

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

School Name:

Cox Academy, an Education For Change Public Schools

Address:

9860 Sunnyside St.

Oakland, CA , 94603-2750

Principal:

Omar Currie, Principal

Phone:

(510) 904-6304

Grade Span:

TK-5

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:

At Cox Academy, we believe that a community school is essential to fostering a nurturing and inclusive environment that reflects our diverse community. Our commitment to becoming a community school is grounded in the following overarching values:

Racially-just, relationship-centered spaces:

This year, Cox Academy is focusing on building trust by bringing people together and authentically valuing diverse cultures, perspectives, and strengths. We aim to create a positive school climate that is racially just, identity-safe, and nurturing a sense of belonging. We are emphasizing establishing and sustaining positive and trusting relationships among students, families, educators, and community partners to build collaborative, supportive, and sustainable spaces where everyone learns and grows together.

Shared power:

Our belief that Cox Academy belongs to all stakeholders—students, families, school staff, and the community—is guiding our efforts. We are recognizing and building toward shared ownership and deep engagement through shared decision-making and collaborative strategies. This creates a democratic, inclusive, and empowering environment where all interest-holders feel their expertise and contributions are valued and impactful.

Classroom-community connections:

This year, Cox Academy is linking classroom instruction to the broader community, making education engaging and relevant through real-world and project-based learning opportunities. Our interdisciplinary approach is rooted in the assets of students, families, educators, and local community members. The curriculum is responding to local history, knowledge, values, language, literature, institutions, culture, and environments, grounding student learning in civic engagement and addressing real-world issues.

A focus on continuous improvement:

We are participating in an ongoing cycle of reflection, analysis, shared learning, and revision, focusing on improving student learning conditions, well-being, and outcomes. Our aim is to ensure that students, families, school staff, and the community are valued, engaged, and empowered. Cox Academy is looking beyond traditional metrics of educational success to reinvent systems of measurement rooted in asset-based, community-driven, and actionable data. This data becomes a tool for continuous improvement, ensuring that students, staff, families, and community members actively shape the educational experience.

Developmental Plans:

1. **Engaging stakeholders:**

- a. Throughout the year, we are regularly engaging students, families, educators, and community partners through surveys, focus groups, and community forums to ensure that their voices and perspectives are integrated into our decision-making processes.

2. Building relationships:

- a. We are establishing and maintaining strong, trust-based relationships within our school community to foster a collaborative and supportive environment.

3. Curriculum development:

- a. We are integrating culturally responsive and relevant teaching practices that connect classroom learning to the lived experiences and cultural backgrounds of our students.

4. Ongoing professional development:

- a. We are providing continuous professional development for our staff to equip them with the skills and knowledge necessary to support a racially just, inclusive, and empowering school culture.

5. Data-driven improvement:

- a. We are utilizing data to inform our practices and measure our progress towards achieving our goals, ensuring that our efforts lead to meaningful and sustainable improvements in student outcomes.

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 part of the planning process, we have gone through an initial process of understanding needs and assets. As we initiate the implementation grant process and obtain site-level resources, we reflect on how we will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision.

Engaging Different Groups

Administrators:

- Engagement Process: Regular meetings and strategy sessions to ensure administrative support and alignment with school-wide goals.
- Methods: Leadership meetings and strategic planning sessions.

Certificated Staff:

- Engagement Process: Inclusion in decision-making processes and professional development opportunities.
- Methods: Professional learning communities (PLCs), focus groups, and surveys.

Classified Staff:

- Engagement Process: Ensuring their voices are heard and their contributions are valued in the school environment.
- Methods: Surveys, one-on-one interviews, and inclusive staff meetings.

Students:

- Engagement Process: Providing platforms for student voice and agency in shaping their educational experience.
- Methods: Student councils, focus groups, and surveys.

Family Members:

- Engagement Process: Building strong partnerships with families to understand their needs and aspirations for their children's education.
- Methods: Family Leadership Council (FLC) meetings, family surveys, focus groups, community forums, and home visits.

Community Members and Partners:

- Engagement Process: Collaborating with local organizations and stakeholders to align school initiatives with community resources and needs.
- Methods: Community asset mapping, partnership meetings, and focus groups.

Engaging Historically Marginalized Student and Family Groups

- To ensure that the voices of historically marginalized student and family groups are heard and their needs addressed, Cox Academy implemented the following strategies:

Culturally Responsive Engagement:

- Utilizing culturally and linguistically appropriate methods to engage families and students. This includes providing translation services and culturally relevant communication channels.

Focused Outreach:

- Conducting targeted outreach efforts to connect with marginalized groups. This includes partnering with community organizations that serve these populations and using trusted community liaisons to facilitate engagement.

Inclusive Feedback Mechanisms:

- Creating safe and welcoming spaces for historically marginalized groups to share their experiences and perspectives. This includes organizing dedicated focus groups and listening sessions specifically for these groups.

Empowerment Initiatives:

- Empowering historically marginalized families by involving them in leadership roles and decision-making processes. This includes inviting them to participate in school committees and advisory boards.

Accessibility and Support:

- Ensuring that all engagement activities are accessible to everyone, including those with disabilities, by providing necessary accommodations and support services.

Processes for Engagement

Surveys:

Conducting comprehensive surveys to gather input from all stakeholders on their priorities, needs, and vision for the community school.

One-on-One Interviews:

Conducting in-depth interviews with key stakeholders to gain deeper insights into individual perspectives and experiences.

Focus Groups:

Organizing focus groups with diverse representation to facilitate open discussions and gather qualitative data.

Visioning Exercises:

Conducting visioning exercises with students, staff, and community members to collaboratively develop a shared vision for the community school.

Meetings/Forums:

Hosting regular meetings and community forums to keep stakeholders informed and involved in the planning and implementation 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.

Priority	Expected Outcomes
<p>Priority 1: Strengthening Family and Community Engagement</p> <p>Goal: Increase active family and community participation in school events and decision-making processes by 20%.</p>	<ul style="list-style-type: none"> ● Higher attendance at school meetings, events, and parent-teacher conferences. ● Development of a Family Leadership Council to involve parents and community members in school governance. ● Enhanced communication channels between the school and families to ensure timely and effective information sharing.
<p>Priority 2: Improving Academic Achievement through Integrated Supports</p> <p>Goal: Reduce the percentage of students performing below grade level in math and reading by 15% through integrated academic supports and interventions.</p>	<ul style="list-style-type: none"> ● Implementation of targeted tutoring and intervention programs for students struggling in math and reading. ● Increased use of data-driven instruction to identify and support students' academic needs. ● Collaboration with community partners to provide additional academic resources and support.

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
Building Community Connections Through Experiential Learning	<p>Developed a unit on the history of the local community, including visits to historical sites and interviews with long-time residents.</p> <p>Students created projects and presentations that were shared with the community, increasing local pride and student engagement.</p>
Strengthening Family and Community Engagement	<p>Organized family nights that included educational activities and opportunities for parents to learn about the school’s curriculum and teaching methods.</p> <p>Developed a Family Resource Center to provide support and resources for families, enhancing their involvement in their children’s education.</p>

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
Goal 1: Enhancing Teacher and Staff	Professional Learning Communities (PLCs):

<p>Collaboration</p>	<p>Established PLCs for different grade levels and subjects to foster collaborative teaching and shared decision-making. Conducted monthly PLC meetings where teachers discussed instructional strategies, student progress, and shared resources.</p> <p>Cross-Departmental Meetings: Implemented bi-monthly cross-departmental meetings to discuss interdisciplinary projects and student support strategies. Facilitated better communication and resource sharing across different departments, leading to more cohesive instructional practices.</p>
<p>Goal 2: Increasing Student Leadership and Participation</p>	<p>Student Leadership Program: Launched a student leadership program that included leadership training workshops and opportunities for students to participate in school governance. Students led initiatives such as school-wide recycling programs and peer mentoring projects.</p> <p>Student Advisory Committees: Formed advisory committees with representatives from each grade level to provide input on school policies and activities. Students successfully advocated for changes in the school dress code and the introduction of new extracurricular clubs.</p>

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

At Cox Academy, we have established a comprehensive system of shared governance and site-level leadership that ensures active participation and decision-making power for all stakeholders, including families, staff, and community members. Below is a description of our current structure:

Family Leadership Council (FLC)

- **Composition:** Family representatives from each grade level.

- **Meetings:** Monthly meetings with the principal.
- **Responsibilities:**
 - Advocating for various needs in the school.
 - Reviewing budget items and spending.
 - Analyzing student academic and culture data.
 - Addressing concerns from families.
 - Decision-making power, including the ability to veto actions by the principal.

Affinity Family Groups

- **Black Family Council:**
 - Meets monthly.
 - Provides input and influence on decision-making specific to the needs and concerns of Black families.

Leadership Team

- **Composition:** Team leads/grade level chairs from every department.
- **Meetings:** Regularly scheduled to discuss and address various concerns and issues across the school.
- **Responsibilities:**
 - Engaging on school-wide concerns and issues.
 - Collaborating on strategic initiatives and improvements.

Unionized Staff Meetings

- **Certificated and Classified Staff:**
 - Monthly meetings with members of their bargaining unit.
 - Discussions on labor-related issues, working conditions, and collaborative problem-solving.

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
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<p>Goal 1: Recruit and Hire Diverse, Multilingual Staff</p> <p>Develop a targeted recruitment strategy to attract diverse, multilingual candidates.</p>	<p>Targeted Recruitment:</p> <p>Developed a recruitment campaign focused on attracting diverse, multilingual candidates.</p> <p>Successfully hired several new staff members who bring diverse perspectives and language skills to the school community.</p>
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Key Staff/Personnel

<p>Family Coordinator</p>	<p>Role/Function: Leads family engagement initiatives, collaborates with community partners, and supports the implementation of the literacy institute.</p>
<p>ELA Instructional Deans</p>	<p>Role/Function: Oversees the ELA curriculum, provides instructional leadership, and supports teachers in improving literacy outcomes.</p>
<p>Teacher Leader</p>	<p>Role/Function: Leads classroom instruction, participates in the literacy institute, and mentors other teachers.</p>
<p>Principal (serves as Community School Director)</p>	<p>Role/Function: Manages the overall implementation of community school strategies, collaborates with staff and community partners, and ensures the alignment of initiatives with school goals.</p>

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

<p>Plans and Steps for Long-Term Sustainability</p> <p>1. Securing Long-Term Funding Sources</p> <ul style="list-style-type: none"> • Grants and Fundraising: Continue to identify and apply for grants from federal, state, and private sources to support ongoing initiatives. Develop a robust fundraising strategy that

includes annual campaigns, events, and partnerships with local businesses and philanthropic organizations.

- **Partnerships with Local Businesses and Organizations:** Establish and nurture partnerships with local businesses, nonprofits, and community organizations that can provide financial support, resources, and in-kind contributions.

2. Developing a Strong Community Network

- **Community Engagement:** Engage the community in school activities and initiatives to build a strong sense of ownership and support. This includes regular communication, volunteer opportunities, and community events.

3. Institutionalizing Key Programs and Practices

- **Integration into School Policies:** Institutionalize successful programs and practices by integrating them into the school's policies and procedures. This ensures continuity and consistency regardless of changes in leadership or staff.
- **Professional Development:** Provide ongoing professional development for staff to ensure they are equipped to sustain and build on the initiatives. This includes training in grant writing, community engagement, and innovative teaching practices.

4. Building Capacity Among Staff and Community Members

- **Leadership Development:** Invest in leadership development for staff, students, and community members. This includes creating pathways for leadership roles within the school and community.
- **Training and Mentorship Programs:** Establish training and mentorship programs to build capacity and ensure that there are knowledgeable and skilled individuals ready to take on key roles.

5. Enhancing Data-Driven Decision Making

- **Data Systems:** Develop and maintain robust data systems to monitor progress, identify areas for improvement, and demonstrate the impact of initiatives to stakeholders and funders.
- **Continuous Improvement:** Foster a culture of continuous improvement by regularly reviewing data, seeking feedback, and making informed adjustments to programs and practices.

6. Engaging Stakeholders in Sustainability Planning

- **Stakeholder Involvement:** Involve a diverse group of stakeholders in sustainability planning, including families, staff, students, and community partners. This collaborative approach ensures that the plans are comprehensive and widely supported.
- **Sustainability Committees:** Establish sustainability committees to focus on specific areas such as funding, community partnerships, and program evaluation. These committees can provide ongoing oversight and support for sustainability efforts.

7. Leveraging Technology and Innovation

- **Digital Platforms:** Utilize digital platforms to enhance learning, communication, and community engagement. This includes online learning resources, virtual meetings, and social media outreach.
- **Innovation in Education:** Continuously explore and implement innovative educational practices that improve outcomes and increase efficiency.

By implementing these plans and steps, Cox Academy aims to build a sustainable model that ensures the continuation and growth of its initiatives beyond the life of the implementation grant. This strategic approach focuses on securing diverse funding sources, building strong networks, institutionalizing successful practices, developing leadership capacity, making data-driven decisions, engaging stakeholders, and leveraging technology and innovation.

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
<p>Goal 1: Strengthen Partnership with Families in Actions (FIA)</p>	<p>Regular Collaboration Meetings: Schedule monthly meetings with Family in Actions to discuss ongoing projects, share updates, and align on goals and strategies.</p> <p>Joint Training Programs: Develop and implement joint training programs for the Family Coordinator, ELA Instructional Deans, and teacher leaders to enhance their capacity in literacy and family engagement initiatives.</p> <p>Co-Develop Programs: Collaboratively design and execute programs that support family engagement and literacy, ensuring they align with the needs and priorities identified in the</p>

	<p>needs and asset assessment.</p> <p>Evaluation and Feedback: Establish mechanisms for regular feedback and evaluation to assess the impact of the partnership and make necessary adjustments for continuous improvement.</p>
<p>Goal 2: Strengthen Partnership with Seneca Family of Agencies</p>	<p>Integrated Support Services: Work with Seneca Family of Agencies to integrate mental health and social-emotional support services into the school environment, providing comprehensive support to students and families.</p> <p>Collaborative Case Management: Develop a collaborative case management system where school staff and Seneca representatives can jointly address the needs of students requiring additional support.</p> <p>Capacity Building Workshops: Organize workshops and training sessions led by Seneca experts to build the capacity of Cox Academy staff in addressing mental health and social-emotional learning (SEL) needs.</p> <p>Regular Check-Ins: Schedule regular check-in meetings to review progress, share insights, and refine strategies to better support students and families.</p>

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:

<p>Family in Actions:</p> <ul style="list-style-type: none"> ● Established Partnership: Cox Academy has a well-established partnership with Family in Actions, focusing on enhancing family engagement and literacy initiatives. Family in Actions plays a crucial role in training our Family Coordinator, ELA Instructional Deans, and teacher leaders to implement the literacy institute effectively. ● Responsive to Vision and Priorities: This partnership is responsive to the vision and priorities of Cox Academy by ensuring that family engagement strategies are culturally

responsive and inclusive, aligning with the school's goal of fostering a sense of belonging and improving literacy outcomes.

Seneca Family of Agencies:

- **Established Partnership:** The partnership with Seneca Family of Agencies is aimed at providing integrated mental health and social-emotional support services. Seneca offers expertise in trauma-informed practices and SEL, which are critical for supporting the well-being of our students and families.
- **Responsive to Vision and Priorities:** This partnership aligns with Cox Academy’s priorities by addressing the mental health and SEL needs identified in the needs and asset assessment. Seneca's involvement ensures that students receive holistic support, contributing to their overall academic and personal success.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: Strengthen Partnership with Family in Actions</p>	<ul style="list-style-type: none"> ● Regular Collaboration Meetings ● Joint Training Programs ● Co-Develop Programs ● Evaluation and Feedback
<p>Goal 2: Strengthen Partnership with Seneca Family of Agencies</p>	<ul style="list-style-type: none"> ● Integrated Support Services ● Collaborative Case Management ● Capacity Building Workshops ● Regular Check-Ins

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