



CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

PHILLIPS MAGNET ELEMENTARY

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 assets-building school transformation program.

Adopted in 2022, the California Community Schools Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CCSPP Framework](#).

Implementation Growth Chart Overview

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

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning 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

Phillips Magnet Elementary School
 1210 Shetler Ave., Napa, CA 94558
 (707) 253-3481
pes@nvusd.org
 Principal: Julie Jones

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.

We begin by identifying all key stakeholders at our school site community and conduct asset mapping. We plan on holding several informational sessions where these stakeholders are invited to hear a general overview of the Community Schools program model, and where feedback will be requested through a variety of collection methods including paper and online surveys, individual and group interviews.

Stakeholders include teachers (all teachers and leadership team), schoolwide staff, parents (all parents, regular members and attendees of: Parent Faculty Club, Cafecitos (parent social & information sessions run by the Family Resource Center (FRC)), ELAC, School Site Council, and school partnerships such as the FRC and Cool School. Gathering their voice and interests and inviting them to collaborate in the work of identifying our needs and assets will be of utmost importance. We plan to gather input from our in-house stakeholders during various staff gatherings throughout the school year such as regular faculty meetings, PLCs, and our School-Wide Leadership team.

We will meet with the school site council and teacher leaders to ensure collaboration and to build capacity in the community schools initial work. In addition, we will also gather interest and needs when building the

Safety Plan. This data will be used to support us in determining goals. We will look at data throughout the course of the school year, analyze progress and set goals.

Some other important aspects to take into account in gathering schoolwide data to inform our next steps include the following:

Each year, a needs assessment is completed when we build our School Plan for Student Achievement (SPSA). The SPSA is a comprehensive document providing details about the school's planned actions and expenditures to support student outcomes and overall performance, and how these actions connect to the District's Local Control Accountability Plan (LCAP), which lays out goals for the entire district. We plan to compare school-wide data with SPSA goals to see how they align and determine what additional items we need to take into consideration.

We regularly engage our Multi-tiered Systems of Support Team (MTSS) in reviewing student data from various categories in order to appropriately capture students and families who may need extra support or resources, or where we may see a need to expand our support or resources as well.

In addition, our School-Wide Leadership Team members will each co-lead one of four School-Wide Solutions Teams that teachers and staff members participate in monthly. These teams act as focus groups based on four categories: Attendance, Cooperative Culture (PBIS), Community Involvement, and Parent & Family Involvement. School staff will work in their teams to identify a school-wide need, focus goal and target each trimester, basing their focus by reviewing school data and information (such as parent surveys, CHKS data, and attendance reports). They will work in their teams on an action plan throughout the trimester, and report out their outcomes at the end of each trimester during a staff-wide meeting called a "Shout-Out".

Parent feedback and input will be gathered during our Back To School Night, Open House, ELAC, PFC, and Site Council meetings as well, along with our partnership activities with On the Move through the Phillips' Family Resource Center (FRC) and Parent University, as well as Cool School After School Enrichment through in-person group individual interviews and surveys (digital and paper).

Lastly, as we meet with various stakeholders, an invitation will be open to all as well as strategically targeted for individuals to participate in one of three advisory committees: staff, students, and parents/community. These advisory teams will begin to meet in late fall to begin the work of building and executing our needs and assets assessment and later reviewing the key findings of the assessment in order to inform our work as we build our community school model.

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:

Phillips Elementary is a school that has been established in the community for over 70 years. Many of our staff and families have had a long history with Phillips, as students and children of students who attended our school. There is a rich history and connection to our school, as well as shifts over time that have brought a rich diversity to the site both linguistically as well as culturally. We have transformed from a charter to a magnet to now a community school over the last several decades, building on the ideas and voices of the school community.

Along with other school sites, we have participated in learning by Dr. Victor Rios surrounding the Ecosystems of Cariño, focusing on the following topics: The Power of Educators, The Damage of Deficit Thinking, Classrooms of Prosperity and Ecosystems of Carino, Demonstrating Unconditional Belief, Practical Applications for Connecting with Student, and Masbloom: Fusing Maslow’s Hierarchy of Needs with Bloom’s Taxonomy.

Key staff members are or will be formally trained in restorative practices to be used in and outside the classroom both with students and staff. We also utilize PBIS school-wide expectations along with Expectations by Location lessons, and provide Getting Along Together (GAT) SEL Curriculum and weekly class council meetings, as well as Toolbox Project SEL Tools for Life curriculum embedded in school-wide learning.

As a magnet school with one of our pillars focused on leadership, at the start of each week, a LEAD focus board is posed to students that includes a cooperative challenge that students work on putting into action. We also have a student leadership team that meets twice a week, a group of about 15-20 students that change from one semester to the next from a variety of backgrounds to ensure a more equitable student voice. The leadership students, with the guidance of a teacher, create a weekly newscast to watch in class that captures the voice of a variety of students who share the weekly news, the Toolbox SEL tool of the week, celebrates birthdays for that week and announces the student LEADers for that week as well. All students become student LEADers at some point in the year, and these students help lead the daily welcome and pledge.

We have a system of identifying students in need of extra support and services through our Multi-Tiered Systems of Supports (MTSS) team, which is composed of a variety of key staff members in various areas of expertise who meet weekly to discuss student needs. We also have a full-time AmeriCorps volunteer who provides SEL mentoring to a group of students throughout the school year that are identified by our MTSS team.

Our school site implements a Success For All approach to literacy and learning school-wide. All teachers are formally trained in the Success For All approach to learning, which includes school-wide programs aimed to increase student achievement in literacy across the board through proven classroom curriculum and instructional strategies, and schoolwide support systems to ensure academic success for all students. This includes a structured and tiered reading program, social emotional learning (Getting Along Together curriculum series and The Toolbox Project), cooperative learning, and tutoring support embedded in the school day. Staff also participate in school-wide solutions teams that focus on student and school-wide needs and supports such as attendance, cooperative culture (PBIS), community connections, and parent/ family involvement, as mentioned in the previous section.

As a magnet school, we incorporate leadership, engineering and art/design curriculum into our instruction, and students rotate classes throughout the week to participate in engaging learning in these areas. Aside from that, we have a teacher who leads a student garden club on campus, where students learn how to plant, grow, harvest, and later sell their produce on an onsite farmer's market.

Lastly, we have a full-time school social worker that provides social-emotional support to students and a part-time parent & community liaison that provides support to families. Along with this, we have partnerships with community agencies to provide services for students and families onsite. These services include: a Family Resource Center that offer a variety of parent & family support and resources as well as parent university classes; Mentis individual and group therapy two days a week; Behavior Interventionist support through Burnett Therapeutic Services 4 days a week; and Triple P Parenting classes through Cope Family Resource Center. In-house, we have two Intervention Specialists as well as Instructional Aides that provide targeted academic support for students identified as needing extra support by school academic data reports run regularly.

At Phillips Magnet Elementary School, we have a clear and established governance structure which includes Administration, Teacher Leader Team, PLCs, MTSS Team, School Site Council, ELAC, as well as a Parent Faculty Club. All take part in shared decision making for our school that is represented in our annual SPSA report.

The following include areas where we hope to expand:

1. Increased parent engagement
 - a. Increased parent education classes and support
 - b. Increased ELAC participation and engagement
2. Increased support for culturally responsive, positive behavior intervention support (PBIS) school-wide expectations, and social / emotional classroom supports.
 - a. Continued time for teacher training on culturally responsive classrooms and trauma informed care.
 - b. Continued time for teacher training around school-wide expectations
 - c. Continued time for teacher training so that we have more social and emotional support for students in the classroom deepening our work with community circles and SEL
 - d. Continued time for teacher training on supporting the needs of our Multilingual Learners and Newcomer students and evidence-based ELD strategies.
3. Increased time for school social worker & counselor to provide services to students to support
 - a. home visits

- b. increased on site therapeutic care
- c. support with students experiencing chronic absenteeism

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
Establish advisory committee(s) representative of our school community that will guide the community school work	<ul style="list-style-type: none"> ● Identify key individual and groups representative of our school community ● Invite these stakeholders to participate in the advisory committee ● Open the invitation out to other potential stakeholders who would like to participate ● Schedule regular meetings throughout the year ● Create agenda 	Gather meaningful stakeholder interest and feedback to guide the community school work
Develop a site Specific deep Needs & Assets Assessment Plan	<ul style="list-style-type: none"> ● Community Asset Mapping and Gap Analysis ● Establish Advisory Councils/Teams ● Integrate and Align with other relevant programs 	Identify areas of need as a collective and maintain/amplify areas of asset for our school community
Fully establish regular PFC, School Site Council and ELAC Meetings with active participation	<ul style="list-style-type: none"> ● Identify and establish regular meeting dates and times, gathering input on the most effective day/time. ● Promote participation in meetings by actively advertising both the meetings and leadership opportunities within these committees ● Gather input on desired meeting topics and committee member needs 	<ul style="list-style-type: none"> ● Increased attendance at these committees ● Regular attendance of active members ● Gathered meaningful insight and input from committee members

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):

The implementation Team will collaborate with current governance structure (described below) and will consist of input and insight from the following

1. Administrator & Grant Administrator

2. Schoolwide Leadership Team
3. MTSS
4. Schoolwide Solutions Teams
5. Phillips Family Resource Center
6. Cool School Extended Learning Program
7. Site School Council
8. Student Leadership
9. Parent Faculty Club Leadership
10. English Learner Advisory Committee (ELAC) Leadership

Current Leadership Structure:

School Leadership Team -This team consists of teacher leaders in each grade level along with site administrator. The topics covered in the Leadership meetings are then shared out to the rest of the staff. These topics range from school culture survey results to site safety.

Multi Tiered System of Support (MTSS)- Our MTSS team consists of our school social worker/counselor, nurse, psychologist, parent liaison and principal. The MTSS team discusses topics relating to student attendance, social emotional needs, Strengths and Difficulties Questionnaire results, behavior and academic referrals, and make data driven decisions based on data taken from Aeries Analytic in order to assign support, resources and services.

School Site Council- School Site Council is a committee that involves the site principal, office manager, site teachers and parents. The School Site Council provides feedback and helps make decisions on the site safety plan and single plan for student achievement (SPSA). This council will also look at site data such as climate and culture survey.

Parent Faculty Committee (PFC)- This committee consists of parents, faculty and the site principal. The PFC helps organize fundraisers, give input on school goals and organize activities for students and staff.

English Learner Advisory Committee (ELAC)- ELAC consists of site administrator, parent liaison and parents of multilingual learners. This committee covers topics that relate to our English language students such as ELPAC testing, school attendance and the NVUSD master plan for Multilingual learners.

Schoolwide Solutions Teams- Four teams composed of teachers and other site staff that meet monthly on one focus area: attendance, parent engagement, community connections, and schoolwide culture.

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
<p>Goal 1</p> <p>Students Graduate College- and/or Career-Ready. Students Experience Responsive, Engaging Pedagogy</p> <p><i>Increase achievement in ELA and math as measured by Star Renaissance and CAASPP performance. Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.</i></p>	<p>Phillips Teachers as well as trained Instructional Assistants, as tutors, will work with students to accelerate student learning.</p> <p>Teachers will receive professional development in both Success for All and Bridges Math with grade level team or individual teacher coaching support.</p> <p>K-2nd teachers will have release time to give their students one on one assessments in reading in order to understand how best to differentiate instruction for students during intervention time.</p> <p>Phillips will implement an intervention block during the day so that the Intervention teachers can pull students out for extra support without students missing core instructional time. During the intervention block classroom teacher will provide small group instruction and support for students in addition to using online platforms for support.</p> <p>Phillips will implement Success for All Solution Teams to align with our SPSA goals and monitor progress in trimester Shout Out celebrations as well as monthly Component meetings using data and assessment analysis to monitor growth in reading.</p> <p>100% of students will participate in a Career Day to help our students learn about different jobs that exist in their community and see themselves in those jobs.</p> <p>Teachers will continue to use PLC time to implement Learning Sprints in Math. Professional development in P3CC practices will be discussed as we continue to analyze student data to choose effective, high-leverage instructional practices to improve outcomes for students.</p> <p>Phillips will begin to leverage LTRS professional development and instructional practices into our Reading block since 10 out of 14 classroom teachers plus two intervention teachers, as well as the Principal, will either be participating in or have finished LTRS training. This will also include an assessment of our Reading program to look for strength and areas for growth.</p>	<p>All student groups will increase achievement in ELA and math as measured by Star Renaissance and CAASPP performance.</p> <p><u>Area of need:</u> The following student groups have been identified as performing below standard in ELA & Math based on the CA School Dashboard:</p> <ul style="list-style-type: none"> ● English learners, ● Hispanic, ● Socioeconomically disadvantaged

	<p>Phillips teachers will reflect on our Multilingual Learning Program and Practices including high quality interactions and Success for All Strategies to form school wide common practices and expectations in Math and ELA in order to ensure equitable access for our English Language Learners. Phillips teacher will monitor their implementation of these school wide agreements through the use of Learning Walks.</p> <p>Phillips teachers will integrate strategies for English Language Learners into their Success for All reading blocks to meet the specific needs of the MLLs in their class based on their language development level.</p> <p>Phillips teachers, during monthly component meetings, will use data analysis to monitor progress for their MLL in their Reading classes in order to support and accelerate their learning.</p> <p>Phillips teachers will use Educeri (an online ELD platform) for their designated ELD block.</p>	<p>Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.</p> <p><u>Area of need:</u> English learner progress data reveals the following areas of need: ELA, math and chronic absenteeism</p>
<p>Goal 2</p> <p>Families will experience Robust Communication, Community Engagement and Advocacy:</p> <p><i>Grow and strengthen family engagement in support of improvements in student achievement for all student groups.</i></p>	<p>Our school based parent liaison in conjunction with our Family Resource Center and/or our Community Schools Administrator will continue to provide parent outreach (in the designed language indicated in Aeries) via in person as well as virtual events such as Cafecitos, Parent University courses, participation in a Community Schools Parent Advisory Team as well as individualized support according to the needs of our families.</p> <p>Teachers, Administration, and our Family Resource center will continue to promote and use communication tools such as Parent Square, and Class Dojo to communicate with families.</p> <p>Phillips will continue to encourage and promote parent participation in our School Site Council (SSC), English Language Advisory Committee (ELAC) as well as the District English Language Advisory Committee (DELAC) by offering incentives, socializing opportunities, and child care.</p> <p>Phillips Parent Liaison and the Family Resource Center coordinator will work with grade level parent leaders (room parents) to teach them how to use Parent Square in order to communicate with families and support teachers.</p> <p>3-5th grade students will use student planners as a communication tool between home and school. Parents are asked to review student planner with students daily. This will help to ensure parents are kept aware of student school work and homework expectations.</p> <p>Strategic professional development for staff via Community Schools grant funds to provide tools and resources to support our Multi-Language Learners.</p>	<p>Grow and strengthen family engagement in support of improvements in student achievement for all student groups.</p> <p><u>Area of need:</u> Multilingual learners continue to perform below other student groups in both ELA and Math on state and local measures. Needs assessment data indicates a need to increase opportunities for the families of MLL students to advise the principal and school staff on the school's program for multilingual learners.</p>

<p>Goal 3</p> <p>Students Thrive Socially, Emotionally and Academically:</p> <p><i>Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.</i></p>	<p>Teachers will receive professional development in the Success For All Getting Along Together curriculum. Teachers will integrate the Toolbox Project tools into the Getting Along Together curriculum to teach social emotional strategies to all students. Our BEST/Cooperative Culture solution team will design teacher learning walks to observe evidence of these programs both in the classroom and on the playground.</p> <p>Phillips teachers will receive continued professional development on the NVUSD tiered systems of support including Aeries data input, student interventions and pre-referrals to the MTSS team including feedback and next steps to support student growth.</p> <p>All teachers at Phillips, including our Special Education team and Intervention teachers, will participate in one Success for All Solution team (for example Intervention Team, Cooperative Culture Team or Attendance Team) with monthly meetings aligned to goals outlined in the SPSA.</p> <p>During the 2024-25 school year, all teachers will have a designated Wellness time built into their week to implement social emotional learning tools and community circles.</p> <p>There is a strong correlation between student attendance and opportunities for an enriching, diverse instructional program. To accomplish this, Phillips students will receive a drama residency in their classroom as well as experiences with art classes integrated with their curriculum.</p> <p>The MTSS team (our Interventions Solution Team) will continue to hold SART meetings, regularly monitoring student attendance to keep track of any setbacks and incentivize improvement in attendance.</p>	<p>Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.</p> <p><u>Area of need:</u> The following student groups have been identified as needing additional support in chronic absenteeism based on the California State dashboard:</p> <ul style="list-style-type: none"> ● Hispanic, ● Socioeconomically disadvantaged, Students with disabilities
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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
Community Schools Program Administrator	Hire site program administrator to oversee the implementation of community schools vision and lead the schoolwide transformation	Coordination of community schools framework and implementation
Behavior Interventionist Support	LEA to work with community agency Burnett Therapeutic Services on an MOU to secure funding to provide behavior intervention support inside the classroom.	Support students in the classroom with behavior needs Support teachers with practical feedback to support positive behavior in the classroom
Regular, onsite Triple P parenting seminars	LEA to work with community agency Cope Family Services to render an MOU to provide onsite Triple P parenting seminars to families and provide childcare & meals during the seminars.	Provide parents with tools and resources on positive parenting and how to manage difficulties in parenting.
Instructional Assistants	Hire additional instructional assistants to provide more support to students both during instruction as well as testing.	Support students and teachers with student academic needs in the classroom.
Mental Health Therapist	LEA to work with community agency Mentis to render an MOU in order to provide onsite mental health therapy services to students during the school day.	Access to mental health support for students
Layla Leadership	LEA to work with community agency On The Move to include more funding on MOU for additional Layla Leadership opportunities for students onsite. Addition of a second Layla leadership club after school in order to add a full 4th and 5th grade group each.	Foment leadership skills and opportunities for students
School Social Worker	LEA to increase FTE of site social worker to full-time (1.0).	Ensure consistency of social-emotional services and supports onsite
Support with Attendance	LEA to work with community agency On The Move to provide additional funding on MOU for attendance support in the way of phone calls, home visits, case management, and parenting classes on attendance.	Increased attendance

Key Staff/Personnel

Julie Jones	School Principal
Jessica Di Gregorio	Grant Program Administrator
Christie Johnston	School Social Worker
Carmen Martinez	Parent and Community School Liaison
Karla Agudelo	Cool School Extended Learning Program Site Administrator
Ligia Navarette	FRC Site Coordinator

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

Working with additional staff will help us to build capacity amongst the current teaching, clerical and support staff. Having an additional administrator will help to coordinate staff professional learning content and time to focus on our community school partnerships.

We will train up our support staff and parent liaison, social worker and counselor and provide continued support as we move beyond the implementation grant. The continuation of school and community activities that foster collaboration and shared decision-making will take place.

We see the need to increase site-level FTE for our parent liaison and our school Social Worker during our implementation phase in order to provide the resources to build up our capacity in the future to become more self-sufficient over time.

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
Strategically expand our Parent University (PU) class offering through the Family Resource Center to best support the needs of our families and surrounding community.	Plan and coordinate with our FRC and Parent Liaison in order to offer and provide PU courses throughout the week.	Increased parent and community participation in PU courses
Incorporate Triple P courses for parents onsite while offering childcare through Cope Family Services	Site coordination with Cope to identify time and days for the course, place, and some specific topics parents find they need support in.	Provide Triple P parenting class onsite Increase parent participation
Collaborate with Cope to provide case management to families and connect them to additional support and resources.	Meet with Cope around outreach plan and implementation.	Provide support to families seeking parenting guidance, while offering childcare to obtain that support
Provide direct therapeutic & behavior services via Mentis and BTS	Incorporate Mentis & BTS direct services onsite during the school day	Increase amount of support services available to students

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:

Partnerships that have been established:

- Family Resource Center through the Neighborhood Initiative (On The Move)
- Parent University through the Neighborhood Initiative (On The Move)
- Layla Student Leadership through On The Move
- Cool School after school support
- Cool School during school mentoring program with AmeriCorps
- Migrant Education

Partnerships that have begun this school year due to Community Schools funding and support:

- Mentis
- Burnett Therapeutic Services for Behavior Interventionist support
- Cope Family Resource Center for Triple P classes

Partnerships we hope to establish:

- Dental Mobile Clinic
- Puertas Abiertas
- Mariposa/NCOE/Florecer
- First5 Network
- Community Health Initiative
- Ole Health

With increased partnerships, our goal is to be able to offer more services as well as build our school as a community school hub that is not only accessible to our students, but increase our accessibility to our families and community.

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
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<p>Opportunities to provide training for staff in the following areas:</p> <ul style="list-style-type: none"> ● Culturally responsive classrooms ● Trauma-informed schools ● SEL ● Restorative Practices ● ELD Support 	<p>Provide training for teachers during grade level and faculty meeting times</p> <p>Wellness time built into the week to implement social emotional learning tools and community circles.</p> <p>Ensure all teachers provide the minimum of 30 minutes of ELD support daily, with the addition of Educeri as a tool to support ELD</p> <p>Administrator, school social worker and counselor attend training on restorative practices.</p>	<p>Increased classroom (tier 1) support for students</p>
<p>Provide professional learning opportunities for increased social and emotional supports for students</p>	<p>SEL: Teachers will receive professional development in the Success For All Getting Along Together curriculum. Teachers will integrate the Toolbox Project tools into the Getting Along Together curriculum to teach social emotional strategies to all students.</p> <p>Staff training on the NVUSD tiered systems of support including Aeries data input, student interventions and pre-referrals to the MTSS team.</p> <p>Community partners providing on campus services for student and families will also engage staff on staff development on the following topics: QPR (Question, Persuade, Respond Suicide Prevention) training; ABA (Applied Behavior Analysis) in the classroom.</p>	<p>More students receiving appropriate support for their academic, behavior, and/or social-emotional needs</p> <p>Improve social connection and emotional regulation</p>
<p>Teachers will engage in learning sprints and LETRS training</p>	<p>Professional development on the importance and implementation of Learning Sprints Cycles based on student data.</p> <p>Language Essentials for Teachers of Reading and Spelling (LETRS) training provided to site teachers, rooted in the Science of Reading. It empowers educators and transforms the learning experience for our students.</p>	<ul style="list-style-type: none"> ● Decrease achievement gap ● Increase Math and ELA scores on local and state assessments ● Increase pre-interventions for students

<p>Integration of strategies for English Language Learners into their Success for All reading blocks</p>	<p>All teachers receive professional development on Success for All strategies to form school-wide common practices for reading development and expectations to ensure equitable access for our English Language Learners; Integration of strategies for English Language Learners into their Success for All reading blocks to meet their specific needs in class based on their language development level.</p>	<p>English Language Learners gain improvement on their ELPAC achievement, and more MLLs become eligible for redesignation. Reduce the number of 4th and 5th grade students at risk of becoming Long Term English Learners.</p>
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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

EXAMPLE

Goals	Action Steps	Outcome/Indicators
<p>Provide leadership opportunities for students</p>	<p>Recruit teachers to provide leadership class after school for 4th/5th grade students interested and/or recommended, as provided by Layla & On The Move. Students will engage in leadership opportunities that are directly tied to the Asset and Needs Assessment, as well as provide the school community with a news broadcast written and presented by themselves.</p> <p>Establish Student Advisory Club for students to engage in the asset and needs assessment</p>	<p>Building capacity for student leadership and involvement.</p>

<p>Provide opportunities for parents to more fully engage with Phillips Elementary School. Robust Communication, Community Engagement and Advocacy</p>	<p>Gather interests both formally (survey) as well as informally (during cafecitos or schedule parent meetings) on topics of interest</p> <p>Establish a Parent Advisory Committee of parents to engage in the asset and needs assessment. Host family events to further engage families based on desired activities and interests directly tied to these findings..</p> <p>Provide Parent University classes to support parents on a variety of topics, open to any parent in the community.</p> <p>Provide Cope Triple P seminars throughout the school year to support positive parenting strategies..</p> <p>Present a parent leadership academy for parent leaders to learn how to successfully run a parent faculty club.</p> <p>Phillips will continue to encourage and promote parent participation in our School Site Council (SSC), English Language Advisory Committee (ELAC) as well as the District English Language Advisory Committee (DELAC) by offering incentives, socializing opportunities, and child care. Phillips Parent Liaison and the Family Resource Center coordinator will work with grade level parent leaders (room parents) to teach them how to use Parent Square in order to communicate with families and support teachers.</p> <p>3-5th grade students will use student planners as a communication tool between home and school. Parents are asked to review student planner with students daily. This will help to ensure parents are kept aware of student school work and homework expectations.</p>	<p>Increase in parent and community involvement and participation.</p> <p>TK-5 will each have a designated Parent LEADER who will use Parent Square to communicate with their child's grade level families and support the grade level teachers.</p>
<p>Student Community-Based Education</p>	<p>All students will learn about careers by having students in 4th and 5th grade hosting a career fair with younger students walking through.</p> <p>Bike Safety?</p>	<p>Awareness of a variety of careers to build interest in future goal setting.</p>
<p>Staff Community-Based Learning</p>	<p>Teachers and some staff will engage in Solutions Teams meetings monthly, divided into four teams: attendance, community connections, parent engagement, and schoolwide culture. They will focus on one area of need based on collaboration after a review of data in these four areas.</p>	<p>Teachers and staff connect with parents and the community to support student success.</p>

Priority 9: Progress Monitoring and Collective Problem-Solving

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The MTSS Committee implements progress monitoring	<ul style="list-style-type: none"> Develop progress monitoring plan MTSS Lead compiles data to review with the committee on a regular basis 	<ul style="list-style-type: none"> Regular data review and progress monitoring of PMES MTSS Workbook
Staff participate in both Component and Solutions teams focused on improving academics, attendance, family and community engagement, and PBIS practices	<p>All teachers meet regularly in component teams to review reading and math data and determine next steps for students needing extra support, keeping record of student progress on a teacher cycle record form. Students are placed in intervention groups if they need more intensive intervention.</p> <p>All teachers and some staff members participate in regular solutions teams meetings focused on one of 4 areas: attendance, BEST/PBIS, parent involvement and community engagement. During these meetings, members are divided into teams and focus on one actionable goal based on data each trimester, where progress on this goal is monitored and shared out to the team at the end of each trimester.</p>	<ul style="list-style-type: none"> Meeting agendas notes Increased student academic success Increased student behavior Increased student attendance Increased parent and community involvement
Form Student, Parent, and Staff Community Schools Advisory Committees	<p>Calendar meetings Review the implementation to continually solicit feedback.</p> <p>Conduct a cycle of inquiry on the assets and needs assessment data</p>	<ul style="list-style-type: none"> Meeting agendas Meeting notes Community School Survey

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