

NEW HEIGHTS CHARTER SCHOOL IMPLEMENTATION PLAN

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

Instructions

This 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 Cohort 2 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support California Community School Partnership Program (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 schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The 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 and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites are encouraged to 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).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools 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.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools 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.

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 CCSPP Framework](#).

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning**, **engaging**, and **transforming**) and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning
8. Centering community-based curriculum and pedagogy
9. Progress monitoring and collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

New Heights Charter School
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Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Community Schools Shared Vision: Our vision is to build our collective capacity to reconnect students with the joys of learning, to strengthen their ability to persevere in the face of challenges and cultivate their passions and interests so they excel academically and have lives filled with meaningful opportunities. Based on the key findings from our needs assessment, we have identified the following goals, which align with the Four Pillars of Community Schools.

Goal 1: Extend and enhance integrated student support and services to provide a wholistic support for students with a focus on executive function and self-regulation skills as measured by increased student performance, reduction in work avoidance, and participation in tiered supports. Actions: increase partnerships, evaluate partnerships, and use unified system to collect data on partnerships.

Goal 2: Increase authentic family engagement and student voice to reconnect school community to the joys of learning and promote health, wellness, and creativity as measured by increased number of Family Events, increase in family participation, survey/feedback results, and increase in student participation in activities. Actions: increase number of family events, diversify types of events, and connect families with nature.

Goal 3: Improve expanded and enriched learning times to increase students' engagement in project-based activities that include authentic performance tasks as measured by participation rates and survey results. Actions: add partners to expanded learning, increase outdoor excursions for students, and work with partners to include authentic performance tasks.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Priority 1: Needs and Assets Assessment: Collective Priorities

NHCS has spent the last year engaged in the CCSPP planning process working with a variety of community and school stakeholders to assess strengths and needs, prioritize goals, and pilot activities. NHCS established a CCSPP Leadership Advisory Team including key school leaders, parents, students, staff, and community representatives. The Leadership Advisory Team worked with the Community Schools Site Coordinator to gather school-site information and resources to conduct a needs assessment, asset mapping, and gap analysis to inform the overall CCSPP Project goals and a site-level implementation plan. This included the development of multiple mechanisms to elicit input on schoolwide assets, needs, and goals from students, parents, faculty and staff, community members, and community partners.

New Heights has planned and launched a thorough needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. **Stakeholder Engagement** has been essential to the planning process as it has provided a diversity of perspectives as well as deepened relationships by increasing trust, transparency, and connection. The Community Schools Advisory Team worked with the Community Schools Site Coordinator to gather school-site information and resources to conduct a needs assessment, asset mapping, and gap analysis to inform the overall CCSPP Project goals and a site-level implementation plan. Organizational partners participated in the needs assessment and are part of ongoing planning conversations. The needs assessment process included:

1. Data and Document Review

- Review of existing school plans such as LCAP, SPSA, and WASC
- Review of Panorama Student SEL survey, school climate data, and student academic and attendance data.

- Partner generated data: FASTalk’s focus group, Her Healing’s pre-post student survey, R.I.S.E. student survey, and Fulcrum participant feedback.

2. **Revisiting the school vision** and mission as well as the Community Schools framework

3. **Administration of Initial Needs Assessment**

- Surveys: Student Surveys, Parent Surveys, and Staff/Faculty Surveys
- 1:1 Interviews with Stakeholders and Advisory Team members
- Focus groups with students, parents, staff, and faculty
- Community Schools Advisory Team Retreat
- Follow-up survey questions focused on areas identified in initial data collection

4. **Creation of a Resource Inventory** of existing partners, programs and services.

5. **Needs and Asset Assessment: Community Schools Asset Mapping** chart (see Attachment)

6. **Initial data analysis and identification of needs**

The needs and assets assessment process included the following:

Community Resource Scan: The Leadership Advisory Team collected a list of current community-based service providers working with NHCS and their roles/assets. In addition, the Student and Family Support Team supplied a list of additional neighborhood community-based service providers for potential future partnerships. This information helped to identify service gaps as well as direct future outreach efforts to partners who might help NHCS fill these gaps.

Document Review: The Community Schools Site Coordinator and the Leadership Advisory Team gathered documentation and artifacts that demonstrate the school’s strengths and improvement areas. This included review of the School Accountability Report Card (SARC), results of NHCS’s Panorama Student Survey (including questions regarding school climate, school and classroom culture, relationships, and social-emotional skills), staff community school surveys, results of LCAP surveys and stakeholder input, WASC Self-Study, family engagement data, attendance data, health data, student achievement data, including chronic attendance data, and the NHCS Local Control and Accountability Plan (LCAP).

Data Analysis: The Community Schools Site Coordinator and the Advisory Team compiled and analyzed the quantitative data described above as well as qualitative data gathered from surveys, focus groups, and interviews. The analysis focused on identifying trends among stakeholders to inform our Community Schools’ goals, activities, and planned expenditures.

Needs Assessment and Asset Mapping: The efforts described above resulted in the development of a Needs Assessment and Asset Mapping summary report including the development of the following four CCSPP Goals that are aligned with the NHCS WASC Self-Study, LCAP, the NHCS mission and vision, and all four pillars of the California Community Schools Framework. The needs assessment process will be ongoing as the program activities are implemented, stakeholders reflect on what’s working and what’s not working, and the overall program is evaluated.

Pillar One - Integrated Student Supports: Track and analyze student participation in support services (Tier II and Tier III) in academics and SEL to understand the overall impact of integrated supports. Referral data might include teacher referrals to the Student and Family Support Team as well as referrals to support professionals in our partner agencies, like Eggleston and Exceptional Children.

Pillar Two - Family and Community Engagement: Survey families to get feedback on their experiences of engagement efforts and track participation data. This work would include exploring opportunities for extensive, culturally and linguistically appropriate, and affirming engagement between families and NHCS.

Pillar Three - Collaborative Leadership and Practices: Investigate the efficacy and impact of site leadership teams by reviewing meeting agendas, protocols used, and actions. Guided questions about representation of teams, examples of shared goal setting and data analysis, and decision-making would drive this effort.

Pillar Four - Extended Learning Time and Opportunities: Measure participation in enriched and expanded learning opportunities, especially representation across groups. Survey students and teachers regarding quality and range of expanded learning opportunities.

Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

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. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

- 1. Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.

- 2. Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
- 3. Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
- 4. Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

NHCS's dedicated faculty works together to provide an engaging, personalized educational experience for students. The school culture strives to promote equity, justice, diversity, and belonging as essential values in our school community. Our mission is to provide a safe, supportive, and engaging environment, so that all students are comfortable taking the risks necessary for learning and they develop meaningful connections with others. NHCS works to create equitable learning environments in which each person participates, prospers, and reaches their full potential. Students engage in meaningful and relevant work and classroom discourse, their cultures and identities are honored, and all students have opportunities to set and meet goals, and to learn and recover from failure.

NHCS offers high-quality, **student-centered instruction** and a comprehensive whole child approach. NHCS classrooms have at least two adults supporting student learning throughout the day, a teacher and a Teaching Student with individualized educational plans receive "push-in" support from resource teachers or paraprofessionals who work as part of the grade level team.

Our Community Schools efforts sit within a strong foundation of student-centered practices and professional learning communities. NHCS has a team-based, equity-centered, trauma-informed approach to supporting students and their families. Our school's founder has been the school's leader for the past 18 years, providing continuity for NHCS. The Community School structure will position New Heights for the future, by building a power sharing leadership structure and ensuring that a vision of integrated services, collaborative leadership, active parent engagement and expanded learning is sustained.

CCSPP Implementation Plan New Heights Charter School

New Heights, founded in 2006, was designed in a set of values and aspirations that strongly align with the CCSPP Framework, including the Four Pillars and the Four Cornerstone Commitments. NHCS has supported underserved students over the past 18 years based on the idea that rigorous learning requires a caring learning community and that students' academic, social, emotional, and physical development are interrelated. New Heights is organized around a cohesive set of research-based ideas and practices about teaching and learning.

The dedicated faculty work together closely to provide an engaging, personalized educational experience for students. Essential to this vision is a set of beliefs about the importance of school culture and its role in supporting continuous improvement in teaching and learning. New Heights is a highly collaborative learning community, providing a cohesive and coordinated experience for students as they progress through the school.

Our mission is to provide a safe, supportive, and engaging environment, so that all students are comfortable to take the risks necessary for learning. The school culture strives to promote equity, justice, diversity, and belonging as essential values in our school community. New Heights works to create the conditions in which each person participates, prospers, and reaches their full potential. Students develop their social – emotional skills in a setting that allows students to empathize, connect, and collaborate with a diverse group of peers, and encourages respect for all. Equitable learning environments are designed so that every student experiences an engaging, intellectually rigorous learning environment that is physically and emotionally safe. Students engage in meaningful and relevant work and classroom discourse, their cultures and identities are honored, and all students have opportunities to set and meet goals, and to learn and recover from failure. Students and staff cultivate empathy and work to develop meaningful connections with others.

The alignment of NHCS's LCAP goals to the Four Cornerstone Commitments is detailed below. Future LCAP cycles will incorporate community schools practices and priorities to ensure full implementation of the California Community Schools Framework.

LCAP Goal 1: Increase the percentage of students who are able to comprehend grade-level text (fiction and nonfiction) based on internal measures or SBAC. This goal includes working to support teachers with quality professional development and ensuring teachers are fully credentialed and appropriately assigned. **(Assets-Driven and Strength-Based Practice and Powerful, Culturally Proficient and Relevant Instruction.)**

LCAP GOAL 2: Increase the percent of students who are achieving math CA common core standards at grade level based on internal measures or SBAC. This goal includes working to support teachers with quality professional development and ensuring teachers are fully credentialed and appropriately assigned. **(Assets-Driven and Strength-Based Practice and Powerful, Culturally Proficient and Relevant Instruction.)**

LCAP Goal 3: Increase students and parent engagement in school and parental understanding of the demands of the CA common core standards with emphasis on daily attendance, critical thinking, thoughtful speech, and thoughtful listening. This goal includes ensuring that the school facilities are in good condition and outdoor areas are appealing and conducive for school engagement. **(Racially Just and Restorative School Climates and Shared Decision Making and Participatory Practices.)**

LCAP Goal 4: Improve the academic performance of English Language Learners and support ELL students' reclassification. **(Racially Just and Restorative School Climates and Powerful, Culturally Proficient and**

Relevant Instruction.)

The NHCS Community Schools Site Coordinator will work with the Leadership Advisory Team to maintain a rubric that identifies the school’s developmental phase (exploration, emerging, evolving, or excelling) for each of the core commitments along with evidence of commitment and developmental plans for improving fidelity of implementation.

Initial developmental plans for NHCS are outlined in the following table:

Table 1. CCSPP Cornerstone Commitments Evaluation Rubric

Cornerstone Commitment	Phase	Evidence	Developmental Plans
Assets-Driven and Strength-Based Practice	Evolving	Commitments between parents, students, and teachers outlined in school policy agreements. Asset based approach to working with students who struggle academically and socially. Team-based approach that values the different strengths of individual members. Trauma-informed physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.	Explore ways to engage <i>all</i> parents, building on their strengths and thinking of creative ways to bring their assets to the benefit of the school community.
Racially Just and Restorative School Climates	Excelling	Restorative practices included within PBIS Framework. Restorative circles used to decrease use of exclusionary disciplinary tactics.	Continue to explore ways to incorporate culturally responsive pedagogy and universal design for learning.
Powerful, Culturally Proficient and Relevant Instruction	Evolving	Oral Language emphasis throughout the day to support both ELL learners and African American students. High-quality instructional materials (rated by Ed Reports.)	Design and facilitate professional development in the areas of oral language development, restorative practices, and use of high-quality instructional resources that are culturally responsive. Identify high quality resources to support expanded learning opportunities.
Shared Decision Making and Participatory Practices	Evolving	SSC, ELAC, Wellness Advisory Teams, LCAP engagement, Team-Based Approach to Student Support, and Community Schools Advisory Team	Incorporate community schools planning, implementation, and evaluation into all key school and stakeholder engagement opportunities, including LCAP, SSC, and ELAC.

Priority 3: Collaborative Leadership

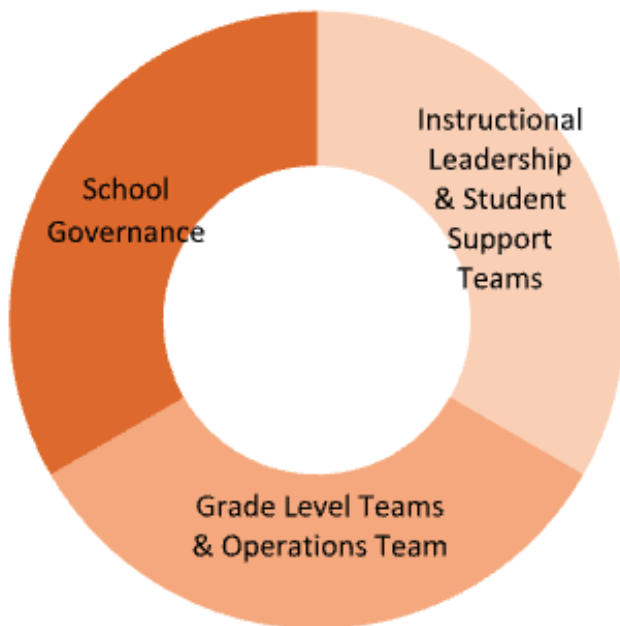
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee, or group of teams.

Site Level Goals and Measures of Progress

Priority 3: Collaborative Leadership

NHCS has mapped and assessed the current shared governance structures (where and how decisions are made), identifying all existing school-site teams and community networks to understand their purpose and composition. NHCS has revised the site-level shared leadership structure to add the Community Schools Advisory Team and the Student Leadership Team to facilitate democratic participation and decision-making among students, staff, families, and community members.

NEW HEIGHTS CHARTER SCHOOL
Collaborative Leadership Structures
(updated december 2023)



As for graphic shows, we envision a democratic structure with the following teams:

School Governance

Board of Directors

School Site Council: Parents, teachers, and staff

ELPAC: Parents of EL Students

Community Schools Advisory Team: Students, Parents, Teachers, Staff, CS Site Coordinator

Other Advisory Teams

Instructional Leadership and Student Support Teams

COST Team:

Student and Family Support Team

Grade Level Teams and Operations Team

Grade Level Team-Based Structure: Teachers/Teaching Partners/Resources/Counselors

Operations Team: Office Support, Administrators, and Support Staff (yard, lunch, technology)

Team-Based Approach to Shared Governance

NHCS, led by the Executive Director, will oversee the Community Schools Advisory Team working collaboratively with the Community Schools Site Coordinator. The Advisory Team facilitates communication among school stakeholders and ensures that key school personnel are working together to achieve shared CCSPP goals. The Advisory Team will work to incorporate community schools planning, implementation, and evaluation into all key stakeholder engagement opportunities, including LCAP, SSC, and ELAC.

The school leadership team (Executive Director, Community Schools Site Coordinator, Lead Resource Teacher, and Instructional Coaches) is responsible for the day-to-day implementation of the programs, strategies, and activities designed to improve student learning and support families.

Each grade level team, including Teachers, Teaching Partners, Student and Family Support Team members, and Resource Teachers/Paraprofessionals works collaboratively with students and families to support learning and growth.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Engage students, parents, faculty and staff, community members, and community partners in the community schools planning and implementation.</p> <p>(Aligns with CCSPP Goal 3, LCAP Goal 4)</p>	<ol style="list-style-type: none"> 1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement (annually). 2. Leadership Team and Community Schools Advisory Team meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (3x/year). 3. Update the Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan to reflect community school stakeholder input (annually). 4. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing). 	<ol style="list-style-type: none"> 1. Annual survey reports and summaries of listening sessions, focus groups from students, parents/families, faculty and staff, and community partners. 2a. Leadership Team and Advisory Council meeting agendas, sign-in sheets, and minutes. 2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle. 3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis. 4a. SSC and ELAC meeting agendas, sign-in sheets, and minutes. 4b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes. 4c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan.

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

NHCS has aligned policies to ensure an integrated community school strategy at the site level. Using our school vision and mission as our guide, NHCS has maintained a coherent and comprehensive schoolwide plan for continuous improvement. This coherence, along with our team-based approach, provides a strong foundation for our Community Schools work. We have not had to “de-silo” our programs/activities, because our school was designed for collaboration and teamwork. The community school implementation plan and school improvement plan become one cohesive plan.

We have created alignment charts to show how the LCAP goals, WASC goals align with the Community Schools Pillars. We have also reviewed the WASC and LCAP action steps to ensure integration and alignment of efforts across the school. Our Community Schools planning is aligned with our current LCAP goals and the themes generated from our 2021 WASC Self Study (*build capacity of the school community, support healthy school climate and powerful student voice, and enhance our team-based approach to supporting our most vulnerable students.*)

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
By the end of project year year, the CCSPP Implementation Plan will be fully incorporated into existing school-wide strategic plans.	<ol style="list-style-type: none"> 1. Review and update Needs Assessment and Asset Mapping/Gap Analysis with the Community Schools Leadership Team, SSC, and ELAC. (annually) 2. Incorporate review and update of Implementation Plan into the LCAP planning process. (annually) 	<ol style="list-style-type: none"> 1a. SSC and ELAC agendas and meeting minutes. 1b. Revised Needs Assessment and Asset Mapping/Gap Analysis. (annually) 2a. Revised Community School Implementation Plan. (annually) 2b. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan.

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve 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

Priority 5: Staffing and Sustainability

As needed to serve our student population, NHCS will recruit and hire diverse, multilingual staff to support site-level work. NHCS has already hired a site-level Community School Site Coordinator. NHCS has a plan to maintain a Community Schools Coordinator to sustain Community Schools activities beyond the grant period.

Trina Mitchell, Community Schools Site Coordinator	Provides leadership and facilitation of all Community Schools work, including support of the CS Advisory Team.
Amy Berfield, Executive Director	Provides site-level community schools leadership and support; serves on the CCSPP Advisory Team; works with Community School Site Coordinator on efforts to design, cultivate, and secure partnerships and resources
Viveca Finley, Parent and Afterschool Coordinator	Strengthens and aligns the educational and enrichment programs for students by providing coordination and supervision of the school expanded learning and afterschool programs.
Levi Henry, School Psychologist	Coordinates and provides psychological services to students including assessment, counseling, academic and behavioral support and consulting; assists administration, staff and parents in meeting the educational needs of students.
Student and Family Support Team members	Provide a range of psychological and behavioral services to students, including conducting screening and assessment, leading individual and group counseling, coordinating with outside mental health and wraparound services agencies, and leading trainings for teachers and staff in areas such as the effective implementation of restorative practices and trauma-informed care.
Behavior Support Assistants	Assists with the development and implementation of positive behavioral support and intervention techniques and positive behavioral support plans as part of the individual education plan (IEP, 504, RTI, SST) process.
Teachers	Serve on CCSPP Advisory Team
Early Childhood	
MTSS Coordinator	

Gardening facilitator	

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

During the planning phase of the CCSPP Project, the Leadership Team will work with each school-Advisory Team to develop a sustainability plan to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Leadership Team will incorporate best practices for community school sustainability as informed by the California Residency Lab, the Coalition for Community Schools, and the California Department of Education. Potential strategies will include:

- Sharing program evaluation results and cost-benefit analyses to encourage local leaders and stakeholders to reinvest cost savings into the community schools initiative.
- Incorporating review and update of Community School Implementation Plan into the LCAP planning process to better align LCAP goals, actions, and expenditures to the Community Schools Framework.
- Budgeting for Community Schools Site Coordinator position
- Supporting and creating school board policies, internal policies, and inter-governmental policies to help community schools endure.
- Establishing/maintaining local partnerships to provide resources, services, or in-kind contributions to sustain the program.
- Leveraging the LEA Medi-Cal Billing Option Program and School-Based Medi-Cal Administrative Activities program as a way to sustain community school activities.
- Leveraging community-based service providers as a way to sustain community school activities.
- Hosting training and planning meetings between personnel and partners, including counselors, teachers, families, students, health professionals, college faculty, governmental agencies, community service organizations, and businesses, to support program sustainability.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding 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 that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding 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 that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Establish and cultivate at least 4 new partnerships with community-based organizations and local government agencies to align community resources to realize CCSPP goals.</p> <p>(Aligns with LCAP Goal 2 & 3)</p>	<ol style="list-style-type: none"> 1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually) 2. Formalize partnerships with a written agreement. 3. Engage community partners in Community Schools Leadership Advisory Team meetings. (3x/year) 	<ol style="list-style-type: none"> 1. Revised CCSPP Partnership Matrix. (annually) 2. Signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including the services to be provided. 3. Community Schools Leadership Advisory Team meeting agendas, sign-in sheets, and meeting minutes.

The following section describes the partnerships we have established or plan to establish and how our school’s partnerships will be responsive to the vision and priorities of students, staff, families and community members. The Community Schools Site Coordinator will manage existing community schools partnerships, develop new relationships with additional agencies as directed by the Advisory Team and Leadership Team,

and leverage all available community schools resources to benefit students, families, and community members.

The following list includes key existing agencies that have committed to supporting NHCS's CCSPP Implementation Project and/or providing students and their families with wraparound services and extended learning opportunities.

Goal 1: Extend and enhance integrated student support and services

Social Skills Groups with *Her Healing* Community Mental Health and Concerned Men of Los Angeles:

Beginning January 2023, Her Healing has provided two weekly social skills groups using evidence-based therapy interventions for students: "Managing Intense Emotions" and "Maintaining Friendships and Relationships". The student and parent feedback surveys were positive and the social skills groups will continue through the implementation phase. Concerned Men provided a boys social skills group for the 24-25 school year.

WE ARE RISE Inc. Mentorship Program: Our partnership with R.I.S.E started in February 2023 with weekly mentorship groups for students (grades 3-8). This program (curriculum in self-esteem, coping skills, and self-regulation) was facilitated by our Site Coordinator, received positive student and family responses and will be continued.

Queens Care Mobile Dental Van: This partnership was launched during the planning phase and provides free dental screening and care for all students. Over 100 students participated and we plan to continue offering this service. This resource was only available in 23-24. In 24-25 we did outreach to Big Smiles to provide dental support to our families.

Professional Development in Supporting Executive Function Development with Cognitive Connections: This organization will provide Professional Development to the faculty in supporting the development of students' Executive Functioning skills.

Teacher Residency with Mount St. Mary's University: NHCS is engaged in a Residency Program to develop and retain new teachers. Faculty will work in partnership with our mentor and resident teachers.

Counseling (1:1) through UCLA and Cal State Dominguez Hills School of Social Work: For the past 5 years, NHCS has partnered with these universities to support student interns. Interns work with our Student and Family Support Team to help ensure every student who wants counseling support is able to receive it at school. The interns also provide attendance tracking support and design community projects.

Family Counseling through Eggleston Behavioral Health Services and Exceptional Children's Foundation: These organizations are examples of maturing partnerships. Both groups provide counseling for high emotional and behavioral challenges. The NHCS Student and Family Support Team has strengthened the partnership by supporting our families with their intake process and collaborating to create comprehensive behavior plans and/or treatment plans to ensure the best level of care for students and their families.

Recreation through the Crenshaw Family YMCA: The YMCA is a long-time partner and has provided a facility for our Summer School program as well as recreation programs for our students. NHCS students can join a basketball league with their classmates as well as enter into their yearly South Los Angeles track meet.

Goal 2: Increase authentic family engagement and student voice

Two-way Parent Communication Focused on Class Learning through FASTalk and our robotext system:

FASTalk provided family communication vehicle provides short texts with weekly at-home learning activities aligned with NHCS curriculum content. It also provided an avenue for two-way communication between parents and teachers. This system was piloted during our planning phase in grades TK, 1, and 3. The NHCS office team and teaching teams have expanded this work to now include multiple vehicles to communicate with families.

Parent Education and SEL Support through Family Literacy (with support from Families in Schools and Disciplina Positiva): NHCS has designed Family Literacy workshops for parents to learn about the Science of Reading. In addition, we are building partnerships that will provide Family Engagement/Leadership Professional Development and Parent Education.

Outdoor Family Experiences through Whale Tail Grant Program: We just received a Whale Tail grant for the 23-24 and 24-25 school year to support student and family field trips to the ocean in support of our health and wellness goal (as well as science learning) and to reconnect students to the joys of learning.

Goal 3: Enhance Collaborative Leadership

Equity-Focused Professional Development with the National Equity Institute: The Site Coordinator engaged in meeting facilitation training during the planning phase and will provide additional training during the implementation phase.

Outdoor Education and Leadership Fulcrum Adventures: This long-time partner provides NHCS with leadership training, team-building, and outdoor fun. Fulcrum will also support the Advisory Team.

Improvement Science Learning Partnership with EL Education: NHCS Leadership is engaging in learning about Improvement Science through a year-long leadership professional development series by EL Education and will share this knowledge with the Advisory Team.

Goal 4: Improve expanded and enriched learning times

Designing Project-Based Learning with STEM to the Future: This partnership, launched in the planning phase, will expand during implementation, to include curriculum design to support enhancement of expanded learning and parent workshops on technology and social media.

Organic Gardening to Support Nutrition Education: We will increase the time of our Gardening Facilitator so that more students will be involved in the expansion of our school garden, turning our vegetable beds into a community garden for families, and enriching expanded learning.

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. NHCS has identified the initial supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Build the capacity of faculty, staff, and administrators to implement community schools with fidelity.</p> <p>(Aligns with LCAP Goal 2 & 3)</p>	<p>1. Community Schools Site Coordinator will organize professional development opportunities to build collaborative leadership skills, community engagement mechanisms, and understanding of community schools practices and principles. (ongoing)</p> <p>2. Leadership Team and Instructional Coaches support professional development, monitor implementation of new intervention strategies and community schools practices, and continually assess individual teacher needs to provide differentiated supports. (ongoing)</p>	<p>Professional development materials and resources available to school personnel.</p> <p>Professional Learning Community Calendar of Meetings.</p> <p>Walk Through Observation Forms.</p>

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

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Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Increase educator proficiency in community-based learning (CBL).</p> <p>(Supports LCAP Goals 2 & 3)</p>	<p>1. Incorporate CBL into professional learning opportunities. (ongoing)</p> <p>2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing)</p>	<p>1a. Service contracts with professional development providers on file.</p> <p>1b. Professional Development logs demonstrate number of teachers and staff participating in CBL professional learning opportunities.</p>

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

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Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop comprehensive evaluation plan within six months of project implementation launch.	1. Leadership Team inventories existing district and school-site data collection mechanisms to inform data management and works with evaluator to develop evaluation plan. 2. Evaluator will establish baseline data at the start of the project period across each measure to be assessed to determine the project’s success in accomplishing the four objectives.	1. Data management and evaluation plan on file. 2. Baseline data for CCSPP evaluation.