MLA to expand and improve student supports and enrichment opportunities to close the equity gap, we will need funding to offer extended contracts for staff. This will open up opportunities for tutroing, enrichment classes, electives, and more. With more opportunities for meaningful academic student engagement, we can esnure we are meeting our MLA vision of having all students graduate college, career, and community ready.
<b>STAFFING [OUSD LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.]</b>		
<b>STAFF ROLES</b>	<b>Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.</b>	
<b>[NEED] Extended Contract for all Staff to provide more tutoring and extra-curricular opportunities</b>	In order for MLA to expand and improve student supports and enrichment opportunities to close the equity gap, we will need funding to offer extended contracts for staff. This will open up opportunities for tutroing, enrichment classes, electives, and more.	
<b>[NEED] 2-3 Onsite Mental-Health Providers</b>	In order to implement the CCSPP plan, we will need multiple onsite providers to meet the needs of two seperate facilities/campuses.	
0.5 Middle School Counselor <b>[NEED] Fulltime Middle School Counselor</b>	To adress the mental health needs of the students. It is imperative that this position is fully funded since we currently only have 0.5 funded for a part-time counselor, yet we have a high need for a full time middle school counselor.	
<b>Restorative Justice Coordinator [NEED]</b>	An RJF is critical in growing a robust Tier 1 system at MLA, while also educating staff and facilitating true tier 1/2/3 processess here. Given that MLA was founded with a mission to support social justice, we need continued support around cultural competence and this position would be key in this process.	
<b>[NEED] PlayWorks or other partner organization for recreational SEL based joy/play</b>	Playworks will offer another way to actively gain student engagement and choice. Student leadership/student voice and choice on what activities they would like to see here at MLA.	
<b>Community School Manager(s) [CURRENT and NEED] (*2 CSMs needed; 0.8 comes out of our school budget and 0.2 from Title 1 Funds. Need to find funding for a 2nd one to support TK-8 school with over 600 students at 2 campuses)</b>	REQUIRED: Schools awarded the grant will hire a Community School Manager (CSM) to work with Community School Implementation Teams, manage the implementation of the grant deliverables including data collection and reporting, and sustain and expand school and community partnerships to support the growth of the Community Schools.	
<b>COMMITMENTS</b>		
<b>Self Assessment Key:</b> Exploring: no practice or plan in place but desire to implement; Emerging: initiating a practice or practices; Evolving: practices in place but refining/improving; Excelling: Strong practices in place.		



COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:	Commitment Confirmed	Self Assessment - Select from drop down	Brief Description of Self-Assessment Answer
<p><b>A Commitment to Assets-Driven and Strength-Based Practice:</b> 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.</p>	✓	Evolving	As a dual-immersion multi-cultural school, MLA is committed to celebrating and uplifting the strengths of our students and families. We have an asset-based lens toward sustaining wellness by providing a robust Coordination of Services Team system. All educators participate in Tier 1 APOYO system, which allows staff members to hold meaningful discussions around student supports on a weekly basis, and later refer students to COST/services if Tier 2 or 3 support is needed. Despite the lack of consistent leadership retention for the last 3 years, 2 physically separate sites, and lack of proper funding for a dual-immersion program, MLA has persisted in our mission to be a place where students can exercise their curiosity, their voice, make meaningful choices and challenge themselves and each other academically and where students develop their sense of responsibility to transform our school, community and world. The CCSPP grant would allow MLA to go from "Evolving" to "Excelling" and serve as an important public dual-immersion model for the district/state.
<p><b>A Commitment to Powerful, Culturally Proficient and Relevant Instruction:</b> California's community schools commit to be driven by teaching and learning that are 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.</p>	✓	Evolving	Expeditionary Learning has a key role here at MLA. We believe the hands on approach with EL creates a robust learning environment, where students can truly thrive. Dual-immersion is centered around wisdom, history, culture and the experience of our families whether they come from Spanish speaking families or not. The relevant instruction speaks to our Spanish speaking students and opens up the minds of our students who are learning Spanish.
<p><b>A Commitment to Racially Just and Restorative School Climates:</b> 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.</p>	✓	Evolving	MLA supports and embraces students with Restorative practices, reflection sheets and Crew. Students are encouraged to talk about issues they might have with other students, encouraged to do circles and build community with others through CREW time.
<p><b>A Commitment to Shared Decision Making and Participatory Practices:</b> 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.</p>	✓	Evolving	Many Staff hold leadership roles here at MLA. There is ILT, COST, Leadership Team, Middle school Meetings, Culture and Climate, Equity Leadership Team, Faculty Council and staff PD's, where all staff are encouraged to participate in the making of the agendas and decisions. Additionally, MLA provides survey options, focus groups, and more for student and family voice to inform decision making.
<b>STAKEHOLDER ENGAGEMENT</b>			
Please list the strategies you will use to engage stakeholders through all phases of CCSPP Implementation:			



PARTNER ORGANIZATION	PROGRAM FOCUS AREA (e.g. Academics, Culture & Climate, Family Engagement, Enrichment, Expanded Learning, Health & Wellness, Other)	CONTACT NAME	CONTACT PHONE	DAYS ON SITE	STRENGTHS/IMPACT in 23-24	PLANS for 24-25
Community Bridges: Love, Learn, Success	Expanded Learning	Armando Garcia and Princess Villegos	armando@lovelearnsuccess.org and g	Daily	Daily ASP program with music, art, academic support, and more.	
Expeditionary Learning (EL)	Academics	Catherine Smith	csmith@eleducation.org	Daily	Professional learning for our staff to visit other EL schools across the country and plan instruction with a school planner per our contract.	
Fred Finch Family and Youth Services	Health & Wellness	Natalia Arias and Veronica Macina	natalie.arias@ousd.org and veronica	Daily	Our only full-time onsite therapist clinician for our entire school.	
Oakland Goes Outdoors (OGO)	Expanded Learning	Zotunde Morton	jerome.morton@ousd.org	Field-Trip Based	Virtually every grade participates in an outdoor related field-trip each year.	
Cantare Con Vivo (Children's Youth Choir)	Enrichment	Conway Tan-Gregory and Julie Haydon	conway@cantareconvivo.org and julie	Weekly	Music lessons for our TK-2 grades and choir for 3-8 on a weekly basis and school concerts for the rest of the grades 2-3 times a year.	
MLA PTSA	Family Engagement	Co-presidents: Kristen Hernandez and Elena	mlaptsapresident@gmail.com	N/A	Active parent organization that helps put on family engagement events and supports with school fundraising.	
Padres Unidos	Family Engagement	Alma Ortega	yltztin@gmail.com	N/A	Supports our monolingual spanish speaking families to stay informed and involved.	
Families of the African Diaspora	Family Engagement	Donna Bransford	donna-bransford@gmail.com	N/A	Supports our Black/African-American/Afro-Latinx families and informs school culture around changes to better support our Black students.	
Gender Sexuality Alliance (GSA)	Culture & Climate	Schmian Evans	schmian.evans@ousd.org	as needed/district support	Supports our elementary Rainbow Club and our weekly middle school GSA Club.	
Gender Inclusive Parent Group	Culture & Climate	Nuria Bertrand	green.hammer@gmail.com	N/A	Parent group that supports our queer and non-binary student populations.	
Kinder to College	Academics	Manal Nasser	manal@oaklandpromise.org			
Community Reading Partners	Academics	Kathleen Mautner and Drew Sokol	kmautner@aspireeducation.org	Fall and Spring Programming		
Constitution in the Classroom	Academics	Lily Harvey	lily.harvey@gmail.com	Fall and Spring Programming		
InnerExplorer	Culture & Climate	Laurie Grossman	lgrossman@innerexplorer.org	Daily		
Office of Equity OUSD	Culture & Climate	Schmian Evans	schmian.evans@ousd.org	as needed/district support		
RJ OUSD	Culture & Climate	David Yusem and Denise Curtis	david.yusem@ousd.org and denise.cu	as needed/district support		
Sown to Grow	Culture & Climate	Yochabel Eakman	yoshi@sowntogrow.com	Weekly		
Scouts Troup 97	Expanded Learning	Harold Lowe	holowe@aol.com	Weekly		
ELLMA	Academics	Nicole Knight and Maria Ingles	nicole.knight@ousd.org and maria.ing	as needed/district support		
Peralta College Dual-Enrollment/Linked Learning	Expanded Learning	Todd Shima (Counselor)	tshima@peralta.edu	virtual		
UpwardBound (College-Access)	Expanded Learning	Louis Ramirez	mlramirez@northeastern.edu	intermittent and virtual		
Growing Together Project	Enrichment	Jose Luis Rodriguez	jose-luis@growingtogetherprojects.org	Weekly		
St.Marys Univeristy Student Teacher Partnership	Other	Michael Viola	mjv7@stmarys-ca.edu	3-4 days a week Spring		
Junior Achievement	Expanded Learning	Mary Diligent	mdiligent@janorcal.org	virtual supports and career day planning/implementation		
EdFund Read-In Volunteers	Academics	Eva Mills	eva@oaklandfund.org	Event based		
Student Transit Pass Program (STPP)	Family Engagement	Nicole Larson	NLarson@nelsonnygaard.com	as needed		
Girls of the African Diaspora (MLA Based)	Family Engagement	Senhit Gamble	senhitd@gmail.com	weekly		
OAL Sports	Enrichment	Mario Sanabria	mario.sanabria@ousd.org	weekly	MS Sport teams for all school seasons and for both girls and boys.	
Mindful Life - Mindfulness 360	Culture & Climate	Angelo Monsalve	angelo@mindfullifeproject.org	weekly		

OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2024-25										
School Name:		Montera Middle School				Site #	211	Date	1/26/2024	
School Mission and Vision										
Montera Middle School community is dedicated to ensuring that all students have equal access to a world class education through a broad-based curriculum in an environment that fosters joy, safety, and wellness for all community members. We are committed to maintaining high academic expectations for students at all academic levels. Our goal is to develop students into inquiring, knowledgeable, and caring lifelong learners who are prepared to excel in high school while simultaneously exploring their college and career goals.										
		NAME					REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))			
		Latoya Williams					Principal			
		Bathsheba Harambe					Community School Manager			
		Erica Saephan					Counselor			
		Natalye Pearson Tramell					Parent			
		Samuel Cooper					Teacher			
		Elaine Le					Student			
		Mabel Margate					Envisioneers (After School Provider)			
School Demographics										
Special Populations	% Male	% Female					%Foster Youth	%SPED	%Homeless Families	
	52.0%	48.0%					>1%	17.0%	5.0%	
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers and No Racial Demographic Reported	
	26.7% (n=176)	>1% (n=1)	6.4% (n=42)	28.3% (n=186)	>1% (n=3)	1.1% (n=7)	20.1% (n=132)	15.2% (100)	> 1% (n=2) and 1.7% (n=11)	
OUSD CCSPP GRANT OBJECTIVES - LINKED TO LCAP, CDE FRAMEWORK and OUSD STRATEGIC PLAN: Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders. Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [CDE Framework; OUSD STRATEGIC PLAN] Priority 2: Creating Joyful Schools. Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] Priority 3: Strengthening Student and Family Engagement. Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] Priority 4: Increasing Opportunities for Academic Innovation and Acceleration. Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready. [OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE Framework; OUSD STRATEGIC PLAN]										
NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS										
PRIORITIES	Assets / Strengths What are some of our strengths for Priority listed?				Gaps/Challenges What are some of our challenges for Priority listed?		Deepest Underlying Cause What are some of the reasons why we have these challenges?			
Collaborative Leadership	Our School Site Council is representative of the community that we serve. Our SSC provides input and approval on our Title 1 expenditures, school safety plan, as well as advise our school administration on other budgetary expenses (i.e. supplemental, discretionary, etc). Our Climate and Culture team works closely with our Instructional Leadership Team to strengthen classroom culture and its relationship to student performance. These two leadership groups are teacher lead and has improved the the collaborative process at our school. Our grade level leads also participate in our Coordination of Services Team which is responsible for assinging our students to services that will support their wholistic development.				*Currently, we rely on classroom teachers to support in the leadership of our Climate and Culture, School Site Council, and MTSS plan. This puts additional responsibilities on teachers/staff who are currently assigned max class loads of students. *We are in need of additional FTE to support the collaborative work that we are engaged in. This would include the possibility of hiring an additional counselor climate and culture ambassador.		*Most of our funding is allocated for FTE expenditures which provides limited resources to support the collaborative work that is underway at Montera. Additional FTE will allow our site to maximize the collaborative possibilities.			

Joyful Schools	<p>*We celebrate our students. We are the only middle school in our district that hosts an annual middle school pride.</p> <p>*We celebrate student</p> <p>*We highlight are students success (Attendance recognition, GPA recognition, are partnering with a consultant to provide anti-racist and liberatory pedagogy professional development for our staff.</p>	<p>*Partnership limitation due to funding</p> <p>*Frequency of celebrations</p>	<p>*Most of our funding is allocated for FTE expenditures which provides limited resources to address systemic issue via professional development and other training opportunities for our staff.</p>	
Student Engagement	<p>*Our school community is committed to providing Tier 1 strategies to engage all Montera Middle School students.</p> <p>*We host cultural events to celebrate and honor the diversity within our community.</p> <p>*We provide opportunities such as (MLK oratorical contest, Student Leadership class, strong athletic program, lunchtime clubs, Library, concerts and other events to highlight student success, afterschool program.</p>	<p>*Our students must have programming from start of school until the end of school. Approximately 70% of our students ride the city bus to and from school. Our school's location is not easily accessible and programming outside of the bell schedule is limited due to this.</p>	<p>*School Location</p>	
Family Engagement	<p>*We currently fund a full time Community School Manager. Our Community School Manager works closely with our MTSS team, co-leads our COST team, and is actively building relationships with community partners to better address the needs of our families.</p> <p>*We have a very involved Parent Teacher Organization that works collaboratively with our school community. They provide family engagement opportunities throughout the school year</p> <p>*We currently fund an ELL liason (currently our ELL teacher) to support the school to home connection for our families who need support accessing our site and district resources. Our goal is to expand the support in 24-25 to provide on-going parent engagement workshops that are provided in the Home Language listed for each family. This will be in addition to Back to School Night, Open House, and PTO meetings.</p> <p>*Our athletic program is a well supported and attended family engagement section of our school. In 24-25 we have discussed linking parent meetings (30 - 45 min) before the game to connect with families that are not attending other parent meetings/engagement opportunities.</p>	<p>*Our Community School Manager is currently paid from our Title 1 funds (\$44,000). Our Community Schools Grant could help release these funds and provide our SSC with more flexibility to fund other prioritized areas that are identified based on our SPSA.</p> <p>*Our PTO is does not reflect our student body.</p> <p>*Funding our ELL liason impacts our Master Schedule. If we used our Community Schools Grant to fund this part-time position we could free up sections in our Master Schedule to provide additional Academic Innovation &amp; Acceleration.</p> <p>School location. Scheduling meetings in community hubs (i.e. other schools that are central to the various clusters of our family locations).</p> <p>*Additional staff (liasons) for our families</p>	<p>*Funding</p> <p>*Our schools location is not central to where our families live</p> <p>*75% of our population do not live within the attendance area of our school and 5 families live outside of Oakland.</p>	
Academic Innovation & Acceleration	<p>We are developing a literacy hub for our site, which will include partnerships with local organizations (i.e. universities, community colleges, other non profits, to support reading acceleration for our growing readers. In addition to supporting unfinished learning we are committed to providing accelerated learning opportunities for students who are performing on/or above grade level.</p>	<p>*Funding to add additional sections to expanding our accelerated offerings.</p>	<p>Limitations in resources and time. If we had additional personnel to expand the oru programming we would strategically meet the needs of our students. We have a growing popoulation of ELL's, students who qualify for free and reduced lunch and other family stressors that impact learning.</p>	
STRATEGIC ACTIONS & GOALS				
PRIORITIES	Strategic Actions What are the key strategic actions to support developing a community school? (please list at least one for each priority)	MEASURABLE GOALS & ACTIVITIES Include a SMART Goal for each Action		
Collaborative Leadership	<p>*Hold forum 2x per year for families and students to engage in dialogue and assess the impact of our Community Schools programs. Fall engagement (Oct/Nov) and Spring engagement (March) to assist in the planning for the 25-26 school year.</p> <p>into an on-going year long committee to assess implementation and effectiveness of collaborative leadership, joyful schools, student engagement, family engagement, and academic innovation &amp; acceleration.</p>	<p>By the end of the 2024-2025 school year, the CSAT will have gathered survey data in Fall, Winter, and Spring to determine effectiveness of 23-24 goals in order to help plan for the following year.</p>		
Joyful Schools	<p>*Provide community building and school connection opportunities for students (i.e. 6th grade summer bridge for incoming 6th graders) to strengthen the middle school transition.</p> <p>*Provide community with events that highlight the diverse representations of the members within our school community.</p> <p>Develop an integrated Check-in-Check-Out program for Tier 2 students. Increase student access to mental health support providers.</p>	<p>By the end of the 2024 - 2025 school year, student surveys will show a reported increase in students experiencing joy, safety, and wellness for all community members. will see an increase in students reporting feeling safe and connected to school as mentioned in the annual CHKS survey, and through monthly Sown to Grow surveys.</p>		

Student Engagement	*Provide funding for Wellness Wednesday activities *Provide funding for materials that highlight student success (i.e. Attendance recognitions, GPA recognitions, etc) *Provide funding for student lead events (i.e. student leadership group, student clubs, Black Girls Brilliance, etc).	By the end of the 2024 - 2025 school year, we will show an increase in student engagement as evidenced by the participation of students in site-based events and survey feedback provided by students about the events they participated. This data will allow us to make end of year adjustments to student programming for the following school year.
Family Engagement	*Family engagements workshops (i.e. how to access curriculum tools, how to support your middle school learner. On site and in the community based on cluster locations) *Provide family engagements events in the home languages that are present at Montera (currently 15 home languages spoken) *Hire an additiona (bilingual) academic counselor to strengthen the school to home engagement for our ELL families	By the end of 2024 - 2025, our EOY report will show an increase in community-based partnerships that are providing services to our students/families. This increase will be measured by the data collected during our COST and MTSS meetings.
Academic Innovation & Acceleration	*Hire an additional counselor to support targeted academic needs for students in each grade level. *Hire staff for our Literacy Hub. The location/space and physical materials (i.e. furniture) are currently in place. *Hire staff to increase the number of students participating in college and career readiness opportunities. *Hire staff to teach our Black Girls Brilliance classes. *Increase FTE for accelerated learning in Math & English *Hire RJ facilitator to support the RJ work needed on campus as well as train parents and other community members on how to use RJ practices. *Contract with community organizations to provide high school, college and career readiness workshops for students/families.	By the end of 2024-2025 our student will show an increase in participation in accelerated programs as well as intervention programs. This increase will be measured by performance growth in students iReady scores (Beg, Mid, and EOY assessment).

**STAFFING [OUSD LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.]**

STAFF ROLES	Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.	
Community School Manager (required)	REQUIRED: Schools awarded the grant will hire a Community School Manager (CSM) to work with Community School Implementation Teams, manage the implementation of the grant deliverables including data collection and reporting, and sustain and expand school and community partnerships to support the growth of the Community Schools. Our CCSPP funding will the additional funding needed to secure our CSM.	
Counselor	Hire an additional counselor which will allow for each grade level to have their own dedicated academic counselor. This will provide additional support for students who are performing two or more years below grade level. It will also provide additional support for the increased mental health challenges (i.e. expressed suicidal ideations) that have increased since COVID, as well as strengthen the school to home connections for our families.	
Restorative Justice Facilitator	By hiring an RJ coordinator we will extend the resources available via our MTSS. An RJ coordinator will help lead our Climate and Culture team, train peer RJ leaders, facilitate RJ circles, support family engagement by teaching preventative strategies that center SEL, as well celebrate youth and families to continue fostering a joyful school environment.	
Dean of Students	To support 6th grade retention a Dean of students will work closely with the Climate and Culture team and RJ facilitator to provide academic and wellness support using strength-based approaches (i.e. Sown to Grow). Our Dean of students will work closely with our 6th grade families to support students middle school success.	
Academic Tutors	Staff our literacy hub with academic tutors to provide literacy support and/or tutoring in other Core subject areas throughout the day.	

**COMMITMENTS**

**Self Assessment Key:**

Exploring: no practice or plan in place but desire to implement;  
 Emerging: initiating a practice or practices;  
 Evolving: practices in place but refining/improving;  
 Excelling: Strong practices in place.

COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:	Commitment Confirmed	Self Assessment - Select from drop down	Brief Description of Self-Assessment Answer
<b>A Commitment to Assets-Driven and Strength-Based Practice:</b> 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.	<input checked="" type="checkbox"/>	Evolving	Our ELL family population has increased and the need to provide staff who can support our populations is a growth area. Overall, we partially meet the needs for the many of our families. However, the increase of our with non-stable housing, episodic mental health events, and an increase of students who are performing two or more years behind academically has exhausted the limited resources that we have available. The addition of our CSM has assisted in mitigating some of the barriers.

<p><b>A Commitment to Powerful, Culturally Proficient and Relevant Instruction:</b> California's community schools commit to be driven by teaching and learning that are 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.</p>	<input checked="" type="checkbox"/>	<p><b>Evolving</b></p>	<p>Our focus on developing anti-racist educators is unwavering. Our Instructional Leadership Team has highlighted areas of Professional Development needs for our staff to support culturally rooted lesson planning. Our Medical Literacy initiative with BGB and our industry partner (GUSTI) provides an opportunity for youth to explore college and career readiness in middle school. Our woodshop also provides industry experience for our students by taking them on job shadowing opportunities as well as construction sites. Additionally, an emphasis on getting our students into the larger Oakland and East Bay communities is a priority.</p>
<p><b>A Commitment to Racially Just and Restorative School Climates:</b> 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.</p>	<input checked="" type="checkbox"/>	<p><b>Evolving</b></p>	<p>Our site leadership is committed to providing a racially just and restorative school climate. There is a need to provide additional training to teachers in developing as anti-racist educators. This is not an overnight process and has been challenging for some teachers in the past. Our focus is to support teachers in developing restorative practices in their classrooms to mitigate out of class learning loss. In addition to this, our RJ practice is that students "give back" or "right their wrong" when they have practiced harm within our school community. Hiring an RJ facilitator will allow us to train peer RJ leaders as well as provide parents RJ training and workshops for our families.</p>
<p><b>A Commitment to Shared Decision Making and Participatory Practices:</b> 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.</p>	<input checked="" type="checkbox"/>	<p><b>Evolving</b></p>	<p>Our school community consist of several committees that work together to focus on our mission of being a community centered school hat fosteres joy, safety, and wellness for all members. These committees center shared decision making and provide recommendations and input on areas such as Master Schedule, Climate and Culture, Facilities, community partnerships, and more. Members from the various committees, which include sudents, also make up our CCSPP team.</p>

#### STAKEHOLDER ENGAGEMENT

Please list the strategies you will use to engage stakeholders through all phases of CCSPP Implementation (promising practices listed below, [please edit based on your site](#)):

<b>Students</b>	Students will be actively engaged through our Sown to GROW (SEL) data, CHKS survey, Wellness Day input, 1:1 check ins, focus groups and other qualitative and quantitative data that is available using our district resources as well as teacher and family input.
<b>Families/Caregivers</b>	Families will be actively engaged through surveys, focus groups, leadership roles, and others as determined by families themselves, school staff and site Advisory Committee.
<b>Teachers/School Staff</b>	Teachers and school staff will be engaged through committees (SSC, Climate & Culture, ILT, COST), Department meetings, grade level meetings, and monthly staff meetings. Inquiry Cycles will be implemented during mid points of each semester. School Staff will also support the development of the "start of school" data collection. The first 2 weeks of school will focus on tudent engagement by centering joy (i.e. community builiding activities, field trips to local park)
<b>Community Partners</b>	Community partners are included in our weekly COST meeting.CCSPP implementation will be an added focal point on our weekly agenda. New community partners that are not on site will engage in a monthly meeting lead by our community school manager and other members of the CCSPP.
<b>Advisory Committee (SSC or Community School focused group)</b>	Our advisory committee is a comprised of representatives from our SSC team, Climate and Culture Team, Instructional Leadership team, After School Partner, students, parents, counselor, community school manager, and principal. Our CCSPP Advisory Team will co-create the plan based on needs assessment and identify strategies for future budget planning.

[illegible]



OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2024-25									
School Name:	Oakland Technical High School				Site #	305		Date	12/28/2023
School Mission and Vision									
Oakland Tech will be a model of equity and access, using high-quality pathways and social-emotional supports to ensure that every student takes ownership over their learning, engages in rigorous academic discourse, and graduates college-, career- and community-ready.									
Community School Advisory and Implementation Team - members that contributed to this document (add rows as needed)	NAME				REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))				
	Alexis Gray-Lawson				CSM				
	De'shawn Woolridge				Assistant Principal				
	Martel Price				Principal				
	Jah-Yee Woo				Teacher				
	Ana Laura Castro				Head Counselor				
	Katorry Taylor				Student				
	Quincie Howard				School Staff				
	Vanessa Gray Lawson				Parent				
Reginald Figgs				School Staff					
School Demographics									
Special Populations	% Male	% Female				%Foster Youth	%SPED		
	52.7%	46.8%				0.3%	15.3%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	29.9%	0.0006	16.4%	20.1%	0.007	0.2%	19.8%	10.7%	7.6%
<b>OUSD CCSPP GRANT OBJECTIVES</b> - LINKED TO LCAP, CDE FRAMEWORK and OUSD STRATEGIC PLAN: <b>Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders.</b> Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 2: Creating Joyful Schools.</b> Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 3: Strengthening Student and Family Engagement.</b> Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN] <b>Priority 4: Increasing Opportunities for Academic Innovation and Acceleration.</b> Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready. [OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE Framework; OUSD STRATEGIC PLAN]									
NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS									
PRIORITIES	Assets / Strengths <i>What are some of our strengths for Priority listed?</i>				Gaps/Challenges <i>What are some of our challenges for Priority listed?</i>		Deepest Underlying Cause <i>What are some of the reasons why we have these challenges?</i>		
Collaborative Leadership	Our collaborative leadership practices include working with the PTSA to ensure that funding is redirected to support ASB and student activities across the school; having an established CSSC with stable staff, family, and student participation, a functioning and growing COST team that serves the academic, emotional, physical, and social needs of our students; We hold regular Department and Pathway meetings to encourage teacher leadership as well as established ILT meetings to encourage, Admin/Leadership team meetings				Physical participation of black and brown families; Building Staff Capacity; Still recovering from Covid related impacts; New leadership (Administration team is all relatively new to roles)		<b>A lack of financial resources ; inability to coordinate stakeholders to focus on prevention and less on emergency crisis, staff turnover; impacts of Covid-19</b>		
Joyful Schools	Student Led clubs; regular assemblies scheduled; 9th grade House system; Pathway events during Advisory; Student organized and led rallies;; Extracurricular opportunities in the form of athletics and performing arts				Balancing joy with Academic instruction/learning loss; Questioning "How do we infuse more joy into teaching and learning?"(Look at BTSC/CHKS for more info) Competing priorities-Not enough PD time/work around TIP (Internal trauma vs. external trauma		<b>Values alignment among staff; Capacity of staff; COverid related impacts on views of education;</b>		

Student Engagement	9th grade Student Orientation. Welcome BBQ; Grade Level Assemblies, Student Clubs based upon student interests, Black Family Summit; Affinity graduation ceremonies; pathway math system; pathway intervention meetings, Internal Support system within pathways via Student Support Specialist; Student cohorting using the Master Schedule, After School Programming; College Crunch during Fall Break	Lack of vertical alignment/expectations around MS to HS transition (social promotion); Covid Related impacts (isolation/ social media reliance); Lack of conflict resolution skills	Lack of financial resources to bridge the gap between families and school; Attendance beliefs/values among students.
Family Engagement	Bullhorn, Oakland Tech Social Media sites, a dedicated Communications position; Principal Bi Monthly Bulletin, Cafecito con las consejeras; Affinity Graduations, PTSA and sub committess (College Mentoring Committee for example), Black Family Summits, Noche de Familia. Academy Information Night,	Balancing communication and translation of communications;	Lack of resources to support a multilingual community. Time/capacity of staff; Physical proximity of schools (over 50% of student body comes from outside of traditional boundaries) causes access issues
Academic Innovation & Acceleration	Most to all classrooms have access to chromebook carts for academic work; Offer credit recovery via APEX; Courses offered through the Office of Equity (AAMA, AAFE, LMA); 9th grade Summer Bridge; Summer Academic Intervention; Growth of Dual Enrollment; Growth of AP sections in Science; ECCCO internship funding, Interdisciplinary projects within pathways; tutoring offered through the ASP;	Low afterschool programming enrollment; competing priorities (academic, economic, etc.); Staff capacity to differentiate among tier 1, 2, and 3 practices to support students; Inconsistent assessment and grading practices; lack of vertical and horizontal alignment	Values alignment among staff; Competing priorities for PD time ; Lack of calibration/adjustment from Covid related academic impacts
STRATEGIC ACTIONS & GOALS			
PRIORITIES	Strategic Actions What are the key strategic actions to support developing a community school? (please list at least one for each priority)	MEASURABLE GOALS & ACTIVITIES Include a SMART Goal for each Action	
Collaborative Leadership	Create a Community School Stakeholder Advisory Group to share data information on a regular basis to track and ensure accountability and alignment of resources/services;	By 2025, this group will hold three meetings on a quarterly basis to solicit and provide input around community goals and a shared vision for the collective work.	
Joyful Schools	Expansion of the Culture and Climate Team to include Case Managers, Culture Keepers, the CCRS, and students to help create a safe and secure learning enviroment; Will hold PDs around best practices to create joyful learning environments	By 2025, the Culture and Climate Team will have met monthly to create schoolwide events; CC team will assess gaps in participation; ILT will hold 2 PDs around implementing joyful learing environments that highlight the assests and strengths that are families have.	
Student Engagement	1) Hire a Restorative Justice Coordinator to build a robust Civic Engagement program that supports peer restorative justice among the student body; 2) Retain AAFE, AAMA, and LMA courses in the Master Schedule; 3) Continue with Affinity Graduation ceremonies; (4) Case managers will meet 1:1 with Tier 2 students to help build a college going mindset (5) Attendance team will update and maintain weekly bulletin boards on attendance data	1) By 2025, we will have 31 students that have been trained in Peer Restorative Justice practices with the ability to hold and facilitate Circles as needed; 2) By 2025 we will increase the number of students enrolled in AAMA, AAFE, and LMA; 3) Student exit surveys to assess student views around engagement; 4) Case managers' student caseload will reduce absences by 10% and be on track to graduate; (5) At the end of each semester, school will celebrate student attendance	
Family Engagement	1) To enhance resources for Black Family, we plan to hiring Full time family Liaison to help support families in finding resources, parenting classroom, and trauma; 2) We plan on hiring a part-time Multi-Lingual Family Liasion to support our Latinx student population.3) Will hold one holiday event in support of our McKinney-Vento families	1) By 2025, both family liaisons will have hosted quarterly family engagement sessions for our Black and Brown families. 2) Oakland Tech will hold a Turkey or Holdiay event for studentn and families that qualify for McKinney-Vento (3) All counselors will be trained in and conduct home visits with 20 targeted families by the end of the school year.	
Academic Innovation & Acceleration	(1) Increase afterschool program enrollment (2) Case managers will conduct whole and small group transcript reviews and do weekly or bi monthly academic checkins with student caseload; (3) Strengthen academic credit recovery program; (4) diversify Advanced Placement and Dual Enrollment options in order to increase Black and Brown students' enrollment and success in AP and DE courses	By 2025, 1) increading After School Programming enrollment by 10% 2) determine caseload by 1st marking period 3) to be able to provide tutoring to students within different times during the day including after school stipend program for students to be able to work during those hours and help students. 4) Enrollment of black and brown students in AP/DE courses will increase 10%.	
STAFFING [OUSD LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.]			
STAFF ROLES	Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.		
Community School Manager (required)	REQUIRED: Schools awarded the grant will hire a Community School Manager (CSM) to work with Community School Implementation Teams, manage the implementation of the grant deliverables including data collection and reporting, and sustain and expand school and community partnerships to support the growth of the Community Schools.		
Family Liaison (1.0)	Will be focusing on parent engagement and access via home language; Will hold family engagement sessions and workshops. Will work to incresse parent voice on campus.		
Restorative Justice Lead (1.0)	Will build a Peer Restorative Justice program; Will support with workshops on Trauma Informed Practices; Will participate on Culture and Climate team as well as the Community Stakeholder Advisory gr		
Case Managers (5.0)	Case manager will be focusing on grades and attendance for tier 2 level students with a focus on Latino and AA students in grades 9-12. Tier 1 Academic support (transcript reviews, grade checks, etc.); \		
AAFE and LMA instructors	Cohorts will be created to support our students of color and to connect them with an advocate on campus		
College and Career Readiness Specialist	Will join the Stakeholder Advisory Group and the Climate and Culture Meetings in an effort to support and create a joyful learning environment thatcreates a college going,poositive culture at Oakland T		
Counselor(s)	Will join the Stakeholder Advisory Group, Attendance Meeting, and the Climate and Culture Meetings in an effort to support and create a joyful learning environment thatcreates a college going,poositiv		
Instructional Leadership Team (ILT)	ILT Team will plan, facilitate, and reflect 2 PD workshops focusing on cultivating joy in learning in the 2024-25 school year.		
Attendance Team	Attendance Team will hold monthly meetings to analyze attendance data, determine interventions, reach out to families, and help plan end of semester celebrations.		
Culture Keepers	Will join the culture and climate meetings.		
COMMITMENTS			

**Self Assessment Key:**

Exploring: no practice or plan in place but desire to implement;

Emerging: initiating a practice or practices;

Evolving: practices in place but refining/improving;

Excelling: Strong practices in place.

COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:			
	Commitment Confirmed	Self Assessment - Select from drop down	Brief Description of Self-Assessment Answer
<b>A Commitment to Assets-Driven and Strength-Based Practice:</b> 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.	✓	Evolving	Our COST team continues to support the MH and EH of our student community. PTSA is a strength that supports our school community, however, the body lacks diversity in terms of consistent participation; Parents thought it would be important to have a POC as a President and made that a priority that became a reality; Admin/leadership team has worked to create annual and quarterly events like the Black Family Summit(s), Noche de Familia and Cafecito con las Consejeras for students and parents of our focal students to demonstrate our commitment to make the communities feel uplifted. Work with the CSSC continues to be developed and get refined to uplift the voices and needs of our focal students;
<b>A Commitment to Powerful, Culturally Proficient and Relevant Instruction:</b> California's community schools commit to be driven by teaching and learning that are 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.	✓	Emerging	At Oakland Tech, our instructional focus for the past two years has been on developing staff's capacity for culturally responsive teaching. The ILT has been instrumental in planning a scope and sequence of professional development workshops that reflect this focus. Teachers have discussed more equitable grading practices and increasing student to student talk, especially with our Black and Brown students. We opened this school year with a focus on building bridges to students and families. However, staff turnover of about 20% each year makes it challenging for us to implement best practices schoolwide.
<b>A Commitment to Racially Just and Restorative School Climates:</b> 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.	✓	Emerging	We have implemented a class called "Civic Engagement" where the teacher holds a space for students to learn how to facilitate Tier 1 community circles. Some counselors are trained to do home visits and have started to implement within their caseloads this year. Some teachers also hold regular community circles in their general education classes. These different entities have stepped up due to not having a restorative justice coordinator to take on some of these needs.
<b>A Commitment to Shared Decision Making and Participatory Practices:</b> 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.	✓	Evolving	Oakland Tech has a variety of forums for Shared Decision Making. Forums includes PTSA, admin team meetings, leadership team meetings, COST, School Site Council, ASB and school teams (Attendance, ILT, and Culture and Climate). Each forum draws in a diverse and distinct group of stakeholders go weigh in and provide voice to key decisions that need to be made on campus. The difference between current practice and desired practice is consistency and accessibility of participatory practices aligned with shared decision making.
STAKEHOLDER ENGAGEMENT			
Please list the strategies you will use to engage stakeholders through all phases of CCSPP Implementation (promising practices listed below, <a href="#">please edit based on your site</a> ):			
Students	Community Meeting that highlights the goals of the school's planned implementation of the grant; Students will be actively engaged through in the form of ASB meetings amongst themselves and with the Principal on a monthly basis; Students will be trained in Restorative Justice Circle facilitation for Tier One practices across the school; Students will be recruited or asked to form their own Culture and CLimate team; Students will compete surveys such as the California Healthy Kids Survey,, the Senior Exit		



PARTNER ORGANIZATION	PROGRAM FOCUS AREA (e.g. Academics, Culture & Climate, Family Engagment, Enrichment, Expanded Learning, Health & Wellness, Other)	CONTACT NAME	CONTACT PHONE / EMAIL	DAYS ON SITE	NOTES
Real Hard	Expanded Learning	Lukas Brekke Meisner	lukas@kidsfirstoakland.org		
BACR	Expanded Learning	John Fuentes	510-504-0187/john.fuentes@bacr.org		
Tribe Vibe	Expanded Learning	Erin Walker	erin.walker@ousd.org	M-F	Supports 9-12th in after school activities
The Legacy	Culture & Climate	Kimberly Rucker	kimberlyrucker55@gmail.com	Monday and Friday	Works with our activities and events team
Success Stories	Health & Wellness	Ellen Dahlke	ellen.dahlke@ousd.org	Wednesday	They currently work with our at risk teens
TUPE	Health & Wellness	Dwayne Aikens	dwayne.aikensjr@ousd.org	M-F	They work with our students on substance abuse
Catholic Charities	Health & Wellness	Reginald Figgs	rfiggs@cceb.org	Monday and Friday	Groups around trauma and referrals
AAFE	Academics	Iminah Ahmad	iminah.ahmad@ousd.org	Monday and Friday	Black girls class
Latino Male Achievement	Academics	Raul Hernandez	raul.hernandez@ousd.org	Monday, Tuesday, Thursday	Chicano Studies class with 9th grade cohort
Lincoln Families	Health & Wellness	Rory Jelinski	rory.jelinski@ousd.org	M-F	Counseling Services
OUSD- ERMS	Other	Kalene Nickelson	kalene.nickelson@ousd.org	M-F	Individual & group counseling for students with EHRMS services indicated in their IEP, crisis response
Alameda County Health Care Agency- Center for Healthy Schools and Communities	Health & Wellness	Cara Dellaquila	cara.dellaquila@ousd.org	MWF	Individual therapy, COST referral triage & follow up, Mental Health consultation for parents and staff, crisis response
Lifepoint	Family Engagement	Debra Carter-Kelly	debra.carter-kelly@ousd.org	MW	SST coordination; tech Parent University
La Clinica	Health & Wellness	Angelica Serrano	aserrano@laclinica.org	M-F	Counseling Services
UC Berkeley Destination Advising Corps	Expanded Learning	Carlos Penaloza and Sofia Franco	carlos.penaloza@ousd.org	M-F : 8:30am- 4:30pm	College and Career Advisors; workshops, 1:1 for cohorts and whole school services
Northeastern Upward Bound at Mills	Expanded Learning	Nico Aldaco	n.aldaco@northeastern.edu	Tuesday-Friday: 9am- 3:00pm	College and Career Advisor; workshops, 1:1 for cohorts
No More Tears	Culture & Climate	Lonnie Morris	510-254-1566		Supports teachers as well as student and family engagement strategies
Oakland Natives Gives Back	Culture & Climate	Chyna Hill	chyna@oaklandnatives.org		Supports positive attendance programming and family outreach
African American Male Achievement	Academics	Tiago Robinson	tiago.robinson@ousd.org	M-F	Supports African American Male academic as well as the SEL of needs of AA students; Teacher acts as a case manager for student in the program.

OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2024-25												
School Name:		Young Adult Pogram			Site #		308		Date		12/11/23	
School Mission and Vision												
<p>The Young Adult Program believes that every student deserves the opportunity to develop and grow the skills of responsible independence as they are appropriate for them. Our program is driven by student outcomes and student choices. We seek social justice and civil rights for our students. We seek to help our students become participating and contributing citizens in their communities. Disability rights are human rights. We work, we live, and learn in our communities.</p>												
Community School Advisory and Implementation Team - members that contributed to this document (add rows as needed)		NAME					REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))					
		David Cammarata					Director					
		James Hall					Assistant Principal					
		Carmen Beunger					Community Schools Manager					
		Melisha Linzie					SPED Engagement Specialist					
		Virginia Bonham					Teacher					
		LaTosha Hill					Paraeducator					
		Hajer Abdullah					Student					
Laurie Callaghan					Parent							
School Demographics												
Special Populations		% Male		% Female				%Foster Youth		%SPED		
		66%		44.0%				2.0%		100.0%		
Student Population by Race/Ethnicity		African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers		
		40.0%	1.0%	9.0%	36.0%	2.0%	1.0%	9.0%	2.0%	5.0%		
<p><b>OUSD CCSPP GRANT OBJECTIVES</b> - LINKED TO LCAP, CDE FRAMEWORK and OUSD STRATEGIC PLAN:  <b>Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders.</b> Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [CDE Framework; OUSD STRATEGIC PLAN]  <b>Priority 2: Creating Joyful Schools.</b> Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN]  <b>Priority 3: Strengthening Student and Family Engagement.</b> Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN]  <b>Priority 4: Increasing Opportunities for Academic Innovation and Acceleration.</b> Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready. [OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE Framework; OUSD STRATEGIC PLAN]</p>												
NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS												
PRIORITIES		Assets / Strengths <i>What are some of our strengths for Priority listed?</i>				Gaps/Challenges <i>What are some of our challenges for Priority listed?</i>			Deepest Underlying Cause <i>What are some of the reasons why we have these challenges?</i>			
Collaborative Leadership		-Instructional Leadership Team (Teachers) -Lead Support Staff Team Member (Paraeducators) -Local Program Teams (Teachers + Support Staff) -Family Group Our Program has several teams that work together collaboratively to identify challenges, work toward solutions, and celebrate victories. We work to include stake-holder input and student choice/ interest in every programmatic decision. We have been growing our collaborative approach and are excited to be broadening our tent to include as many stake holders as possible.				We are still learning how to work together as collaborative partners, there continue to be challenges with communication, follow-through, and student/ family engagement to drive student-centered decision making.			-We only recently became recognized as a school and are growing into the expectations, requirements, and benefits. This does mean that we have a lot of systems and structures that we need to identify, define, and build -Like in most things, communication and follow-through are two pieces we need to keep an eye on. It is one thing to have structures and a completely different thing to ensure that they are functioning as they should.			

Joyful Schools	-Our students want to come to school, they enjoy participating in their programming, they are enjoying the community-based nature of our Program -Teacher and support staff retention has been high in the Young Adult Program; the nature of our Program and the ability to focus on real-life skills of living and independence is a motivator as we are able to see some truly remarkable growth for and by our students	-There is a friction between perceived growth (students enjoying their programming) and skill growth (some of what we work on is difficult to measure) and this can lead to frustration and challenges when discussing program implementation and changes -Communication challenges and shifting priorities has led to frustration across job classes and through students/ families as we work to grow and develop programming for students	-Communication and consistency amongst team members, with families and students -Access to resources for celebrations and other events has been a historical challenge for our Program
Student Engagement	-Our students are engaged in their schedule and plan development at the beginning of every semester; as a practice our students wants, desires, interests, dreams, and needs are taken into account as schedules are built and opportunities are designed and implemented -Our students are engaged in feedback about how they think things are going regularly; we try to make sure that we are checking-in with students throughout the semester and year to determine if the schedule/ plan is working for and with them -We prioritize student engagement in the IEP process; students pick their goals (when appropriate) and lead their meeting (as is appropriate for them); all students participate in their IEP meetings	-There is a divide in the program based on the severity of the impact of disability where we see students that are less impacted have access to more opportunities; we are working to develop our model of inclusion that is inclusive of all learners and learning styles and provides opportunities for all students to build their skills of community access, communication, and self-advocacy/ determination	-Follow through and planning; there is a lot on the plates of the educators in this Program from Case Management to future planning to the provision of instruction and coordination of work experiences and community college courses. Adding everything up for each student is a challenge every semester and, as a team, we have prioritized programming opportunities and have not been able to fully invest the time/ energy into the development of student structures of engagement that will further promote this are. -The absolute spectrum of need experienced by our students has been a challenge to identify structures for student engagement and leadership that are appropriate for all participants.
Family Engagement	-We have an interested, engaged, and active parent/ family/ support network community; our support networks want to see our students skills grow and they are dedicated to holding us to holding our Program to high expectations -Every student has an annual IEP meeting where we engage with support networks around our students' growth and skill development	-Many families are missed by regular school communications -Consistency in opportunities for families to volunteer, engage in and with the Program, and showcase student growth and development	-Much like student engagement, follow through and communication have been a challenge in this area -Often, we are responding to emergencies/ hot situations and that has taken away from our ability to implement structures and systems that would help us avoid some of these things
Academic Innovation & Acceleration	-Our students are college students; this semester we have 75 students taking community college coursework. Many of our families have been told for years that their young person would not be able to go to college due to their disability- we are proving that wrong -Work Based Learning with access to paid internships is for every one of our students; we are growing our paid work experience offerings for students and are hearing from places like Rad Bikes that they would like to directly hire our students -Our students grow the skills of responsible independence through independent travel support, independent living skills growth, and access to community events and opportunities	-There is an ongoing debate about the priorities when it comes to instruction; Transition Skill growth is central to our mission, but we must still focus on the growth and development of our students basic skills. This dichotomy can be difficult for educators, families, and students when working to identify plans and priorities for student schedules	-The wide expanse of need presented by our students can make cohesion in this area difficult -Teacher/ staff training -Student/ family engagement

#### STRATEGIC ACTIONS & GOALS

PRIORITIES	Strategic Actions What are the key strategic actions to support developing a community school? (please list at least one for each priority)	MEASURABLE GOALS & ACTIVITIES Include a SMART Goal for each Action
Collaborative Leadership	Continued development of a School Governance Body that is inclusive of all stakeholders within the Young Adult Program	By the end of April, 2024, the School Site Government will have identified, and held, two meetings wherein all stakeholders (teachers, support staff, students, outside agencies) will have been able to attend.
Joyful Schools	Planning of student showcases, celebrations, and other opportunities to share what they have learned and how they have grown Implementation of student-run workshops for student engagement in the learning process for and with other students	By the end of the 23/24 school year, a plan will be developed to outline and promote more inclusive learning opportunities that are appropriate for all students in the Young Adult Program
Student Engagement	Development of a student government that is connected to the School Site Government to increase the amount of student voice that goes into decision making and planning for full-program events	By the end of the 23/24 school year, a plan will be developed to include student voice in programmatic decision making that is adapted, appropriate, and inclusive of all students in the Program regardless of impact of disability
Family Engagement	-New family orientations -Continued opportunities for incoming student orientations -Development of family support network and growing participation in Parent Navigator programming	By the end of the 23/24 school year, our Parent/ Family group will have identified opportunities for outreach, program/ student support, and advocacy that can be carried into the future.
Academic Innovation & Acceleration	-Connections with OACE to provide additional learning experiences and opportunities for and with students in the Program -Completion of Zen Den Sensory Space/ Student Lounge and Independent Living Skills room at Santa Fe for the development and practice of independent living and communication skills -Identification and growth of opportunities for students at the Santa Fe school site that are more impacted by their disability and experience a challenge leaving campus -Development of Master Schedule and greater cohesion in planning and scheduling practices across programs/ teachers/ students	By the end of the 23/24 all students, more and more varied opportunities will be developed to provide better access to meaningful and impactful scheduling opportunities across the program day for all students regardless of impact of disability.



STAFFING [OUSD LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.]			
STAFF ROLES	Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.		
Community School Manager (required)	REQUIRED: Schools awarded the grant will hire a Community School Manager (CSM) to work with Community School Implementation Teams, manage the implementation of the grant deliverables including data collection and reporting, and sustain and expand school and community partnerships to support the growth of the Community Schools.		
Assistant Principal	Relationship with the Department of Special Education for support from Assistant Principal to provide support to teachers, support staff, and programs across YAP to ensure high quality instruction, meaningful schedules, IEP compliance, and to promote and provide the services provided by the Career Transition Services team		
Instructional Coach (new 23/24)	Through school-based funding, support from Instructional Coach to provide support to teachers, support staff, and programs across YAP to ensure high quality instruction, meaningful schedules, IEP compliance, and to promote and provide the services provided by the Career Transition Services team		
Director	Continued administrative support to ensure program growth, development, and implementation of plans leading to greater student outcomes; position in partnership with SPED Central, YAP Site funding, and Career Transition Services grants/ awards funding		
ILT, Lead Support Staff Team	Designation of LCCP funds to ensure on-going staff/ team member participation in programmatic development and growth of options for and with students; teachers elect teachers to the ILT, support staff elect support staff to the Lead Support Staff Team- ongoing commitment to continue these collaborative groups		
COMMITMENTS			
<b>Self Assessment Key:</b> Exploring: no practice or plan in place but desire to implement; Emerging: initiating a practice or practices; Evolving: practices in place but refining/improving; Excelling: Strong practices in place.			
COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:	Commitment Confirmed	Self Assessment - Select from drop down	Brief Description of Self-Assessment Answer
<b>A Commitment to Assets-Driven and Strength-Based Practice:</b> 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.	<input checked="" type="checkbox"/>	Evolving	Program decisions based on student desires/ interests/ and IEP goals- all decisions and program offerings, as much and as often as possible, align in what students participate in across the day. Growth needed to ensure that every minute is made to count for and with students and that clear and consistent communication is taking place between program staff and families/ guardians/ support networks
<b>A Commitment to Powerful, Culturally Proficient and Relevant Instruction:</b> California's community schools commit to be driven by teaching and learning that are 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.	<input checked="" type="checkbox"/>	Evolving	We believe that our students deserve to be meaningful members of their community; that our students deserve to be counted and considered; that our students are valuable and important as individuals. We believe that our families/ guardians/ support networks are vital to the on-going growth, development, and safety of the young people we serve and we strive to communicate in respectful and meaningful ways as we navigate an incredibly challenging and difficult transitional period in the life of the young people we support
<b>A Commitment to Racially Just and Restorative School Climates:</b> 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.	<input checked="" type="checkbox"/>	Evolving	All students are viewed as valuable; behavioral challenges are viewed through the lense of communication and we regularly do after-action investigations what may have caused a challenge; Our students are supported as they engage in problem-solving and restorative practices when appropriate. Students are encouraged to communicate their needs. Family/ guardian. support network concerns are tracked, discussed, and reflected upon in order to improve programming, support, and collaboration.
<b>A Commitment to Shared Decision Making and Participatory Practices:</b> 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.	<input checked="" type="checkbox"/>	Evolving	Programmatically, these processes are new for the Young Adult Program. We are committed to continuing to build the structures so that all of our stakeholders have the opportunity to engage meaningfully and share concerns as well as ideas for growth for the Program.
STAKEHOLDER ENGAGEMENT			



Please list the strategies you will use to engage stakeholders through all phases of CCSP Implementation (promising practices listed below, [please edit based on your site](#)):

<b>Students</b>	Students will be actively engaged through surveys, focus groups, peer leadership roles, and others as determined by students themselves, school staff and school governance body; Students will continue to be engaged in IEP decisions and processes as appropriate for each student; Program priorities and opportunities will continue to be developed based on student-interest, goals, and needs
<b>Families/Caregivers</b>	Families will be actively engaged through surveys, focus groups, leadership roles, and others as determined by families themselves, school staff and school governance body. Families will be supported by and engage in the Parent Navigator work; Families will continue to be closely involved in the IEP process to determine programmatic priorities and ensure on-going support and connection for students throughout the YAP and into the world of adult services
<b>Teachers/School Staff</b>	Teachers will be actively engaged through surveys, focus groups, leadership roles, and others as determined by teachers themselves, school staff and school governance body. Continuation of the ILT and Transition Learning Community model for communities of practice; Support staff will continue to participate in the Lead Support Staff team and decisions around training and expectations for all will be deeply rooted in student need, programatic growth, and collaboration/ communication
<b>Community Partners</b>	Community Partners will be actively engaged through surveys, focus groups, leadership roles, and others as determined by school staff and school governance body. Access and opportunities will continue to be developed that allow CBOs to do what they do well in a safe and supported manner with the students of the YAP.
<b>Advisory Committee (SSC or Community School focused group)</b>	Schools will utilize SSC team or identify another group of stakeholders that includes at a minimum Principal, Community School Manager, teacher(s), parents, students (as members or via feedback collected in surveys/focus groups) and community partner (e.g. Expanded Learning, School Based Health Center, Family Resource Center, co-located preschool (ES), Pathway Organization (HS). CCSPP Advisory Team will co-create the plan based on needs assessment and identify strategies for future budget planning.

PARTNER ORGANIZATION	PROGRAM FOCUS AREA (e.g. Academics, Culture & Climate, Family Engagment, Enrichment, Expanded Learning, Health & Wellness, Other)	CONTACT NAME	CONTACT PHONE	DAYS ON SITE	NOTES
Regional Center of the East Bay	Other	Rose Casarez	rcasarez@rceb.org	As needed	-Collaboration around the Paid Internship Program for students to experience paid work experiences -Regional Center of the East Bay supports students when they graduate from the YAP and move into adult services; this strong connection is vital to the future success of our students
Department of Rehabilitation	Academics	Iris Wiangchanok, Douglas Boothby	frank.wang@dor.ca.gov	As needed	-Provision of Student Services and Vocational Rehabilitation services to the students through the District's Transition Partnership Program has been a game changer for enrolled students as they grow their employment skills and activities leading to meaningful and on-going employment
Center for Independent Living	Academics	Ash Alunan	aalunan@centerforindependentliving.org	Monday 9-11a	-Provision of Self-Advocacy/ Determination workshop for interested YAP students -Connections to additional opportunities for students to access community-based experiences (kayaking, independent living, etc..)
Bay Area Outreach and Recreation Program	Expanded Learning	Brandon Young	brandon@borp.org	TBD	-Engagement of students in the development of their recreation/ leisure skills through access to adapted and supported activities (ie, adapted biking, adapted boating, etc..)
Laney College, Student Academic Services	Academics	Nate Failing	nfailing@peralta.edu	Every day	-Students take college courses at Laney that are both carved out for Young Adult Program students and generally offered programming -Students are encouraged and supported to register with SAS for the provision of reasonable accommodations while they access Peralta community college programming -Two programs start and stop their day at Laney college
Merritt College, Student Academic Services	Academics	Frances Moy	fmoy@peralta.edu	Every day	-Students take college courses at Laney that are both carved out for Young Adult Program students and generally offered programming -Students are encouraged and supported to register with SAS for the provision of reasonable accommodations while they access Peralta community college programming -Two programs start and stop their day at Laney college
AC Transit	Expanded Learning	Kim Ridgeway	kridgeway@actransit.org	As needed	-Support with community travel experiences -Collaboration around registration for the Regional Transportation Connection card for every eligible student in the Program -Development of vocational work experiences
SPED Family Engagement	Family Engagement	Melisha Linzie	melisha.linzie@ousd.org	As needed	-Support with family engagement opportunities and development of school governance body -Development of Orientation Scheduling and outreach for new/ incoming students as well as development of new family orientations and trainings

Developmental Disability Council of Alameda County	Culture & Climate	Ben Chen	benjamin.Chen2@acgov.org	As needed	-Linkages to outside agencies and county programming for students in the Young Adult Program -Connections to adult service programs to better support the transition from District services to adult service providers
Center for Assistive Technology	Academics	Alicia Contreras	acontreras@c4at.org	As needed	-Connecting families and students to additional/ on-going support -Development of AT/AAC resources for eligible students/ families



**Attachment IV-b: Community School Planning Artifacts:  
CCSPP Shared Decision-Making Council  
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## OUSD COMMUNITY SCHOOL IMPLEMENTATION TEAM ROSTER 2024-25

<b>School Name:</b>	<b>Burbank Preschool and Diagnostic Center</b>	<b>803/104</b>	<b>Date</b>
<b>School Mission and Vision</b>			
Burbank is a public school that serves children, infants to age 5, with special needs in Oakland. We are dedicated to providing access to high quality, relevant, and research-based education to all students. Our specialized programs aim to promote effective communication, academic, social, and self-help development in order to prepare our students for success as lifelong learners. We are also dedicated to establishing and maintaining an effective and supportive partnership with our families - as they are the most important teachers of our students throughout their lives.			
<b>Community School Advisory and Implementation Team</b> - members that contributed to this document <i>(add rows as needed)</i>	<b>NAME</b>	<b>REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))</b>	
	Theresa Lozac'h	Director ECSE and Burbank Site Admin	
	Alison Burke	Program Specialist ECSE	
	Courtney Woolverton	TSA Instructional Coach	
	Jessica Kershner	TSA Instructional Coach	
	Katy Givler	Early Intervention Teacher - Early Start	
	Maria Elena Perez	Burbank Office Administrator	
	Maria Sujo	Kindergarten Readiness Director	
	Kelsey Bevans	EBAC afterschool director	



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## Burbank CDC Family Night Noche Familiar



<https://www.burbankprek.org>



[www.ousd.org](http://www.ousd.org)



@OUSDnews

# Welcome Bienvenidos

Principal/**Directora de escuela:**  
Theresa Lozac'h

Program Specialist /**Especialista  
de programas:** Alison Burke

Instructional Coaches/**Entrenadora  
instruccional:** Courtney Woolverton  
and Jessie Kershner

Main office/**Oficina principal**  
Elena Perez y Silvia Nuno



Burbank's Family  
Navigator/**Navegadora familiar  
de Burbank**  
Claudia Ortiz

# We are your partners!

## ¡Somos tus socios!

- Please come to us with questions and concerns so we can work together to support your child.
- If you need support - please ask.
- We may not have the answer - but we will work with you and try!
- **Please assume positive intent.** Our goal is to help your child get ready for Kindergarten. We are working hard everyday to do that - if there is a mistake made - just let us know.
- Professional communication is the key to making sure we can work together to meet the needs of your child.





# Essential Skills

## Habilidades Esenciales



Preparing for a successful school year  
Preparándose para un año escolar exitoso

- Healthy Community
- Language Development
- Self Help Skills
- Comunidad saludable
- Desarrollo del Lenguaje
- Habilidades de Autoayuda





## COVID Safety/Seguridad COVID

- COVID is a part of our everyday lives.
- Please keep your children home if they have symptoms of illness - it is important to keeping everyone healthy.
  - COVID es parte de nuestra vida cotidiana.
  - Mantenga a sus hijos en casa si tienen síntomas de enfermedad; es importante para mantener a todos saludables.



## We Call Home to Have Your Student Picked Up When....

- They have symptoms that are contagious to other students like:
- Tienen síntomas que son contagiosos para otros estudiantes como:
  - Fever/Fiebre
  - Vomiting/vómitos
  - Diarrhea/Diarrea
- Please do not bring them back to school until those symptoms are gone (without the use of medication) so they do not spread the illness.
- Por favor, no los traiga de regreso a la escuela hasta que esos síntomas desaparezcan (sin el uso de medicamentos) para que no propaguen la enfermedad.



Thank You For Helping Keep Our  
Community Healthy!

¡Gracias por ayudar a mantener saludable a  
nuestra comunidad!







# How Can I Help My Child At Home Get The Most From School?

¿Cómo puedo ayudar a mi  
hija o mi hijo en casa a  
aprovechar al máximo la  
escuela?

# Language Development

## Desarrollo del Lenguaje

### EXAMPLES

- Talking about what THEY like
- Learning words through real life experiences and play
- Know their name and the names of family members

### EJEMPLOS

- Saber su nombre completo y nombres de familia
- Aprender palabras a través de experiencias de la vida real y jugando
- Hablando de lo que les gusta





# How to share books at home?

## ¿Cómo compartir libros en la casa?

- Set time aside
- Include siblings
- Read books with repetition, rhymes, songs - with very clear pictures
- If not interested, try again later - keep trying!
- Leer libros con repeticiones, rimas, canciones
- Si no le interesa, intente nuevamente más tarde
- Establecer tiempo
- Incluir hermanos/as





# Self Help Skills: Building Confidence

## Habilidades de Autoayuda: Construyendo confianza

### EXAMPLES

- Feeding themselves with cups and utensils
- Walking to class from the car
- Carrying their own backpack
- Helping clean up their toys



### EJEMPLOS

- Comiendo solo
- Caminando a clase desde el auto
- Llevando su propia mochila
- Ayudando a limpiar





# Other Strategies for School Success

## Estrategias para la escuela

- Communicate regularly with teachers - we love your questions!
- Don't forget to check your child's backpack for notes
- Check Parent Square for information!
- Comuníquese regularmente con los maestros
- No se olvide a chequear las mochilas
- Consulte Parent Square para obtener informacion!
- **Ask for help/pedir ayuda:**
  - Elena: Front Office
  - Silvia: Diagnostic Center

# School Safety / Seguridad Escolar

- Please check in at the main office any time you are on campus.
  - If you are late for school, check in with the main office.
  - This helps us know who is on campus at all times.
- Regístrese en la oficina principal en cualquier momento que esté en el campus.
  - Si llega tarde a la escuela, regístrese en la oficina principal.
  - Esto nos ayuda a saber quién está en el campus en todo momento.



# Bus Transportation/**Transporte en bus**

---



## Trouble with the Bus?

- Call OUSD Transportation  
**Llamada:** 510-879-5005
- Email/**correo electrónico:**  
[transportation@ousd.org](mailto:transportation@ousd.org)
- Get the [Zum App](#) to track the bus on your phone/**Aplicación Zum para su teléfono**



# Parent Support Group/Grupo de apoyo para padres

## PARENT SUPPORT GROUP

Facilitated by Linda Polovetsky, LMFT #120134

Please join us to connect with other caregivers, ask questions about your child's development or learn about additional resources.

Refreshments & Spanish translation provided.

Meetings will be held at  
Burbank CDC  
9:15–10:15am  
Room C  
**Every other Thursday**  
Starting 9/14  
Questions? Call or Text  
(510) 506-8567

Se lleva a cabo en  
Burbank cada dos  
jueves de 9:15 a  
10:15 a.m.  
¡Se proporciona  
interpretación en  
español!



LINCOLN FAMILIES

# Kindergarten Information Night

## Noche de información de Kinder

**Wednesday, November 15th 6:00 - 7:30 p.m.**

- Information for students who are going to Kindergarten next year and need to apply for elementary school.
- If your child turns 5 on or before September 1st, 2024 they are going to Kindergarten!
- Información para estudiantes que van a Kinder el próximo año y necesitan aplicar para la escuela primaria.
- Si su hijo cumple 5 años antes del 1 de septiembre de 2024, ¡irá al Kinder!

¡Nos vemos el miércoles 15 de noviembre por zoom!

# Next: Classroom Visits!

---



Please go to your child's classroom for a brief presentation and some time to ask questions.

We will be closing the school at 7:00 p.m.



спасибо 谢谢  
**GRACIAS**

**THANK YOU**

ありがとうございました **MERCI**

**DANKE** धन्यवाद

شُكراً **OBRIGADO**

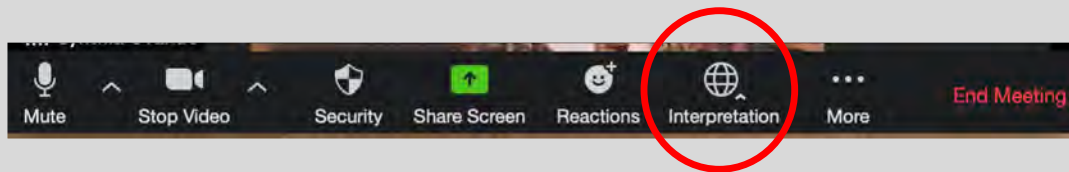
# TK and K Information Night Pop In!

**For Preschool Families in Special  
Education and our Community**

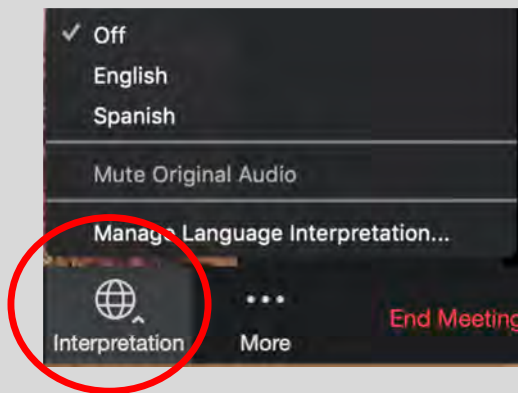
**2023 -  
2024**

# Interpreting ⇔ Interpretación ⇔ 翻譯

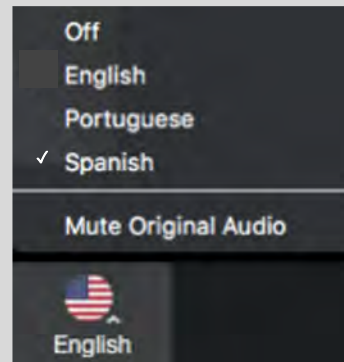
1 Go to Controls  
Vaya a los controles / 去 Control



2 Click “Interpretation”  
Clic en “Interpretación”  
點擊 “Interpretation”



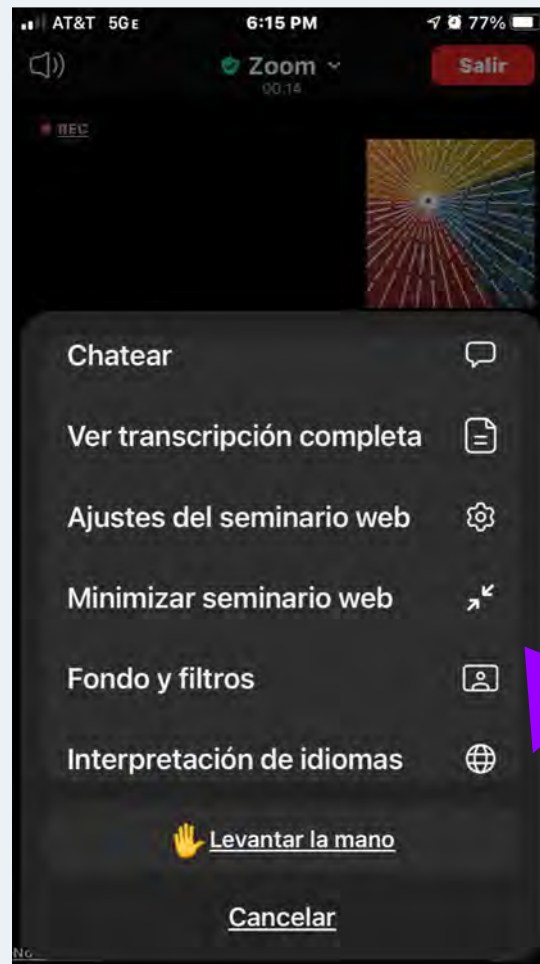
3 Choose a Language  
Escoja un idioma / 選擇語言



1.



2.



# The Team

**Theresa Lozac'h:**

Early Childhood Special Education  
Director & Site Administrator  
@Burbank CDC



**Maria Sujo**

Director of Kindergarten Readiness

**Claudia Ortiz**

Early Childhood Family Navigator



**Alison Burke**

Early Childhood Special Education  
Program Specialist



# Tonight's Agenda

- Quick Review of **Special Education Programs** in OUSD
- What are the **steps for enrolling** for TK and K?
- Time for Questions and Answers!

# Is My Child the Right Age ?

[Age Eligibility  
Calculator 2024-25](#)

**Kindergarten (K): Turns 5  
On or Before:** September  
1st, 2024

**Transitional Kindergarten  
(TK): Turns 5 on or  
Between:** September 2nd,  
2024 - **June 2nd**, 2025

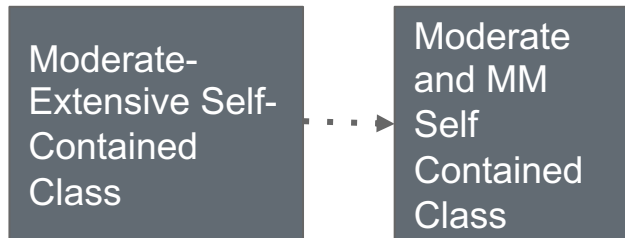
Turns 5 after June 2nd,  
2025...**they stay in PreK. :)**

How do we  
determine what  
Kindergarten  
program your child  
with an IEP needs?

We have a  
transition IEP!

- You will talk about your child's progress and what **goals** they should be working on next year.
- Together we think about a **set of services** we believe your child will need to be successful in TK or Kindergarten.
- Then the team talks about **a program** that is best aligned to meet those needs.

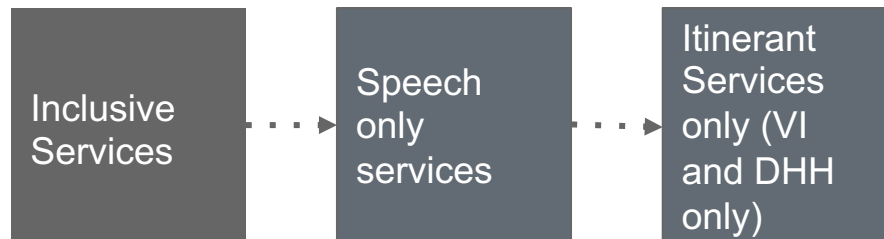




**More special education support for a student, smaller classes**

*These programs are not at every school site.*

*These services can be supported at every school in OUSD.*



**Less direct special education support for a student, more access to general education, and larger classes**

## Continuum of Special Education Programs

## *Take Away #1:*

The IEP team can't decide a specific school.

They can only work with you to decide goals and services that are best aligned to a **special education program** for TK or K.

# Questions?



If you haven't had a transition meeting, or don't understand what program your child needs...

**Please contact your child's special education case manager.**

We can also connect you with the correct person to help you if you ask for help in the chat!

Once you have worked with your IEP team to decide a *program* that is best for your child, you have to apply through Enrollwise for a *school location*.

**ALL families transitioning to Kindergarten need to enroll.**

*If your child is going to an inclusion program in TK, they also need to enroll!*

# Enrollwise Algorithm = School Board Selected Enrollment Priorities

Our school board has determined these priorities for enrolling students in a school. Often, families are put on waitlists for schools that are more popular.

## The Waitlist

The family was waitlisted at 1st and 2nd schools

The family accepted their offer for 3rd choice school and STAY on the waitlist for 1st and 2nd choice.

Applications for 4th-5th schools were cancelled

1st choice school	Waitlist #2
2nd choice school	Waitlist #17
3rd choice school	Accepted school offer
4th choice school	Application cancelled
5th choice school	Application cancelled

## The Prioritization Process

Continuing students

Foster Youth

Siblings of current students

Neighborhood residents

Children of that school's staff

Oakland residents

Non-Oakland residents

# The Enrollwise Algorithm Also Considers:

- Where are the appropriate programs for this student located? (MM, ESN SCP, etc.)
- What programs have space for this student next year?
- What is the family's school preference indicated in EnrollWise?

Your  
*neighborhood  
school* is the  
school that you  
live closest to (in  
general) as  
defined by district  
catchment  
boundaries.

Your child's neighborhood school  
is:

- Listed on your child's IEP
- And can be searched for using  
your address on this website:
  - <https://www.chooseousd.org/>



**NOTE:** If we don't have your correct  
address in AERIES, your  
neighborhood school will be  
**incorrect** in EnrollWise.

# Where are the different special education programs in OUSD?

**You can find them in our updated  
program guide!**

[https://docs.google.com/document/d/1d\\_PAQpiSmsFoj90QnlxOVvyjBG8t8QWV0V2hWqgrpK/edit?usp=sharing](https://docs.google.com/document/d/1d_PAQpiSmsFoj90QnlxOVvyjBG8t8QWV0V2hWqgrpK/edit?usp=sharing)

**And on Enrollwise by searching!**

<https://youtu.be/ym1KLVA6cA>



# What about charter schools?

Most charter schools are in a different SELPA than Oakland. That means most will have their own special education programs and systems.

**OUSD Special Education does not help with this type of placement.** Please reach out to the individual charter school if you are interested with your child's IEP.

**Questions?**  
**¿Preguntas?**

# Why Enroll?

[www.chooseousd.org](http://www.chooseousd.org)

In OUSD, we require all families to complete a short enrollment process at each natural transition (i.e. incoming K, 6, 9, Young Adult). Enrollment is important because:

- It helps us understand your school site **preferences**;
- It helps school staff **plan to welcome your child** proactively;
- It allows our district to have an **accurate count** of how many students we expect to be at each school in August.

# Enrollment Timeline For All TK and K Families

**School Tours -  
Starting NOW!**

**Enrollment opens  
12/1/23**

**Families who apply  
on time receive  
their school  
assignments  
3/6/24**

**On-time  
Enrollment  
Deadline 2/10/24**

If you have not  
enrolled via  
EnrollWise by  
February 10th your  
child's placement  
may be delayed AND  
there will be less  
spots available for  
your child.



# Student Welcome Center

Text / Call : 510-879-  
4600

Email:

[enroll@ousd.org](mailto:enroll@ousd.org)

Want more  
information?

[FAQ](#)

[ousd.org/enroll](https://ousd.org/enroll)  
[www.chooseousd.org](https://www.chooseousd.org)

# We Can Help Too!

**Make an enrollment appointment at  
Burbank!**

Elena's Calendly:

<https://calendly.com/maria-perez-qjq/kinder-enrollment>

Carrin's Calendly:

<https://calendly.com/carrin-ayala/enrollment>

Or go to our enrollment  
center at:

746 Grand Avenue,  
Oakland, CA 94610

Reach out with questions or concerns:

Theresa Lozac'h

Nuno

[theresa.lozach@ousd.org](mailto:theresa.lozach@ousd.org)

Silvia

[silvia.nuno@ousd.org](mailto:silvia.nuno@ousd.org)

Alison Burke

Perez

[alison.burke@ousd.org](mailto:alison.burke@ousd.org)

[maria.perez@ousd.org](mailto:maria.perez@ousd.org)

Elena

Garrin Ayala  
Ortiz

Thank You for Coming Tonight!

Claudia





Final Questions?

## Strategic Resource Planning (SRP)



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

## Cleveland ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2023-2024**

### SSC - Officers

Chairperson:	Angelica Jongco
Vice Chairperson:	Katherine Wolfe
Secretary:	Peter VanTassel

### SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

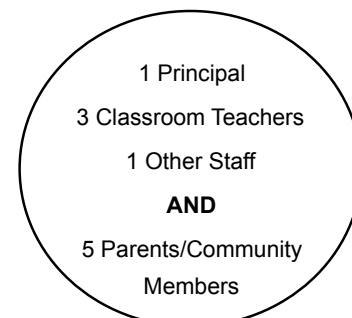
Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Peter VanTassel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Eva Stuart	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Luke Rosenberger	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Kristin Burke	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Tony Knight	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Angelica Jongco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Niwonna Jones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Marthine Satris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Brittni Chicuata	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Katherine Wolfe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**SSC Meeting Schedule:**  
(Day/Month/Time)

3rd Wednesday @ 4:30

### SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.



## Cleveland SSC

December Meeting Agenda

December 20, 2023

4:30 pm

### Via Zoom

<https://ousd.zoom.us/j/84453962814?pwd=bkRSZm54L0JhU3VMYXZUUXJJUnk1UT09>

Meeting ID: 844 5396 2814

Passcode: 507992

**YOU ARE WELCOME AND ENCOURAGED TO JOIN US!**

Item	Type	Approximate time
<b>Welcome and introductions</b> <ul style="list-style-type: none"><li>- A stretch and something you're looking forward to</li><li>• <a href="#">Slides</a></li><li>• <a href="#">Sign in sheet</a></li></ul>	Discussion	4:30 pm
<b>2023-24 Budget Update</b> <ul style="list-style-type: none"><li>• VT presented these <a href="#">Slides</a> from OUSD</li><li>• The 23-24 School Plan revenue is on the last slide; here is <a href="#">our 23-24 school budget</a></li><li>• Next Steps:<ul style="list-style-type: none"><li>○ Budget numbers will be revealed over break</li><li>○ VT will play with the numbers and look at different scenarios</li><li>○ More community input opportunities</li><li>○ Discussions with PTA</li><li>○ SSC decides Title I priorities today</li><li>○ Budget "locked in" late January/February</li><li>○ Ongoing activism at board level - with an equity mindset - not just for us but for all schools - big picture plan for addressing structural deficit</li><li>○ Board decisions during summer</li></ul></li></ul> <p>Discussion:</p> <ul style="list-style-type: none"><li>• Who are the benevolent donors/Benioffs of Oakland?<ul style="list-style-type: none"><li>○ When is Curry coming here?</li></ul></li><li>• Why did there used to be more funds? Or was it because there was more Title I funding?<ul style="list-style-type: none"><li>○ Mostly attributed to enrollment. When OUSD enrollment declines. There's not a lot</li></ul></li></ul>	Discussion	4:45 pm

<p>of things to be able to cut.</p> <ul style="list-style-type: none"> <li>• Has that \$14,000 per students been steady? <ul style="list-style-type: none"> <li>○ Not the exact amount. Has gone up over years</li> </ul> </li> <li>• Is there more to be cut from the central office? <ul style="list-style-type: none"> <li>○ There are cuts being proposed at central office.</li> <li>○ Some of those services are helpful to the school site and cuts push that to sites, so not always a solution.</li> <li>○ If you're interested in the district discussion, the Parent Student Advisory Committee and Budget &amp; Finance Committee meetings run by OUSD are good places to go or watch recordings/slides for more background.</li> </ul> </li> <li>• What are opportunities for our SSC to weigh in on the district cuts? <ul style="list-style-type: none"> <li>○ We do get limited services but hard to lose the ones we have.</li> </ul> </li> <li>• Staff Input - no clear consensus <ul style="list-style-type: none"> <li>○ Supplies and therapist interns</li> </ul> </li> <li>• What's the projected deficit? <ul style="list-style-type: none"> <li>○ Roughly \$30k; about 17% of budget</li> <li>○ supplies/therapist interns \$4k</li> </ul> </li> <li>• Does our \$160k include CSM position? <ul style="list-style-type: none"> <li>○ No - district has been funding that with ESSER funds that are expiring this year.</li> </ul> </li> <li>• Deficit amplified by families getting pushed out. Does funding from schools that close get redistributed to other schools? <ul style="list-style-type: none"> <li>○ That's the plan.</li> <li>○ Families can be hard to predict, if a school is closed, not certain where the students will go.</li> <li>○ Families could choose to go to a different school - may be in or out of district.</li> </ul> </li> <li>• What do you think More community input opportunities should look like?</li> </ul>		
<p><b>2023-24 Title 1 expenses</b></p> <p>Proposal for priority Title 2024-25:</p> <ul style="list-style-type: none"> <li>• Maintain our TSA who manages curriculum, academic professional development and academic interventions</li> <li>• Fund extra duty for translation from our Title 1 Parent Education Fund <ul style="list-style-type: none"> <li>○ If there is remaining Title 1, we will put money towards our Community School Manager</li> </ul> </li> </ul>	Discussion/Vote	5:00 pm

<ul style="list-style-type: none"> <li>○ If there is still remaining Title 1 funds, fund our therapist interns</li> <li>○ If there is still Title 1 funds, we'll fund academic mentors</li> </ul> <p>Moved by VT; Second by Brittni.</p> <p>Yays: VT, Mr Knight, Eva STuart, Marthine Satris, Kristin Burke, Luke Rosenberg, Brittni Chicuata, Angelica Jongco</p> <p>Approved -</p> <p>Discussion:</p> <ul style="list-style-type: none"> <li>● Currently \$64,000 in Title I is</li> </ul>		
<p><b>Academics update</b></p> <ul style="list-style-type: none"> <li>● iReady score update</li> <li>● Possible literacy night parent engagement <ul style="list-style-type: none"> <li>○ Spoke at PTA Board about this and using the March 20 PTA General meeting night</li> <li>○ Haven't spoken to the Instructional LEadership TEam yet</li> <li>○ Will probably come back to SSC <ul style="list-style-type: none"> <li>■ How do we demystify what happens in teh classroom; demystifying what's happening in classroom for families</li> <li>■ Brittni - are we moving towards a social justice book fair</li> <li>■ Angelica</li> </ul> </li> </ul> </li> </ul>	Discussion	5:30 pm
<p><b>Public comment</b></p> <ul style="list-style-type: none"> <li>● Salad day was amazing;</li> <li>● Cantare performance and singing stars</li> <li>● Today - 4th and 5th graders played</li> <li>● Thanks for the team - want to think about how we can get more families input even if they can't get here - catch people where they are</li> <li>● Will be checking in with affinity groups as well</li> </ul>	Discussion	5:50
<b>Establish Date of Next Meeting and Adjourn</b>	Vote	5:55pm

## Cleveland SSC

January Meeting Agenda

January 17, 2024

4:30 pm

### Via Zoom

<https://ousd.zoom.us/j/84453962814?pwd=bkRSZm54L0JhU3VMYXZUUXJJUnk1UT09>

Meeting ID: 844 5396 2814

Passcode: 507992

**YOU ARE WELCOME AND ENCOURAGED TO JOIN US!**

Item	Type	Approximate time
<b>Welcome and introductions</b> <a href="#">Sign in</a> <a href="#">Slide deck</a>	Discussion	4:30 pm
<b>Community schools grant</b> <a href="#">Slide deck</a> <b>Discussion:</b> <ul style="list-style-type: none"><li>Is Mr Knight's position secure without this funding?<ul style="list-style-type: none"><li>ASsurances from district yes - but the budget we got from district didn't reflect his position</li></ul></li><li>SSC very much in favor of being part of the grant!</li><li>Angelica as SSC Chair will sign on to the application along with VT</li></ul>	Discussion/Vote	4:45 pm
<b>2024-25 Budget Discussion</b> <a href="#">Slide deck</a> Principal VT presented overview of budget On bad news - <ul style="list-style-type: none"><li>Uncertainty in budget; some positions unclear like CSM; some positions not</li><li>Unclear about the arts funding</li></ul> Year to Year comparison Last month, voted to prioritize Teacher on Special Assignment with Title I funds, doesn't cover full cost of the position. Shortfall is about \$41,000 in what we fund District FUnd - STIP Sub decrease - \$77,892 <b>Discussion:</b> <ul style="list-style-type: none"><li>Is the librarian separate funding? Yes - funded by</li></ul>	Discussion	5:00 pm

<p>district and will continue to be funded 100%</p> <ul style="list-style-type: none"> <li>● Classroom teachers, SpEd positions; OEA positions; aides positions are changing/evaluation based on the IEPs at our school</li> <li>● May have more time from MS Green - but complicated.</li> <li>● 2 class preps a year in new teacher contract; one of those preps might be a music teacher; allocated more time as a prep teacher. Unclear how that will work.</li> <li>● What are the positions that were discontinued for next year? STIP Sub (game time - Mr Alex)</li> <li>● Ronak - PTA Enrichment Chair - request to speak at another time to know what the budget amount is for lost position - wish to connect with VT. <ul style="list-style-type: none"> <li>○ We will discuss soon. Public servants - salaries are public, use discretion; figures include salary + benefit.</li> </ul> </li> <li>● Clarified 4 items that we are funding from \$140,000 supplemental allocation - shortfall of approximately \$41,400;</li> <li>● Unrestricted shortfall - but only \$2,340</li> <li>● District funded position - 1 less position being funded (STIP Sub - game time)</li> <li>● Positions being held steady - but cost going up - District fund doesn't reflect special ed position or CSM</li> <li>● Teacher time with students should remain steady - 2 preps</li> <li>● Living Jazz is outside of the PTA Enrichment fund</li> <li>● Music &amp; Art - with PTA fund - Ronak will share updated information</li> <li>● On community survey - 42 responses so far: <ul style="list-style-type: none"> <li>○ What is the 2-day a week intervention teacher? Another STIP Sub position - Mr Mintz</li> <li>○ Basic demographic of who student is - so we know who we're hearing from in our community</li> <li>○ Adjust to make it so you can only rank one thing</li> <li>○ What is therapist intern? <ul style="list-style-type: none"> <li>■ 2 of them - work 1 on 1 with students referred; some small group work with students; many schools have counselors/social workers assigned by county - billed through MEdiCal.</li> <li>■ We don't qualify for that level of support. Orgs won't partner.</li> <li>■ Spend approx \$20k for 2 interns</li> </ul> </li> </ul> </li> </ul>		
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<p>supervised by school psychologist</p> <ul style="list-style-type: none"> <li>■ Are affinity group spaces available to gather feedback? <ul style="list-style-type: none"> <li>● VT - having those conversations</li> <li>● Knight - all affinity groups have had one meeting</li> </ul> </li> <li>■ Marthine asked about the impact of MOSAIC for 5th graders? <ul style="list-style-type: none"> <li>● Have been doing this since before VT was at school</li> <li>● Used to be funded by families</li> <li>● Universally praised by families</li> <li>● Past 2 years moved from self-funded by classrooms</li> <li>● MOSAIC assemblies towards being PTA-supported</li> </ul> </li> <li>■ Ecoliteracy, TSA, CSM and music are clear priorities</li> <li>■ Required to have some budget for supplies</li> <li>■ Is there an opportunity to share the impact of limiting art/music to union positions for our school community? Because we have key community partners who are employed by outside orgs.</li> <li>■ Is there an opportunity for parent advocacy? <ul style="list-style-type: none"> <li>● Ronak - happy to follow up, opportunity for advocacy</li> <li>● VT will share what he hears about who to follow up with - \$55k in budget - extend those programs</li> </ul> </li> <li>■ Are there people at district working on supporting mental health/behavioral health in schools? <ul style="list-style-type: none"> <li>● Marthine to look into it more.</li> <li>● There is a director of behavioral health at district</li> <li>● Much of funding flows through the county.</li> </ul> </li> <li>○ What is impact of loss of STIP Sub? <ul style="list-style-type: none"> <li>■ Will mean administrators (VT, Mr Knight) - may be pulled to fill in as</li> </ul> </li> </ul>		
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<ul style="list-style-type: none"> <li>subs</li> <li>○ For game time, that already went down from PE and game time</li> <li>○ Expressed concern about loss of supervision on yard. <ul style="list-style-type: none"> <li>■ Asked about when is the time to look at options, including contracts.</li> <li>■ We have used Playworks contracts in teh past.</li> </ul> </li> <li>○ Next Steps: <ul style="list-style-type: none"> <li>■ On slides</li> <li>■ Survey will remain open</li> <li>■ VT would like to speak to PTA Board</li> <li>■ Ronak - For PTA Board: <ul style="list-style-type: none"> <li>● Advocacy around our school community's unique needs on music/art</li> <li>● Grant funding available</li> </ul> </li> <li>■ Speaking with our affinity group families</li> </ul> </li> <li>○ Ronak: School budget should be prioritizing the core academic / and PTA should prioritize the supplemental enrichment</li> </ul>		
<b>Academics update</b> <ul style="list-style-type: none"> <li>- Motion to table this discussion to next meeting approved unanimously</li> </ul>	Discussion	5:40 pm
<b>Public comment</b> <ul style="list-style-type: none"> <li>● Next Meeting Feb 21</li> <li>● Upcoming dates: <ul style="list-style-type: none"> <li>○ PTA Community Night</li> </ul> </li> </ul>	Discussion	5:50
<b>Adjourn</b>		5:55pm



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

### Strategic Resource Planning (SRP)

## Edna Brewer Middle School

### School Site Council Membership Roster

2023-2024

### SSC - Officers

Chairperson: Shelly Gonzalez

Vice Chairperson: Alan Purcell

Secretary: Rosa Diaz

### SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Caroline Asis	x					
Sean Iannello		x				2
Betty Sanchez		x				2
Ann Nguyen		x				2
Rosa Diaz			x			2
Delilah Daniels				x		1
Shelly Gonzalez				x		1
Alan Purcell				x		2
Quincy					x	1
Sally Steele				x		2
Names highlighted in yellow are Aeries verified-SMT*						

**SSC Meeting Schedule:**  
(Day/Month/Time)

Third Tuesday of each month

### SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s); and
- Parents/community members cannot be OUSD employees at the site.

1 Principal  
3 Classroom Teachers  
1 Other Staff  
**AND**  
4 Parents/Community Members  
1 Student (at least)

## EDNA BREWER MIDDLE SCHOOL

### School Site Council Meeting

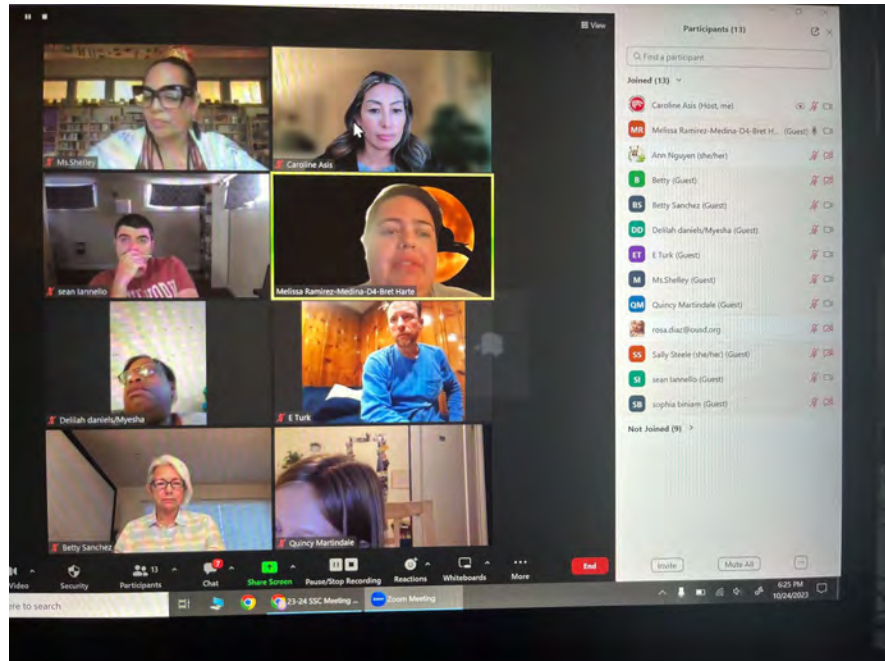
October 24, 2023

6:00-7:00 pm

[Zoom Link](#)

Meeting ID: 86169442851

Passcode: 305632



Items	Facilitator	Notes
1. Welcome, Introduction, Norms	Ms. Asis	Ms. Asis
2. Approve Previous Minutes for September 19, 2023 <a href="#">SSC Establishment Meeting 9/19/23</a>	Ms. Asis	Mr. Iannello: I Motion to approve the SSC Establishment Meeting minutes from 9/19/23  Sally- I second that motion All in favor say yes and raise your hand  Votes- 9 yes/0 Nay/0 Abstain
3. Election of Officers	Ms. Asis	Due to an error from our SSC Establishment meeting, we need to re-elect our officers. I think we

		<p>assumed that officers serve every 2 years, however, in our Brewer bylaws, it states that officers only serve for one year. We will take some time now to elect our officers. For our Secretary we have Rosa Diaz as a nominee.</p> <p>Mr. Ianello: I motion to approve the nomination of Rosa Diaz for Secretary</p> <p>Ms. Sanchez: I second that motion to nominate Ms Diaz as Secretary</p> <p>All in favor for Ms Diaz to be Secretary say yes and raise your hand Votes: 9 Yes/ 0 Nay/0 Abstain</p> <p>Let's now vote on the Vice Chairperson and we have Alan Pursell as a nominee.</p> <p>Shelley: I motion to approve Alan as Vice Chair Iannello: I 2nd that motion to approve Alan as Vice Chair Asis: All in favor for Alan Pursell to be Vice Chairperson of SSC please say yes and raise your hands Votes: 9 Yes/0 Nay/0 Abstain</p> <p>Let's now vote for our Chairperson nominee . For our Chairperson we have Shelley Gonzalez as a nominee. Sally: I motion to nominate Shelley to be chairperson Sanchez- I second the motion to nominate Shelley to be chairperson Asis: All in favor for Shelley</p>
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		Gonzalez to be Chairperson say yes and raise your hand Votes: 9 yes/0 Nay/0 Abstain
<p>4. SELLS</p> <p><a href="#">SELLS Committee Formation</a></p> <p>Options</p> <ul style="list-style-type: none"> <li>a. Traditional Establishment (election of EL parents)</li> <li>b. SSC designated as SELLS</li> <li>c. A subcommittee of SSC designated as SELLS</li> </ul>	Ms. Shelley	<p>Any school with more than 21 ELL's needs a Site ELL Subcommittee (SELLS).</p> <p>3 options:</p> <ul style="list-style-type: none"> <li>1) separate committee</li> <li>2) The SSC itself acts as the SELLS.</li> <li>3) A subcommittee of the SSC.</li> </ul> <p>Support for option 2 was given by the SSC and recommended by the Principal, which would designate the SSC to take on the responsibility of SELLS and make SELLS a continuing agenda item for the SSC. This seems like the best choice considering:</p> <ul style="list-style-type: none"> <li>• our school has always prioritized ELL's who are a significant portion of our school.</li> <li>• difficulty getting enough parents and teachers engaged,</li> </ul> <p>We are unable to establish SELLS</p> <ul style="list-style-type: none"> <li>• Mr. Ianello will work on presenting information to EL students to get their parents to join so a stand alone committee can be established</li> <li>• He will do this by presenting to EL students during Enrichment classes</li> </ul>

5. Public Input	Open Forum	<p>Asis: Thank you Mr. Iannello for helping support a stand alone SELLS committee. We will keep this SSC informed on net steps for SELLS</p> <p>Rosa: thanks for everyone for being here and the support you provide</p> <p>Asis: Next week we will discuss our School Safety Plan</p>
6. Establish Date of Next Meeting and Adjourn	Ms. Asis	<p>11/28/23 (6-7pm)</p> <p>Meeting adjourned: 6:55pm</p>

# Edna Brewer Middle School SSC - MEETING MINUTES

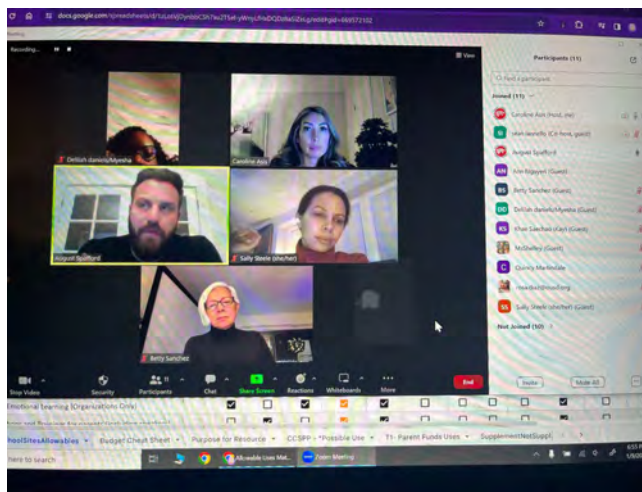
## Budget Approval

Format (Check all that apply)

- **Zoom** - [Zoom Link](#)
- **In-Person** - Location: \_\_\_\_

**Meeting Date:** 1/9/2024

**Meeting Time:** 6:00pm - 7:00pm



AGENDA ITEM	NOTES										
1. <b>Welcome &amp; Call to Order</b>	<ul style="list-style-type: none"> <li>Meeting called to order at: 6:05pm</li> <li>SSC members requested to have all documents emailed out prior to the meeting rather than posted on ParentSquare (agendas, slides, any pertinent information)</li> </ul>										
2. <b>Roll Call &amp; Quorum Established</b>	<p>Roll Call was taken of SSC members who were present at this meeting. List here the names of all SSC voting members who are present at this meeting:</p> <table border="1"> <thead> <tr> <th>SSC Member's Name</th><th>Present? Absent?</th></tr> </thead> <tbody> <tr> <td>1. Caroline Asis</td><td>Yes</td></tr> <tr> <td>2. Ann Nguyen</td><td>Yes</td></tr> <tr> <td>3. Betty Sanchez</td><td>Yes</td></tr> <tr> <td>4. Delilah Daniels</td><td>Yes</td></tr> </tbody> </table>	SSC Member's Name	Present? Absent?	1. Caroline Asis	Yes	2. Ann Nguyen	Yes	3. Betty Sanchez	Yes	4. Delilah Daniels	Yes
SSC Member's Name	Present? Absent?										
1. Caroline Asis	Yes										
2. Ann Nguyen	Yes										
3. Betty Sanchez	Yes										
4. Delilah Daniels	Yes										

	<table><tr><td>5.</td><td>Shelley Gonzalez</td><td>Yes</td></tr><tr><td>6.</td><td>Quincy Martindale</td><td>Yes</td></tr><tr><td>7.</td><td>Rosa Diaz</td><td>Yes</td></tr><tr><td>8.</td><td>Sally Steele</td><td>Yes</td></tr><tr><td>9.</td><td>Sean Iannello</td><td>Yes</td></tr><tr><td>10.</td><td>Alan Purcell</td><td>No</td></tr></table> <p>Other Attendees: August Spafford, Khae Saechao</p> <p>Quorum means that 6 voting members are present. <b>Quorum Established?</b> YES</p>	5.	Shelley Gonzalez	Yes	6.	Quincy Martindale	Yes	7.	Rosa Diaz	Yes	8.	Sally Steele	Yes	9.	Sean Iannello	Yes	10.	Alan Purcell	No
5.	Shelley Gonzalez	Yes																	
6.	Quincy Martindale	Yes																	
7.	Rosa Diaz	Yes																	
8.	Sally Steele	Yes																	
9.	Sean Iannello	Yes																	
10.	Alan Purcell	No																	
<b>3. Add agenda items:</b> <b>a. Safety Plan Update</b> <b>b. CCSPP Plan and Approval</b>	Added agenda items were shared and explained. 1. <b>Motion</b> to approve added agenda items made by: Betty Sanchez 2. <b>Second</b> to approve added agenda items made by: Delilah Daniels 3. <b>Vote</b> to approve added agenda items taken by a roll call. 4. <b>Vote Outcome:</b> 9 All in Favor. 0 Opposed. 0 Abstentions																		
<b>4. Reading &amp; Approval of Minutes</b>	Minutes were shared and read from November Minutes <a href="#">November SSC</a> 1. <b>Motion</b> to approve minutes made by: Delilah Daniels 2. <b>Second</b> to approve minutes by: Sean Iannello 3. <b>Vote</b> to approve minutes taken by a roll call. 4. <b>Vote Outcome:</b> 9 All in Favor. 0 Opposed. 0 Abstentions																		
<b>5. Budget Slides</b>	Asis shared screen and began the slides for Budget Approval of Title I/ Title I Parent Ed/ and Title IV <a href="#">Budget Approval Slides</a>																		
<b>5. Discuss &amp; Approve 23-24 Title I Student Budget Priorities</b>	<ul style="list-style-type: none"><li>Review this current school year’s School Plan for Student Achievement (SPSA) Part 1: Needs Assessment as it relates to Title I-Student Expenditures.</li><li>Discussion of Title I - Student Budget Priorities using “<a href="#">SSC Approved Expenditure Worksheet</a>”</li><li>Vote to approve the <b>2023-2024 Title I-Student</b> proposed expenditures, as reflected on the “SSC Approved Expenditure Worksheet”.</li></ul> <ol style="list-style-type: none"><li><b>Motion</b> to approve above 2023-24 Title I-Student expenditure priorities as outlined on the “SSC Approved Expenditure Worksheet” by: Delilah Daniels</li><li><b>Second</b> by: <a href="#">Sally Steele</a></li><li><b>Vote:</b> The motion has been moved and seconded, take the vote by asking through a show of hands “All in favor, All opposed, any abstentions”</li><li><b>Vote Outcome:</b> 9 All in Favor. 0 Opposed. 0 Abstentions</li></ol>																		
<b>7. Discuss &amp; Approve 23-24 Title I - Parent ED Budget Priorities</b>	<ul style="list-style-type: none"><li>Review this current school year’s School Plan for Student Achievement (SPSA) Part 1: Needs Assessment as it relates to Title I-Parent Education Expenditures.</li><li>Discussion of Title I - Parent Ed Priorities using “<a href="#">SSC Approved Expenditure Worksheet</a>”</li><li>Vote to approve the <b>2023-2024 Title I-Parent ED</b> proposed expenditures, as reflected on the “SSC Approved Expenditure Worksheet”.</li></ul>																		



	<ol style="list-style-type: none"> <li>1. <b>Motion</b> to approve above 2023-24 Title 1-Parent Education Budget Priorities by: Sally Steele</li> <li>2. <b>Second</b> by: Sean Iannello</li> <li>3. <b>Vote:</b> The motion has been moved and seconded, take the vote by asking through a show of hands "All in favor, All opposed, any abstentions"</li> <li>4. <b>Vote Outcome:</b> 8 All in Favor. 0 Opposed. 1 Abstentions</li> </ol>
<b>8. Discuss &amp; Approve 23-24 Title IV Budget Priorities</b>	<ul style="list-style-type: none"> <li>• Discussion on what a well-rounded education looks like at our school</li> <li>• Discussion of Title IV - Student Budget Priorities using "<a href="#">SSC Approved Expenditure Worksheet</a>"</li> <li>• Vote to approve the <b>2023-2024 Title IV</b> proposed expenditures, as reflected on the "SSC Approved Expenditure Worksheet". <ol style="list-style-type: none"> <li>1. <b>Motion</b> to approve above 2023-24 Title IV Budget Priorities by: Shelley</li> <li>2. <b>Second</b> by: Rosa Diaz</li> <li>3. <b>Vote:</b> The motion has been moved and seconded, take the vote by asking through a show of hands "All in favor, All opposed, any abstentions"</li> <li>4. <b>Vote Outcome:</b> 9 All in Favor. 0 Opposed. 0 Abstentions</li> </ol> </li> </ul>
<b>9. CCSPP Plan</b>	<ul style="list-style-type: none"> <li>• CCSPP Plans were presented by CSM (August Spafford)</li> <li>• Discussion on what the grant is and purpose</li> <li>• Discussion on EBMS priorities were shared <ul style="list-style-type: none"> <li>◦ Solely want to use grant for staffing purposes <ul style="list-style-type: none"> <li>■ CSM</li> <li>■ RCSM</li> <li>■ TSA</li> <li>■ Culture Keeper</li> </ul> </li> </ul> </li> <li>1. <b>Motion</b> to approve added agenda items made by: Shelley G</li> <li>2. <b>Second</b> to approve added agenda items made by: Rosa Diaz</li> <li>3. <b>Vote</b> to approve added agenda items taken by a roll call.</li> <li>4. <b>Vote Outcome:</b> 9 All in Favor. 0 Opposed. 0 Abstentions</li> </ul>
<b>10. Safety Plan</b>	<ul style="list-style-type: none"> <li>• Based on last SSC Meeting, the Safety Plan concerns were revisited</li> <li>• There were questions from teachers regarding specific concerns</li> <li>• Yellow emergency suitcases need to be replenished with food and water supplies.</li> <li>• Not many differences between Emergency Lockdown, Secure School, and Shelter in Place; there needs to be differentiations between the 3;</li> <li>• Lockdown vs. shelter in place clarification <ul style="list-style-type: none"> <li>– are you supposed to let students go to the bathroom?</li> <li>– are you supposed to barricade?</li> <li>– are you supposed to keep teaching?</li> <li>– are you supposed to be quiet?</li> </ul> </li> <li>• Asis was able to arrange with the district a 3 hour PD providing in-house training to all staff, which would cover all concerns, issues, and questions</li> <li>• District (over break) sent spiral bound booklets to our school for each classroom <ul style="list-style-type: none"> <li>◦ Each booklet comes with a quick reference card for emergencies</li> <li>◦ Spiral booklet is divided by tabs that encompasses many different scenarios and situations</li> <li>◦ Teachers would flip to that section quickly for quick reference (EX: earthquakes, shelter in place, etc)</li> </ul> </li> <li>• Based on the information gathered since November's SSC Meeting, we are closing the loop on safety plan issues</li> </ul>

	<ul style="list-style-type: none"> <li>• Asis will have all books and emergency cards passed out by 1/10/24</li> </ul>
<b>11. Public Comment</b>	Notes: No public comments, questions, or concerns
<b>12. Next Meeting Date &amp; Adjourn</b>	<p>The next SSC meeting will be on the following date: 2/27/24</p> <p><b>Motion</b> to Adjourn by: <a href="#">Delilah Daniels</a></p> <ol style="list-style-type: none"> <li>1. <b>Second</b> by: Rosa Diaz</li> <li>2. <b>Vote</b>: The motion has been made and seconded. Vote taken by asking for a show of hands: "All in favor. All opposed. Any Abstentions."</li> <li>3. <b>Vote Outcome</b>: 9 All in Favor. 0 Opposed. 0 Abstentions</li> </ol> <p>The meeting adjourned at the following time: 7:12pm</p>

KAISER IMPLEMENTATION TEAM ROSTER					
<b>School Name:</b>	<b>Kaiser Early Childhood Center</b>	<b>Site #</b>	<b>180/104</b>	<b>Date</b>	<b>1/20/2024</b>
School Mission and Vision					
<p>Our Vision at Kaiser Early Childhood Center is to create a safe, welcoming, inclusive school environment for Oakland's youngest and most diverse learners. As an OUSD Inclusion, Special Education and Diagnostic Center, we strive to build a solid foundation of success for all children and their families. We are committed to providing each child in our program access to a high-quality educational experience. Our promise to provide kindergarten readiness will be accomplished through instruction, assessment and curriculum that is developmentally, culturally, and linguistically appropriate. The curriculum includes instruction in early literacy, math, science, art, physical development, and social/emotional development and is rooted in the California Preschool Learning Foundations.</p> <p>Our goal is to serve the families of Oakland's youngest children as they prepare for school success. Our program strives to build relationships between families, schools and the broader Oakland community and partners. OUSD's early learning programs are committed to providing a nurturing and secure educational setting for young children and their families. In a safe, age-appropriate engaging environment, children learn and explore as they experience the world.</p> <p>Our play-based programs encourage the development of each child's unique potential. The process enhances physical, emotional, social, creative, and intellectual growth. Staff, children and families learn to value diversity and to foster self-confidence, love of learning and respect for themselves and others.</p>					
Community School Advisory and Implementation Team - members that contributed to this document <i>(add rows as needed)</i>	NAME		REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))		
	Alesia Eutsler		Early Learning Principal		
	Maria Michelle Orellana		Bilingual Administrative Assistant		
	Linda Polovetsky		Lincoln Mental Health Consultant		
	Maria Sujo		Director, Kindergarten Readiness		
	Nini Humphrey		Early Learning Coach		
	Kimberly Champion		Site Teacher Leader		
	Reka Lal		East Bay Agency for Children		
	Lacy Asbil		Family Engagement Liaison		



**In attendance:**

Alesia Eutser, Kaiser Site administrator  
 Michelle Orellana, Bilingual Administrative Assistant  
 Linda Polovetsky, Mental Health Consultant  
 Kimberly Champion, SDC Teacher, ELOP coach

**Date:** 1/17/2024 3:30-4:30

Reviewed last year's implementation plan and brainstormed extending the plan to support a sharp increase of behavioral differences among children at school. Family engagement and support from a mental health perspective.

Deliverable	Status	Assignment
Vision & Goals	Complete	<ul style="list-style-type: none"> <li>• CSM role</li> <li>• Family engagement opportunities: music &amp; movement</li> <li>• Family advocacy</li> <li>• Family engagement</li> </ul>
CCSP commitment	complete	Alesia. Michelle
Implementation plan & partnership list	Complete	Alesia, Michelle, Lacy, Kimberly
Community Partners	ELOP-EBAC asp for TK MOCHA contract Luna Dance contract	Consider extending to sped population and summer program
	\	

Kaiser Community Safety Meetings 23-24
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1/30/2024 Follow up planning for Hiller Drive crossing safety concerns post call w/Nathan Stalknaker (from Councilmember Ramachandran's office)	In attendance: Zoom/email Dulcey Reiter, TK Parent Donna Karch, Hiller Highland HOA President Alesia Eutsler, Kaiser Principal
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This is what he proposed for ways forward:

1. Alesia submits 311 request outlining traffic safety improvements and highlighting the desire for low cost, quick solutions. Once this generates an SR# it's easier for them to follow up and prioritize. Apparently, submitting as the principal gives is more of a priority.
2. Send a formal letter to Director Fred Kelley (sp?) of the DOT. Could be from "Principal and concerned parents of Kaiser" voicing concerns.
3. Attend council meeting (maybe 13 Feb, he said he'd follow up tomorrow) to get audience with DOT staff. These are held midday. Dulcey or other parents could attend & take some talking points we agree on beforehand, possibly?
4. He also said at the end of the calendar year, the capital improvement program starts taking requests/grants (if this is of interest to follow up on).

Separately, 5 parents on the Whatsapp parent thread for Yasmin's class voiced concerns in response to me flagging the email I sent to Sam Davis. I think some of them, maybe more, would support this effort with a specific request, but wanted to punt back to you for what you'd like me/us to do to support this effort.

RM D parent:

Hi Dulcey, I am a transportation engineer and sometimes work with City on projects. The staff person within the Department of Transportation who is responsible for school safety projects is Lucas Woodward. His email is [lwoodward@oaklandca.gov](mailto:lwoodward@oaklandca.gov). He is responsible for something like 100 public and charter schools so he is a busy guy.

1/10/2024 PSA request to remind families of safe use of loading zone, not block crosswalks	In attendance: Dulcey Reiter, TK Parent Alesia Eutsler, Kaiser Principal
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A few cars blocking the crosswalk. More so on rainy days. Blocks safe visibility of other cars walking during the morning rush.

12/19/2023 PSA request to remind families of safe use of loading zone, not block crosswalks	Email from Dulcey Reiter, TK Parent
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I hope this finds you well in the lead up to the holiday break. I've been meaning to mention this for a while - and this morning was particularly irksome - but is it possible to send out a PSA asking other parents to NOT park in the crosswalk?

It's been bad for a long while but it feels especially dangerous when we're forced to walk entirely outside the crosswalk with cars parked in the middle of it on other side of the street, given how blind drivers and pedestrians are alike navigating all the other parked cars.

I meant to flag this long ago, but would love to see other parents being a little more courteous about not blocking it.



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

**Strategic Resource Planning (SRP)**

**MELROSE LEADERSHIP ACADEMY**

**School Site Council Membership Roster**

**2023-2024**

**SSC - Officers**

Chairperson: Alison Yin

Vice Chairperson: Senhit Gamble

Secretary: Shannon Darcey

**SSC - Members** (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Jonathan Mayer	####	####	####	####	--
Regina Fletcher	####	####	####	####	1
Sydney Schantz*	####	####	####	####	1
Cristina Rojas*	####	####	####	####	1
Andi Gonzalez	####	####	####	####	1
Shannon Darcey	####	####	####	####	2
Alison Yin	####	####	####	####	2
Laura Redmond	####	####	####	####	1
Senhit Gamble	####	####	####	####	2
Pauline Russell Silva Alternate 2.	####	####	####	####	alt.
Malu Williams (student representative)	####	####	####	####	1
Alternate 2: Annalisa McHenry	####	####	####	####	alt

**SSC Meeting Schedule:**  
(Day/Month/Time)

Every 2nd Tuesday of each month at 5:15 p.m.

**SSC Legal Requirements (EC Sections 65000-65001):**

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site

1 Principal  
3 Classroom Teachers  
1 Other Staff  
**AND**  
5 Parents/Community Members



## School Site Council and Site English Language Learner Sub-committee

<b>Date:</b>	Tuesday, January 23, 2024 and Tuesday Jan 30, 2024	
<b>Time:</b>	5:15-6:15 pm	5:30-6:30pm
<b>Location:</b>	ZOOM <a href="https://ousd.zoom.us/j/89767627644">https://ousd.zoom.us/j/89767627644</a>	

### Agenda

1. Welcome
2. Vote on [Title 1 Expenditures Discussion Overview](#)
3. [Review G1 Funds](#) and Vote
4. Update on 24-25 Budget
5. Review CCSPG Grant Application
6. SELLS Updates: ELPAC Testing and Reclassification
7. Public Input
8. Set Next Meeting's Date & Adjourn

All parents/guardians and the community are encouraged to participate in the School Site Council. The SSC develops and monitors the School Plan for Student Achievement (SPSA) implementation, proposes expenditures, and evaluates the results.



## SSC/SELLS Meeting Minutes

Meeting Minutes
<a href="#">9/26/23</a>
<a href="#">10/3/23</a>
<a href="#">11/14/23</a>
<a href="#">12/12/23</a>
<a href="#">1/23/24</a>
<a href="#">1/30/24</a>

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1/30/2024

Outcomes/ Objectives:

**Format :** [ZOOM - link](#)

**Date:** 1/30/24

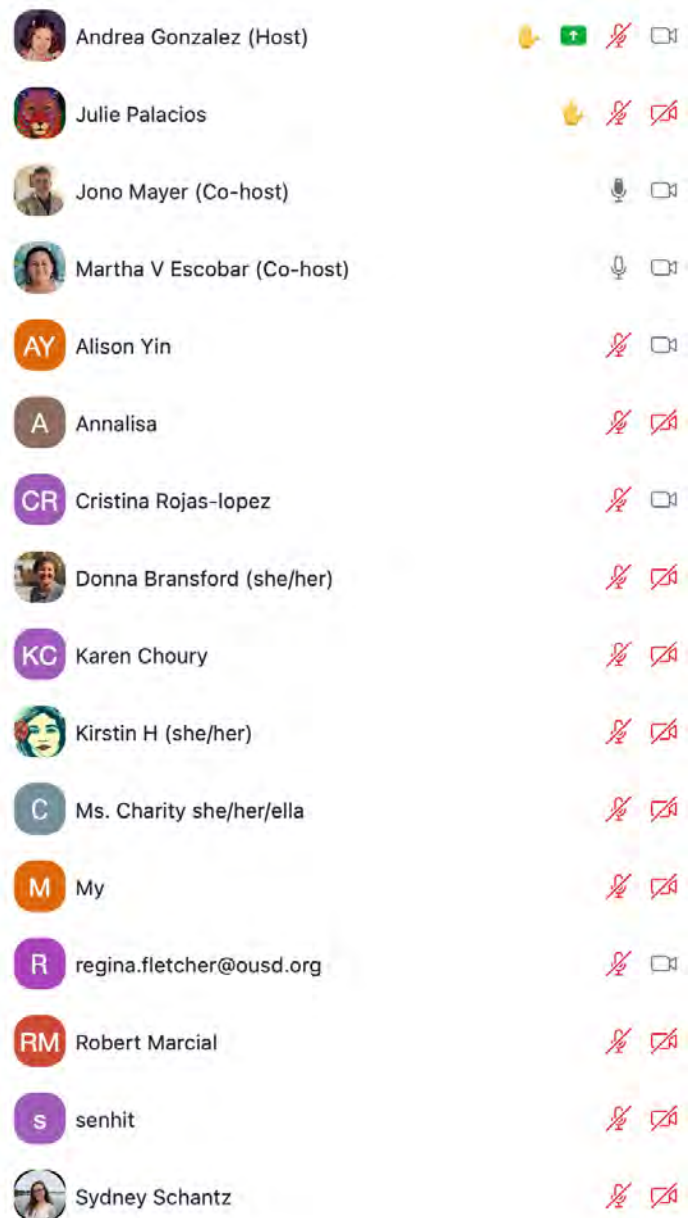
**Meeting Time Start:** 5:30 pm

**Agenda**

SSC Members Present (*Complete after roll call*):

Present: (see below)

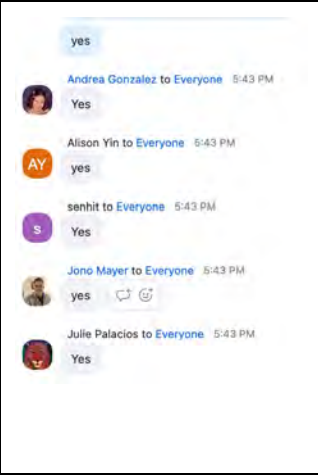
John Mayer- Principal  
 Violeta Escobar- Assistant Principal  
 Andi Gonzalez- Community Schools Member  
 Alison Yin- Chairperson  
 Senhit Gamble- Vice Chair  
 Shannon Darcey- Secretary  
 Regina Fletcher- Teacher  
 Julie Palacios- Teacher  
 Sydney Shantz- Teacher  
 Cristina Rojas-Lopez- Teacher

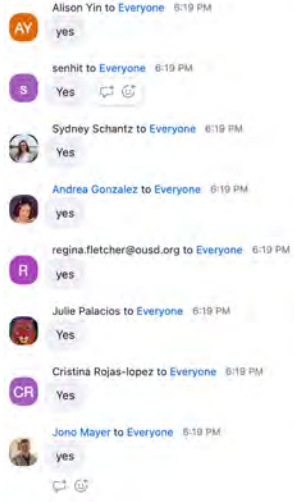


A screenshot of a Zoom meeting participant list. The list includes 15 participants, each with a profile picture, name, and role. To the right of each name are icons for mute, video, and chat. The participants are: Andrea Gonzalez (Host), Julie Palacios, Jono Mayer (Co-host), Martha V Escobar (Co-host), Alison Yin, Annalisa, Cristina Rojas-lopez, Donna Bransford (she/her), Karen Choury, Kirstin H (she/her), Ms. Charity she/her/ella, My, regina.fletcher@ousd.org, Robert Marcial, senhit, and Sydney Schantz.

Name	Role	Mute	Video	Chat
Andrea Gonzalez	(Host)	🔊	📺	💬
Julie Palacios		🔊	📺	💬
Jono Mayer	(Co-host)	🔊	📺	💬
Martha V Escobar	(Co-host)	🔊	📺	💬
Alison Yin		🔊	📺	💬
Annalisa		🔊	📺	💬
Cristina Rojas-lopez		🔊	📺	💬
Donna Bransford	(she/her)	🔊	📺	💬
Karen Choury		🔊	📺	💬
Kirstin H	(she/her)	🔊	📺	💬
Ms. Charity	she/her/ella	🔊	📺	💬
My		🔊	📺	💬
regina.fletcher@ousd.org		🔊	📺	💬
Robert Marcial		🔊	📺	💬
senhit		🔊	📺	💬
Sydney Schantz		🔊	📺	💬

1. Welcome	Principal Mayer Check in- What are you having for dinner tonight?
2. Review and Approve Minutes	Motion to Approve: Sydney Second: Alison All favor - 1 verbal yes, 6 typed Yes in chat

 <p>yes</p> <p>Andrea Gonzalez to Everyone 5:43 PM</p> <p>Yes</p> <p>Alison Yin to Everyone 5:43 PM</p> <p>yes</p> <p>senhit to Everyone 5:43 PM</p> <p>Yes</p> <p>Jonc Mayer to Everyone 5:43 PM</p> <p>yes</p> <p>Julie Palacios to Everyone 5:43 PM</p> <p>Yes</p>	
<p><b>3. Discuss and Vote on <a href="#">Title 1 Expenditures Discussion Overview</a></b></p>	<p>Sherman staff requested a separate survey...that hasn't been shared with them. Decision needs to be made if we have a STIP sub at the Sherman campus or a reading intervention teacher.</p> <p>Meeting happened with the staff from both campuses. Priority from Sherman staff teachers is reading intervention. This was the number one priority for teachers. Something that was discussed was also prioritizing the TSA position at Sherman (Noah)</p> <p><a href="#">Other Notes from conversation</a></p> <p>Number 1 Priority:</p> <ul style="list-style-type: none"> <li>-Funding for additional middle school teacher</li> <li>-Reading Intervention</li> <li>-Noon Supervision</li> <li>-.5 TSA at Sherman</li> <li>-Middle School Counselor</li> </ul> <p>-Idea is to approve all of these options and then when the budget is filled things can be approved and placed where needed (budget meeting is next Tuesday).</p> <p>-Tomorrow will be getting more input from Sherman teachers.</p> <p>In meeting last week, Maxwell discussed priority of funding the middle school counselor. Can this be funded with G1 funds.</p> <p>Where is the other .5 FTE of the Sherman TSA going to come from?</p> <p>-It can be pieced together from other money/ funds.</p> <p>Question about restorative justice facilitator.</p> <p>-It would be extremely beneficial for middle schoolers....added on number 5 on G1 funds.</p> <p>-Truth is, a full time RJ facilitator is \$130 and it's a bit of a big dream. We don't have the money for it right now.</p> <p>Comment- it feels hard to know what are the priorities of the school if we are voting for all of these options.</p>

	<p>Jono- Can't guarantee all of these priorities are met...especially the full time counselor, but hoping to get 0.2 FTE funding match from the district.</p> <p>Reading Intervention is top priority over 2 STIP subs.</p> <p>Proposal to vote on Title 1 Funds and G1 funds and then in input we can discuss more ideas and priorities toward the end of the meeting.</p> <p>Caution to make sure we are making decisions based on positions not necessarily people.</p> <p>In addition to the reading intervention teacher there are 3 reading tutors at Sherman who are provided by a teacher.</p> <p>Question- Do we know if the reading intervention teacher is returning next year? Her intention is to return.</p> <p>Christina- Two STIP subs are needed. It feels like a priority. Could STIP sub do reading interventions? Is there also an option for Reading Intervention teacher to be pulled for subbing? If needed.</p> <p>Motion to Approve Title 1 Funds: Alison Second: Sydney Votes: 9 Yes</p>
<p><b>4. <a href="#">Review G1 Funds</a></b></p> 	<p>G1 Funds- 12 year parcel tax that can be used for middle school electives, and culture and climate. The intention behind it was to retain 6th graders by providing electives to creating a strong middle school experience.</p> <p>Motion to Approve Title 1 Funds: Shannon Second: Alison Votes: 8 Yes</p>
<p><b>6. Review CCSPP Grant Application</b></p>	<p>Community Schools Grant- Reapplied for it. OUSD will apply on our behalf. We applied for it last year and funds can be used for all of the things that we approved for Title 1 and G1 funds. We won't find out until April. If we get the grant, we will come back to SSC to prioritize how the funds are used then vote on it.</p>

	We did not get the grant last year. Once you get it, it last for 5 years. We didn't get it last year because it went to schools with 70% of free and reduced lunch. MLA only has 55% free and reduced lunch.
7. SELLS Updates: ELPAC Testing and Reclassification	SELLS hasn't met as a separate committee. ELPAC testing is starting soon. At the Padres Unidos meetings, a lot of information has been shared about reclassification, but there will be a meeting soon to prepare and share information about students who need to take ELPAC to reclassify. In addition to ELPAC, reading at grade level (i-Ready) and teacher recommendation.  PD cycle right now is around supporting ELLs and looking at data of ELLs.  -Speaking portion of ELPAC starts this week and this is assessed 1-1.
9. Announcements/ Public input	Question about what the requirements are for reclassification.  <a href="#">Reclassification Requirements</a>
10. Closing:  Establish Date of Next Meeting and Adjourn	Next Meeting Date: Tuesday, February 27- 5:30 Future Agenda Items: Kaboom Partnership

1/23/2024

Outcomes/ Objectives:

Format : [ZOOM - link](#)

Date: 1/23/24

Meeting Time Start: 5:15 pm

[Agenda](#)

SSC Members Present (*Complete after roll call*):

Present: (see below)

<p>John Mayer- Principal</p> <p>Violeta Escobar- Assistant Principal</p> <p>Andi Gonzalez- Community Schools Member</p> <p>Alison Yin- Chairperson</p> <p>Senhit Gamble- Vice Chair</p> <p>Shannon Darcey- Secretary</p> <p>Julie Palacios- Teacher</p> <p>Regina Fletcher- Teacher</p> <p>Sydney Shantz- Teacher</p> <p>Cristina Rojas-Lopez- Teacher</p> <p>Pauline Russell Silva- Parent Alternate</p> <p>Malu Williams- Student Representative</p>	<p>SD Shannon Darcey (me)</p> <p>Jono Mayer (Host)</p> <p>Martha V Escobar</p> <p>I Ian Patton He/They (Co-host)</p> <p>Sydney Schantz (Co-host)</p> <p>AM Annalisa McHenry</p> <p>AY Alison Yin</p> <p>Andrea Gonzalez</p> <p>C Cristina Rojas-lopez</p> <p>Donna Bransford (she/her)</p> <p>Linh Nguyen</p> <p>Malu (student member of SSC)</p> <p>PR Pauline Russell Silva</p> <p>R regina.fletcher@ousd.org</p> <p>s senhit</p>
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3. Welcome	Principal Mayer Check in- What is your highlight from the break?
4. Review and Approve Minutes	Motion to Approve: Andi Gonzalez Second: Sydney All favor - 7 Yes

<div> <div>senhit to Everyone 5:38 PM</div> <div> <div>Yes</div> </div> </div> <div> <div>Cristina Rojas-lopez to Everyone 5:38 PM</div> <div> <div>yes</div> </div> </div> <div> <div>regina.fletcher@ousd.org to Everyone 5:38 PM</div> <div> <div>yes</div> </div> </div> <div> <div>Malu (student member of SSC) to Everyone 5:38 PM</div> <div> <div>Yes</div> </div> </div> <div> <div>Alison Yin to Everyone 5:38 PM</div> <div> <div>yes</div> </div> </div> <div> <div>You to Everyone 5:38 PM</div> <div> <div>Yes</div> </div> </div> <div> <div>Jono Mayer to Everyone 5:38 PM</div> <div> <div>yes</div> </div> </div>	
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<div> <div>3. Discuss and Vote on <a href="#">Title 1 Expenditures Discussion Overview</a></div> </div>	<div> <div>Overall Budget: It's a hard year!</div> <div> <div>1- ESSR funds ending- losing 2 STIP subs position.</div> <div>2- Enrollment is down in 7th grade, and we are missing .9 FTE of teacher from Base funding.</div> <div>3- .3 of TSA being cut</div> <div>4. Counselor- .4 FTE for middle school counselor</div> </div> <div> <div>Title 1 Funds are supposed to start students to address the achievement gap, physical school safety, emotional safety.</div> <div> <div> <div>Sydney Schantz to Everyone 5:43 PM</div> <div> <div>Sherman teachers met today after school, and Beatriz shared their preferences/priorities which I will drop here:</div> <div> <div>Highest needs: 2 STIP subs, additional noon supervisors, TSA at Sherman</div> <div>Lowest needs: RJ, counselor</div> <div> <div>Highest priority: Reading intervention K-2, STIP sub, math intervention K-2</div> </div> </div> </div> <div> <div>Alison Yin to Everyone 5:47 PM</div> <div> <div>Quick question to clarify: are we losing the Sherman TSA position or wanting to add another one?</div> </div> </div> <div> <div>Sydney Schantz to Everyone 5:48 PM</div> <div> <div>There are currently 4 TSAs. 1 ELA paid for by the district, .6 of an ELD support paid for by the district. The other ones that we have now are paid for by the site. That is a Math TSA and a Sherman-only TSA</div> </div> </div> <div> <div>Families of the African Diaspora- concerns about racialized bullying/ racism at the campus. In the last meeting, discussed the possibility of working with</div> </div> </div> </div></div></div>
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	<p>some consultants to address this need and concern.</p> <p>Questions: Is there any Title 1 carryover from last year to this year? No- you can't carry it over.</p> <p>2- How can we allocate money to do a better job with recruitment? How can we recruit more students for the middle school?</p> <p>Recruitment strategies- Visits at other bilingual elementary schools (Manzanita Seed, Global, ICS, Esperanza). Tours for 5th grade parents. Trying as much as we can to recruit 6th graders.</p> <p>Title 1 Funds- for this year it makes sense for a focus on positions, and there are other pockets of money that can be focused on PD. We still need to ensure there is a focus on supporting the needs of our Black students.</p> <p>3- How can we shift funds so that we can ensure we still have all of the positions.</p> <p>4- Questions about funds for how we pay for PE coach. Last year PTSA funded Mario, and are hoping to continue to fund him with 40-50% of his position from PTSA. District is only funding 8.1 teachers for the middle school- that doesn't include electives, etc.</p> <p>Because class sizes are around 23 kids/class in middle school, we don't have enough teachers funded in the base. Issue in the middle school isn't just new recruitment, but we have attrition in grades 3-5 already. Dual language model means we can't get new students in 3-5th grade if they haven't already been in a dual language program. Hard to get more kids.</p> <p>Comment- The district loves dual immersion program, but it isn't funded the way it needs to be set up.</p> <p><a href="#">Other Notes from conversation</a></p>
4. <a href="#">Review G1 Funds</a>	G1 Funds- 12 year parcel tax that can be used for middle school electives, and culture and climate. The intention behind it was to retain 6th graders by providing electives to creating a strong middle school experience.
5. Update on 24-25 Budget	
6. Review CCSP Grant Application	



7. SELLS Updates: ELPAC Testing and Reclassification	
8. Update on New Building Design and Kaboom Partnership at Sherman Campus	Postponed from Previous Meeting- Discussing Tonight?
9. Announcements/ Public input	None
10. Closing:  Establish Date of Next Meeting and Adjourn	Next Meeting Date: January 30- 5:30- 6:30 Future Agenda Items: Title 1 Funds Vote; and G1 Fund Vote Kaboom Partnership

12/12/2023

Outcomes/ Objectives:

Format : ZOOM - [link](#)

Date: 12/12/23

Meeting Time Start: 5:30 pm

Agenda

SSC Members Present (*Complete after roll call*):

Present: (see below)





**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

**Strategic Resource Planning (SRP)**

**Montera Middle School**

**School Site Council Membership Roster**

**2023-2024**

**SSC - Officers**

Chairperson: Chloe Gordon

Vice Chairperson:

Secretary:

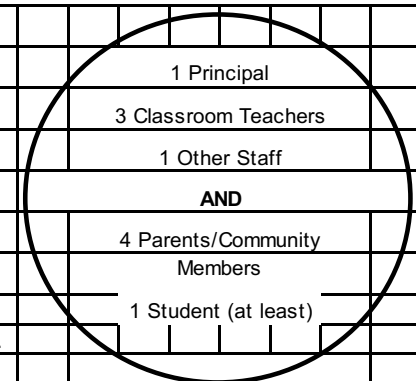
**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Dr. Latoya Williams	TRUE	FALSE	FALSE	FALSE	FALSE	
Elaine	FALSE	FALSE	FALSE	FALSE	TRUE	
Bridget Kyser	FALSE	TRUE	FALSE	FALSE	FALSE	
Alejandra Martinez	FALSE	TRUE	FALSE	FALSE	FALSE	
Chloe Gordon	FALSE	FALSE	FALSE	TRUE	FALSE	
Bahijat Abdul	FALSE	FALSE	FALSE	TRUE	FALSE	
Natalye Pearson	FALSE	FALSE	FALSE	TRUE	FALSE	
Valencia Finley	FALSE	FALSE	TRUE	FALSE	FALSE	
Roxanna Barajas	FALSE	FALSE	FALSE	TRUE	FALSE	
Martin Price	FALSE	TRUE	FALSE	FALSE	FALSE	
	FALSE	FALSE	FALSE	FALSE	FALSE	
*Highlighted names are Aeries verified-SMT*	FALSE	FALSE	FALSE	FALSE	FALSE	
	FALSE	FALSE	FALSE	FALSE	FALSE	
	FALSE	FALSE	FALSE	FALSE	FALSE	

**SSC Meeting Schedule:**  
(Day/Month/Time)

**SSC Legal Requirements (EC Sections 65000-65001):**

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.



**MONTERA MIDDLE SCHOOL**  
**SSC - MEETING AGENDA & MINUTES**  
**for Site Safety Plan Review and CCS Grant Discussion**

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Format (Check all that apply)

- ☒ Zoom <https://ousd.zoom.us/j/83967062890?pwd=STB6Y3JKNDNsOWxCT2J5dHpWbXI2dz09>  
☐ In-Person

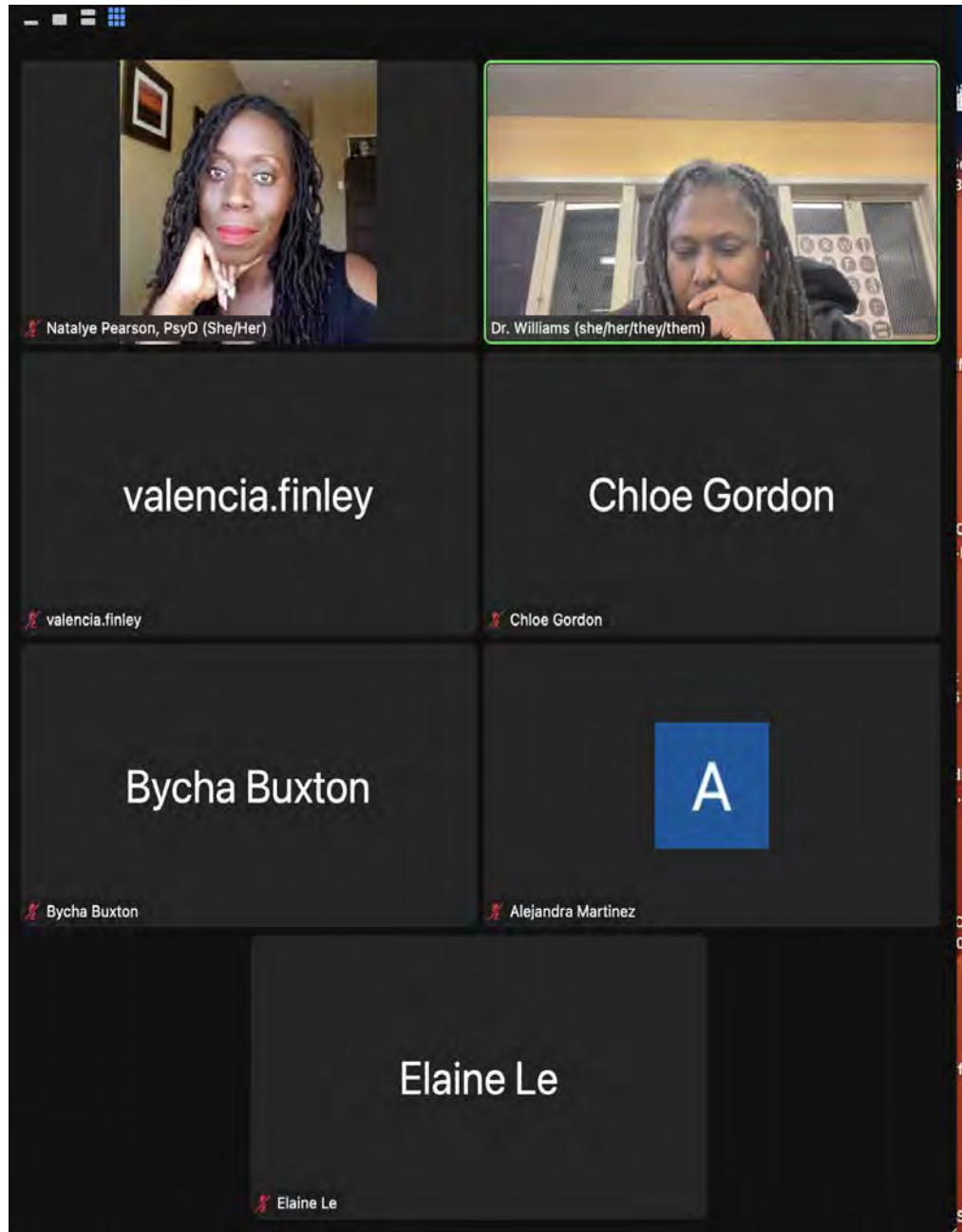
**Meeting Date:** December 14, 2023

**Meeting Time Start:** 6:00PM

**YOU MUST SUBMIT SIGN-IN SHEET OR ZOOM PARTICIPANT LIST IN ADDITION TO MINUTES.**

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<b>Welcome &amp; Call to Order</b>	Meeting called to order at: <i>(indicate meeting start time here)</i> : 6:05PM
<b>Roll Call &amp; Quorum Established</b>	Roll Call taken of SSC members who are present at this meeting. List here, the names of all SSC members' who are present at this meeting: <ol style="list-style-type: none"><li>1. Natalye Pearson</li><li>2. Chloe Gordon</li><li>3. Valencia Finley</li><li>4. Alejandra Martinez</li><li>5. Elaine Le</li><li>6. Latoya Williams</li></ol>



## Discuss and Review Site Safety Plan

### [Review Site Safety Plan](#)

Ms. Martinez: Where can the community access the safety plan.

Dr. Williams: The Safety Plan is available online via [ousd.org](https://ousd.org). We also keep a copy of it in a binder in the main office. We have a binder of all of our classes (teachers + students) in two areas on campus in the event that we need to close school and release students. We will place a copy of the safety plan in both places as well.

Ms. Martinez: Thank you for the clarification, Dr. Williams

1. **Motion** to approve above Site Safety Plan. by: Chloe Gordon

	<ol style="list-style-type: none"> <li>2. <b>Second</b> by: Valencia Finley</li> <li>3. <b>Vote:</b> The motion has been moved and seconded, take the vote by asking through a show of hands "All in favor, All opposed, any abstentions"</li> <li>4. <b>Vote Outcome:</b> _____ 6-0 _____</li> </ol>
<b>Community Schools Grant</b>	<p>Montera will apply for the 3rd round of Community <a href="#">School Grant</a></p> <p>*Dr. Williams was emailed about the opportunity to apply for the 2nd round of this grant.</p> <p>*If funded it would provide an additional 1.4+ million dollars over the next 5 years.</p> <p>*Grant has five areas to address:</p> <ol style="list-style-type: none"> <li>1. Collaborative Leadership</li> <li>2. Joyful School</li> <li>3. Student Engagement</li> <li>4. Family Engagement</li> <li>5. Academic Innovation &amp; Acceleration</li> </ol> <p>Montera's priorities include areas such as: Funding part of our Community School Manager, Workshops and engagement opportunities for families, Restorative Justice Coordinator, Mental Health Clinician, Dean or TSA, Instructional Coaches, workshops for families and other staff to support the overall needs of student and family engagement. While we will not be able to fund all areas that are mentioned above we will prioritize our needs based on gaps that are unfilled per our annual budget.</p> <p>Natalye: Will the grant allow us to have annual input on how we spend the money and to think about our needs.</p> <p>Dr. Williams: Yes. We will need to assess our programming similar to our SPSA. This will allow for families to provide input as well our students and teachers. We want to be responsive to the needs of our community and make adjustments and additions as necessary.</p> <p>Elaine Le: The grant is for how many years?</p> <p>Dr. Williams: The grant is for 5 years. We would get an added funding line to our annual budget 1-pager. This usually occurs in Early December. However, if we are funded for the upcoming year I believe we will receive notice in May. This will allow us to plan for hiring and spending money on approved events, items, etc, before the start of the 24-25 school year.</p> <ol style="list-style-type: none"> <li>1. <b>Motion</b> to approve Community Schools Grant application by: Valencia Finley</li> <li>2. <b>Second</b> by: _____ Natalye Pearson</li> <li>3. <b>Vote:</b> The motion has been moved and seconded, take the vote by asking through a show of hands "All in favor, All opposed, any abstentions"</li> <li>4. <b>Vote Outcome:</b> _____ 6-0 _____</li> </ol>
<b>Public Comment</b>	No Public Comment

<b>Next Meeting Date &amp; Adjourn</b>	<ul style="list-style-type: none"><li>• The next SSC meeting will be on the following date: <b>January 16, 2024</b></li><li>• The meeting adjourned at the following time: 6:30PM</li></ul>
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## ILT Running Agenda 2023-2024

**Attendance:** Jawdat, Mayorga, Doc, Martinez, Bell, Kyser, Villela-Smith, Ranahan, Cooper, J.Williams, Rosenberg

**Meeting Date:** December 5, 2023

**@** 3:45-5:00, Room 303

### Operational Norms

- We will respect everyone's time by starting and ending on time.
- Be present with the people you are meeting with. Use discernment about when to use phones and devices.

### Relational Norms


- Everyone is responsible for helping to stay on topic and upholding norms. Speak up if you feel like we're getting off track.
- Assume positive intent, take responsibility for your impact and ask clarifying questions
- Balance our participation and check in with teammates - speak your truth and actively listen.
- Understand that we are all at different places; have empathy and curiosity
- Lean into discomfort, stay engaged and be open to learning

Purpose/Outcomes:

Teacher Leaders will be able to share ideals/dreams re: Master Schedule.

Doc will be able to share progress on Master Schedule

Teacher Leaders will know what to take back to their teams.

Slides:  ILT Running Slides 23-24

Documents: [Community School Grant Application](#)

Time	What	Why	How
5 min	Break Bread	Eat	Eat
4 min	Check-in	Connection and community building	New Year, Same You, what are you looking forward to this second half of the year?
2 min	Norms	Stay grounded in team's norms	Confidentiality: Some items we'll take back to our teams, but most will stay within ILT
20 min	Present information regarding Scheduling/Budget	Get as much info as possible	Doc will present



## ILT Running Agenda 2023-2024

	Community Schools Grant Application		
10 min	Discussion	Identify priorities / values	
5 min	Clarifying Questions	Same page	
5 mins	Next Steps:		Take back preferred prep discussion to PLC, report back to Doc / fill out spreadsheet By february 6th
5 min	Closing: appreciations, announcements	Stay grounded	

## Oakland Technical High School

### School Site Council Membership Roster

#### 2023-2024

### SSC - Officers

Chairperson:	Courtney Marshall Turk
Vice Chairperson:	Orville Meaux
Secretary:	Jomauree Johnson

### SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
MARTEL PRICE	<b>X</b>					<b>n/a</b>
COURTNEY MARSHALL				<b>X</b>		<b>1</b>
ORVILLE MEAUX				<b>X</b>		<b>1</b>
JENNIFER BELMONT		<b>X</b>				<b>2</b>
TERRANCE HOLLIDAY			<b>X</b>			<b>2</b>
COLLEEN EGAN		<b>X</b>				<b>1</b>
CHRISTINA ONG		<b>X</b>				<b>1</b>
ASHER KRAMER					<b>X</b>	<b>1</b>
XAN PLETTNER					<b>X</b>	<b>1</b>
JOMAUREE JOHNSON					<b>X</b>	<b>1</b>

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	2nd Tuesday of the month, 6:30-8:00pm, in the Library (or on Zoom)
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#### SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s); and
- Parents/community members cannot be OUSD employees at the site.

1 Principal  
3 Classroom Teachers  
1 Other Staff  
**AND**  
32 Parents/Community Members  
3 Students



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

# OAKLAND TECHNICAL HIGH SCHOOL

School Site Council Meeting

January 23, 2024

7:00 - 8:30 pm

LOCATION: [Zoom Link](#)

## Oakland Technical High School

### Oakland Technical High School SSC - MEETING MINUTES

Format (Check all that apply)

- Zoom - Zoom Link: \_\_\_\_
- In-Person - L

**Meeting Date:** 1/23/24

**Meeting Time Start:** 7:00 pm

**YOU MUST SUBMIT SIGN-IN SHEET OR ZOOM PARTICIPANT LIST IN ADDITION TO MINUTES.**

<b>1. Welcome &amp; Call to Order</b>	Meeting called to order at: _7:02_____ pm by Chair Marshall
<b>2. Roll Call &amp; Quorum Established</b>	<p>The names marked below constituted the voting membership present during the meeting.</p> <p>Present:</p> <p><b>Parents/Community (3)</b></p> <p>_X_ Marshall, Courtney (2023-2025)</p>



	<p><input checked="" type="checkbox"/> Meaux, Orville (2023-2025)</p> <p><b>Students (3)</b></p> <p><input checked="" type="checkbox"/> Jones, Jomauree (2023-2025)</p> <p><input type="checkbox"/> Kramer, Asher (2023-2025)</p> <p><input type="checkbox"/> Myer-Plettner, Xan (2023-2025)</p> <p><b>Principal (1)</b></p> <p><input checked="" type="checkbox"/> Price, Martel</p> <p><b>Classroom Teachers (3)</b></p> <p><input checked="" type="checkbox"/> Belmont, Jennifer (2022-2024)</p> <p><input checked="" type="checkbox"/> Egan, Colleen Egan (2023-2025)</p> <p><input checked="" type="checkbox"/> Ong, Christina (2023- 2025)</p> <p><b>Other School Staff (1)</b></p> <p><input type="checkbox"/> Holliday, Terrance (2023 -2024)</p> <p><b>SELLS Sub Commitee</b></p> <p><input checked="" type="checkbox"/> Castro, Ana Laura</p> <p><input checked="" type="checkbox"/> Rivera, Zuleyma</p> <p><input checked="" type="checkbox"/> Casillas, Lori</p> <p><input checked="" type="checkbox"/> Boytes, MArisol</p> <p><b>Guests:</b></p> <p>Quorum Established? <b>Yes/</b></p> <p><b>(Quorum was established at 7:04 pm)</b></p> <p><b>Notes/Questions/Comments:</b></p>
<b>3. Approval of Agenda</b>	<p>Notes/Questions/Comments:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2. <b>Motion</b> to approve Agenda (as presented) made by:</li> <li>3. <b>Second</b> to approve Agenda by: Jomauree Johnson</li> </ol>



**OAKLAND UNIFIED  
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	<p><b>Vote</b> to approve agenda taken by a show of hands/say AYE.</p> <p><b>Vote:</b></p> <p><b>Vote Outcome:</b> Ong, Egan, Meaux, Johnson, Price, MARshall, Belmont all vote YES/Say AYE</p> <p><b>Result:</b> The motion 7-0-0</p>
<p><b>4. Approval of the Minutes</b></p>	<p>Approval of the Minutes for January 9, 2024 [<a href="#">Attachment</a>]</p> <p><b>Notes/Questions/Comments:</b></p> <p>4. <b>Motion</b> to approve minutes (as presented) made by: Marshall</p> <p>5. <b>Second</b> to approve minutes by: Johnson</p> <p><b>Vote</b> to approve minutes taken by a show of hands./Say AYE</p> <p><b>Vote: 7- 0 - 0</b></p> <p><b>Vote Outcome:</b>Johnson, Egan, Marshall, Ong, Meaux, Price, Belmont vote YES/Raise hands</p> <p><b>Result:</b> The motion passes unanimously 7-0</p>
<p><b>7) SPSA Program Review/Budget</b> <b>Conversation/Revisión del programa SPSA/Conversación sobre el presupuesto</b></p> <p>a. <a href="#">Oakland Tech SSC Review of SPSA &amp; SELLS Review of EL Program</a></p> <p>- Develop Budget Priorities and Values</p>	<p><b>SSC Review Meeting Discussion Minutes included <a href="#">here</a></b></p>



**OAKLAND UNIFIED  
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<ul style="list-style-type: none"> <li>- Review Existing Funding Title I Positions</li> <li>- Requests for Information ---&gt; <a href="#">Oakland Tech Data Indicators</a></li> </ul> <p><b>Description:</b> The body will develop budget priorities and values in its 2024, and request information for decision making.</p>	
<p><b>8) Community School Grant/Beca para escuelas comunitarias</b></p> <p>a. Review Commitments and Plan Details</p> <p>[<a href="#">Attachment</a>]</p> <p><b>Description:</b> The School Site Council will review Community School Grant Application details, plan and commitments as required by the CSG Application.</p>	<p><b>Oakland Tech has applied for a 5 year grant worth \$1.9</b></p> <p><b>Any questions: Dr&gt;Woorldige shared information about the purpose of the grant withj the body.</b></p> <p><b>Chair Marshall moves to support Oakland Tech;s application for the grant</b></p> <p><b>7- 0-0</b></p> <p><b>Votes: Ong, Meaux, Egan, Belmont, Johnson, Marshall, Price</b></p>
<p><b>9) Public Comment</b></p>	<p><b>Notes:.</b></p>
<p><b>10) Requests for Agenda Items</b></p>	<p><b>Notes: To start with the Algebra 1 conver</b></p>
<p><b>11) Next Meeting Date</b></p>	<p>We need to meet again to approve the Title 1 Expenses for 24-25; Mr. Price has tentatively set a meeting for February 6th, 2024- All members of the body agree to meet then</p> <p>The next meeting of the School Site Council is Feb 13, 2024 at 7:00 pm.</p>



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

<b>12) Adjournment</b>	The meeting was adjourned at 8:29 pm by Chair Marshall.
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## SSC Establishment Meeting Minutes

**Format (Check all that apply)**

- ~~Zoom~~
- In-Person

**Date:** 10/17/23

**Meeting Time Start:** 6:30 pm

**SSC Roster**

### ZOOM ATTENDANCE LIST

**Roll Call: SSC Members Present (*Complete after election results*):**

**Jennifer Belmont, Courtney Marshall Turk, Terrance Holliday, Orville Meaux, Martel Price, Christina Ong, Ashley Kramer (Student), Xan Myer-Plettner, Jourmee Johnson, Colleen Egan**

**General Public: Aaron Edlin, Jennifer Edlin, Amanda Laberge, Peter Leahey, Shannon Carey, Debra Carter-Kelly,**

<ol style="list-style-type: none"> <li>1. <a href="#">SSC Training Overview Presentation</a></li> <li>or</li> <li>2. <a href="#">Essentials of School Site Council Formation Powerpoint</a></li> </ol>	<p>Facilitated by: Martel Price Notes: Price</p> <p>I will show the video presentation as it does thorough job of explaining the importance of the CSSC.</p>
<ol style="list-style-type: none"> <li>3. Peer Elections of Members</li> </ol>	<p>The Following people are already members of the body</p> <ul style="list-style-type: none"> <li>• Principal Price</li> <li>• Parents/Community members(2) <ul style="list-style-type: none"> <li>○ Orville Meaux</li> <li>○ Courtney Turk</li> </ul> </li> <li>• Teachers(1): <ul style="list-style-type: none"> <li>○ Jennifer Belmont -2nd year</li> </ul> </li> <li>• Other staff: <ul style="list-style-type: none"> <li>○ Terrance Holliday - 2nd year</li> </ul> </li> <li>• Students :</li> </ul> <p>At this time we will take nominations Question; What are the requirements? JB: The video mentioned that we are going to need a quorum to approve decisions CO: Would be open</p>



	<p>Mr. Leahey nominated himself in the chat.  Ms. Carey nominate herself in the chat  MS. Egan miniated herself in the chat  Ms. Laberge nominated herself in the chat</p> <p>JB:Before we get an idea of what percentage the nominees are going to make it.  CO: I can make it once a month but would like a time change  SC: 90% on ZOOM  CE: 100 on ZOOM (in chat)  PL : 90 on ZOOM in chat  AL: 90 on ZOOM in chat</p> <p>Id like to see a vote for Leahey in the chat. Any Ayes  One Yes in chat (CE)  Any votes for Carey -1 in the chat (AL)  6 votes for Egan to represent  Any votes for Ong - 2 votes for Ong  Any votes for Laberge -1 vote for Laberge</p> <p>Student Nominations-  Asher Kramer self nominates  <a href="#">Jomauree Johnson (Student)</a> self nominates  Xan Myer-Plettner self nominates  Ms. Marshall nominates Johann Turk</p> <p>At this point vote for students. (3)  Any votes for Asher Kramer in the chat or verbally - One vote for Asher.  Any votes for <a href="#">Jomauree Johnson (Student)</a>- 3 yes /ayes for Jomauree from JT, Ak, JJ)  Any votes Xan Myer-Plettner - 1 Aye/Yes from JJ, Aye, Yes from JT  Any votes Johann Turk - 0</p>
4. Election of Officer	<p>Call for Nominations for each officer position at a time.</p> <ul style="list-style-type: none"> <li>- <b>Mr. Meaux:</b> <ul style="list-style-type: none"> <li>- <b>Are you saying that anyone in that set can nominate?</b></li> <li>- <b>How many positions are there?</b></li> </ul> </li> <li>- <b>Mr. Price:</b> <ul style="list-style-type: none"> <li>- <b>Yes; 3 positions</b></li> </ul> </li> </ul> <p><b><u>SSC Chair Election:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Marshall Turk</b> self nominates , <b>Motion:</b> Martel Price moves that <b>Marshall Turk</b> , be elected as Chair of the School Site Council for <b>Oakland Technical High School</b></li> <li>2. <b>Belmont</b> : I <b>Second</b> the motion</li> <li>3. <i>The motion has been moved and seconded, take the vote by asking through a show of hands "All in favor, All opposed, any abstentions"</i></li> <li>4. <b>Vote</b> Outcome: 8 yays, 0 opposed, any abstentions (Asher/Holliday)</li> </ol> <p><b><u>SSC Vice Chair Election:</u></b></p>

	<ol style="list-style-type: none"> <li>1. <b>Orville Meaux</b> <b>Motion:</b> I move that <b>Orville Meaux</b> be elected as Vice Chair of the Student Site Council for <b>Oakland Technical HS</b></li> <li>2. <b>Egan</b> : I <b>Second</b> the motion</li> <li>3. <i>The motion has been moved and seconded, take the vote by asking through a show of hands "All in favor, All opposed, any abstentions"</i></li> <li>4. <b>Vote</b> Outcome: 7 yeas, 0 opposed, absentions (Ong, Holliday, Asher)</li> </ol> <p><b><u>SSC Secretary Election:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Price</b> , <b>Motion:</b> I move that <b>Jomauree Johnson</b> , be elected as Secretary of the Student Site Council for <b>Oakland Tech]</b></li> <li>2. <b>Meaux</b> : I <b>Second</b> the motion</li> <li>3. <i>The motion has been moved and seconded, take the vote by asking through a show of hands "All in favor, All opposed, any abstentions"</i></li> <li>4. <b>Vote</b> Outcome: 7 yeas, 0 opposed, 3 abstention (Ong, Holliday, Johnson)</li> </ol>
5. Approval of <a href="#">Bylaws</a>	<p><a href="#">Bylaws</a> are shared with attendees and the floor is open for any suggested changes to <a href="#">Bylaws</a>:</p> <p><b>Section D: Termination of Membership</b></p> <p>The school site council may, by an affirmative vote of two-thirds <b>(7)</b> of all its members, suspend or expel a member. Reasons for suspending or expelling a member need to be submitted to your Strategic Resource Planning Specialist. Any elected member may terminate his or her membership by submitting a written letter of resignation to the school site council chairperson.</p> <p><b><u>Vote to Approve <a href="#">Bylaws</a></u></b></p> <ol style="list-style-type: none"> <li>1. <b>Belmont</b> <b>Motion:</b> I move that the <b>Oakland Technical High School</b> bylaws be approved with the suggested changes incorporated above.</li> <li>2. <b>Marshall Turk</b> : I <b>Second</b> the motion</li> <li>3. <i>The motion has been moved and seconded, take the vote by asking through a show of hands "All in favor, All opposed, any abstentions"</i></li> <li>4. <b>Vote</b> Outcome: 8 yea; 0 nays; 2 abstained</li> </ol>
6. Public input	<p><b>Notes:</b></p> <p><b>Aaron Edlin-</b> Just want thank you all for doing this work; no OT here.</p> <p><b>Colleen Egan-</b> Public Budgets are important and I'm glad to be here and looking forward to doing what I can to keep Oakland Tech an awesome.</p> <p><b>Mr. Meaux-</b> Question about what would occur if Chair could not make it.</p>
7. Establish Date of Next Meeting &	<p>Next Meeting Date: November 14, 2023</p> <p>Time of Adjournment: 7:59 PM</p>

OUSD COMMUNITY SCHOOL ROSTER 2024-25					
<b>School Name:</b>	<b>Young Adult Program</b>	<b>Site #</b>	<b>308</b>	<b>Date</b>	<b>12/11/23</b>
<b>School Mission and Vision</b>					
<p>The Young Adult Program believes that every student deserves the opportunity to develop and grow the skills of responsible independence as they are appropriate for them. Our program is driven by student outcomes and student choices. We seek social justice and civil rights for our students. We seek to help our students become participating and contributing citizens in their communities. Disability rights are human rights. We work, we live, and learn in our communities.</p>					
<b>Community School Advisory and Implementation Team</b> - members that contributed to this document <i>(add rows as needed)</i>	<b>NAME</b>		<b>REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))</b>		
	David Cammarata		Director		
	James Hall		Assistant Principal		
	Carmen Beunger		Community Schools Manager		
	Melisha Linzie		SPED Engagement Specialist		
	Virginia Bonham		Teacher		
	LaTosha Hill		Paraeducator		
	Hajer Abdullah		Student		
	Laurie Callaghan		Parent		

**Young Adult Program- Parent Advisory Group**  
**1/18/24**

NORMS	MEETING OUTCOMES
<ul style="list-style-type: none"> <li>● Ground discussions in student outcomes</li> <li>● Assume positive intent</li> <li>● Share the mic/Equal participation</li> </ul>	<ul style="list-style-type: none"> <li>● Establish connections and create goals</li> </ul>
ROLES	ATTENDANCE
Facilitator: Carmen, Melisha & Jake	<u>YAP Staff and YAP Parents</u> Nghia Nguyen Carlas Tapia – older sibling to Raul Tapia Debra Fong Iman La Croix Laurie Bartis Callagham Tammi Turner

Time	Discussion Item	Notes
5 mins	<b>Opening/Review Norms</b>	
	<b>Meeting notes linked <a href="#">HERE</a></b>	
5 mins	<b>Schedule Next Mtg.</b>	

**Young Adult Program- Parent Advisory Group**  
**12/7/23**

NORMS	MEETING OUTCOMES
<ul style="list-style-type: none"> <li>● Ground discussions in student outcomes</li> <li>● Assume positive intent</li> <li>● Share the mic/Equal participation</li> </ul>	<ul style="list-style-type: none"> <li>● Establish connections and create goals</li> </ul>
ROLES	ATTENDANCE

Facilitator: Jake & Carmen	<u>YAP Staff and YAP Parents</u> <b>Jahara</b> - Daoud's Mom <b>Tandra</b> - Jordan's Mom <b>Angelica</b> - Anzani's Mom <b>Laurie</b> - Gabe's mom <b>Debbie</b> - Vincent's mom <b>Thi Phan</b> -Vumason's Dad ( <i>prefers Vietnamese interpreter</i> ) <b>Katherine</b> -Malcolm's mom <b>Tracey</b> - Instructional Coach <b>Melisha</b> - Parent Engagement <b>Iman</b> - Malachi's Mom
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Time	Discussion Item	Notes
5 mins	<b>Opening/Review Norms</b>	
5 mins	<b>Introductions- Staff</b>	Jake, Carmen, Melisha, Tracey
5-10 mins	<b>Introductions- Parents/Guardians</b>	
30-40 mins	<b>Vision Development</b>	<ul style="list-style-type: none"> <li>-Team discussed preferences in person vs. Zoom</li> <li>-Team discussed role of Parent Navigator <ul style="list-style-type: none"> <li>• Laurie and Melisha working on a presentation about services after YAP of which info is lacking</li> </ul> </li> <li>-Team discussed "How To Know Which Questions to Ask"</li> <li>-Possible monthly letter from the group about updates and what to know (e.g. Regional Center website –with info about text to speech)</li> <li>-School ID- Many families have CA IDs but don't want their students to carry them on their person at school. School IDs have value for movies, museums, Disney Land, discounts, etc. Tandra has talked to "My Legacy" and they are an option.</li> <li>-Team discussed the "Take Me Home" program. Major parent concern about students being able to be identified as having a disability in the community to avoid potential confrontations with police</li> <li>-Can the district partner with emergency services, police, EMS, etc. and find a way to connect, educate and partner</li> </ul>

		-Can we get high school or college students to support with sports or other events here at YAP? -Prom!!! Team discussed whether it should be at Santa Fe or elsewhere Some student might be more comfortable at Santa Fe while others feel they deserve a special night at an alt. location -GraduationTeam discussed the need for more information about resources for life beyond YAP -Award ceremony- Recognize students, teachers, and other stakeholders -Briefly discussed Medical and healthcare issues with the new year coming -Provide updates on the diploma situation (Oakland Adult School can be a resource)
2 mins	<b>Schedule Next Mtg.</b>	-Some families have expressed a desire for a virtual option -January 18th at 6:30 on Zoom

### Young Adult Program- Parent Advisory Group Template

NORMS	MEETING OUTCOMES
<ul style="list-style-type: none"> <li>● Ground discussions in student outcomes</li> <li>● Assume positive intent</li> <li>● Share the mic/Equal participation</li> </ul>	<ul style="list-style-type: none"> <li>● Establish connections and create goals</li> </ul>
ROLES	ATTENDANCE
Facilitator:	<u>YAP Staff and YAP Parents</u>

Time	Discussion Item	Notes
5 mins	<b>Opening/Review Norms</b>	
5 mins	<b>Introductions- Staff</b>	
5-10 mins	<b>Introductions- Parents/Guardians</b>	

30-40 mins	<b>Vision Development</b>	
2 mins	<b>Schedule Next Mtg.</b>	



# Young Adult Program

## SSC Establishment Agenda

Jan 31, 2024- 130-230p

[Join Zoom Meeting](#)

ID: 86911430087

Passcode: 155307

Items	Facilitator/ Time	Notes/ Minutes
Welcome, Roll-call, Introductions, Norms	David (5m)	Melisha Linzie LaTosha Hill Virginia Bonham Laurie Callaghan David Cammarata
Minutes	5m	Reviewed previous meeting
Community Schools Application <a href="#">CCSPP-3 Application</a> <a href="#">CCSPP Commitments</a>	30m (David)	Team reviewed CCSPP application and commitments; SSG is in agreement with moving forward and the team is excited to implement this work in YAP with YAP students
Program Updates	10m (David)	<ul style="list-style-type: none"> <li>Discussed Measure H funding and that YAP is not being included in this year's funding <ul style="list-style-type: none"> <li>Questions about avenues for advocacy were addressed</li> <li>Update given about where the process stands</li> </ul> </li> <li>Discussed site use decisions <ul style="list-style-type: none"> <li>Use of funds for site safety concerns</li> <li>Use of funds for the field; students interested in sports space</li> </ul> </li> </ul>
Public Input	10m	Update shared re: family group Update shared re: student government Update shared re: Community College access plan
Next Meeting Plan	5m	February 28th 130-3p, zoom





**Attachment IV-a: Community School Planning Artifacts:  
Alignment to the Framework  
Table of Contents**

Oakland Unified School District CCSPP Cohort 3

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## CALIFORNIA COMMUNITY SCHOOL PARTNERSHIP PROGRAM (CCSPP) COMMITMENTS

**SCHOOL: Burbank Preschool**

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Principal Signature* Theresa Lozach	SSC Chair Signature* Alison Burke
Date Signed: 1/15/24	*A verbal acknowledgement of support from the SSC Chair with a plan to bring to the next SSC meeting for endorsement will suffice. Electronic signatures are allowable.



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students



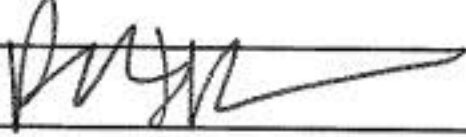
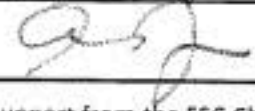
## CALIFORNIA COMMUNITY SCHOOL PARTNERSHIP PROGRAM (CCSPP) COMMITMENTS

SCHOOL:

CLEVELAND ELEMENTARY

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Principal Signature* 	SSC Chair Signature* 
Date Signed: 1/19/24	*A verbal acknowledgement of support from the SSC Chair with a plan to bring to the next SSC meeting for endorsement will suffice. Electronic signatures are allowable.



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

O U S D



COMMUNITY  
SCHOOLS

## CALIFORNIA COMMUNITY SCHOOL PARTNERSHIP PROGRAM (CCSPP) COMMITMENTS

SCHOOL: *EDNA BREWER MIDDLE SCHOOL*

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Principal Signature* <i>Carmen Lee</i>	SSC Chair Signature* <i>[Signature]</i>
Date Signed: <i>1/17/2024</i>	*A verbal acknowledgement of support from the SSC Chair with a plan to bring to the next SSC meeting for endorsement will suffice. Electronic signatures are allowable.



## CALIFORNIA COMMUNITY SCHOOL PARTNERSHIP PROGRAM (CCSPP) COMMITMENTS

**SCHOOL: Kaiser Early Childhood Center**

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Principal Signature* A Eutsler	SSC Chair Signature* M Orellana
Date Signed: 1/17/2024	*A verbal acknowledgement of support from the SSC Chair with a plan to bring to the next SSC meeting for endorsement will suffice. Electronic signatures are allowable.



## CALIFORNIA COMMUNITY SCHOOL PARTNERSHIP PROGRAM (CCSPP) COMMITMENTS

### SCHOOL: Melrose Leadership Academy

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Principal Signature* <i>Jonathan Mayer</i>	SSC Chair Signature* <i>Alison Yin</i>
Date Signed: 01/16/24	*A verbal acknowledgement of support from the SSC Chair with a plan to bring to the next SSC meeting for endorsement will suffice. Electronic signatures are allowable.





# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

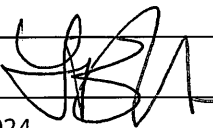


## CALIFORNIA COMMUNITY SCHOOL PARTNERSHIP PROGRAM (CCSPP) COMMITMENTS

**SCHOOL: MONTERA**

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Principal Signature* 	SSC Chair Signature* Chloe Gordon
Date Signed: 1/26/2024	*A verbal acknowledgement of support from the SSC Chair with a plan to bring to the next SSC meeting for endorsement will suffice. Electronic signatures are allowable.



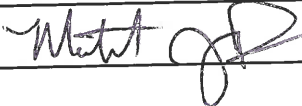
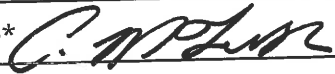


## CALIFORNIA COMMUNITY SCHOOL PARTNERSHIP PROGRAM (CCSPP) COMMITMENTS

SCHOOL: OAKLAND TECHNICAL HIGH SCHOOL

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Principal Signature* 	SSC Chair Signature* 
Date Signed: 1/26/2024	*A verbal acknowledgement of support from the SSC Chair with a plan to bring to the next SSC meeting for endorsement will suffice. Electronic signatures are allowable.



## CALIFORNIA COMMUNITY SCHOOL PARTNERSHIP PROGRAM (CCSPP) COMMITMENTS

### SCHOOL: Young Adult Program

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Principal Signature* <i>David Cammarata</i>	SSC Chair Signature* <i>Hajer Abdulla</i>
Date Signed: 12/11/23	12/11/23 *A verbal acknowledgement of support from the SSC Chair with a plan to bring to the next SSC meeting for endorsement will suffice. Electronic signatures are allowable.