

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

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

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

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

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

CA CS Framework Overview

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

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

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

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

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

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

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

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

Capacity-Building Strategies Overview

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

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

ASCEND TK-8 School

3709 E. 12th St.

Oakland, CA

Tel: (510) 879-3140

Website: <https://www.efcps.org/ascend>

Principal: Jacqueline Parker

Strategies, Priorities and Goals

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

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

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

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

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

ASCEND is an expeditionary learning school that serves predominantly low-income students who are English language learners. The question of why a community school is imperative resonates deeply with our mission, history, and core values. Our school was founded by parents whose children and grandchildren continue to be part of our school. In founding the school, they had a vision for how Oakland schools could better serve the community. ASCEND's commitment to fostering racially just, relationship-centered spaces is at the forefront of our educational

philosophy. We recognize that traditional educational models often fail to address the systemic inequities that disproportionately affect the students we serve. By embracing the community school model, we aim to dismantle these barriers by intentionally cultivating an environment where every student feels valued, seen, and celebrated, especially those who are typically furthest from belonging.

1. To ensure racially just, relationship-centered spaces, we will continue to implement professional development programs focused on cultural competency and anti-bias education for all staff members. We will also continue to plan school events that honor our diverse population and address racial issues within the school community as they arise. This will enable us to create an inclusive school culture for staff, families, and students.
2. Central to the concept of a community school is the idea of shared power. We understand that true empowerment comes from collaboration and inclusivity. Our school has two shared leadership bodies with clear bylaws around procedure and voting. Both our Family Leadership Council (FLC) and the Staff Advisory are composed of representatives from each grade band. Priorities for the school are determined through a site planning process that involves the entire school and is finalized by our Advisory and Facilities Leadership Committee (FLC). We are continuing to build our capacity around what it means to be a representative in one of these bodies and to share the process through which decisions impacting the school are made with transparency; however, we recognize that decisions will ultimately need to be made by the administration.
3. Our educational philosophy goes beyond traditional academic achievement to prioritize the social, emotional, and cultural well-being of our students. As an expeditionary learning school, our students at every grade level engage with culturally relevant texts and make connections to their own identities and communities. Through partnerships with local organizations, businesses, and cultural institutions, we provide enriching opportunities for students to engage with their community, fostering a sense of belonging and civic responsibility. This includes community service, field work, and visits from community experts as guest speakers. To strengthen classroom-community connections, we will expand our network of community partnerships to provide students with access to expert guest speakers from local organizations, relevant fieldwork, and service-learning opportunities aligned with students' learning expeditions.
4. Continuous improvement is not just a goal but a fundamental principle embedded in our approach to education. We understand that achieving racial equity and social justice requires ongoing reflection, adaptation, and growth. Therefore, we have developed comprehensive developmental plans to ensure that the overarching values of community schools are not just ideals but lived experiences for our students, staff, and families. To ensure that they cultivate and contribute to inclusive learning spaces for staff and students, we have established accountability structures, including classroom walkthrough tools and professional development rubrics. These tools help us to progress monitor and assess

where we are working towards our aspirations and where we have left to grow.

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

As mentioned earlier, ASCEND was a school founded by families and community members. Therefore, we envision not simply transforming into a community school, but rather re-anchoring in our history as a community school that has served as a hub for our students and families.

In our survey of stakeholders, a clear priority emerged: for us to address the academic needs of our students through rich and rigorous expeditions, as well as their social-emotional needs through community building across diverse identities. Our two primary aspirations for the school year are centered on continuing to strengthen our Expeditionary Learning units, aligned with our adopted ELA, Math, and Science curriculum, and fostering an inclusive community. While these are distinct aspirations, we see the integration of both in the ways we design our expeditions, so that our students can understand their identity, their community, and their place in the world through an assets-based lens.

Needs and Asset Assessment:

To ensure that our community school reflects the priorities and vision of our diverse stakeholders, we will undertake a comprehensive needs and assets assessment process.

This process will involve:

- Surveys: Our school administers the SCAI (School Climate Assessment Instrument) survey to administrators, certificated staff, classified staff, students, families, and community members to gather insights into their perceptions and needs for our school. This gave us quantitative data to consider when designing for the year ahead.
- One-on-One Interviews: Our family engagement coordinator conducts individual interviews with key stakeholders to gain a deeper understanding of their perspectives, concerns, and ideas for the community school.

- Focus Groups: Our partners at Expeditionary Learning organize focus groups comprising members from various stakeholder groups. None of the staff, families, or students invited to join the conversation are part of any leadership groups. This is done deliberately to facilitate in-depth discussions on specific aspects of the community school model by those most impacted and furthest from power at our school.
- Visioning Exercises: Leaders facilitate visioning exercises around our graduate profile, with families and staff asking the question: What skills and values do we want our children to possess after leaving us? This is followed by brainstorming sessions to collectively ideate goals that can move us towards a typical horizon and shared priorities.
- Shared Leadership Bodies Meetings: We hold meetings with representative stakeholders to provide updates, gather feedback, and foster dialogue around the development of the community school. Our advisory and family leadership council determines our priorities for the year after the schoolwide site planning process.

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

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

Draft Collective Priority

Outcome/Indicators you aim to improve

Student and Staff Culture and Sense of Belonging	Questions focused on staff collaboration and staff culture on the annual SCAI (School Climate Assessment Instrument) survey, along with a network-provided student belonging survey, provide us with data points to see where we are currently positioned and where we need to focus our efforts.
Restorative Practices and a Positive School Culture	Overall suspensions will decrease, specifically including: a) those involving students with IEPs b) those resulting from identity-based harm
Family Engagement and Community Partnerships	Overall, chronic absenteeism will decrease with a focus on the following subgroups: English Language Learners, students with IEPs, and Black students.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
<u>Expeditionary Learning</u> Design Learning Expeditions and projects that are relevant to students' lives and are rooted in their community.	1. Building local "fieldwork" into our learning expeditions, including doing service learning projects with local partner organizations 2. Continue to invite community experts into classes as speakers, panelists, interviewees, or feedback providers. 3. Extending our curriculum units to include community connections and relevance
<u>Expeditionary Learning Units</u> Provide students with opportunities to explore different and new topics, local resources, and locations, and develop interests and passions connected to their Expeditionary Learning units, aligned with the adopted curriculum.	1. Create a draft schedule of walk-throughs that aligns with the site's work plan. 2. Have the family leaders join the walk-throughs as well. 3. Teachers and EL coach collaborate frequently to develop their EL units aligned to the adopted curriculum and CCSS. 4. Teachers, EL coach, and Instructional Coaches will continue to collaborate to develop robust EL units.
<u>Outdoor Education Trips</u> Provide outdoor education experiences for all students in TK-8, including overnight trips for some grades.	1. Plan outdoor trips in alignment with the school calendar. 2. Work with teachers to plan learning experiences on the trips that connect to their curriculum.

Strategy 3: Collaborative Leadership

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

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

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
The ASCEND Advisory Team serves as a pathway to embody the value of democratic, shared, collaborative leadership amongst	<ul style="list-style-type: none"> - The Team shall consist of representatives who will be democratically voted for. We will have representatives from each of the different stakeholders in our school community. Having a diverse group of administrators, teachers, coaches, support team members, classified staff, and parents at the table as equal voices will best enable us to make decisions that benefit our school and our community. - The Advisory Team will gather input from the larger community and consider all viewpoints when making decisions. - The team will establish norms for decision-making that consider decisions through the lens of the current needs of students and the school community, as well as through the lens of our shared school vision. - The team will meet once a month, and their duties will include: <ul style="list-style-type: none"> - Curricular & Professional Development Decisions - Calendar and Schedule Decisions - Being informed of Budget Updates/ Changes - New Positions / Ending Positions
Family Leadership Council	<ul style="list-style-type: none"> - The Team shall consist of family representatives who will be democratically voted for from each class. Each grade level will have two representatives. The principal will be in attendance at each meeting, along with the school's family coordinator and one representative from the Advisory. - The FLC will proceed in parallel with the advisory process. - When families sit alongside staff and admin at the table as equal voices, it will best enable us to make decisions that benefit our school and our community.

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

<p>Lead Team</p> <p><i>Purpose::</i> The purpose of Lead Team is to lead, support and serve our school by: building the capacity of each other, making our vision and aspirations come to life, and modeling TEAM.</p>	<p>Advisory</p> <p><i>Purpose:</i> We are an elected team of decision-makers and representatives for ASCEND. We work together to keep a pulse on our community, define challenges, design solutions, and plan for a future that is anchored in our vision.</p>	<p>Instructional Leadership Team</p> <p><i>Purpose:</i> Shared Vision for Teaching + Learning Design and create the content of the input for staff professional development</p>
<ul style="list-style-type: none"> • Both Aspirations • Aligned structures and systems for the school • Responsibility for student achievement (by all measures) and related data deep dives 	<ul style="list-style-type: none"> • Democratic decision making • High-level policies, budget items, and staffing • Site planning 	<ul style="list-style-type: none"> • Plans and facilitates professional development input time. • Holds PD YLP focused on Work Plan: Learning Targets, High Quality Work products, EL practices • Focus on <i>implementation and teacher practice</i>.
<p><i>Point: Jacqui</i> <i>Admin: Jacqui</i> <i>Designers: Rotating Team</i> <i>Collaborators: All Lead</i> <i>Structure(s): Bi-Weekly meetings</i></p>	<p><i>Point: Jacqui/Thafir</i> <i>Admin: Jacqui/Thafir</i> <i>Designers: Rotating Team (one elected, one not)</i> <i>Collaborators: Advisory members</i> <i>Structure(s): Meetings 1x per month</i></p>	<p><i>Point: Jacqui/Thafir/Alessandra</i> <i>Admin: Jacqui/Thafir</i> <i>Designers: Beth/Alessandra/Thafir/Jacqui</i> <i>Collaborators: Jacqui, Thafir, Sopar, Nick, Thalia, and Alessandra</i> <i>Structure: Weekly meetings</i></p>

Coaches	Culture Team	Office Team
<p><i>Purpose: Build the capacity of staff to include all students in community and learning while ensuring students are mastering knowledge and skills</i></p>	<p><i>Purpose: Maintain and improve the culture at ASCEND by fostering opportunities for our community to come together in celebration and using restorative practices to address inequities at our school</i></p>	<p><i>Purpose: Maintain and improve the seamless logistical, systems, and physical operations of the school</i></p>
<ul style="list-style-type: none"> • Examines academic student achievement data • Content PD • Classroom observations • Coaching • EFC wide practices, assessment, and PD • Collaboration to align EL work with content work 	<ul style="list-style-type: none"> • Culture data • Classroom culture-building • Support Tiers 1-3 interventions • Crew • Community gatherings • Holds restorative justice • Student government • Student leadership <p>Lead Crew/Adult Crew</p> <ul style="list-style-type: none"> • Plans Crew PD • Holds Adult Crew spaces 	<ul style="list-style-type: none"> • Attendance • Enrollment • Check-in and sign-outs for students, subs, parents, visitors • First responders for issues, questions, and concerns that show up in the office
<p><i>Point: Jacqui/Thafir</i> <i>Admin: Jacqui</i> <i>Collaborators/Designers: Jacqui, Thafir, Alessandra, Sopar, Nick, Beth</i></p> <p>Structure(s): <u>Weekly</u> meeting</p>	<p><i>Point: Edgar</i> <i>Admin: Thafir</i> <i>Designers/Collaborators: Thalia, Jenni, CT and Thafir</i></p> <p>Structure(s): <u>Weekly</u></p>	<p><i>Point: Diana</i> <i>Admin: Jacqui</i> <i>Designer: Diana</i> <i>Collaborators: Diana, Thalia, Jacqui, and Thafir</i></p> <p>Structure(s): <u>Weekly</u> meeting</p>

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
The value of and vision for a community school is held by and communicated via shared leadership bodies, not just school administrators	<p>Establish strong self-sustaining bodies of shared leadership with clear bylaws around decision-making.</p> <ul style="list-style-type: none"> - Advisory - Family Leadership Council <p>Engage stakeholders through shared leadership bodies in collaborative planning processes to develop sustainability plans that move forward our vision of an inclusive community school.</p>
Coordinated care between our clinician, culture and family engagement teams. Provide families and students with tier 1 Tier 2 supports to reduce behaviors that lead to suspensions and reduce chronic absenteeism	<p>Identify a member on the culture, clinical, and family engagement team responsible primarily for tier 1 supports. The principal holds regular communication and case review meetings to ensure coordinated care, with staff collaborating to address underlying issues that contribute to behavioral problems.</p> <p>Tier 1 supports will focus on proactive strategies, such as positive behavior interventions and culturally responsive classroom practices.</p> <p>Tier 2 interventions will offer personalized support for students at risk of suspension or chronic absenteeism, including counseling, family outreach, and targeted behavior plans.</p>

Key Staff/Personnel

Together, these team members work collaboratively to implement the action plan, ensuring that students receive the necessary tiered supports while fostering a culture of inclusivity. This will, in partnership with our shared leadership bodies, help us move towards our vision of becoming a community school.	
Tier 1 Clinician	<p>Role: The Tier 1 clinician plays a crucial role in providing universal support to all students by promoting mental health and well-being within the school community.</p> <p>Responsibilities: They coordinate schoolwide mental health screenings, design the delivery of group counseling services, attend expeditionary planning meetings to offer consultation to teachers on implementing trauma-informed practices, and conduct professional development on behavior management strategies.</p>

Family Engagement Coordinator	<p>Role: The Family Engagement Coordinator serves as a bridge between the school and families, promoting collaboration and partnership to support student success.</p> <p>Responsibilities: They facilitate communication between families and school staff, specifically the culture team. They organize family workshops and events, providing resources and support for families in crisis. They also facilitate FLCs (Family Leadership Council meetings) and advocate for family involvement in decision-making processes.</p>
Community Schools Coordinator	<p>Role: The Community Schools Coordinator oversees the implementation of the community school model.</p> <p>Responsibilities: The Community Schools Coordinator expands the school's capacity to address the root causes of behavioral issues and chronic absenteeism by leveraging community resources and fostering a collaborative, wraparound approach to student support.</p>

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

The following action steps outline how ASCEND will allocate resources so that the work to create a community school is sustainable.

Assessment and Identification:

Conduct comprehensive assessments to identify the types of supports students need in order to support their academic, social-emotional, and behavioral success in school. The goal being a reduction in suspensions and chronic absenteeism.

Development and Implementation of Intervention Plans:

Each team at the school has a person with a clear focus on tier 1 and 2 interventions. The community school coordinator collaborates with clinical, cultural and family engagement teams to design coordinated efforts to support all students. The principal meets with the community school coordinator to ensure that implementation is held with consistency.

Coordination of Care:

Establish regular communication channels and case review meetings to discuss student progress, adjust interventions as needed, and address any barriers to implementation.

Family Engagement:

Involve families as partners in the process by providing them with information on what is happening at the school, data progress monitoring and ways they can support interventions at home.

Cultural Competency :

Provide training and professional development opportunities for staff members to enhance their ability to set the conditions in their classroom through culturally relevant curricular choices, instructional practices and community building.

Continuous Improvement:

Foster a culture of continuous improvement by regularly reviewing and reflecting on the effectiveness of interventions and quality of collaboration. Solicit feedback from stakeholders, including students, families, and staff members, to identify strengths and areas for growth in the intervention process.

Both the engagement of shared leadership bodies and involvement of all stakeholders in our progress towards becoming a community school combined with our efforts to create a system of coordinated care between clinicians, culture, and family engagement teams will ultimately provide us with a sustainable model of an inclusive community school.

Strategy 5: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Partner with Families in Action to foster our families' leadership skills and strong family/school partnerships	<ol style="list-style-type: none"> 1. Continue meetings between key ASCEND staff, such as our family coordinator, and FIA for professional development and planning. 2. Facilitate the participation of ASCEND families in FIA events and trainings.
Partner with other community-based organizations to bring additional resources for our students and families into our school	<ol style="list-style-type: none"> 1. Continue working with the Alameda County Food Bank and other local partners to host a bi-weekly food bank at ASCEND 2. Continue developing partnerships with community organizations to work with different aspects of ASCEND's educational program, such as Planting Justice, Peralta Hacienda, Merritt College, Native American Health Center, 100K Trees for Humanity, Oaktown Boulders, California State Parks, Bay Area Wilderness Training, and many more 3. Continue our partnership with Seneca to help provide counseling and mental health support to students and families

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

As a school founded by families, continuing to work closely with our families and foster their leadership and role at ASCEND is a priority. Families in Action (FIA) is a key partner for us in strengthening our relationships with our families and building parent leadership.

Many of our families live in situations that create trauma and stress in their lives, and many are struggling with basic needs of housing and food insecurity. Our partnership with Seneca offers mental health support to both students and families, as well as immediate on-site assistance in crises. Our Food Bank and all the partnerships that enable us to run it and give vast amounts of food away to our families twice a month help with food insecurity and to alleviate some of the high cost of living in Oakland that our families face.

Enhanced by our focus as an EL Education school, ASCEND is committed to connecting our curriculum and co- and extra-curricular programs to the community around us. Our middle school teachers have worked with UC Berkeley, the horticulture department at Merritt College, NASA, Planting Justice, the Native American Health Center, and the Peralta Hacienda, to name just a few, to connect curricular themes and learning expeditions to resources, experts, and service learning opportunities in our community. As we continue to deepen and improve our educational program, we will further our existing partnerships and seek out new ones that enrich our students' experiences.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.