

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN Arturo A. Sanchez Elementary

## Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (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](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must 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), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

## CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and

community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS 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.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the Capacity-Building Strategies.

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 CA CS Framework](#).

## Capacity-Building Strategies Overview

The S-TAC has launched the Capacity-Building Strategies: A Developmental Rubric to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
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 Possibility Thinking

The Developmental Rubric can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Arturo A. Sanchez Elementary

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## Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

### Strategy 1: Shared Understanding and Commitment

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?"

#### Shared Understanding and Commitment Built Around the Overarching Values

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. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

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

#### 1. Racially-just, relationship-centered spaces:

As the discussion around Arturo Sanchez becoming a community school unfolded with parents, staff and community, many members commented on strong relationships that already exist within the Sanchez school community and the surrounding neighborhoods. Many students attending the school have parents who also attended the school as students. Both parents and grandparents, as well as former parents, attend our meetings and events. Sanchez has a strong foundation of positive relationships among families and staff that can develop a sense of belonging for students to further create a racially-just, inclusive and

collaborative learning space through the use of the community school strategies. Since 60 percent of our students fall under McKinney-Vento, a parent liaison has been provided by our school district to offer services related to any gaps these families may be experiencing relative to food, clothing, housing and educational needs. This year, more than any other, we are experiencing an influx of immigrants from various Latin American countries as well as two students from other countries. This is an exciting time since they come with traditions and customs that are new to our community. Together we are able to grow in the understanding of the differences that are helping to enrich our community.

Sanchez school leadership continuously shares student data (achievement, behavior, and related demographics) with parents through various parent meetings including Back to School Night, English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), Coffee with the Principal and School Site Council (SSC). In addition, staff examines the data to identify areas of disproportionality among student subgroups and brainstorming strategies to address these areas several times a year during staff meetings, trimester data meetings with grade levels and the principal, as well as weekly during grade level Professional Learning Communities.

In addition, our district has launched a series of professional development called “SEL as a Lever for Equity” since 2020. Schools have undertaken a monthly focus on different aspects of implementing Social Emotional Learning to promote positive and supportive school climate. Every classroom has also been provided with the Second Step curriculum, which is used to teach weekly social emotional skills and concepts. Our counselor also provides a lesson to each classroom a month that is based on the schoolwide need as determined by our Site Intervention Team. Our Site Intervention Team analyzes both Panorama social emotional and culture schoolwide data. This focus has been to provide support with a lens of racial equity and being conscious of implicit biases.

## **2. Shared power:**

Sanchez Elementary facilitates a shared decision-making process that involves administrators, teachers, classified staff, students, parents, and community members. The goal of shared governance is to ensure that everyone's voice is heard and that decisions are made with the best interest of the school and its students in mind. School Site Council (SSC), English Language Advisory Committee (ELAC) and Parent Teacher Association (PTA) are core governance groups at Sanchez school. In addition to these groups, we have a PBIS Council, a School Counseling Advisory Council, and a Promising Learners' Project Council that includes parents as decision makers. Different stakeholders' feedback and input are not taken lightly as many decisions are determined by democratic voting of members. For example, members of SSC and ELAC provide feedback and votes on Title I funding decisions. The PTA, who is strongly supported through memberships and family involvement in fundraising, votes on events and activities that occur schoolwide. These events are voted on by the group and a majority vote is taken to determine whether to move forward. Our surveys demonstrate that all interest-holders feel their expertise and commitment to the community is recognized and valued. It is part of the Sanchez culture for different parents to be involved on

different committees. This allows different parents to engage in leadership roles within our school community. It is critical, within our school, that parents feel like they are able to be decision makers for our school.

Development of a Site-level Community Schools Leadership Council will be a foremost priority. To ensure that the ideas of different key groups are voiced and included, we have established a Grant Writing Community Leadership Council that includes parents, a community member, the Intervention Teacher on Special Assignment (ITOSA), the McKinney-Vento parent liaison, the counselor, and the principal. Should the grant be awarded to Sanchez Elementary, and to ensure that a diverse group of stakeholders are represented in the council, a list of potential members will be created with considerations for their expertise, resources and knowledge of the community. In addition, a nomination process will be available through the existing school governance structures- SSC, PTA and ELAC. Once the council is formed, steps will be taken to ensure that its structure and protocols are culturally responsive, restorative and trauma-informed. The council will use student data and program outcomes to assess if the implementation plan needs to be modified to meet the needs of the school community.

### **3. Classroom-community connections:**

Civic engagement is an important asset that we encourage our students to learn. Students are encouraged to become members of our Associated Student Body, the AVID Ambassador Club, Robotics Club and Junior Coaches. These groups learn leadership skills through ongoing training by each team's leader. Students are involved in leadership roles in leading events and activities at Sanchez. The Junior Coaches take a key role in learning playground games and problem solving so that they can lead students in games and basic conflict resolution.

Real-world learning opportunities are made available to students through activities such as the 5th grade science camp, visits to college campuses, Career Day, visual and performing arts assemblies. The "I Am Somebody" program that is presented by a member of the City of Norwalk addresses going to college, developing character and staying away from drugs and gangs.

### **4. A focus on continuous improvement:**

Data is used during parent meetings to share how students are doing academically and to share how those areas will be addressed by the school team. The data is also used to share ideas with parents on how they can support their children at home to ensure growth. The data is also used to make decisions about how to use school funds to meet any areas of need. Both successes and areas of growth are shared. This allows for parents to share what they think would be helpful in meeting student needs especially in the area of reading, math and English language development. Various forms of data have been shared with parents including math, English Language Arts and science SBAC results, i-Ready Diagnostics, attendance data, reclassification and English language development, social/emotional perceptions and Culture and Climate data. This data and parent input is used to create school

wide goals on our School Plan for Student Achievement as well as our Site Implementation Plan.

The teachers at Sanchez engage in Professional Learning Communities every week. The focus of the work that engages the Cycle of Inquiry that includes the steps of Plan, Act, Analyze and Refine, allows teachers to reflect and focus on areas in both math and reading to ensure their instruction is meeting the academic needs of all students. It also allows teachers to learn from each other to improve their practice. These practices are also shared during staff meetings across grade level teams to share areas of strength and to acquire ideas for growth.

The Sanchez Leadership Team, includes a teacher representative from each grade level, a special education teacher, the Intervention Teacher on Special Assignment (iTOSA) and the principal. The group is committed to ensuring all voices are valued and heard. This team reviews the Site Implementation Plan focus that was created by the team after review of the data. The focus is determined by the area the team agrees will address the greatest schoolwide academic needs. Data is reviewed to determine progress on the focus area.

Sanchez has established a strong PlayWorks program during recess times. Students in grades 3rd, 4th and 5th grade, receive training on leadership and basic conflict resolution. These Junior Coaches learn different games and ways to lead routines and transitions at recess so that recess is used productively and so that engaging activities are provided for students. This work is led by the supervision aides who guide the Junior Coaches. One of the areas that would allow this area to be stronger is the ability to provide collaborative time for the aides so that they can receive more training and build capacity as a team. The strength of this team, in addition to supporting the academic program, provides support to the social emotional needs of students.

To ensure that the goals are addressed through the Community Schools grant, the team will continue to survey the parents, community, students and staff. Additionally, other schoolwide data will be analyzed to ensure students are making the growth intended as a result of the work toward aligning with the Community Schools values and rubric. A commitment to focus on continuous improvement through the involvement of all members who impact all students has become part of the Sanchez culture.

## **Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment )**

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

**Part A:** As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the

entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Multiple means of data collection were used to complete the Needs and Assets Assessment for the school community at Sanchez Elementary School. The goal was to hear the voices of students, parents, and community members. To start, information about the California Community Schools Partnership Program (CCSPP) grant and introduction to Community School strategy were introduced at the English Language Advisory Committee (ELAC) meeting on December 12, 2023. About 20 parents were in attendance and they participated in the discussion about what this would mean for the Sanchez school community. Parents were provided with a survey to help identify needs and assets. Additionally, this information and discussion was also shared with parents and community members at two other occasions - Coffee with Principal on December 15, 2023 and Holiday Concert on December 20, 2023. At these events, a paper version of parent surveys were used as it was noted from the ELAC meeting on December 12th that the parents struggled with the digital version of the parent survey. In order to elicit more parent responses, the Principal sent the paper copies of the parent surveys home during the week of December 18, 2023. Furthermore, the information about CCSPP grant and Community School strategy were shared with school staff on December 6, 2023. During the staff meeting, staff members took time to participate in the Needs and Assets Assessment survey for staff. An email was also sent to the entire staff to fill out the survey on December 12, 2023.

Student responses were gathered through a survey as well. This was administered after the staff meeting on December 18 and 19, 2023. Teachers briefly informed students about how the survey results can impact school decisions on how to use resources to meet the student needs. The total number of responses gathered are as follows: 75 parents, 16 staff members and 110 students. The top priorities of the school community were identified using the data that was collected and analyzed. A follow-up survey was sent to parents and community members to consolidate the responses. One of the main strengths identified through these surveys was a strong sense of community experienced by students, parents, staff, and community members. Parents expressed satisfaction with how public resources are within their physical reach. They also highlighted their appreciation for having community resources such as their local park, library and social services department within reach. Additionally, parents reported that having open communication with the school principal was an asset. The survey results from parents, staff and students showed that Sanchez school community was built on transparency, mutual respect and trust.

The Grant Writing Community Leadership Council of Sanchez Elementary looked through the results of the first parent and community survey to determine the highest needs. They chose the 8 areas of greatest need and the second survey was sent to the parents to determine the top three priority areas. The survey was shared with parents both through a message on Class Dojo, by a text, an email and in paper on February 2, 2024. A total of 67 parents and 3 community members filled out the second survey.

Next, the survey results and the top three priorities that emerged from the surveys were

shared at the PTA meeting on February 5, 2024. Before survey results were shared, a brief overview of the Community Schools Strategy was made in order to ensure that all parents in attendance were informed of Community Schools strategy and made aware of the opportunity with CCSPP grant. The top three priorities from both adults and students were: 1) After-School Activities and Classes, 2) Academic Support, and 3) Opportunities to learn about Colleges and Careers. During this PTA meeting, parents agreed that the three priorities mentioned were indeed the highest needs within the Sanchez school community. As a means to collectively participate in the decision-making process, parents also gave feedback on what strategies and services to use for the top three priorities.

Some of the areas that were identified on the surveys included need for food, clothing, housing and mental health resources. All of these areas, with the exception of food, are available through our McKinney-Vento office, Norwalk Social Services and District Mental Health Team. The Grant Writing Community Leadership Council agreed that these community resources have not been sufficiently shared with the Sanchez community. The school team decided to increase the school community's awareness for these resources. As far as the food insecurity issue is concerned, it seems that current resources for food are not sufficient to the needs.

The outcome of the Needs and Asset Assessment process also demonstrated receptiveness for additional support among the Sanchez School Community. Through a thoughtful collaborative effort, the following priority areas and strategies were identified:

- 1) Extended Learning Time and Opportunities to increase student engagement
  - a) Enrichment classes after school
  - b) Activities such as sports and performances after school that include parent and community involvement
  
- 2) Academic Support
  - a) Tutoring
  - b) Parent classes for them to gain skills to help their children in Literacy, Math, English Language Development, Social-emotional learning
  
- 3) College and Career Readiness
  - a) Field trips to colleges and universities
  - b) Schoolwide AVID implementation
  - c) Parent leadership to increase engagement and involvement with their children's education

Input from the parents, community members, staff and students have determined what services and activities should be included in this Implementation Plan. Also, the Needs and Asset Assessment process has clarified what future community partnerships should be sought out. More details about prospective partnerships are in Priority 6: Strategic Community Partnerships. Lastly, the Needs and Assets Assessment will be conducted annually and the site-level Community School Leadership Council will oversee the process.

**Part B:** As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Increase student engagement through Expanded and Enriched Learning Time: Enrichment classes after school	<ul style="list-style-type: none"> <li>Sanchez Elementary School will increase the attendance rate, minus absences related to COVID, from 92.2% to 95.2%.</li> <li>Sanchez Elementary School will increase the attendance rate for Students with Disabilities from 27% to 34.2%.</li> </ul>
Integrated Student Support and Services: Academic support	<ul style="list-style-type: none"> <li>Sanchez school will increase the percentage of <b>all students</b> at grade level on the Reading I-Ready Diagnostic Window 3 by 3%* annually (from 50% to 53%).</li> <li>Sanchez school will increase the percentage of <b>all students</b> at grade level on the Math I-Ready Diagnostic Window 3 by 3%* annually (from 43 to 46%).</li> <li>The overall score of well developed for students on the ELPAC Reading will increase from 6.25 to 13%.</li> </ul>
Expanded and Enriched Learning Time: College and career readiness	<ul style="list-style-type: none"> <li>Sanchez students who believe they can master the hardest topics in their class will increase from 57% to 60% by June 2024 as shown in the Panorama SEL Survey.</li> </ul>

### Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

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.

Describe your goals for strengthening collaborative leadership.

### Site Level Goals and Measures of Progress

Goals	Action Steps
Establish a Community Schools Leadership Council	<ul style="list-style-type: none"> <li>Identify potential community members who will bring diverse expertise and resources to the existing group of parents and staff</li> <li>Invite the members to join the council</li> </ul>
Ensure that the structure and protocols of the Community Schools Leadership Council are culturally-responsive, restorative and trauma-informed.	<ul style="list-style-type: none"> <li>Seek input for the norms, expectations and structures of the council with existing parent, staff and student groups</li> <li>Review and consider feedback from the council members</li> <li>Use equitable and restorative process to promote democratic participation of all council members</li> </ul>
Map and assess the current shared governance structure	<ul style="list-style-type: none"> <li>Provide learning opportunities for all members to have a common understanding of collaborative leadership model</li> <li>List and examine existing site-level and neighborhood teams, network and working groups to understand their purpose and composition</li> <li>Brainstorm ways to revise existing governance structure to facilitate democratic participation and decision-making among students, staff, families and community members</li> </ul>
Create a climate of transparency and trust	<ul style="list-style-type: none"> <li>Develop a calendar of Council meetings, communicating the decisions and actions related to the Implementation plan</li> <li>Post the calendar and minutes of the council meetings on the school website</li> <li>Council gives updates to the district leadership including the Board of Education</li> </ul>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Sanchez Elementary facilitates a shared decision-making process that involves various interest-holders in a school, such as teachers, students, parents, community members and the administrator. The goal of shared governance is to ensure that everyone's voice is heard and that decisions are made with the best interest of the school and its students in mind. Site administration works closely with teachers, staff, and other stakeholders to ensure the smooth functioning of the school. School Site Council, English Language Advisory Committee (ELAC) and Parent Teacher

Association (PTA) are pillars and the foundation to Sanchez Elementary. In addition, shared governance and site-level leadership structure involve partnerships between the school and community organizations, with community members serving on school governance councils or advisory boards. These partnerships help ensure that the school's goals and priorities align with the needs and values of the community it serves.

The school's decision to move forward with the implementation of California's Community Schools Framework began as a discussion item at a PTA meeting. It quickly became apparent that to move forward with this work, it is essential to create a space where parents, staff and students can collaborate with the community partners. To ensure that California's Community Schools Framework is established through this project, a site-level Community Schools Leadership Council will be formed to bring the community partners alongside parents, staff and students to facilitate democratic participation and decision making among all educational partners.

The following tables give a snapshot of current site-level and district-level systems.

**Site-Level Systems**

Site Systems	Frequency of Mtg	Membership	Focus
School Site Council	1/Month	Administrators, teachers, other staff, parents	Collective decision making on school-wide policies and resources
English Language Advisory Committee	1/Month	Administrator, Parents, Classified staff	Advising the principal and SSC on programs and services for English Learner students
School Leadership Team	1/Month	Administrator, Teachers (grade-level representatives), iTOSA	Guide the work of professional learning communities and support the development of teachers' collective efficacy
Site Intervention Team	1/Month	Administrator, Psychologist, Behavior Specialist, RSP teacher, Speech/Language Pathologist, Elementary Student Support Specialist, Academic Interventions Teacher on Special Assignment, Counselor	Review student data to ensure students who may need additional support are receiving them. The team also provides support to teachers with academic and behavioral needs of students in the classroom. Student engagement through attendance is also examined.
Positive Behavior	1/Month	Administrator, Teachers,	Use behavior data to

Interventions and Supports(PBIS) Team		ESSS, Classified Staff, Parent	determine the next steps for school-wide improvement. Recognize positive behaviors and plan school-wide activities.
Parent Teacher Association	1/Month	Administrator, Teachers, Parents, Classified Staff, Community Members	Organize resources and create volunteer opportunities for families. Building a positive, supportive school community.
Promising Learners Project Council	1/Month	Parents, Teacher, Classified Staff, Administrator	Provide guidance to disseminate the Promising Learners Project grant. A grant provided by LACOE to support youth in foster care and homeless youth by infusing art and social emotional learning across content areas.
Playworks Recess Team & Junior Coaches	1/Daily	4th-5th grade student leaders and supervision aides	Ensure a safe fun play-based recess time for all students as well as train students on how to be leaders and how to problem solve on the playground.
Grant Writing Community Leadership Council	As Needed	Parent, Administrator, Community Member, ITOSA, Counselor, McKinney-Vento Liaison, Classified Staff	Work collaboratively to provide the input from different stakeholders in the grant application.
School Counseling Advisory Council	2/Year	Counselor, Administrator, Students, Parents, Community Members	In the fall, review the Annual Student Outcome goal and planned interventions. in the Spring, share results and data.

**District-level Systems**

District Systems	Frequency of Mtg
Executive Cabinet	1/Week

District Systems	Frequency of Mtg
Teachers on Special	1/Month

		Assignments	
Departments	1-4/Month	Task Force (LCAP, MTSS)	1/Quarter
Principals	2/Month	Superintendent's Community Council	1/Quarter
Counselors	1/Month	Superintendent's Parent Advisory	1/Quarter
Psychologists	1/Month	District Council for Parent Teacher Association	1/Month
Wellness Coordinators, Specialists and Clinicians	2/Month	District English Language Advisory Committee	1/Month
Speech Language Pathologists	1/Month	Lead Teachers (ELA, Math, Social Studies, Science, Visual Arts, Dual Immersion, CTE, Computer Science)	1/Quarter
Behavior Specialists	1/Month	Site-level Intervention TOSAs	1/Month
Elementary Student Support Specialists	1/Month	Social Emotional Learning Advisory Council	1/Month
NLM Community Resource Collaborative	1/Month	Textbook Adoption Subcommittees	6/Year
LEA Community Schools Leadership Team	1/Quarter	District Committees (Wellness, Festivities)	1/Quarter
Community School Specialists	2/Month	McKinney-Vento Collaborative	1/Month

## Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

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. Describe your goals and action steps for establishing policy and initiative alignment.

## Site Level Goals and Measures of Progress

Goals	Action Steps
Map all current initiatives - site and district initiated using a Multi-Tiered System of Support (MTSS) framework	<ul style="list-style-type: none"> <li>Brainstorming activities with SSC, ELAC, the PBIS Committee, the Promising Learner Project Committee, the Site Intervention Team and Staff using the MTSS framework.</li> </ul>
Community School strategy is fully integrated with LCAP and SPSA goals, strategies and outcomes.	<ul style="list-style-type: none"> <li>Review LCAP and SPSA goals with the Community Schools Leadership Council</li> <li>Compare the Community School Implementation plan alongside the LCAP and SPSA and see how further alignments can be made. This will ensure that as SPSA's goals are updated throughout the year, the goals and actions steps of Community Schools Implementation Plan will be incorporated into the updated SPSA.</li> </ul>

## Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves 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

Goals	Action Steps
Hire a Community Schools Specialist	<ul style="list-style-type: none"> <li>Job posted by July 15, 2024</li> </ul>
Hire a LEA-level Community Schools Coordinator to support Community Schools implementation and sustainability	<ul style="list-style-type: none"> <li>Job descriptions approved by District's Human Resources Department by August 1, 2024</li> <li>Job posted by August 10, 2024</li> </ul>
Develop a sustainability plan for the position of Community Schools Coordinator and Specialist, and key related support.	<ul style="list-style-type: none"> <li>Consultation with the LACOE Regional Technical Center to draft an initial sustainability plan</li> <li>Discuss and update the plan twice a year with the School-site Community Schools Leadership Council and District-Level Community Schools Steering Committee.</li> </ul>

## Key Staff/Personnel

Community Schools Specialist (site-level), to be hired	Responsible for the overall implementation of community school processes, programs, partnerships, and strategies at the school site.
Community Schools Coordinator (District-level), to be hired	Provide daily operational oversight and problem-solving for site-level Community School Specialists; Assist the MOU approval process; Oversee site-level data collection and reports; Co-facilitate District Community Schools Steering Committee; Active in development of a LEA-level sustainability plan for maintaining the infrastructure of community schools.
CCSPP Project Director (Cara Lee)	Provide program oversight; Co-facilitate District Community Schools Steering Committee; Make quarterly reports to the District Executive Leadership regarding the progress of the site implementation plans; Comply with all data collection and progress reports for CDE; Active in developing a LEA-level sustainability plan for maintaining the infrastructure of community schools.

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

Sustainability plans for the CCSPP project have been discussed with district and site administrators. SPSA and LCAP budgets have been examined to see how the project personnel and services can be supported by site and district budget as well as community partners over time. The results of this discussion is reflected in the budget, evidenced by the district match being used to pay toward the position of the School-site Community School Specialist starting Year 5.

In addition, the 3-layered Community Schools infrastructure in NLMUSD (Site-level Community Schools Leadership Council, District Community Schools Steering Committee and Intermediary Leadership) will not only provide the program oversight but will keep expanding the plans for the sustainability of the Community Schools strategy. The district has shifted the responsibilities for Cara Lee, Alternative Programs and Support Specialist, to allot more time to the Community Schools expansion plan. However, upon the funding of the current proposal, 12 of 25 schools within NLMUSD will be community schools and a full-time district-level Community Schools Coordinator will be essential for successful implementation at these sites and to develop a viable sustainability plan beyond the duration of the CCSPP grant. This foresight is a concrete example of how NLMUSD is committed to a successful expansion and sustainment of all Community Schools in the district.

## Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families,

and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the 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 your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals	Action Steps
Strengthen current community partnerships.	The Community Schools Specialist establishes positive working relationships with current community partnerships. Invite the community partners to a Meet & Greet gathering to learn about the Community School strategy and school's implementation plan.
Identify three new community partnerships that align with student and family needs.	Conduct external community asset mapping. Develop a comprehensive map and database of potential partners. Identify the potential partners that meet the needs of the top three priorities from the Needs and Assets Assessment.
Annual review of the community partnerships to identify the gaps of service.	Use the annual Needs and Assets Assessment data to identify the needs that are not being met by school services or community partners. Use the database of the community partners to seek partnership to fill the gaps of service.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

We would like to establish partnerships by communicating with different community partners through school newsletters, social media and visible signs around the community to keep them informed about school events and activities. As a part of the community, Sanchez Elementary would like to host community events, some of which are already occurring such as festivals, Back to School Night Community sharing as well as others to bring the community together and showcase the school's programs and services.

#### Strategic Plan for Community Partnerships

Community Partner	Type of Agency	Services Provided	Status of Partnership
Giving Children Hope	Non-profit	Provides food and basic necessities for all McKinney-Vento students and Foster Youth	Current Partner
Shoes That Fit	Non-profit	Provides new shoes for all McKinney-	Current Partner

		Vento student and Foster Youth	
Los Angeles County Department of Mental Health	County Agency	Provides mental health workshops to all parents/caregivers	Current Partner
Los Angeles County of Public Health	County Agency	Provides CORE Education - Presentation on Substance use disorders to all parents/caregivers	Current Partner
Lions Club	Non-profit	Provides eye exams and glasses for all students	Current Partner
Local Medical Groups	Community Agency	Prevention and screening services	Prospective Partner
Norwalk Social Services	City Government	Provides support for families, children and youth.	Current Partner
Norwalk Public Safety	City Government	Provides support through collaboration with the principal on any concerns as well by participating in events including Open House, Back to School Night, Career Day and Red Ribbon Week	Current Partner
Girl Scouts of Greater Los Angeles	Non-Profit	Provides opportunities for girls and parents to become members of the Girl Scouts. They have selected our student members to receive free uniforms and supplies.	Current Partner
Norwalk Community Resource Center	Community Agency	Promotes healthy living styles through free cooking classes, exercise classes, nutrition and health information workshops. Also works with other community partners like a food pantry.	Current Partner
Los Angeles County Public Health Oral Health Program	County Agency	Provides yearly dental screenings for kindergarten students	Current Partner
Cerritos College, Career Services Department	Government Agency	Provides and pays for tutors to support students and teachers in our classrooms.	Current Partner

Cerritos College, Educational Partnership Program	Government Agency	Places students who are working toward becoming teachers in our classrooms to gain experience as well as to provide support for our students and teachers.	Current Partner
Cerritos College Health Occupation Division	Government Agency	Provides 6 dental lessons to students in grades TK through 2nd each year. Also provides dental screenings with Dental partners when another agency does not provide them.	Current Partner
Cerritos College Food Pantry	Non-Profit Community Agency	Houses the Francos market that is open to our parents and community members once a month as well as to the Food Drive once a month.	Current Partner
Helpline Youth Counseling	Non-Profit Community Agency	Provides individual counseling services to various students.	Current Partner
Pathways	Non-Profit Community Agency	Provides individual counseling to various students.	Current Partner

## Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how 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

Goals	Action Steps
Provide professional learning on mathematics for all interest-holders, including parents and classified staff	<ul style="list-style-type: none"> <li>Aligning to the teachers' training on mathematics for the past 4 years, we will provide the similar training to our classified staff and parents to increase their capacity to help students in this subject area.</li> </ul>
Provide professional learning on reading (our district's Reader by 9 initiative)	<ul style="list-style-type: none"> <li>Aligning to the teachers' and classified staff training in reading during the past three years, offer training to parents to increase their capacity to help students in this subject area. This goal addresses the overall schoolwide needs as well as a specific reading goal that has been written for English language learners relative to increasing achievement in reading on the ELPAC.</li> </ul>
Provide professional learning in the area of helping students believe that they can master the hardest topics.	<ul style="list-style-type: none"> <li>Aligning to the teacher's training in AVID as well as in the activities and events held at the site, parents and community members will be invited to attend these events, will receive updates through ClassDojo, the Monthly Newsletter and our new website on how to support their students in social emotional area.</li> </ul>
Increase capacity of the staff to support students with trauma-informed practices	<ul style="list-style-type: none"> <li>All classroom staff participate in the Trauma-Informed Skills for Educators which will enhance the educators' knowledge about trauma and its impact on students, as well as enhance educators' ability to engage with youth who have been exposed to trauma.</li> </ul>
Increase teachers' capacity to use project-based learning effectively during school day and after school learning.	<ul style="list-style-type: none"> <li>Each year a group of 3-4 teachers will complete a certification course that will enable them to develop project-based learning units.</li> <li>The project-based learning units will be provided during after-school and Saturday School programs in Year 1 of implementation.</li> <li>Trained teachers from Year 1 will be given time to develop demonstration units for their grade levels and be able to model for their colleagues to encourage the use of project-based learning during school day</li> <li>All teachers will access extra planning time to develop project-based learning units and build a bank of units</li> </ul>

## Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

### Site Level Goals and Measures of Progress

Goals	Action Steps
Provide professional development on Community-Based Learning (CBL) to school staff.	<ul style="list-style-type: none"><li>● Identify the facilitator and schedule CBL training into the site professional development calendar</li><li>● Funding for site visits to see models of CBL</li></ul>
Incorporate community's felt needs from different data sources to connect the instruction to the community issues.	<ul style="list-style-type: none"><li>● Present the data to teachers and have them identify opportunities of how they can integrate them into instruction</li></ul>

## Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore 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. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase student engagement	<ul style="list-style-type: none"> <li>Establish after school projecting learning for academics and enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>25% of student participation (256 students enrolled so 64 students will participate)</li> <li>Decrease chronic absenteeism by 3% annually.</li> </ul>
Increase Parent and community participation	<ul style="list-style-type: none"> <li>Offer parent leadership training (Project2Inspire)</li> <li>Identify parent need and interest for adult school classes and parent workshops and time/days of parents' availability               <ul style="list-style-type: none"> <li>Coordinate with NLM adult school to establish classes</li> <li>Promote classes/workshops</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>10% of parent participation meaning 25 participants and retain 90% of those participants (based on 256 students enrolled)</li> </ul>
Use a set metrics to monitor the progress and effectiveness of the CCSPP project in moving the Sanchez school community toward a full implementation of the Community School strategy	<ul style="list-style-type: none"> <li>Site Community Schools Leadership Council become familiar with Capacity-Building Strategies, a developmental rubric.</li> <li>Members of Community Schools Leadership Council learn to use the Capacity-Building Strategies as a way to determine the growth and impact of the CCSPP project.</li> <li>Self-reflection activity using the Capacity-Building Strategies will occur beginning and end of each year of the implementation.</li> <li>Use focus groups, phone calls to see if the parents' views on implementation of the Capacity-Building Strategies align with that of the Community Schools Leadership Council twice a year.</li> </ul>	<ul style="list-style-type: none"> <li>Show growth toward full implementation in at least two areas of the Capacity-Building Strategies each year of the implementation.</li> </ul>

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