CCSPP: Implementation Plan — Cox Academy, 2026-27

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) 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 Implementation Plan should be guided by the California Community Schools Framework (CA CS Framework) and the Capacity-Building Strategies: A Developmental Rubric. 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.

It is recommended that the plan be reviewed biannually (twice a year), at least.

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.

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); and a system of supports that enables healthy development and addresses 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.

CCSPP: Implementation Plan

School Site Contact Information

Field	**Information**
School Name:	Cox Academy, an Education For Change Public Schools
Address:	9860 Sunnyside St., Oakland, CA 94603-2750
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Grade Span:	TK-5

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.

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

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 being a community school continues to be grounded in our overarching values: **Racially-just, relationship-centered spaces**, where we build trust by bringing people together and authentically valuing diverse cultures, perspectives, and strengths; **Shared power**, recognizing that Cox Academy belongs to all of us — students, families, school staff, and the community — through shared decision-making structures including the Family Leadership Council and affinity family councils; **Classroom-community connections**, continuously linking classroom instruction to the broader community through community-based and project-based learning; and

A focus on continuous improvement, through an ongoing cycle of reflection, analysis, shared learning, and revision rooted in our 2026-27 site planning process.

This year, our developmental plans for these values are sharpened by the findings of our spring 2026 site planning cycle, in which staff and families identified the need for greater coherence and consistency in how we serve Students with Disabilities (SWD) and English Learners (ELs), stronger intervention systems, and more consistent trauma-informed and restorative practices schoolwide. Our continuous improvement work this year is therefore focused less on adding new initiatives and more on strengthening, aligning, and making consistent the systems we already have in place — ensuring that our racially-just and shared-power values are reflected not only in our culture, but in the day-to-day instructional and behavioral systems that support every student, including our most vulnerable learners.

Part B: Deepening the Needs and Assets Assessment Process

During the 2026-27 school year, Cox Academy deepened its understanding of community needs and assets through a structured, multi-session stakeholder engagement process:

- **April 13, 2026 — Staff Engagement Session #1:** All staff (certificated, classified, interventionists, Education Specialists, clinicians, paraprofessionals, office team, ELOP staff, specials teachers, coaches, and leadership) engaged in data dives and Notice → Wonder → Prioritize and Start/Stop/Continue protocols to reflect on academic outcomes, MTSS systems, intervention practices, culture/climate systems, attendance, and student belonging.
- **April 22, 2026 — Leadership Engagement & Planning Session:** Principal, Dean team, API/coaching staff, leadership team members, instructional leaders, and directors reviewed staff feedback, identified recurring themes, and began drafting proposed priorities and structures.
- **May 20, 2026 — Staff Engagement Session #2:** Staff reviewed proposed 2026-27 priorities and implementation structures, provided feedback on logistics, accountability, and pacing, and helped refine implementation plans.
- **May 26, 2026 — Family Leadership Council (FLC) Site Planning Session #1:** Families, caregivers, FLC members, the Family Coordinator, and the Principal provided input on culture/climate, family engagement systems, volunteer opportunities, and schoolwide events.
- **May 2026 — Family Engagement Session #2 (Behavior Site Planning):** Families engaged with the Dean of Students and Principal on schoolwide behavior systems, restorative practices, student belonging, and trauma-informed approaches.

This structured engagement process — spanning certificated and classified staff, specialists, clinicians, and multiple family stakeholder groups — ensured that historically underrepresented voices, including families served through bilingual communication and Special Education and English Learner case management teams, directly shaped the 2026-27 priorities below.

Part C: 2026-27 Collective Priorities

Priority	Expected Outcomes
Priority 1: Academic Coherence for Students with Disabilities (SWD) and English Learners (ELs). Goal: Strengthen Tier 1 instructional coherence and collaboration structures so that accommodations and supports for SWD and EL students are embedded into core instruction rather than provided only through pull-out services.	Formalized IEP collaboration meetings and Education Specialist participation in Unit-Level Instructional Planning Protocols (IPPs); embedded Tier 1 accommodations in core lesson planning; expanded EL coordination support; reduction in the achievement gap between SWD and non-SWD students and between EL and EO (English Only) students on internal assessments (e.g., Amira, T2 progress monitoring).
Priority 2: Stronger Intervention Systems. Goal: Strengthen Tier 1, 2, and 3 intervention systems with clearer, more consistent progress-monitoring cycles.	Clearer COST and biweekly mini-COST cycles; stronger intervention progress-monitoring systems (e.g., schoolwide DeansList alignment); increased consistency of intervention implementation across classrooms and grade levels.
Priority 3: Trauma-Informed and Restorative Practices. Goal: Implement clearer, more consistent schoolwide behavior systems grounded in trauma-informed and restorative approaches, reducing reliance on exclusionary discipline.	Schoolwide behavior matrices with clear "what happens when" responses; expanded restorative conversations and morning circles; Belonging Review Team (BRT) structures fully implemented; Seneca-led professional learning on the Escalation Cycle, diverse learners, and neurodivergent learners (Autism, ADHD, Dyslexia) completed by staff.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators.

Site Level Goals and Measures of Progress

Goals	Action Steps
Foster a Sense of Belonging Through Relationship-Centered Environments, with Increased Accessibility for SWD and EL Students	**Cultural Competence and Inclusive Practice Training:** Provide professional development for all staff — including the 2026-27 Seneca-led learning series on the Escalation Cycle, mindset shifts for diverse learners, and supporting neurodivergent learners (Autism, ADHD, Dyslexia) — to ensure classrooms are inclusive and affirming for all learners. **Family Engagement:** Continue family nights, cultural celebrations, and parent workshops, with attention to bilingual communication and ParentSquare accessibility, identified as priorities by families in the May 2026 FLC session. **Student Voice:** Continue to create opportunities for students to share their experiences and ideas through Community Circles and student-led initiatives, including students with IEPs and English Learners.
Connect Classroom Learning to Real-Life Experiences through SEL Integration	**Community Partnerships:** Continue partnerships with Seneca Family of Agencies, Zymbolic, Oakland Natives, and Families in Action to provide real-world learning experiences and reinforce SEL competencies. **Project-Based Learning with SEL Focus:** Continue PBL units rooted in community issues, incorporating SEL principles. **Restorative and Trauma-Informed Integration:** Embed restorative practices (morning circles, restorative conversations) into daily classroom routines as part of the 2026-27 Trauma-Informed and Restorative Practices priority.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 1: Strengthen Special Education and General Education Collaboration Structures	**Mandatory IEP Collaboration Meetings:** Formalize regular collaboration meetings between general education teachers and Education Specialists. **Unit-Level IPP Participation:** Embed Education Specialist participation into Unit-Level Instructional Planning Protocols. **Coaching Support:** Provide coaching and progress-monitoring support to ensure consistent implementation across grade levels.
Goal 2: Strengthen and Expand Affinity Family Councils	**Current State Assessment:** Continue assessing the effectiveness of the Black Family Council and Latinx Family Council. **AAPI Family Council:** Continue establishing the AAPI Family Council, building on community outreach begun in prior years. **Ongoing Support:** Provide ongoing support, training, and access to school administration for all family councils.
Goal 3: Establish and Formalize the Belonging Review Team (BRT)	**Structure Formation:** Formalize BRT membership, meeting cadence, and referral processes for coordinating schoolwide behavior and student support responses. **Family Communication:** Develop clear family-facing communication about behavior expectations and BRT processes, responsive to family feedback gathered in the May 2026 Behavior Site Planning session.

Shared Governance and Site-Level Leadership Structure

Cox Academy's shared governance structure includes: the **Family Leadership Council (FLC)**, composed of family representatives from each grade level who meet monthly with the Principal

and hold review and advocacy authority over budget and school culture decisions; **affinity Family Groups** (Black Family Council, Latinx Family Council, and an emerging AAPI Family Council); the **Leadership Team**, composed of grade-level chairs and department leads; the newly formalized **Belonging Review Team (BRT)**, which coordinates schoolwide behavior and student support responses; and **Unionized Staff Meetings** for certificated and classified staff bargaining unit discussions.

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.

Site Level Goals and Measures of Progress

Goals	**Action Steps**
Goal 1: Maintain High Staff Retention Rates	**Professional Development:** Continue robust PD opportunities, including the 2026-27 Seneca-led learning series. **Supportive Work Environment:** Continue fostering strong relationships and addressing concerns promptly, informed by ongoing staff engagement sessions. **Competitive Compensation:** Maintain competitive salary and benefits packages.
Goal 2: Build Internal Capacity for Wellness and Behavior Support	**School Culture and Wellness Educator/Coordinator:** Continue to invest in this internally embedded role (formerly Dean of Culture) to lead Student Belonging Core Practices, teach wellness and regulation strategies, and facilitate trauma-informed and restorative practices, reducing long-term reliance on external providers. **Paraprofessional Training:** Continue building internal paraprofessional capacity alongside Seneca-provided Behavior Support Specialists.

Key Staff/Personnel

Role	Role/Function
School Culture and Wellness Educator/Coordinator	Leads Student Belonging Core Practices, teaches wellness and regulation strategies, facilitates trauma-informed and restorative practices, and builds staff capacity for culturally responsive learning environments.
Family Coordinator / FIA-Appointed Family Organizer	Leads family engagement initiatives, collaborates with Families in Action, and supports implementation of the Literacy Institute.
Education Specialists	Participate in Unit-Level IPPs and mandatory IEP collaboration meetings to embed SWD supports into Tier 1 instruction.
Principal (serves as Community School Director)	Manages overall implementation of community school strategies, collaborates with staff and community partners, and ensures alignment of initiatives with school goals.

Plans for Sustainability Beyond the Grant

1. **Securing Long-Term Funding Sources:** Continue to identify and apply for grants, and deepen partnerships with Seneca Family of Agencies, Families in Action, Zymbolic, ACOE, and Oakland Natives to blend grant and in-kind resources.
2. **Institutionalizing Key Programs and Practices:** Embed the School Culture and Wellness Educator/Coordinator role, BRT processes, and biweekly mini-COST structures into standing school policy so they continue regardless of grant continuation.
3. **Building Internal Capacity:** Continue Seneca-led professional learning (Escalation Cycle, diverse learners, neurodivergence) to reduce long-term dependence on externally funded positions.
4. **Data-Driven Decision Making:** Use student belonging, attendance, and academic data (including SWD/EL achievement gap data) to continuously evaluate impact and inform resource allocation.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools to build a stronger network of support for students, educators, and families.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 1: Strengthen Partnership with Families in Action (FIA)	**Regular Collaboration Meetings:** Continue monthly meetings with FIA. **FIA-Appointed Family Organizer:** Leverage Zaria Henderson's role as FIA-appointed Family Organizer to deepen family voice in planning. **Co-Develop Programs:** Continue Academic Town Halls, Accountability Walks, and the Literacy Institute.
Goal 2: Strengthen Partnership with Seneca Family of Agencies	**Integrated Support Services:** Continue Seneca's provision of Behavior Support Specialists, clinicians, and mental health services. **2026-27 Professional Learning Series:** Implement Seneca-led training on the Escalation Cycle, mindset shifts for diverse learners, and supporting neurodivergent learners. **Regular Check-Ins:** Continue regular check-in meetings to review progress and refine strategies.
Goal 3: Maintain Partnerships with Zymbolic, ACOE, and Oakland Natives	**Zymbolic:** Continue on-site attendance and family engagement support to sustain 2025-26 chronic absenteeism reductions. **ACOE:** Continue participation in attendance improvement meetings and professional learning. **Oakland Natives:** Continue community-based services and engagement opportunities for students and families.

Partnerships Responsive to Vision and Priorities

Families in Action (FIA): FIA remains a cornerstone partner for family engagement and literacy. With Zaria Henderson now serving as the FIA-appointed Family Organizer, family voice is more directly embedded in site planning and the Sustainability Plan team.

Seneca Family of Agencies: Seneca provides integrated mental health and social-emotional support, including three clinicians and Behavior Support Specialists comprising roughly one-quarter of the paraprofessional workforce. Seneca's 2026-27 professional learning series directly responds to staff's identified need for stronger support for Students with Disabilities, English Learners, and neurodivergent learners.

Zymbolic and ACOE: Continue to support attendance and family engagement systems, helping Cox Academy build on the chronic absenteeism reductions achieved in 2025-26 (from 6.8% to 6.1%).

Oakland Natives: Continues to support students and families through community-based services and engagement opportunities.