

**2023–24 Community Schools Implementation Plan (Attachment II)**  
**Mt. Pleasant School District**  
**Gilbert Rodriguez, Principal, girodriguez@mpesd.org , 408 258-6451**

**Goals and Priorities** Mount Pleasant Elementary School is deeply committed to the concept of whole child-focused community schools. Based on our activities, we are seeking funding to invest in our plan to build a whole-child-focused community school. We have designed our implementation to focus on **integrated student support and family engagement** in Year 1 and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

**School Overview, Needs and Assets:**

We serve a beautifully diverse community, including significant populations of students who have been historically underserved: 79% unduplicated pupil count across Free and reduced Lunch 69%, English Learners 47%, and Students with IEPs 17.4%,

The Community School Leadership Committee worked together over the last four months to gather and analyze data. Members were integral in the collection and analysis of the data,

***Summary of Assets Overview:*** We have invested significantly in our school to support these student populations. For example, we have the following systems of support in place:

- We have a strong Dual immersion Spanish program “ALAS”, TK-eighth grade.
- District DEIB (Diversity, Equity, Inclusion, & Belonging) Advisory Committee. Project-based units on diversity. There is a designated time and resources to teach SEL and diversity (DEIB) lessons built into the school day.
- A strong early learning program, where California State Preschool Program staff have a strong collaborative relationship with school staff.
- Strong extended learning program, with before and after school, and six weeks in the summer TK and Kinder also have an extended learning day for all students.

***Summary of needs***

***Need Improvement in Whole Child Supports*** - There is a need to improve support to meet the needs of all students. In addition, the availability and coordination of resources is not always readily available or well-articulated.

- **Student engagement and attendance** - 34% of our students are chronically absent compared to 24.3% for the State, 28.3% for English Learners, 35.8% for students who are Free & Reduced Lunch. The conditions supporting student and parent engagement, and building positive trusting relationships needs improvement.
- **Need Improvement in Student Achievement** - Gaps in student achievement and targeted support for intervention, especially for students who are homeless, students with disabilities, and Hispanic and biracial students.  
English Arts Performance:

- Points below standard English Learners 93.8, Free & Reduced Lunch: 83.5 points.

**Core Commitments:** Describe the school's commitment to implement core principles, including the Cornerstone Commitments identified in the Framework. Describe the developmental phase for exploration, emerging, evolving, and excelling the core commitments.

We are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches. The community school framework aligns with our school vision, and values, in integrating whole child systems of support and building a racially just relationship-centered school.

***Assets-Driven and Strength-Based Practice:*** We recognize that our community has significant strengths alongside needs. We plan to anchor our work in strengths-based practices, staff will receive ongoing professional development in areas such as, positive behavioral supports and culturally sustaining and responsive pedagogy focused on asset-building and strengths-based practices.

***Racially Just and Restorative School Climates:*** We will implement positive behavioral interventions and supports, and restorative practices. We plan to provide additional training in racially responsive and trauma-informed practices.

***Powerful, Culturally Proficient and Relevant Instruction:*** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; for example, 78% of teachers identify as persons of color. All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices.

***Shared Decision Making and Participatory Practices:*** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Further, we have recruited highly engaged parents to lead our School Site Council and have a diverse Community School Leadership Council.

Using these grant funds, our school will invest in the following:

- Staffing for a mental health counselor to support the significant emotional and behavioral health needs of our student community.
- Hire a Community School Coordinator to lead the COST team and support a comprehensive Multi-Tiered Systems of Support(MTSS) model
- Ongoing professional development and collaboration to ensure staff members are aligned and committed to the core aspects of our community school practices (internal and external training) including, trauma-informed practices, inclusion, positive behavioral supports, MTSS, shared decision-making practices and Universal Design for Learning.

- A comprehensive social-emotional growth system (Sown-To-Grow), where students can share their emotional well-being and experience at school and also build critical SEL skills over time.
- Increase out-reach efforts to build positive relationships and remove barriers.
- Parent and teacher leadership development
- Positive behavioral supports, universal interventions at tier I, activities for student engagement.

**Measurable Goals and Activities: Identify the school's goals and activities, and describe how progress towards goals will be measured (i.e., SMART goals).**

We have established clear, measurable goals in support of our plan:

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- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child support by June 30, 2027.
- 100% of students will have access to high-quality Tier I emotional well-being support on a weekly basis. We will begin with a weekly emotional check-in, and expand into social-emotional skill-building. (SowntoGrow) by June 30, 2025.
- 100% of students will have access to high-quality Tier II and Tier III interventions based on their determined needs starting by June 30, 2025, with complete implementation by June 30, 2029. We will expand our MTSS system to include emotional well-being inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be collaborative partners in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By 8 grade, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills by June 30, 2029.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By 8 grade, 80%+ of students will show improvement or high levels of capacity in the sense of belonging measures by June 30, 2029.
- Decrease the percentage of students with chronic absenteeism by 5% (currently 34%) by June 30, 2029.

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

The following roles are designated as leaders of the community school approach at our school:

- Community School Coordinator
- Leadership Council - Principal, Student Advisor, Teachers, Parents, Community School Coordinator, Family Liaison.
- Planned Implementation Structures
  - Weekly implementation meeting of key roles and leadership team

- Monthly progress updates to the Instructional Leadership Team, School Site Council, and school staff
- Annual presentation to the Governing Board

**Coherence Policy and Initiative - LCAP Connections:** Our community school goals are fully aligned with our district's **LCAP, under Goal 3:** Create a safe and supportive learning environment. Strategies include; Providing support to the most vulnerable populations, Improving student engagement and attendance, Improving school climate, and Increasing parent engagement. **Goal 1 in our district LCAP, Pupil Outcomes-** Increase student success in English Language Arts/Literacy, Math, and Science by providing high-quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap; Aligned strategies: Intervention support, additional support staff, culturally relevant instruction, and student engagement.

**Strategic Community Partnerships:** We plan to partner with the following organizations to implement our vision:

- Sown To Grow, a comprehensive SEL and training partner that supports student emotional wellbeing, MTSS, and our community schools model
- Alum Rock Counseling Center .2 FTE Counselor providing tier II counseling for students who have Medi-Cal.
- Santa Clara County Behavioral Health School Linked Services provides funding for family liaison and parent engagement activities.
- Partnership Agreement Movimiento de Arte y Cultura Latino Americana (MACLA)
- Healthier Kids Foundation- Health screening and follow-up for failed screenings.

**Artifacts Overview:** Applicants may submit up to five artifacts total for each school site. **Mt. Pleasant**

1. **Artifact 1** - Community Asset Mapping and Needs/Gap Analysis- Graphic and Report Findings
2. **Artifact 2** -Roster and Minutes - Shared Decision-Making Council
3. **Artifact 3:**
  - a. Partner Agreement- MOU Santa Clara County Behavioral Health School Linked Services
  - b. Letter of Support - Alum Rock Counseling Center
  - c. Letter of Support- Healthier Kids Foundation
  - d. Partner Agreement - MOU Movimiento de Arte y Cultura Latino Americana (MACLA)  
Letter of Support - Sown to Grow Support Letter