

Alameda Elementary School Implementation Plan, 2024-2025

Table of Contents

School Overview and Description	2
Strategy 1: Shared Understanding and Commitment.....	2
Strategy 2: Setting Goals and Taking Action (Asset Mapping and Needs Assessment).....	2
Strategy 3: Collaborative Leadership	4
Plan for each of the 4 Pillars of Community Schools	5
Pillar 1: Integrated Supports	5
Goal 1: Develop a Multi-Tiered System of Support (MTSS) inclusive of both mental health and social emotional learning (SEL). Address key barriers to learning with systems that ensure a safe, welcoming, supportive learning environment for all.	5
Goal 2: Provide targeted Basic Needs support to students and families in need.	7
Pillar 2: Family and Community Engagement	8
Goal 3: Deepen and strengthen family engagement with enhanced staff-family interactions and culturally relevant parent educational opportunities.....	8
Pillar 3: Extended Learning Time	9
Goal 4: Increase alignment between regular school day and extended day programming with academic support, while also providing additional opportunities for fun extracurricular opportunities.	9
Pillar 4: Collaborative and Shared Decision-Making	11
Goal 5: Provide multi-stakeholder forums for planning, coordination, and shared decisions responsive to Community Schools issues and needs; increase opportunities for gathering input from all school community stakeholders and meaningful engagement in school governance.	11

School Overview and Description

Alameda is an elementary school serving 757 students (2022-23) grades K-5. Located in south Downey, Alameda serves a largely low-income (77% of households eligible for Free and Reduced Meals) community that is predominantly Hispanic/Latino (89%), but has concentrations of African American (3%), White (4%), and Asian American and Pacific Islander (3%) students. Alameda has a relatively large proportion of Multilingual Learners (24%), as well as a smaller (7%) percentage of Students with Disabilities. In the recent past, Alameda served 10-14 foster youth and 10-16 McKinney-Vento (housing insecure- not meeting the physical, emotional, and physiological need) students annually. However, since January 2024 Alameda has identified 50 McKinney- Vento Students.

Strategy 1: Shared Understanding and Commitment

Alameda proposes the following as Community School commitments to our students and families:

- Ensuring that students and families feel valued and appreciated
- Strive to meet the need of students and families by offering support and resources
- Create a safe and nurturing environment where our students and families feel both physically and emotionally secured

As we start our journey, we are committed to learning deeply and applying the four pillars of Community Schools. We will build our understanding and capacity to build relationships with our families and include them in all aspects of schooling.

We know that Alameda must be more than an academic institution. As a school, we want to provide fun, friendship, and activities to expand their experiences and lives. We would invite sports organizations, arts experts, local agencies, and the local assisted living tenants to share their skills with our students. This grant will help us organize family members to volunteer and support all children on our campus before- and after-school.

Alameda is at the **Visioning** stage of this process, articulating a common vision and commitment to change – both in practice and mindset – to transform our school-wide community. We believe that the priorities embedded into our Community Schools vision will help us move forward.

Strategy 2: Setting Goals and Taking Action (Asset Mapping and Needs Assessment)

Staff from Alameda participated in the series of five Community Schools planning meetings for all the schools in South Downey (Fall 2022 and Winter 2023). Bringing together a core group of approximately 40 people comprised of parents, community-based organizations, teachers, counselors, site administrators, and district leaders, these meetings provided a forum for active listening to school community needs. We learned together about the Community Schools Framework and discussed how to best prioritize school community needs in each of the four Community Schools Pillars. In addition, Alameda sent staff and parents to regional focus groups (including events at next door Sussman Middle School) where more than 50 family and community members, as well as rank-and-file school employees, were able to elaborate on their interests, desires, and vision for Community Schools.

Across South Downey, there was a clear consensus for focusing on two of the four Community Schools Pillars: Integrated Supports and Family/Community Engagement. With district investment in campus Wellness Centers, stakeholders were especially interested in strengthening the systems and integration of Mental Health, Wellness, and SEL available to students and their families. At the same time, there was an acknowledgement that schools in South Downey needed to do much more to involve a larger, and more representative cross-section of students and families into school programs and services, as well as a need for cultivating leadership among students and family members to allow for authentic and renewed participation in ongoing planning and decisions to set and implement school priorities.

These findings were articulated into a Community Schools planning grant for South Downey schools, successfully obtained in Spring 2023. Since then, Alameda has conducted additional asset mapping and needs assessment to clarify needs, priorities, and direction for Community Schools including:

- Surveys of students in grade 4 (100 student respondents)
- Surveys of families (27 households responding)
- Surveys of school staff (44 staff respondents)
- Site visits to hear directly from teachers, family members, and school leaders on the vision and needs for Community Schools.
- Interviews with district support staff, particularly those involved in Mental Health services and MTSS, basic needs support, and family engagement.
- Interviews with community-based organizations, both nonprofits providing services and community forums of faith-based and business leaders in Downey.

We have documented additional key assets and described the most critical needs below for each of the Four Community School Pillars with our description of the **Plan for each of the 4 Pillars of Community Schools** below.

Core staffing for Community Schools

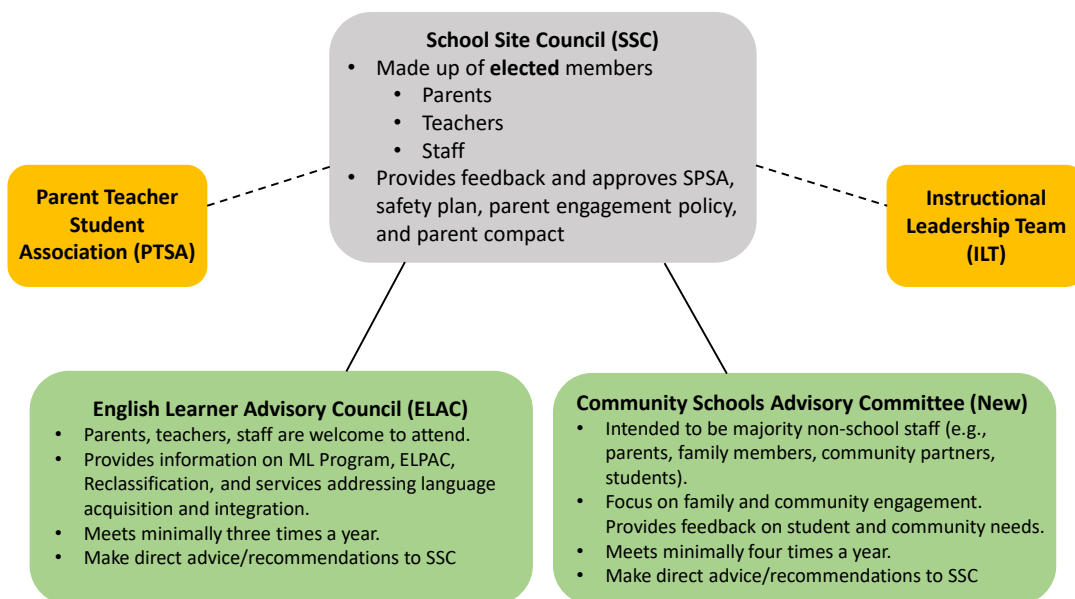
As detailed in our budget for Community Schools, core staffing in support of Community Schools implementation will be centered on two additional staff positions:

- A Community Schools Specialist (0.3 FTE). This classified position will be responsible for advancing and reinforcing the implementation of Community Schools within the Sussman feeder pattern (Sussman Middle, Alameda Elementary, and Imperial (TK-3). They will be responsible for ensuring that Core Commitments, Goals and Actions in Alameda's Community School Plan are implemented in an inclusive and coordinative fashion across the multiple stakeholder groups and partners. Working closely with school community leaders, the CS Specialist will also serve as the liaison for Alameda to district-wide Community Schools governance and coordination.
- A Family and Community Engagement (FACE) liaison (1 FTE). This classified position will be responsible for leading family and community outreach and engagement in the Alameda school community. Efforts will focus on enhancing school-home communication, expanding opportunities for families to provide ongoing input and feedback, and providing educational opportunities and training workshops in key areas of community interest and in alignment with school-wide priorities.

These two staff positions will work closely with school administrators and other teacher and family leaders in the school community to coordinate the implementation of our Community Schools action plan detailed for each of the four Community Schools pillars below.

Strategy 3: Collaborative Leadership

School administrators work closely with the Instructional Leadership Team (ILT) to present to our school's governing board which is our School Site Council (SSC). Our SSC chairperson helps us develop the agenda for the meetings. We always include our English Learner Advisory Council (ELAC), which brings back information from the district (DELAC) to share. We enlist feedback from PTSA as well to help support the entire school. Adding a Community Schools Advisory Committee (CSAC) comprised of a majority of family and community members will help empower voices from our school community to advise and recommend actions tied to implementation of our Community Schools implementation Plan. They will hold us accountable, and help Alameda adjust staffing, resource allocation, etc. in line with the Community Schools Framework.



Plan for each of the 4 Pillars of Community Schools

Below we have provided a plan for implementing Community Schools in each of the 4 Pillars. For each pillar, we provide context and priorities that arose from our Needs Assessment and Asset Mapping process (WHY), a set of goals with concrete activities and strategies (WHAT), and a description of staffing, alignment, measurable outcomes, and plans for sustainability (HOW). In this way, we have embedded key components of the Community Schools Implementation Plan for each pillar including:

- Strategy 4: Coherence: Policy and Initiative Alignment
- Strategy 5: Staffing and Sustainability
- Strategy 6: Strategic Community Partnerships
- Strategy 7: Professional Learning
- Strategy 8: Centering Community-Based Curriculum and Pedagogy
- Strategy 9: Progress Monitoring and Possibility Thinking

Pillar 1: Integrated Supports

Within the Integrated Supports Pillar, Alameda is at the **Visioning** level. The table below provides a structure for summarizing our intended approach to implementation of Integrated Supports:

Goal 1: Develop a Multi-Tiered System of Support (MTSS) inclusive of both mental health and social emotional learning (SEL). Address key barriers to learning with systems that ensure a safe, welcoming, supportive learning environment for all.				
Existing Assets	Critical Needs	Collective Commitments and Strategies	Key Staffing and Partnerships	
Successful Saturday School with over 100 students participating. Also has an SEL component and extracurricular enrichment.	Enhance connections to TLC for basic needs support and referrals to wraparound services.	Establish student support that does not interfere with instructional time. About 10 students show up each Monday not entirely ready for school. Having something before school to aid this transition will really help.	Eight speech pathologists on campus.	On-site Mental Health support through Care Solace.
Tier 3 infrastructure and supports are in place.	Address cost barriers to key basic needs.	Improve structure and processes for proactively addressing behavior/discipline incidents before they turn into problems.	External Basic Needs partnership with PSA Helps and TLC.	
Teachers have tools and are implementing Tier 1 practices in the classroom.	Identify which service offerings are most utilized during		On-site counseling partnership with JFC.	

	different parts of the day (e.g., before, during, after-school).	<p>Expand childcare and before-school care, demonstrating responsiveness to single parents. As many as 50% of families would benefit from earlier drop off.</p> <p>Increase before-school and after-school programs with academics, SEL, clubs that provide a sense of belonging, etc.</p> <p>Offer transportation support (e.g., Uber) to encourage family participation in school services. Happening now for McKinney-Vento and foster populations (but tied to American Rescue Plan funding).</p> <p>Improve consistent attendance for both academic and social components of school.</p>	<p>On-site school psychologist and clinical school therapist.</p> <p>On-site Wellness Center staffed by one Clinical School Therapist (CST).</p>
Strategy 4: Coherence - Alignment to LCAP and SPSA	<p>Clear linkage to LCAP Goal 2 (Safety and Wellness): All students have a sense of safety, school connectedness, and have their social and emotional needs met.</p> <p>Linkage to LCAP Goal 5 (Family/Community Engagement): Involve parents and community in school and district decision-making; provide tools, build connections, and enhance meaningful and transparent communication.</p> <ul style="list-style-type: none"> Training and knowledge building of families to better understand MTSS, SEL and MH will help reinforce this district goal. <p>Linkage to SPSA Strategy/Activity 2- Identify ALL students or one or more specific student groups (Professional Development and Collaboration)</p>	<ul style="list-style-type: none"> Collaboration & Observations days for grade levels and teachers to collaborate, plan, teach, observe, and reflect upon instruction and learning including social emotional learning integration. Working with District Coaches and Grade/Program Level PLCs (SEL). <p>Develop a MTSS plan that spells out systems and services at each Tier</p> <p>Increase awareness of school based MTSS services among families by 10%</p> <p>Decrease perceptions of MH stigma among families by 20%</p>	
Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability			

	Increase number of students/families participating in Tier 1 Wellness Center services by 10%		
Plan for Sustainability	Training all staff in MTSS and Trauma-informed approaches will help to sustain Alameda's capacity to provide Tier 1 using existing faculty and staff; we should be better equipped to leverage our campus Wellness Center Longer term, we aim to work with our district to investigate sustainable funding for school-based and school-linked Behavioral Health (BH) services available through California's Child and Youth Behavioral Health Initiative (CYBHI) including: <ul style="list-style-type: none">• Possible hiring of Wellness Coach to provide Tier 1 and Tier 2 MTSS services• District participation in the Multi-Payer Fee Schedule to allow for reimbursed BH services (provided by Wellness Coaches and existing PPS credentialed staff) when this opens to all LEAs in January 2025		
Goal 2: Provide targeted Basic Needs support to students and families in need.			
Existing Assets	Critical Needs	Collective Commitments and Strategies	Key Staffing and Partnerships
Staff commitment to equity	Address food security needs and wants for students and families, as well as develop structures aimed at mitigating food waste.	Offer early arrival for students to receive a nutritious breakfast, academic tutoring, and a quiet space to prepare for the school day.	TLC for ongoing basic needs supports, supplies, and linkages to wraparound supports.
Positive school culture	Assess before-school needs of the community.	Address transportation and childcare/early drop off needs.	Care Solace for ongoing counseling services.
Open dialogue and candor between families and school staff; high trust in terms of communicating needs		Establish on-site laundry services, using SPSA plan funding.	FACE Liaison for family and community outreach, partner coordination, and ongoing communication.
Have provided staff with professional development on parent engagement		Improve quality and selection of food through nutritional services. Identify what students want to eat, currently we have hungry kids and food in the trash.	CS Specialist for convening and coordinating collective commitments and documenting accountability.
Develop PTA / community volunteer opportunity around cleaning the cafeteria from 11:14am - 12:45pm.			
Strategy 4: Coherence - Alignment to LCAP and SPSA	Linkage to LCAP Goal 2 (Safety and Wellness): All students have a sense of safety, school connectedness, and have their social and emotional needs met.		

	<ul style="list-style-type: none"> • Basic needs support contributes to SEL and sense of belonging and school connectivity. <p>Linkage to LCAP Goal 3 (Foster Youth): Increase positive outcomes for foster youth and close equity gaps in academic achievement, chronic absenteeism, and suspensions.</p> <ul style="list-style-type: none"> • Basic needs support removes barriers to learning for foster care youth and other vulnerable students and families <p>Linkage to the SPSA – under school and student performance data aligns with supporting special populations.</p> <ul style="list-style-type: none"> • Use of Positive Behavior Interventions and Restorative Practices to ensure we engage students and lower suspension rates. • Reducing Chronic Absenteeism is a goal 		
Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability	<p>Set survey baseline and then increase student and family utilization (10%) of and satisfaction (20%) with Basic Need services.</p> <p>Increase student/family referrals to basic needs support by 10%</p>		
Plan for Sustainability	<p>Identify private community partners willing to help Alameda achieve fundraising goals and/or provide needed in-kind donations. Co-write grants for expansion at a local, state, and federal level.</p>		

Pillar 2: Family and Community Engagement

Within the Family and Community Engagement Pillar, Alameda is at the **Engaging** level. The table below provides a structure for summarizing our intended approach to implementation of Family and Community Engagement:

Goal 3: Deepen and strengthen family engagement with enhanced staff-family interactions and culturally relevant parent educational opportunities.			
Existing Assets	Critical Needs	Collective Commitments and Strategies	Key Staffing and Partnerships
Established trust, respect, and admiration between parents and staff.	Provide opportunities for more interaction between teachers and parents	Increase opportunities to offer basic parenting skills and responsibilities workshops. Ideally, targeting parents when children are in pre-K.	FACE Liaison for family and community outreach, partner coordination, and ongoing communication.
	Increase parent attendance for education workshops.	Improve teacher and parent communication tactics.	CS Specialist for convening and coordinating collective

		<p>Reimagine parenting classes that are linked to fun events to increase attendance and engagement.</p> <p>Expand parent/community engagement, currently we do not have ELAC rep. and school site council meetings are poorly attended.</p> <p>Identify and employ the school forums that are best for enlisting input from families.</p>	commitments and documenting accountability.
Strategy 4: Coherence - Alignment to LCAP and SPSA	<p>Clear linkage to LCAP Goal 5 (Family/Community Engagement): Involve parents and community in school and district decision-making; provide tools, build connections, and enhance meaningful and transparent communication.</p> <ul style="list-style-type: none"> Emphasis on transparent communication and training of families on school resources, services, and programming. <p>Clear linkage to SPSA Strategy/Activity 5 Parent Involvement in Increasing Student Achievement</p>	<p>1. Parent Education in Title I Parent Meetings, ELAC Meetings, School Site Council Meetings, PTA Meetings, Thoughtful Thursdays, Scoops with Shimada, Talks w/Tamara and other events - some meeting with childcare and/or interpretation.</p> <p>2. Keep parents informed through: Connected, Report Cards, Progress Reports, Class DOJO, School Website, PTA Calendar, Social Media, District, ASPiRE, Printed Materials, Thoughtful Thursdays, Various Parent Ed Nights, and other advertising materials</p> <p>3. Provide specific Parent Ed for specific families to learn reading strategies and motivational strategies.</p>	
Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability	<p>Increase by 10% the number of family participants in workshops and programming.</p> <p>Increase by 10% positive perceptions of families to annual school climate and LCAP surveys.</p>		
Plan for Sustainability	<p>Gradually shift funding for FACE liaison from Community Schools funding to Title I, Title III, and LCFF sources so this staff position can be sustained longer-term.</p> <p>Training parent volunteers and <i>promotores</i> will help ensure we have local capacity to be actively engaged with our school community</p>		

Pillar 3: Extended Learning Time

Within the Extended Learning Time Pillar, Alameda is at the **Engaging** level. The table below provides a structure for summarizing our intended approach to implementation of Extended Learning Time:

Goal 4: Increase alignment between regular school day and extended day programming with academic support, while also providing additional opportunities for fun extracurricular opportunities.			
Existing Assets	Critical Needs	Collective Commitments and Strategies	Key Staffing and Partnerships
One of the few sites equipped with small facilities that support early childhood.	Support more students in meeting grade level standards.	Increase arts programs through community schools to mitigate the growing waiting list.	Teachers provide 5th grade after school tutoring, every 6-8 weeks and identify students that need targeted tutoring.
Hosts extended school years, from early childhood to 4th grade for special needs.	Increase student access to supervised sports and recreation; lack of access increased discipline and behavioral issues	Increase music and art program offerings beyond once a week.	During early out day student volunteers come to Alameda and support teachers with tutoring or clerical work.
	Expand academic tutoring and homework help offerings during before and after school hours.	Organize sports and coordinate with the city's youth development programs.	Sussman students support Alameda during the school day to provide tutoring for students (feeder MS also applying for community school implantation)
	Expand arts and music programs to address demand.	Employ the kitchen and oven for students' cooking and living skills.	
		As an Apple distinguishing school, it is important to incorporate technology to engage and reach the community.	
		Designate volunteer referees during recess, or partner with Play Works to expand the services.	
		Provide support staff for before-school care, as teachers need morning time to prep.	
		Expand capacity for grade level tutoring.	
		Expand capacity to provide academic support beyond the regular school day.	

		Expand partnerships with Coca Cola Factory to provide field trips to the manufacturing and distribution center.	
Strategy 4: Coherence - Alignment to LCAP and SPSA	<p>Linkage to LCAP Goal 1 (Student Success): All students graduate college and career ready, equipped with 21st Century learning skills of creativity, communication, collaboration, critical thinking, and civic responsibility.</p> <ul style="list-style-type: none"> Extended day programming develops and reinforces these components of student success <p>Connection to LCAP Goal 2 (Safety and Wellness): All students have a sense of safety, school connectedness, and have their social and emotional needs met.</p> <ul style="list-style-type: none"> Extended day programming helps reinforce SEL and other aspects of school connectivity by providing extracurricular and enrichment options to students. <p>Linkage to SPSA Strategy/Activity 3-Specific Student Groups</p> <ul style="list-style-type: none"> Extended Learning Time/Extra Support & Intervention <ol style="list-style-type: none"> Foundational Skills Intervention for students who are not meeting grade level standards Before/After-school Tutoring to support students not meeting grade level standards <p>Increased number of students participating in tutoring and other academic support by 10%.</p>		
Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability	Increased extended day enrollments by 10%; reduce the number of families on waitlist for DFEO services.		
Plan for Sustainability	Work with DFEO and its access to Extended Learning Opportunity Program (ELO-P) funds as longer-term funding for modified and expanded programming before and after-school.		
	Leverage Title I and LCFF for staffing of academic tutoring after-school.		

Pillar 4: Collaborative and Shared Decision-Making

Within the Collaborative and Shared Decision-Making Pillar, Alameda is at the **Visioning** level. The table below provides a structure for summarizing our intended approach to implementation of Collaborative and Shared Decision-Making:

Goal 5: Provide multi-stakeholder forums for planning, coordination, and shared decisions responsive to Community Schools issues and needs; increase opportunities for gathering input from all school community stakeholders and meaningful engagement in school governance.			
Existing Assets	Critical Needs	Collective Commitments and Strategies	Key Staffing and Partnerships

Parents are important members of our SSC and ELAC; parents are involved in campus decisions, school activities, and budget items.	Strengthen parent interest and involvement in school governance and parent organizations. Clarify desired family roles and presence on campus Increase parent and school staff interactions tied to planning and decision-making, ideally on school boards and councils. Recruit and integrate parents of newcomer MLs into ELAC	<p>Increase opportunities for family voice and learning aligned with cultural proficiency projects and Community School goals.</p> <ul style="list-style-type: none"> - Monthly Coffee with Principal and ELAC meetings. <p>Establish a Community Schools Advisory Council that is at least 60% family and community</p> <ul style="list-style-type: none"> - Focus on planning and monitoring of the Community Schools Implementation Plan - Operate in parity with ELAC and PTSA as advisory governance bodies that report to the SSC <p>Provide Professional Learning:</p> <ul style="list-style-type: none"> - Provide leadership development training for interested school staff and family members on Community Schools governance - Train parents in the <i>promotores</i> model of outreach and advocacy 	<p>SSC, ELAC, and PTSA members</p> <p>School site administrators</p> <p>School Categorical Advisor and ELD Coordinator (oversee ELAC)</p> <p>FACE Liaison for family and community outreach and training tied to school governance.</p> <p>CS Specialist for convening stakeholders, coordinating collective commitments, and documenting accountability.</p>
Strategy 4: Coherence - Alignment to LCAP and SPSA	<p>Clear linkage to LCAP Goal 5 (Family/Community Engagement): Involve parents and community in school and district decision-making; provide tools, build connections, and enhance meaningful and transparent communication.</p> <ul style="list-style-type: none"> • The strategies we have outlined above are intended to do precisely this. <p>Additional linkage to LCAP Goal 4 (Staff Development): Hire the best teachers and ensure a highly effective staff; promote opportunities for shared and distributed leadership.</p> <ul style="list-style-type: none"> • Alameda is developing school staff leaders who can participate in school governance and work effectively with families and the larger school community as representatives and liaisons for shared decision-making. <p>SPSA Alignment Strategy/Activity 5- All students-Parent Involvement in Increasing Student Achievement</p> <p>1. Parent Education in Title I Parent Meetings, ELAC Meetings, School Site Council Meetings, PTA Meetings, Thoughtful Thursdays, Scoops with Shimada, Talks w/Tamara and other events - some meeting with child care and/or interpretation.</p> <p>2. Keep parents informed through: Connected, Report Cards, Progress Reports, Class DOJO, School Website, PTA Calendar,</p>		

	Social Media, District, ASPIRE, Printed Materials, Thoughtful Thursdays, Various Parent Ed Nights, and other advertising materials 3. Provide specific Parent Ed for specific families to learn reading strategies and motivational strategies.
Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability	<p>Train at least 10 parents in a leadership development cadre.</p> <ul style="list-style-type: none"> Recruit and involve at least 5 of these for the new Community Schools Advisory Committee <p>Recruit at least one community (external) partner to participate in the new Community Schools Advisory Committee</p> <ul style="list-style-type: none"> Involve at least 10 parents in regular ELAC participation
Plan for Sustainability	The collective commitments above are not dependent on funding. Rather, these require a change in mindset and renewed energy in service of multi-stakeholder collaboration that is equitable and meaningful.