CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

Los Alisos Middle School

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 (forthcoming). Request for Application (RFA Attachment II), 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 Implementation Plan should be guided by the California Community Schools Framework and the Community Schools Implementation Growth Chart . As long as reasonably possible, 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, to build on existing objectives for community school sites. We recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

The Lead LEA is responsible for creating, reviewing, and updating a site-based CCSPP Implementation Plan(s) every school year. LEAs 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 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 asset-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 Centering community-based curriculum and pedagogy
8. 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

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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.

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.

To conduct a thorough and deep Needs and Assets Assessment with the school community at Los Alisos Middle School, multiple means of data collection were used. First, a Community School Information Meeting was held on February 23, 2023, where an overview of Community School strategy was presented, followed by a discussion among the parents on different community resources as well as the current needs of families at Los Alisos Middle School. The participants (38 parents) also completed the paper copies of the google form, "Parents/Staff Community Resources and Needs Survey." These responses were entered into the online google form to be combined with the responses collected from the parents who responded to the survey using the digital link sent by the Principal via email during the week of February. 27, 2023. Paper copies of the parent surveys were also available in the main office until March 15, 2023. Student surveys were conducted during the same week in class after a brief discussion of how the survey results can impact school decisions on how to use resources to meet the student needs. Community School strategy was introduced with

the information on California Community School Program grant at the School Site Council (SSC) meeting on February 28, 2023. Same information was also given to the staff on March 1, 2023 during the staff meeting where staff members took time to participate in the Needs and Assets Assessment survey. Responses from 125 parents, 2 community members, 23 staff members and 625 students were collected and analyzed to identify the top priorities of the school community.

Next, the survey results were shared including the top three priorities that emerged from the surveys at the English Language Advisory Council (ELAC) meeting on March 7, 2023. Emails and an automated phone system were utilized to invite the parents to hear the survey results and to participate in setting the priorities and strategies at this meeting. To make sure that all parents had an opportunity to hear about the Community School Strategy, a brief overview was made at this ELAC meeting before survey results were shared. The top three priorities from both adults and students were: 1) College and Career Exploration, 2) Academic Support, and 3) Support Services. The parents at the ELAC meeting were able to confirm that the three highest priorities determined by the Needs and Assets survey were indeed the most urgent needs for most families at Los Alisos school community. The group proceeded to examine the bank of strategies that were collected through the surveys and voted for most desirable strategies using the following process.

- Make a list of the top three priorities and the suggested strategies from the surveys.
- Under each priority - identify what support each group needs: parents, students. Be mindful of cultural and community specific considerations.
- After a brainstorming discussion for more strategies, include additional new strategies to the list.
- Each parent participant receives 6 dots to vote for most desirable strategies by placing their dots next to the strategies.

The outcome of this process of narrowing down the focus of this project is the following:

1) College and Career Exploration
    a) Field trips to colleges
    b) More information about different career fields and interaction with professionals in different career fields

2) Academic Support
    a) Tutoring
    b) Parent tutoring

3) Support Services
    a) Emotional support
    b) English classes for parents

This input from the parents, community members, staff and students have determined what services and activities have been included and what future community partnerships will be sought out. The details about prospective partnerships are in Priority 6: Strategic Community Partnerships. The Needs and Assets Assessment will be conducted annually and the site-level Community School Leadership Council will oversee the process.

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 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:

1. **Asset-Driven and Strength-Based Practice:** Engaging

Through the collaborative process of Needs and Assets Assessment involving parents, staff, students and community members, it became apparent that many were eager to share and listen to each other’s ideas about how to support students and families. Most of the school’s assessment of school culture and climate have been through annual online surveys and informal interactions. Conducting a formal, collaborative process of needs assessment in person that included identifying strengths and resources that exist in the community was a natural progression of the collaborative working relationship that has been built over the years. Viewing the language and culture of students and family members as vital assets have been the norm as Los Alisos continues the elementary's Dual Immersion Program (Spanish) through biliteracy program that will continue into the high school.

Next steps to continue the growth in this area, the learning from the SEL modules about Funds of Knowledge will be revisited in a staff meeting to reflect on how this has impacted the

staff's relationships with families and core instruction. Assessing the teachers' learning and practices will lead to a deeper dive into how our belief and value in the knowledge and assets of the students and families impacts how classroom lessons are designed and delivered. This process in the staff meeting will create opportunities for teachers to share and learn from each other. In addition, services and support that are provided to the families will take on a healing-centered approach.

2. **Racially Just and Restorative School Climates:** Engaging

Los Alisos administration consistently shares student data (achievement, behavior, and related demographics) with parents through various parent meetings including Back to School Night, Open House, ELAC, PTA and SSC. In addition, staff examines the data to identify areas of disproportionality and brainstorming strategies to address these areas several times a year during staff meetings. In addition, the administrators have led the discussion with the staff on equitable grading and promoted grading on a student's academic level of performance without considering nonacademic criteria such as behavior. Some of the discussion has addressed how traditional grading has focused on deficits and has been impacted by institutional biases.

For the past three years, Norwalk-La Mirada USD 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 SEL to promote positive and supportive school climate. This focus has been undergirded with a lens of racial equity and being conscious of implicit biases. For next school year, Los Alisos plans on working with Western Justice Center to establish a peer-mediation program starting with a summer training for key staff.

3. **Powerful, Culturally Proficient and Relevant Instruction:** Transforming

Norwalk-La Mirada USD has also been building an internal capacity around Ethnic Studies for the past four years. In 2018 high school students were offered Saturday courses through California State University, Long Beach. Through the collaborative work of teachers across the district, we now offer four courses on Ethnic Studies - "Chicanx Art History" and "Design and Culture" at high school level. Beginning in 2019, the district has held Ethnic Studies Summit for all levels of teachers twice a year with the support of district Teachers on Special Assignment (TOSA) and UCLA Center X.

About 50% of the Los Alisos MS has attended the Ethnic Studies Summit and subsequent impact on instruction and student-teacher relationship is noticeable. The teachers are mindful of differences but see diversity as an asset and are aware that the students and community bring valuable funds of knowledge. The staff has adopted a strengths-based point of view, seeing the real life experiences of the students and families as assets, not deficits. Cultural proficiency and equitable access for all students are continuous topics at every staff meeting throughout the year, especially when instructional strategies and student data are discussed. The site administration has seen a significant growth with students in English Language Development (ELD) program for last two years as ELD students were selected as a targeted subgroup to apply equitable grading the implement culturally responsive instruction.

This focus on ELD students is also evident on the support provided to students who are newcomers to the country. A support group with a counselor and peers is provided to support the transition into the school system in the United States. Also, school-wide monthly themes focus on celebrating different people groups and valuing diversity through morning messages, newsletters and classroom activities.

To continue to grow in this area, teachers will review and analyze student data (achievement, behavior and demographics) quarterly to determine the shifting needs of the students and families and address effective strategies for targeted student subgroups during the Professional Learning Community (PLC) meetings.

4. **Shared Decision Making and Participatory Practices:** Engaging

Los Alisos 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, English Language Advisory Committee (ELAC) and Parent Teacher Student Association (PTSA) are core governance groups at Los Alisos school. Different stakeholders' feedback and input are not taken lightly as many decisions are determined by democratic voting of members. For example, SSC and ELAC council gives feedback and votes on Title I funding decisions. Topics for parent workshops are selected by parent surveys conducted at the beginning of each year. Different community outreach activities such as food drives and fund raising are led by parent leaders and volunteers.

Development of Site-level Community School Leadership Council will be a foremost priority. 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, PTSA 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. ASB student leaders will also participate in the Site-level Community School Leadership Council meetings.

Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee 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

Goals	Action Steps	Outcome/Indicators
Form a Community Schools Leadership Council	*Identify potential members (parents, staff, community partners, students) who will bring diverse expertise and resources *Invite the members to join the council	A Community Schools Leadership Council with membership of parents, students, staff and community partners who are knowledgeable of community needs and resources, and support the vision of Community School.
Ensure that the structure and protocols of the Community Schools Leadership Council are culturally-responsive, restorative and trauma-informed.	*Seek input for the norms, expectations and structures of the council with existing parents, staff and student groups *Review and consider feedback from the council members. *Use equitable and restorative process to promote democratic participation of all council members	Highly engaged members of Community Schools Leadership Council, as evidenced by the attendance at the council meetings and semi-annual surveys.
Create a climate of transparency and trust	*Develop a calendar of Council meetings and communicating the decisions and actions related to the Implementation plan *Post the calendar and minutes of the council meetings on school website *Council gives updates to the district leadership including the Board of Education	*Well attended Council meetings with positive feedback from the participants. More parents and community members are aware of the status of the Community Schools Implementation Plan.

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

Los Alisos facilitates a shared decision-making process that involves various stakeholders in a school, such as administrators, teachers, 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. 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 Student Association (PTSA) are pillars and the foundation to Los Alisos school. 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 school site council 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, Certificated and Classified Staff, Parents, Students	Collective decision making on school-wide policies and resources
English Language Advisory Committee	1/Month	ELD Parents, Certificated Staff, Administrators	Supports parents with the education of their children. The workshops bring improvement in their interactions with their child's education. Parents are kept up to date on their students' progress.
Parent Teacher Student Association	1/Month	Parents, Community stakeholders, Teachers, School Staff	Provides opportunities to meet and collaborate with parents and teachers, build rapport and discuss events and activities that bring parent involvement along with a platform for parent issues.
School Leadership Team	1/Month	Teachers, Administrators	Guide the work of the professional learning communities and professional development to increase and support teachers' collective efficacy. Recommends actions for resources to be considered by SSC.
School Intervention Team	1/Month	Counselors, Teachers	Provides an effective support system that generates effective interventions for students who are experiencing challenges in learning or behavior difficulties at school.
Late Start	1/Week	2x Professional Learning Community, 2x Staff Meeting	Provide continuous learning opportunities for staff and use a data-driven cycle to meet the needs of students. Create a positive, collaborative working environment by learning from each other and raising collective efficacy.
Wellness Ambassadors	2/Month	Students, Wellness Coordinator	To empower middle school students to create a safe and respectful school community by providing leadership skills and opportunities.

W.E.B. (Where Everyone Belongs) Student Leadership	2/Month	Certificated Staff, Students	8th grade middle school orientation and transition program that welcomes 6th grade students and helps them feel comfortable throughout their first year of their middle school experience. 8th grade students are trained to act as positive role models and mentors and to teach the 6th graders to discover what it takes to be successful in middle school.
Association of Student Body (ASB)	1/Day	Administrators, Certificated and Classified staff, Students, Parents	ASB student leaders organize and coordinate more than 50 activities and events each year. Students are the heart of the school community and therefore encourage student input and feedback at every opportunity.
Coffee with The Counselors	1/Month	Counselors, Principal	Morning program for parents on a topic that is relevant to middle school. Topics include middle school transitions, helping students navigate the middle school social arena and supporting students with the academic demands of middle school.
Gear-Up	2/Month	Gear Up Staff, Counselors, Administrators, Students, Parents,	A multi-year partnership program with CSU Long Beach to elevate the academic achievement, college attendance, and graduation rates of first-generation, low-income, underrepresented, and underserved students.

District-level Systems

District Systems	Frequency of Mtg
Executive Cabinet	1/Week
Departments	1-4/Month
Principals	2/Month
Assistant Principals	1/Month
Counselors	1/Month
Psychologists	1/Month
Wellness Coordinators and Specialists	1/Week

District Systems	Frequency of Mtg
Teachers on Special Assignments	1/Month
Task Force (LCAP, MTSS)	1/Quarter
Superintendent's Community Council	1/Quarter
Superintendent's Student Advisory	1/Quarter
Superintendent's Parent Advisory	1/Quarter
District Council for Parent Teacher Association	1/Month
District English Language Advisory Committee	1/Month

Speech Language Pathologists	1/Month
Behavior Specialists	1/Month
Elementary Student Support Specialists	1/Month
NLM Community Resource Collaborative	1/Month
LEA Community Schools Leadership Team	1/Quarter

Lead Teachers (ELA, Math, Social Studies, Science, Visual Arts, Dual Immersion, CTE, Computer Science)	1/Quarter
Site-level Intervention TOSAs	1/Month
Social Emotional Learning Advisory Council	1/Month
Textbook Adoption Subcommittees	6/Year
District Committees (Wellness, Festivities)	1/Quarter

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.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Map all current initiatives,- site and district initiated, using a MTSS framework	Brainstorming activities with SSC, ELAC, School Staff using the MTSS framework.	Create a visual that shows a long-term integrated community school strategy that combines current school and district initiatives.
Community Schools strategy is fully integrated with LCAP and SPSA goals, strategies and outcomes.	Review LCAP and SPSA goals with the Community Schools Leadership Council. Compare the the Community School Implementation plan alongside the LCAP and SPSA and see how further alignments can be made so that as SPSA’s goals are updated throughout the year, the goals of Community Schools Implementation Plan can be incorporated into the updated SPSA.	Alignment of goals, strategies and outcome metrics between LCAP, SPSA and Community School Implementation Plan to form an integrated school improvement 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

Goals	Action Steps	Outcome/Indicators
Hire a site-level Community School Specialist	*Job descriptions approved by HR *Job posted by August 1, 2023	Community School Specialist is hired by September 30, 2023.
Hire a Parent Outreach Liaison	*Job posted by August 1, 2023	Parent Outreach Liaison is hired by September 30, 2023
Develop a sustainability plan for the position of Community School Specialist, Parent Outreach Liaison and key related support.	*Consultation with the LACOE Regional Center to draft an initial sustainability plan *Discuss and update the plan twice a year with the School-site Community Schools Leadership Council and District-Level Community Schools Steering Committee.	A feasible sustainability plan for the position of Community School Specialist, Parent Outreach Liaison and key related support is implemented.

Key Staff/Personnel

Site-level Community School Specialist	Responsible for overall implementation of community school processes, programs, partnerships, and strategies at the school site; Facilitates the Site-level Community Schools Leadership Council and participates in the District Community Schools Intermediary Leadership group. Make annual reports to the Board of Education.
Parent Outreach Liaison	Support Community School Specialist in parent engagement and outreach
CCSP 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; Active in developing a LEA-level sustainability plan for maintaining the infrastructure of community schools.
CCSP Project Coordinator (Denise Rizo)	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

Describe the plans or steps you've taken to build sustainability beyond the life of your implementation grant:

Sustainability plans for the CCSP 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 for the position of the School-site Community School Specialist and Parent Outreach Liaision 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's sift in the responsibilities for Cara Lee, Alternative Programs and Support Specialist, and Denise Rizo, Wellness Coordinator, to enable these personnel to allot more time to the Community Schools expansion plan is a concrete example of how NLMUSD is committed to a successful expansion and sustainment of Community Schools in the district.

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
Strengthen current community partnerships.	The Community School Specialist establish positive working relationships with current community partnerships. Invite the community partners to a Meet & Greet gathering to learn about Community School strategy and the school's implementation plan.	60% of the invited community partners attend the Meet & Greet gathering.
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.	A comprehensive map and database of potential partners developed.
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.	Annual analysis of Needs and Asset Assessment conducted, as evidenced by the Leadership Council meeting minutes.

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, Los Alisos would like to host community events, such as festivals (Dia De Los Muertos, fairs, and fundraisers) 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
Norwalk City Community Center	City Government	Holiday events, teen center and community outreach for families	Current Partner
Cerritos College	Higher Ed	Dua enrollment, enrichment activities, CTE pathway for teachers	Current Partner
LA CADA	Community Agency	Provides intervention for substance use and behavior treatment services. Also conducts parent and student workshops for prevention.	Current Partner
American Heart	Community	Prevention efforts against vaping	Current Partner

Association	Agency		
Norwalk Social Services	City Government	Provides support for families, children and youth.	Prospective Partner
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
Local Businesses (In-N-Out, Grocery Outlet, So-Cal Pizza, 7-Eleven)	Business	Donations and school event sponsors.	Prospective partners
Community Agency that provides mentors for students	Community Agency	Provide positive role models to students who may not have many positive mentors in their lives	Prospective partners
Surrounding 4-year colleges and universities	Higher Ed	College campus tours and programs for students to explore and experience college campuses	Prospective partners

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

Goals	Action Steps	Outcome/Indicators
Provide PD on effective Tier 1 instructional strategies for Reading Comprehension	*Develop a customized PD series with a district facilitator based on teacher input and student data *Schedule PD days and secure substitute teachers *Conduct the PD and collect teacher input and student data periodically to adjust the pace of PD	Increase average academic gains by 10 % for all students, as evidenced by iREADY diagnostics data.
Provide PD on effective Tier 1 instructional strategies for Writing	*Develop a customized PD series with a district facilitator based on teacher input and student data *Schedule PD days and secure substitute teachers *Conduct the PD and collect teacher input and student data periodically to adjust the pace of PD	Increase average academic gains by 10 % for all students, as evidenced by iREADY diagnostics data.
Provide PD on effective Tier 1 instructional strategies for Math	*Develop a customized PD series with a district facilitator based on teacher input and student data *Schedule PD days and secure substitute teachers *Conduct the PD and collect teacher input and student data periodically to adjust the pace of PD	Increase average academic gains by 10 % for all students, as evidenced by iREADY diagnostics data.
Provide PD on Trauma-Informed Practices	*Consult with the presenter and schedule all-staff PD sessions for Year 2 * Training is provided and classroom environment, school policies and procedures are evaluated through trauma-informed lens.	Teachers create classroom environment that are designed to reduce triggers for repeated trauma and are able to respond to student behaviors with trauma-informed perspective.
School Culture Training- and climate of safety and support. Increase the sense of belonging and connection	* Character Strong's "School Culture Training" is provided to increase positive connections between staff to staff and staff to students * School-wide strategies are selected to be used by all teachers	Training is provided and students and staff experience increase sense of connection, evidenced by staff and student survey.
Restorative Practices - Western Justice	Beginning to work with Western Justice - training of core staff in June of 2023. Peer-mediation program.	Peer-mediation program is established by June of 2024.

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.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Provide professional development on Community-Based Learning (CBL) to school staff.	*Identify the facilitator and schedule CBL training into the site professional development calendar *Funding for site visits to see models of CBL	Teachers will learn the foundation and application of CBL into classroom instruction.
Incorporate community's felt needs from different data sources to connect the instruction to the community issues.	*Present the data to teachers and have them identify opportunities of how they can integrate them into instruction	Teachers will have a bank of CBL strategies to incorporate into instruction.

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.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
College and Career Exploration	-Field trips for college campuses and various workplaces for all students in 6th-8th -Staff collaboration between middle and high schools to ensure that middle school staff is knowledgeable about Career Technical Education (CTE) pathways at high schools to better inform the students -Field trips to visit high school campuses in the district with CTE related labs such as Engineering Lab, Welding Shop and Culinary Program, fully equipped with a commercial-grade kitchen that accommodates a classroom.	Students select a college and a career path as evidenced by CCGI portfolio for further exploration. Increase the number of students selecting the pathways when they select high school courses as 8th graders by 10%.
Academic Support	-Collaborative work meetings by subject matter to increase the rigor of classroom instruction -Classroom lessons will be aligned with evidence-based instructional strategies and student needs as monitored by formative assessment -Afterschool enrichment will be offered by using project-based learning modules -Professional Development for Staff in Universal Design for Learning (UDL) will be considered as the lead teachers and administrators seek training to gain more knowledge around UDL through Orange County Office of Education.	Increase average academic gains by 10 % for all students, as evidenced by iREADY diagnostics data (ELA and Math)
Support Services	-Developing new partnerships to meet the needs indicated by the needs assessment - food bank, emotional support, parent education (learning how to support their students, how to seek support for your students) -Build the capacity of Community School Specialist and Parent Outreach Liaison to provide parent leadership classes and workshops -Conduct parent surveys to see which adult school classes to offer and when to offer -Offer CABE's Inspire 2 Change Parent Leadership Module and adult classes.	Services provided to 30% of the families and attendance of the parents at the parent leadership training (40 participants with 10% growth each year), adult school classes (ELD, computer, job readiness skills such as resume building)

The cycle of continuous improvement will be used to review the goals and monitor the progress. Data related to the Priority Goals will be reviewed quarterly by the Site-level Community School Leadership Council to adjust the services and support to make sure that they are accessible and utilized by the families. For example, if low attendance at parent leadership classes and workshops are noted, root cause analysis will be conducted to see why the attendance is low and make the needed adjustments. Periodic focus groups and phone interviews will be conducted to gain further insights.

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