

# Community Schools Sustainability Plan

The topic of **sustainability** is expected to be an ongoing conversation throughout the grant period between grantees and partners. Programs are allowed and encouraged to seek alternative funding, utilize volunteers and staff, or leverage existing funding streams to support their programs after the grant period ends. The Sustainability Plan encourages local teams or councils to identify and reflect on areas for growth, learning and evidence of progress. It is also aligned with the CCSPP Framework and aligns with resources provided by the State Transformational Assistance Center (S-TAC) including the Community Schools Implementation Plan Template, the Capacity Building Strategies: A Developmental Rubric, and the Annual Progress Report (APR). ***This plan is meant to be a living and ongoing document as your work develops and transforms.***

Through this **reflective process**, the Sustainability Plan will support your planning and implementation efforts to ensure long term sustainability, and encourage reflection as part of an ongoing continuous improvement process. This information will be provided to the California Department of Education (CDE) and incorporated into reporting about the CCSPP grant for the California State Legislature.

Things to keep in mind:

- **Implementation grantees (Cohort 1)** are required to complete a sustainability plan that describes strategies for securing partnerships and other sources of funding or in-kind resources to maintain the level of program services beyond the grant.
- This plan should be developed by each school's CCSPP shared decision-making **team** or **council** to ensure participation from students, staff, families, and community partners.
- Only **one** report is required per school site.

## Section 1: School Information

<b>CDS Code (14 Digit Number)</b>	19642791930528
<b>LEA or School Site Name</b>	Azusa High School
<b>Cohort Year</b>	1
<b>Grantee / Lead LEA Name</b>	Azusa High School
<b>Primary Contact Name</b>	Laura Clarke
<b>Primary Contact Role</b>	Program Specialist
<b>Primary Contact Email</b>	LClarke@azusa.org
<b>Primary Contact Phone Number</b>	(626) 815-3450
<b>Sustainability Plan Team Members &amp; Roles</b> <i>(Ex: Principal, Assistant Principal, Community School Coordinator, School Counselor/Social Worker/Psychologist, Teacher(s), Instructional Coach, Other staff, Student(s), Parent/guardians(s), Community member(s), and Community partners)</i>	Principal, Assistant Principals, Community Schools Program Specialist, Community Schools Liaison, Title 1 Community Liaison, Guidance Counselors, Advisory Council, Teachers, Students and Parents, Assistant Superintendent of Education Services
<b>Include link to Community Schools Implementation Grant</b>	<a href="https://docs.google.com/document/d/1DBQg8l84vgLTSrf8lzdjffHgsRjgy4J8/edit">https://docs.google.com/document/d/1DBQg8l84vgLTSrf8lzdjffHgsRjgy4J8/edit</a> <a href="https://docs.google.com/document/d/1e6R1uQwZTQjqPVLh0oeVb4HZWpDwSRQM/edit#heading=h.gjdgxs">https://docs.google.com/document/d/1e6R1uQwZTQjqPVLh0oeVb4HZWpDwSRQM/edit#heading=h.gjdgxs</a>

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## Section 2: Capacity Building Strategies

Please respond to each of the questions regarding the 5 Capacity Building Strategies. Your responses should be no longer than **3-5** sentences.

<b>Shared Commitment &amp; Collective Priorities</b>	
How will the LEA/school plan to sustain the action(s) that were developed based on the goals that emerged from the needs and assets assessment?	The Advisory Council serves to provide accountability and support for the focus areas that emerged from the ANA. Alignment of CCSPP goals with SPSA and LCAP. Actions will be supported and implemented by a variety of campus groups including but not limited to parent groups, Think Together, Azusa Leadership Team, On-Track, School Site Council, Safety Committee, teacher committees, departments, sports and student clubs. PTA is currently in development stages.
How will the LEA/school sustain a shared understanding and commitment to the community schools' strategy over time?	Continue to share Community Schools principals, goals and information to all stakeholders including staff development days and meetings, new staff onboarding, parent meetings, AUSD School Board meetings, student leadership and community partners. Continuous updating of website and posting on social media.
What strategies/processes will the LEA/school need to maintain in order to continue supporting shared commitments and priorities?	A commitment to shared time and access to stakeholders. Continual efforts to build an intentional relationship with site administration and staff. Continued Community Schools Advisory Council meetings and integration of CS values into all school initiatives, planning and activities.
<b>Collaborative Leadership</b>	
How will the LEA/school sustain shared decision-making structures that have been put in place, such as site-based leadership teams?	Continue Community Schools Advisory Council meetings. Add Advisory Council as an adjunct duty for certificated staff to gain commitment. Create by-laws for the Advisory Council. Embed Community Schools values and framework into site Leadership team work.
What strategies/processes will the LEA/school need to maintain collaborative leadership?	Training and commitment to develop school leaders to embrace collaborative leadership. District and school site administrative support.
<b>Centering Community Based Learning</b>	
How will the LEA/school sustain a community-based approach to instruction?	Provide project based and community based training and resources for educators and partners. Increase internships and field trips to relevant locations.
What strategies/processes will the LEA/school need to maintain in order to continue to support community based learning?	Explore project based and community based training and resources for educators and partners. Increase internships and field trips to relevant locations.
<b>Sustaining Staffing &amp; Resources</b>	
How does the LEA/school plan to sustain core community school staff, such as the site-based community school coordination?	Continued conversations with LEA leadership regarding the importance of Community Schools work. On site social worker written into the LCAP.

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<p>How will the LEA/school sustain data-tracking and measurement systems related to your community schools work?</p>	<p>Commitment to a minimum of annual transparent communication with the community regarding measurement towards Community Schools goals and action plans. For example, a designated location on the website.</p>
<p><b>Strategic Community Partnerships</b></p>	
<p>How will the LEA/school sustain partnerships that have been created to support community school goals?</p>	<p>Multiple year MOUs are in place with mental health providers, Think Together, and Western Justice Center. Develop a plan for regular communication with current partners.</p>
<p>How will the LEA/school assess the success of its community partnerships in achieving educational and community objectives?</p>	<p>Systems for tracking and analyzing data, including engagement information and evaluation of effectiveness.</p>

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## Section 3: The Whole Child Inventory

Listed below are potential supports your school site could be leveraging. When reflecting on this section, ask yourself, “are these whole child and family supports part of my Community Schools Implementation Plan and/or Needs and Assets Assessment?”

If “yes, our site uses this support” please identify:

- Efforts that are currently taking place to improve sustainability;
- Identification of next steps that will continue to improve your sustainability efforts; and
- Applicable funding sources that could be used

If “no, our site does not use this support” you **DO NOT** need to fill out the questions or identify sustainability efforts for that particular support.

	Description	Primary Funding Source (If Applicable)	If <u>Multiple</u> or <u>Other</u> Sources of Funding, List Them Here	Blending and Braiding Funding (If Applicable) <i>If nothing is currently in place, begin to think about a 5-year sustainability plan and share some initial thoughts or actions.</i>
<b>Collaborative Leadership &amp; Practices</b>				
Teacher Leadership Development and Opportunities	On-Track Team teacher collaboration time Professional Development School Site Council Advisory Council Azusa Leadership Team	A-G Completion Impr... ▾		
Parent Leadership Development and Opportunities	Project to Inspire School Site Council Parent Workshops Advisory Council ELAC	Other ▾	Title III LCAP Title I	
Student Leadership Development and Opportunities	CTE Pathways School Site Council Peer Mediation Peer Mentoring ASB Student Union	Dual Enrollment (Coll... ▾		

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Shared Decision-Making Bodies that center the voices of students, families and community	Student Union School Site Council PTA	California Community... ▾		
<b>Community &amp; Family Engagement</b>				
Multiple Modes of Family Communication & Involvement (student-teacher-family conferences, regular class information & outreach)	Workshops, trainings and events Aeries Parent Square Social Media	Other ▾	base funding	
Home Visits	Attendance and Well Being visits	Select Funding Source ▾	Title 1	
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Grassroots ESL Parenting Communication Health Mental Health Parent Bridge	Other ▾	City of Azusa Title 1 EL Funds from LCAP DMH Community Partners	
Positive Behavioral Supports	Safety Committee	Select Funding Source ▾	Base funding	PBIS MTSS Restorative Practices SEL
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Peer Mediation Western Justice Center Community Circles Restorative Justice	California Community... ▾		
<b>Community-Based Curriculum and Pedagogy</b>				
Project-Based Learning	8 teachers on staff trained PBL is part of the ethnic studies curriculum in ELA and social science in 11th grade	Select Funding Source ▾		PBLE is part of a long term vision/strategy at building student centered classrooms at AHS
Culturally-Sustaining and Responsive Curriculum, Pedagogy and Projects	Ethnic Studies Latino Studies Kagan Strategies	Other ▾	(base funds)	

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	the DEI initiative in the ELA department infuses BIPOC writers at every grade level LTEL and newcomer teachers infuse culturally relevant lessons within their classrooms			
Personalized Learning Plans	9th Grade Plans	Other ▾	Title 1	
Performance Assessments (capstones, portfolios, etc.)	CTE and IB Seal of Biliteracy	Dual Enrollment (Coll... ▾		
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	N/A	Select Funding Source ▾		In process as part of our Implementation Plan.
<b>Integrated Student Support &amp; Services</b>				
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Health aides and nurses	Other ▾	base funding	This is also provided across the city and district/schools through a variety of resource fairs and clinics.
Mental health Screening and Services	Wellbeing Center Social Work Interns University Partnership Community partnerships with local agencies Wellness Spaces	Other ▾	DMH LACOE MediCal	
Nutrition Services and Support	N/A	Other ▾	State and Federal Funds	Farmer's Market currently at elementary sites; expand at secondary
Academic Support (tutoring, specialist, etc.)	After school tutoring Success Coaches Think Together Homework House Paper City Library Tutoring	Educator Effectivene... ▾	Title 1 non-profit partnerships City funding	

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Counseling Center	N/A	Select Funding Source ▾		In process as part of our Dream Center
Multi-Tiered System of Support	N/A	Select Funding Source ▾	base funding	In process as part of our Implementation Plan
Coordination of Services Team (COST team)	N/A	Select Funding Source ▾		Explore possibilities financially and within our systems
<b>Expanded &amp; Enriched Learning Time</b>				
Before School (times/services)	Think Together	Other ▾	Assets and 21st Century	
After School (times/services)	Think Together	Other ▾	Assets and 21st Century	
Summer Programs	Think Together Summer School City Programs County Programs	Other ▾	Supplemental Concentration	
During School (learning pathways, differentiated instruction, lab times, etc.)	ECP Credit Recovery APEX sections Success Coaches	A-G Completion Impr... ▾	Dual Enrollment (College and Careers Access Pathways Grant)	
<b>Positive &amp; Restorative School Climate</b>				
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	2nd Call Western Justice Center	California Community... ▾	base funding	
Programs and practices that teach social-emotional skills (SEL curriculum, mindfulness practices)	N/A	Select Funding Source ▾		In process as part of our Implementation Plan

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## Section 4: Additional Information & Highlights

Please use this space to share any effective practices related to any of the previous sections (e.g., this summary, Capacity Building Strategies, and the whole child supports inventory) that should be highlighted with the California Department of Education and the field at large.

Additionally, we highly encourage you to include links here to your Community Schools website, YouTube Channels, Instagram, etc, highlighting the wonderful work that you are taking part in.

This is the first year of the Azusa High School site implementation through the AUSD Community Schools grant. Previously, Community Schools at Azusa High School was run through the LACOE Community Schools team. This is also the first year of the integration of two high schools after the closure of Gladstone High. The AUSD Community Schools team consists of a Program Specialist and a Community Schools Liaison. At the beginning of the school year, the team started their work by building relationships, making connections, developing the Advisory Council and building a shared understanding of Community Schools. An asset map was completed and community partnerships were developed. The Assets and Needs Assessment survey was conducted, although a supermajority was not reached. However, special outreach was conducted to gain the voices of marginalized and excluded populations such as unhoused, foster and chronically absent. Individual home visits and phone calls were made to the parents of these students. A findings report was completed and shared with all interest holder groups. The Advisory Council, in addition to a variety of other data points, used this information to develop priority goals and activities as part of the Implementation Plan.

### **Shared Commitment, Understanding and Priorities**

Building a shared understanding has continued throughout the year and has expanded beyond staff and parent meetings (ex: School Site Council, ELAC, Community Schools Advisory Council, Parent Focus groups) to include student meetings (Student Union, classroom presentations), the AHS website, social media and meetings with community partners.

### **Sustaining Staffing and Resources**

A Community Schools Program Specialist and Liaison were hired and placed at Azusa High School. The Los Angeles County Office of Education Toolkit was provided with the roles defined. The Program Specialist and Liaison continuously worked with key staff to facilitate the Community Schools process, including the school site administration, school site Community Liaison, Department Chairs, Counselors, On-Track Team, Success Coaches, Think Together and various teachers and classified staff. The culture and climate was addressed through a variety of strategies, including Community Circles, social opportunities and time for collaboration.

### **Strategic Community Partnerships**

External Asset Mapping continues. Connection and partnerships were developed and implemented with organizations such the Boys and Girls Club, Western Justice Center, Sandals Church, the Azusa Library, Department of Public Health, Department of Mental Health, the Los Angeles County Natural History Museum and the YWCA. Community-based organizations were recruited to participate on school-level shared decision-making councils/teams. Sandals Church supported our Aztec Closet, which provides free clothing and resources for students such as school supplies and hygiene products. The Boys and Girls Club provides healthy activities during lunchtime twice per week. The YWCA works with us to provide opportunities for our students, such as the Youth Resilience Rise program and art exhibition. The Department of Mental Health provides weekly parent workshops on mental health. Emanate Health, El Proyecto del Barrio and the Pomona Wellness Center have provided parent workshops on a variety of topics and have been present at multiple tabling events for resource fairs. The Azusa City Library provides resources to our family through parent workshops and services via their social worker. The City of Azusa has shared their facility for our Family Cumbia Night.



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### **Positive and Restorative School Climate**

With the integration of two rival high schools, culture and climate have been critical to the effective operation at the school. Participation, support and engagement in the Culture and Climate Committee meetings and projects have been important to developing unity for the staff. These include breakfasts, potlucks, ice cream socials, happy hours, staff pop-up lounges. Student supports include peer mediation, Student Union, school wide twice monthly Community Circles. Meet, Greet and Eat for parents and staff to connect, Parent Brunch, Parent Clubs, GMS Mentors

### **Integrated Student Supports and Services**

Community Schools supported student registration, attended and consulted during weekly guidance meetings, staffed the welcome tables for the first day of school, Back to School Night, Expo and Report Card Night, supported a variety of International Student activities and provided access to the Affordable Connectivity Program.

### **Expanded and Enriched Learning Time**

Community Schools provided support to the On Track program, Field trip to the Natural History Museum, Field trip to the Peer Mediation Invitational and promoted after school programs such as Think Together and Homework House.

### **Powerful Community, Student and Family Engagement**

A wide variety of opportunities were offered to our community, including: Mental health workshops, 'Cookies and Community Circles' Night, College Application Parent Night, Loteria Family Night, Cafe Azteca, Parent Bridge classes, Azusa Community Choir, the International Family gathering, Cumbia Family Night, and Natural History Museum presentations.

### **Other Local Supports and Practices**

Community Schools supported community events such as the SALT Teen Festival and the Azusa City Resource Fair at Gladstone Park. Aztec Closet is open twice weekly after school and provides clothing and resources to students and families. Special events for the Aztec Closet include free gowns and shoes for Homecoming and Prom. Shoes that Fit provided shoes to all of the International Students and Zaphiro Secret Santa provided holiday gifts to students in need.

- Partnerships with local agencies for tabling, resources, parent and engagement, informational parent presentations, and events
  - Los Angeles County Department of Mental Health
  - Pomona Wellness Center
  - El Proyecto del Barrio
  - Habitat for Humanity
  - Boys and Girls Club
  - Department of Public Health
  - Emanate Health
  - City of Azusa Youth and Family Center
  - Azusa Public Library
  - Sandals Church
  - iPros Insurance Professionals (MediCal support)
  - San Gabriel YWCA
  - Los Angeles Natural History Museum
- AHS Community Schools provided tabling at City Resource Fair

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With the merger of the two high schools this year, special care has been focused on developing unity:

- Culture and Climate Committee has planned several opportunities during the school day and after school to create new connections, including potlucks, restaurant events, pop-up lounges and sporting events
- The staff lounge on the west campus has been the focus of rejuvenation to encourage staff to spend time together
- Professional Learning Communities have brought departments together with a focus on instruction: specifically collaborative conversations
- Department Meetings are held to provide time for teams to plan
- Certificated staff meetings are held once monthly

Families have a variety of opportunities for engagement at Azusa High School:

- Weekly workshops, including Mental Health and Technology Training
- Parent Clubs, to increase connection and sense of community
- Parent Support group for parents of students with Special Needs
- Community Choir to provide an artistic outlet and make connections
- Cafe Azteca to provide a range of resources and information
- Coffee with the Principal, to receive updates on relevant school topics
- Special evening and weekend events that bring whole families together
- Focus on support and opportunities for International parents

Students have multiple opportunities for enhanced engagement on the Azusa High School campus:

- 24 Clubs with a variety of purposes and areas of focus
- 20 Sports teams that run throughout the seasons
- Student Union to bring unity and student voice to the school
- Upward Bound which supports students in pursuing higher education
- JROTC to develop character and citizenship
- ASB-run special events, including dances and special dress-up days
- Well-Being Center
- Additional supports and activities for International Students
- San Gabriel YWCA Panel for social justice