

Everett Alvarez HS Sustainability Plan

Capacity Building Strategies

1. What strategies are in place to sustain the action(s) aligned to the goals identified in your school's needs and assets assessment?

EAHS sustains identified priorities by embedding them into existing school structures and systems. PBIS (SoaRR), Restorative Justice, the Portrait of a Graduate, and the Community Schools framework provide a common foundation for belonging, wellness, and student success. Ongoing implementation occurs through ILT, PLCs, Tier 2–4 intervention meetings, the Wellness Center, Eagle Student Center, and family engagement opportunities such as Cafecitos and Community Resource Nights. College and career readiness is sustained through AVID, Puente, Dual Enrollment, CTE/ROP pathways, and College and Career Center services. These structures ensure that academic, social-emotional, and family engagement goals remain integrated into daily school operations.

2. What strategies/processes are needed in order to continue supporting shared commitments and priorities?

To sustain shared commitments, EAHS will continue strengthening communication, professional learning, and stakeholder engagement systems. Faculty meetings, classified meetings, staff newsletters, PLCs, and ILT processes will reinforce common expectations and shared language around belonging, wellness, and equity. Additional efforts will focus on expanding staff training in culturally responsive practices, strengthening feedback loops with students and families, and using data to monitor progress toward priorities. Formalizing continuous improvement cycles and increasing alignment across programs, departments, and support systems will help ensure commitments remain visible, measurable, and consistently implemented.

3. How will a community-based learning approach to instruction be sustained?

Community-based learning will be sustained through instructional practices that connect learning to students' identities, experiences, and aspirations. Teachers will continue implementing culturally responsive instruction aligned to Dr. Ghody Muhammad's 5 Pursuits, student-led presentations, restorative practices, and reflection opportunities that promote voice and agency. Programs such as AVID, Puente, CTE/ROP, FFA, Dual Enrollment, and College and Career activities connect classroom learning to real-world experiences and community contexts. Student leadership opportunities, service projects, and partnerships with community organizations further reinforce authentic learning experiences that support college, career, and life readiness.

4. What strategies/processes are needed to maintain continued support for community-based learning?

EAHS will continue building staff capacity through professional learning, instructional coaching, learning walks, PLC collaboration, and opportunities for teachers to observe effective practices. Ongoing use of student voice surveys, empathy interviews, and classroom feedback will help ensure instruction remains relevant and responsive. Strong partnerships with community organizations, colleges, and local agencies will expand authentic learning opportunities. The school will also continue aligning instructional practices with the Portrait of a Graduate and Community Schools framework to ensure community-connected learning remains a schoolwide expectation.

5. How will the LEA/school sustain shared decision-making structures that have been put in place?

EAHS will sustain shared decision-making by maintaining and strengthening structures such as the Community Schools Advisory Council, ELAC, Principal's Student Advisory Council, Tier 3 and Tier 4 meetings, and school leadership teams. These groups provide regular opportunities for students, families, staff, and community partners to review data, identify priorities, and inform decisions. Communication tools, multilingual outreach, and family engagement events will continue expanding participation. Feedback collected through surveys and stakeholder meetings will be used to guide planning, resource allocation, and continuous improvement efforts.

6. What strategies/processes are needed to maintain collaborative leadership?

Maintaining collaborative leadership requires consistent opportunities for stakeholder voice, transparent communication, and shared accountability. EAHS will continue using advisory councils, leadership teams, Cafecitos, ELAC meetings, and student leadership groups to gather input and build trust. Staff collaboration through PLCs, ILT, faculty meetings, and intervention teams will support shared problem-solving. Strengthening feedback loops, increasing representation of students and families in decision-making, and providing leadership development opportunities for stakeholders will further institutionalize collaborative leadership practices across the school.

7. What is the plan to sustain core community school staff (e.g., site-based community school coordinator)?

EAHS plans to sustain core Community School functions by integrating responsibilities into existing school systems and aligning staffing priorities with district and site goals. The Community School Coordinator will continue serving as a connector among students, families, staff, and community partners while supporting family engagement, resource coordination, and implementation of Community School strategies. Sustainability efforts include braiding funding sources, embedding coordination functions into school improvement plans, building staff capacity to support community school practices, and leveraging partnerships to maintain services that support whole-child and whole-family outcomes.

8. How will data be tracked and measured to support sustainability and impact going forward?

EAHS will use multiple data sources to monitor implementation and outcomes, including California School Dashboard indicators, graduation rates, attendance, behavior data, student voice surveys, LCAP surveys, Quarterly Progress Reports, and PLC data cycles. Qualitative data from empathy interviews, stakeholder feedback, Cafecitos, and advisory groups will complement quantitative measures. Data will be reviewed regularly through PLCs, ILT meetings, intervention teams, and leadership structures using continuous improvement processes such as PDSA cycles. Disaggregated data will help identify trends, address opportunity gaps, and inform ongoing decision-making.

9. How will partnerships that have been created to support community school goals be sustained?

Partnerships will be sustained through ongoing communication, shared planning, and alignment with identified student and family needs. EAHS will continue collaborating with organizations that provide mental health, wellness, basic needs, and family support services, including CHS, Harmony at Home, food distribution partners, and postsecondary institutions. Community partners will remain engaged through Community Resource Nights, advisory structures, and coordinated service delivery. Regular meetings, partnership agreements, and ongoing evaluation of services will help ensure partnerships remain responsive, effective, and aligned to school priorities.

10. How will you measure the effectiveness of community partnerships in achieving educational and community goals?

The effectiveness of partnerships will be measured through participation rates, service utilization data, referral outcomes, attendance trends, academic indicators, student wellness measures, and stakeholder feedback. Surveys from students, families, staff, and partners will provide insight into the quality and impact of services. Data from the Wellness Center, counseling referrals, family engagement events, and intervention teams will be reviewed regularly to assess outcomes. EAHS will also monitor how partnerships contribute to goals related to belonging, engagement, attendance, academic success, and access to resources, using continuous improvement processes to strengthen collaboration over time.

Whole Child Inventory

Shared Decision-Making Bodies that Center the Voices of Students, Families & Community

Description of activity(ies) you plan on expanding and sustaining.

EAHS will expand and sustain collaborative leadership structures that elevate student, family, staff, and community voice in school planning and decision-making. Key structures include the Community Schools Advisory Council, ELAC, Principal's Student Advisory Council, ASB, student leadership groups, and Cafecitos. The school will strengthen opportunities for stakeholders to provide input on school priorities, programs, resource allocation, and student supports. Student voice surveys, empathy interviews, and ongoing feedback processes will continue to inform decision-making while building stronger feedback loops that demonstrate how stakeholder input influences school improvement efforts.

Current or anticipated funding source.

Funding will be braided through CCSPP, LCAP-aligned resources, Title I Parent and Family Engagement funds, Title III funds supporting multilingual family engagement, district operational funds, and in-kind contributions from community partners. Existing site staff, administrators, counselors, and community school personnel will support implementation and coordination of shared leadership structures.

Immediate next steps to develop sustainability beyond the CCSPP.

EAHS will formalize governance structures, meeting schedules, and stakeholder participation processes within existing school systems. The school will strengthen leadership development for students, families, and staff, establish consistent feedback and communication cycles, and integrate stakeholder engagement goals into the School Plan for Student Achievement (SPSA) and LCAP priorities. Building stakeholder ownership and shared responsibility will help sustain collaborative leadership beyond grant funding.

Artifacts.

Artifacts include Community Schools Advisory Council agendas and meeting minutes, ELAC agendas and minutes, Principal's Student Advisory notes, stakeholder survey results, empathy interview summaries, governance structure documents, Cafecito agendas, sign-in sheets, presentation materials, school website communications, social media outreach, and stakeholder feedback reports.

Multiple Modes of Family Communication & Involvement

Description of activity(ies) you plan on expanding and sustaining.

EAHS will continue expanding inclusive family engagement and communication systems through Cafecitos, Community Resource Nights, ELAC, Community Schools Advisory Council meetings, Parent Boosters, Food Bank distributions, and family resource events.

Communication will continue through FinalSite, TalkingPoints, social media, multilingual outreach, parking lot engagement, phone calls, texts, emails, and school events. These efforts ensure families receive timely information, have opportunities to provide input, access resources, and actively participate as partners in student success.

Current or anticipated funding source.

Funding will be supported through CCSPP, Title I Parent and Family Engagement funds, Title III resources, district communication systems, LCAP-aligned funding, and partnerships with community-based organizations. In-kind support from local agencies and community partners will continue to strengthen family engagement opportunities and resource access.

Immediate next steps to develop sustainability beyond the CCSPP.

EAHS will embed family engagement activities into annual school planning and existing staff responsibilities, strengthen multilingual communication systems, increase family leadership opportunities, and develop consistent outreach calendars. The school will continue building partnerships with community organizations while using participation and feedback data to refine engagement strategies and ensure long-term sustainability.

Artifacts.

Artifacts include Cafecito agendas and sign-in sheets, ELAC meeting materials, Community Resource Night flyers, TalkingPoints communication logs, FinalSite communications, social media posts, family surveys, event participation data, family engagement calendars, newsletters, website communications, outreach materials, and partnership agreements.

Coordination of Services Team (COST Team, PBIS Team)

Description of activity(ies) you plan on expanding and sustaining.

EAHS will strengthen and sustain coordinated student support systems through Tier 2, Tier 3, and Tier 4 meetings, SST processes, PBIS implementation, Restorative Justice practices, Wellness Center supports, counseling services, and partnerships with community-based organizations. These structures provide collaborative problem-solving, data-informed decision-making, and coordinated interventions that address students' academic, behavioral, social-emotional, health, and basic needs. Efforts will focus on improving alignment across support systems and increasing access to timely interventions.

Current or anticipated funding source.

Funding will be braided through CCSPP, LCAP, Medi-Cal eligible services, district wellness and counseling resources, PBIS supports, Title I funds, and community partner contributions. Partnerships with organizations providing mental health, family support, and basic needs services will continue to supplement school resources.

Immediate next steps to develop sustainability beyond the CCSPP.

EAHS will formalize referral pathways, intervention protocols, and team responsibilities while

strengthening data systems used to monitor student progress and service effectiveness. The school will continue building staff capacity around MTSS, PBIS, restorative practices, and coordinated care processes. Partnerships and site-based systems will be integrated into existing operational structures to ensure long-term sustainability.

Artifacts.

Artifacts include Tier 2, Tier 3, and Tier 4 meeting agendas and minutes, SST documentation, PBIS implementation plans, restorative practices resources, Wellness Center referral forms, intervention tracking tools, student support protocols, data dashboards, partnership MOUs, counseling records, and continuous improvement plans.