

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

Rosa Parks Elementary School, Christine Kim, Principal

Phone: (310) 603-1401

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:

Rosa Parks Elementary continues to focus on transforming asset-driven and strengths-based practices. After engaging interest holders, "why a community school for my school?," many of our interest holders responded that they were ready for change and emphasized positive relationships and community interactions. Our interest holders also mentioned that a community school increases the likelihood of success when students are supported by schools, families and community members. Our site's understanding of community schools reflects on our CA CS Framework through all 4 Overarching Values.

Transitioning to a community school model offers numerous benefits for students, families, and the wider community. By addressing both academic and non-academic needs, fostering strong partnerships, and creating a supportive school climate, community schools can significantly enhance educational outcomes and community well-being. This guide highlights the importance of this approach and provides a roadmap for making the transition, calling on all stakeholders to embrace this transformative model for the betterment of the entire community.

Our Community Schools Case Manager has continued to build relationships with staff, students, parents and community members. Building these relationships has allowed our CS Case Manager to build trust.

The establishment of our Community Schools Advisory Council has been based on our overarching values. We have brought people together valuing diverse cultures, recognizing shared ownership, a focus on academic/community engagement and continuous improvement. Before our Community Schools Advisory Council we brought in our Listening Campaign. During our Listening Campaign, we interviewed a diverse group of our school community including our students, parents and staff. The goal of our Listening Campaign was to build the connection between our community and school by helping identify concerns.

All LUSD CS Case Managers have created a Mission and Vision to guide the work of the Community Schools Initiative. This allows a focus of continuous improvement to oversee a reflection on what is to come within the next few years for community schools within Lynwood Unified. This is an ongoing cycle of reflection to ensure that our students are empowered.

Our monthly Newsletters have also shown our school community the latest news, updates and activities happening at our site with the implementation of the CA Community Schools Initiative. Our monthly Newsletter also drives a form of democratic collaboration within our CS Case Managers and transparency within our community.

To effectively build the understanding of our school and community through data analysis and report findings, we have structured the content to cover key aspects such as the importance of data analysis, the types of data to consider, methods of data collection and analysis, and how to report and act on our findings. To build an understanding of school academic progress and student demographics for an assets and needs assessment, we have focused on collecting and analyzing relevant data, identifying key findings, and using these insights to inform decision-making and resource allocation. By following this outline, schools can effectively gather, analyze, and act on data to improve academic performance and address the needs of their students. This structured approach ensures that all relevant aspects are considered and that findings are communicated clearly to support informed decision-making. In the pursuit of improving educational outcomes and addressing the diverse needs of students, understanding both academic progress and student demographics is essential. This data drive aims to gather, analyze, and report on these critical aspects to support our assets and needs assessment. By leveraging data, we can make informed decisions that enhance educational strategies, allocate resources effectively, and foster a supportive learning environment. To engage our Community Schools Advisory Council (CSAC) through the Needs and Asset Assessment process, it's crucial to establish a structured approach that facilitates collaboration, data-driven decision-making, and transparent communication. Our Community Schools Advisory Council (CSAC) plays a vital role in fostering collaboration between our school and our community. Engaging CSAC through the Needs and Asset Assessment process ensures that the voices of various stakeholders are heard and that data-driven decisions are made to address the needs of our school community.

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.

Creating our survey to gather insights from students, staff/teachers, and parents is essential for developing a successful community school. Engaging stakeholders in the survey process is crucial for collecting comprehensive and meaningful data. This involves ensuring that students, staff/teachers, and parents are informed about the survey, understand its importance, and are motivated to participate. Effective engagement ensures high participation rates and more accurate data, ultimately leading to better-informed decisions. In order to have obtained proper data, there was a pizza party incentive for the classroom that received the most parent participation. By implementing these strategies, schools can ensure high participation rates, accurate data collection, and strong community support for school improvement initiatives. Continuous engagement and transparent communication are key to maintaining trust and fostering a collaborative environment for all stakeholders. Involvement in various school committees such as School Site Council, PBIS, ELAC, etc. is essential for fostering a collaborative and supportive school environment. These engagements ensure that diverse perspectives are considered in decision-making processes and that the needs of students, staff, and the community are met effectively. Presenting at staff meetings has also been an excellent opportunity to keep everyone informed about the progress and activities related to the community schools initiative. Effective communication helps build support, encourages collaboration, and ensures that all staff members are aligned with the initiative's goals. By following this structured approach, you can effectively communicate updates and progress on the community schools initiative, engage staff in meaningful discussions, and foster a collaborative environment where everyone feels involved and valued.

Our listening campaign was an essential tool for incorporating the voices of all stakeholders, especially historically marginalized students and new parent participants. This approach ensures that the needs and concerns of these subgroups are heard and addressed. The primary goal of the listening campaign was to gather insights from all segments of our school community, particularly historically marginalized students and new parent participants. This initiative aims to ensure that their voices are heard and considered in our decision-making processes. The findings from our listening campaign were then shared with our school community. Engaging historically marginalized student and family groups requires intentional, inclusive, and culturally responsive strategies to ensure their voices are heard and their needs are met. There are several strategies that our community school will ensure within the next few years. We will continue to Build Trust and Relationships, have Culturally Responsive Communication, have Inclusive Participation Opportunities, Provide Support and Resources, Empower Student and Family Voices, Create a Welcoming Environment and Continuous Engagement and Feedback.

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
<p>Deliver public presentations and annual reports detailing engagement efforts along with the resulting of our community school plan/updates, including goals, data, and outcomes.</p>	<p>Ensuring Community Schools Case Manager is part of the monthly staff meetings to provide presentations and updates to all staff members.</p> <p>Standard of Practice to include Community Schools Case Manager in site based administration/leadership meetings.</p> <p>Increasing opportunities to report updates to community members (city meetings, town hall meetings, rotary clubs, etc.)</p>
<p>Integrate various school-wide efforts and initiatives (e.g., Expanded Learning Opportunities, Golden State Pathways, Universal Transitional Kindergarten) to support alignment and streamline efforts.</p>	<p>Increase Extended Learning Opportunities through the Community Schools Initiative.</p> <p>Collaborate with Lynwood Parks and Recreation to provide and promote enrichment to our school community.</p> <p>Using community partners such as the Los Angeles Sheriff’s Department to support school wide safety initiatives.</p>

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
Empower community schools with the autonomy to innovate on curriculum, pedagogy and assessment in order to curate an instructional framework that best responds to the assets and vision of the local community.	<p>Partner with the Equity Department to ensure the development and implementation of Culturally Relevant and Just curriculum in classrooms.</p> <p>Partner with LTA to discuss how we can innovate curriculum and pedagogy (CBL, Social Justice, etc.)</p>
Continue to assist our Social Emotional Learning Specialist with community-based learning and practices.	<p>Ensure that community-based projects are tied to curriculum standards and learning objectives.</p> <p>Design projects that address real community needs while allowing students to apply academic knowledge.</p>
Apply Culturally Responsive Teaching to our school curriculum to ensure that we honor and students' cultural background where they feel respected and valued.	<p>Believe in the potential of every students and communicate high expectations.</p> <p>Develop an understanding of different cultures and how they impact learning.</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

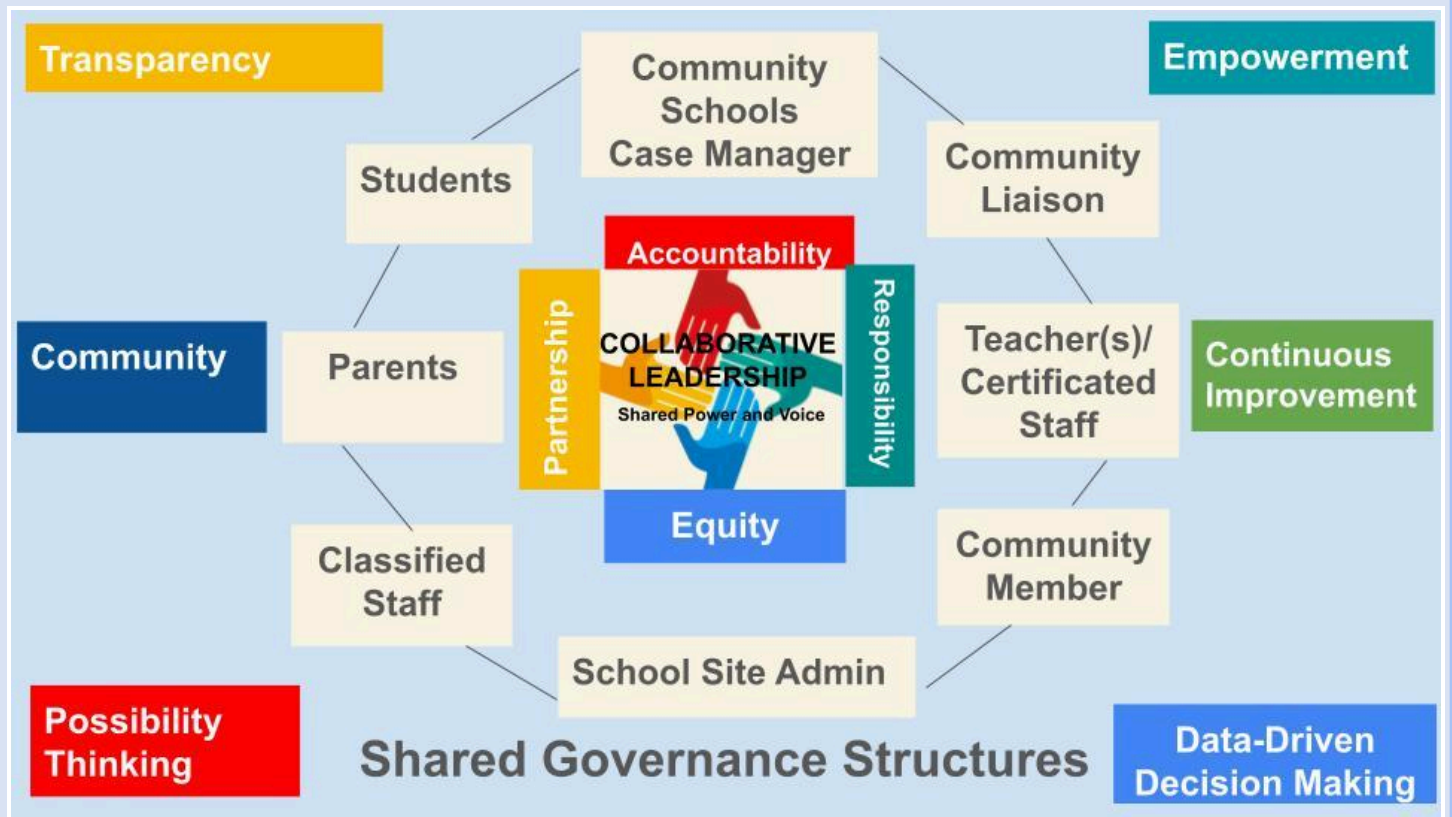
Goals	Action Steps
<p>Provide continuous leadership development opportunities for students, educators, families, and community members.</p>	<p>Provide professional development for leaders to foster effective leadership, promoting a positive organizational culture, and ensuring continuous growth and development.</p> <p>Book Study with CSAC Members that focuses on leadership in education (i.e. Servant Leadership)</p> <p>Organizing a book study with our Community Schools Advisory Council (CSAC) members to focus on leadership in education, particularly Servant Leadership, which can be an enriching professional development activity.</p>
<p>Regularly engage students, families, educators, and community partners in conversations about how to improve decision-making and implementation processes to strengthen the impact of the community school strategy.</p>	<p>Provide frequent presentations and opportunities for discussion to all interest-holders and partners.</p> <p>Continue to use prompts or questions to guide brainstorming sessions and encourage participants to share ideas freely without criticism.</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 or other graphic):

At Rosa Parks Elementary School, we believe in a collaborative approach to school management that includes input and shared decision-making among various stakeholders. Our system of shared governance and site-level leadership ensures that educators, parents, students, and community members work together to create a supportive and effective educational environment.

Shared governance at Rosa Parks Elementary involves multiple layers of collaboration and decision-making processes that include various committees and councils. These bodies work together to ensure that decisions reflect the diverse needs and perspectives of the school community.

Our Community Schools Advisory Councils have been developed with ...



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
Ensure Staffing Serves the Target Student Population	<p>Align staffing with the specific needs and demographics of the student population.</p> <p>Provide adequate support services, including academic, social-emotional, and extracurricular support.</p> <p>Regularly assess the needs of the student population through surveys, focus groups, and data analysis.</p> <p>Identify gaps in services and areas requiring additional support.</p>
Appoint LEA-level Community School Director/Coordinator	<p>Facilitate coordination and oversight of community school initiatives at the district level.</p> <p>Support site-level coordinators and ensure alignment with district goals</p>

Key Staff/Personnel

Principal	Christine Kim
Instructional Lead	Kieisha Meeks
Community Schools Case Manager	Irene Luna
Community Liaison	Vacant
Community Schools Coordinator	Dawn Green
Social Emotional Learning Specialist	Tiffaney Robinson
Licensed Clinical Social Worker	Gabriela Aguayo

Psychologist	Arely Colindres
Health Technician	Gabriela Pulido

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

To ensure that all school staff understand and follow the principles of community schools in their jobs, with a focus on socially-just practices, community-based learning (CBL), and other key community school principles we plan to provide comprehensive foundational training to all school staff on the principles and practices of community schools. We plan to incorporate: initial training programs, ongoing professional development, support of systems and resources, and evaluations/feedback. By implementing specialized training and continuous support for all school staff, Rosa Parks Elementary can ensure that the principles of community schools are effectively integrated into everyday practices. This comprehensive plan will foster a collaborative, inclusive, and equitable school environment that supports the success of all students.

Sustaining funding for essential roles and partnerships is crucial for the long-term success and stability of community schools. This plan outlines strategies to ensure continuous financial support, maintain program operations, and uphold agreements with external partners. The key components that we will focus on are: diverse funding sources, grant writing and management, partnership development and maintenance, advocacy and community engagement, financial planning and budget management, and monitoring/evaluation. By implementing this comprehensive plan, Rosa Parks Elementary can ensure the continuous flow of funding for essential roles and partnerships, maintain smooth program operations, and uphold agreements with external partners. Through diverse funding sources, effective grant management, strong partnerships, advocacy, financial planning, and ongoing evaluation, the school will be well-positioned for long-term success and sustainability.

Securing long-term funding for community schools requires a multifaceted approach, involving grants, fundraising, and other outside sources. Rosa Parks Elementary plans to build and maintain partnerships by connecting with local nonprofits, cultural organizations, and social services. We plan to collaborate with colleges and universities for academic and resource support, partner with healthcare organizations to provide health services to students, develop MOUs outlining the roles, responsibilities, and expectations of each partner and schedule regular meetings to discuss progress, challenges and future plans. By implementing these strategies, Rosa Parks Elementary can secure long-term funding from grants, fundraising, and other outside sources. This comprehensive plan will ensure the school runs smoothly and sustains its programs, benefiting students, families, and the broader community.

To make our community school great, it's essential that all stakeholders work together on a unified plan. This collaborative approach will ensure that everyone's efforts are aligned, leveraging the strengths and resources of the entire community. The key components that we will focus on are: establish a vision and goal/s, creation of our Community Schools Advisory Council, conduction of our

needs and assets assessment, development of a strategic action plan, implementation of community involvement, monitor progress and reflect on challenges. By working together on a unified plan, Rosa Parks Elementary can leverage the collective strengths of its community to create a great 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
<p>Formalize systems and a process that embeds integrated student supports.</p>	<p>Continue to support and collaborate with the PBIS team at the school site.</p> <p>Develop communication protocol with Certified Student Support Analyst.</p> <p>Strength collaboration with Health Collaborative Referral team to get updates on referred students.</p>
<p>Foster Family and Community Engagement</p>	<p>Develop workshops and programs that empower parents to support their children's education.</p> <p>Organize community events, such as cultural festivals, open houses, and family nights, to build a sense of community and encourage participation.</p> <p>Create a structured volunteer program that allows community contribute their time and skills to the school.</p> <p>Establish partnerships with local libraries, community centers to share resources such as books, technology, and facilities.</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:

Our vision is to create a thriving, inclusive, and supportive educational community where every student is empowered to reach their full potential, families are actively engaged, and partnerships with local organizations enrich the learning experience. We aim to foster academic excellence, social-emotional growth, and lifelong learning, preparing our students to become responsible, compassionate, and active citizens in a diverse and ever-changing world. The vision for Rosa Parks is to create a nurturing, inclusive, and dynamic educational environment where students thrive academically, socially, and emotionally. By fostering strong community partnerships, engaging families, and implementing equitable and sustainable practices, we aim to empower our students to become lifelong learners and responsible, compassionate citizens.

Fostering a Culture of Holistic Excellence

- Social Emotional Wellness - Wellness Wednesday with SEL Specialist
- 100 Minutes of Physical Education
- Vision to Learn
- MTSS - PBIS - Check in/Check out
- Science Fair
- Mindfulness Meditation
- St. John's Vaccination Clinic
- Parent Education Workshops
- Student Workshops
- Motivational Speakers
- Girls/Boys Conference
- Health Collaborative

Collaboration with Educational Partners

- Los Angeles Dodgers Tickets
- Local Restaurant Donations
- Avance Latino
- Early Childhood Education
- Think Together
- STEM
- Saturday School

Continuous Supports that Promote Lifelong Learning and Success

- PBIS
- College/Career Readiness (Career Day)
- Arts Festival
- Financial Literacy Class
- Community Agencies (DPSS, DPH)
- Partnerships with Community Colleges (Career Day)
- FAFSA Support
- Motivational Assemblies (Eugene Hamilton)

- After School Learning Enrichment Programs

2024-2025 School Site Goals

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>To increase family and parent engagement at Rosa Parks Elementary, the school can implement a variety of strategies aimed at fostering a welcoming environment, improving communication, providing valuable resources, and encouraging active participation.</p>	<p>Ensure that all school staff are trained to be welcoming and responsive to parents and families.</p> <p>Use newsletters, emails, text messages, and social media to keep parents informed about school events, important dates, and student progress.</p> <p>Host regular family nights with activities such as game nights, cultural celebrations, and educational workshops.</p> <p>Offer workshops on topics such as helping with homework, child development, and effective parenting strategies.</p> <p>Promote active participation in the PTO, ensuring parents have a voice in school decision-making.</p>
<p>To enforce academic enrichment and interventions effectively at Rosa Parks Elementary, it's important to adopt a multi-faceted approach that addresses diverse student needs and leverages various resources.</p>	<p>Use assessment data to inform instruction, grouping, and targeted interventions.</p> <p>Provide clubs, competitions, and activities that stimulate curiosity, such as computer lab and community garden.</p>
<p>Creating a positive school climate at Rosa Parks Elementary is essential for fostering a supportive, inclusive, and effective learning environment. A positive school climate improves academic performance, enhances student and staff well-being, and encourages a sense of community.</p>	<p>Implement programs and policies to prevent bullying and promote respect and kindness among students.</p> <p>Organize regular activities and events that promote teamwork and a sense of community among students, staff, and families.</p> <p>Empower students by giving them a platform to voice their opinions and participate in decision-making through our Community Schools Advisory Council.</p> <p>Integrate SEL into the daily curriculum to help students develop skills such as empathy, emotional regulation, and conflict resolution.</p>

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