

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

Instructions

This CCSPP Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 2 implementation applicants with the requirement of submitting an implementation plan (per site) as part of their Request For Application (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
8. Centering community-based curriculum and pedagogy
9. Progress monitoring and collective problem-solving

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

McPherson Elementary Community School
 2670 Yajome Street
 Napa, California 94558
 707-253-3488

Martha Martin
 Luis Munguia

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.

McPherson Elementary is a Year 2 California Community Schools in the Napa Valley Unified School District. As part of the Napa County Office of Education Cohort 1 Community School Program Initiative, McPherson's priorities focus on creating opportunities to provide transformative student-centered learning experiences. McPherson Elementary Community School is a vital center of community life where support of students, families, and community neighborhoods are mobilized through asset-based approaches. As a community school, expanding the Family Resource Center on campus, growing partnerships with mental health providers; Mentis, Burnett Therapeutic Services, and Cope allow enhancement of support for our

360 students; which are made up of 94% Latine (Inclusive term to include Latina, Latino, and preferred). McPherson has 360 students, with 9 Newcomers this 2023-2024 school year.

As a standard practice, we use data to inform our next steps with a collaborative, inclusive approach and process in place for conducting needs assessments and developing School Plan for Student Achievement (SPSA). This is essential for ensuring McPherson is effectively and explicitly addressing the needs of our students and meeting academic goals. We involve diverse stakeholders; School Site Council, English Learner Advisory Committee, Teacher leaders, and community family resource center in conducting a needs assessment every year to identify the specific needs, challenges, develop plans and goals. This assessment includes comprehensive data, assets, collecting input from various stakeholders, and evaluating the school's current performance. The SPSA serves as a roadmap that outlines the actions and expenditures planned to support student outcomes and overall school performance on achieving academic goals. In addition, the SPSA is aligned to the District's Local Control Accountability Plan (LCAP) district-wide goals as we seek to make continuous improvements. Title 1 meetings are conducted to engage families and caregivers.

Furthermore, interactive face to face and hybrid events and meetings ensure constant two-way communication with our McPherson families; Back to School Night, PLCs, Culture and Climate Team, including one-one interviews, digital/paper surveys, and focus groups. We are working to create a collective PTA to engage with current and future partners with fundraising.

As a community school, McPherson is committed to working with our internal and external partners: ELAC, DELAC, FRC, Parent University, Boys and Girls Club, Mentis, Burnett Therapeutic Services, NCOE EXL Before School, Cool School, COPE, Puertas Abiertas, Mariposas, and future partnerships that hold the vision of student-centered focus.

In addition, our Multi-tiered Systems of Support Team (MTSS) meets weekly with the student-centered focus of additional mental health support from all aspects; our front office, teachers, and training for all staff. McPherson's inclusive MTSS team approaches Tier 2-3 student academic/behavioral capacity building around identified concerns/focus. With CBO partnerships and MTSS team, families are identified to receive parenting classes or individual support. There is intentional support for McKinney Vento students in coordinating services for homeless and foster youth.

Also, our school wide Leadership Team (LT) is moving to identify cohesive Tier 1 instruction and supports rooted in equity and evidence based learning. We will build capacity for all teachers and interventionists to be highly effective in advancing proficiency for English Language Learners/Multilingual Learners (ELL/ML). McPherson has a full time bilingual Interventionist on site and a 50% Interventionist that supports students with pull out instruction and possibility for push in classroom support. McPherson has a District Academic Specialist who supports teachers with best teaching practices and data analysis.. We are creating academic and social supports for our Newcomer students with the Newcomer's Program (4th and 5th), and next week she'll be leading data analysis for our TK-2 assessments at our staff meeting.

We also have a focus on increasing student attendance. We had a 36% Chronic Absenteeism among our students last year, therefore we are developing an Attendance Information Campaign (In process) that identifies barriers, and works in partnership to problem solve and improve attendance by removing barriers for families/caregivers.

to with our 50% bilingual Attendance clerk, our 50% bilingual Parent Liaison, District, FRC, and MTSS

team . problem solving to gain understanding of needs and assets through:

- parent interviews (informal) at BTSN and 2 FRC Cafecitos
- Student focus groups: 3-5th grade students who were 2022-2023 Chronically Absent and demonstrating early signs of September 2023 (Month 2) (60-80% A)
- Leadership focus group
- August -September Parent survey (their aspirations for their child, their strengths at home and/or school, their child's area of needs, what they love about McPherson, and what changes they would like to see at McPherson).

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:

At McPherson Elementary we have a clear and established governance structure which includes an Administrative Team, Teacher Leadership Team, MTSS Team, School Site Council, ELAC, DELAC, Positive Behavioral Interventions and Supports (PBIS). Climate and Culture Team.

We have done work with Dr. Victor Rios and the Ecosystems of Cariño, focusing on the following topics:

1. The Power of Educators
2. The Damage of Deficit Thinking
3. Classrooms of Prosperity and Ecosystems of Carino
4. Demonstrating Unconditional Belief
5. Practical Applications for Connecting with Students
6. Masbloom: Fusing Maslow's Hierarchy of Needs with Bloom's Taxonomy

We also utilize PBIS school wide expectations and provide Second Step, SEL Toolbox and SEL weekly lessons and focus PBIS lessons.

A goal is to strengthen student leaders by creating platforms and opportunities to foster youth voice and leadership. As a community school, we will amplify student leaders to include their voice, keep them informed and create a culture of Sí se puede among our McPherson youth and adults.

We currently work as part of a network of schools serving at-promise youth through the S.H. Cowell Grant which focuses on school and community. We partner with one of our community-based organizations (CBO), On the Move, for Our Leadership Academy: Youth Leaders in Action (LAYLA). LAYLA is an extended learning opportunity class that works to strengthen a positive school culture and climate through giving back with community service projects. Our students will enter feeder Silverado Middle School and continue the work.

Justifiably, we have magnified access for wrap around services for students and families with mental health and wellness services and provide a 50% onsite counselor (M, T, every other W), 50% onsite bilingual Social Worker (M, F, and every other W), full service Family Resource Center (FRC) on campus with a full time bilingual director, full time bilingual case worker, and a full time bilingual Parent University lead. Additionally, our McPherson Community will have access to a Napa County Eligibility Worker at the FRC every other Friday. Furthermore, we have a bilingual Mentis therapist on site all day Thursdays and Fridays. Also, we have 3 full days with a bilingual behavior interventionist on Tuesdays, Thursdays, and Fridays. In addition, we were able to

We are also part of the Napa Valley Unified School District Wellness Coalition, a collaborative between Napa Valley Unified School District and Community Partners, that supports Student Wellness. The meeting provides a space for community partners to share about their resources/services/events. The space also provides an opportunity to explore any student trends and possible ways of responding to them. This school year, we will also provide 20-25 minutes for programs /organizations to engage the coalition in brief presentations/workshops/or training opportunities.

Napa Valley Parent University gives parents the opportunity to learn about school programs and resources available throughout Napa County. Also, NVPU is a long standing established McPherson partner based on trust brings awareness and engagement of families. Classes are listed on a monthly calendar and hosted by the Family Resource Center.

The following include needs we continue to have as identified by our leadership and parent teams:

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 Second Step.
3. Increased time for social worker/s and counselors to provide student services
 - a. increased on site therapeutic care
 - b. increase staff engaging with Second Step, Toolbox, Restorative Circles, and PBIS

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

School Name	Goals	Action Steps	Outcome/Indicators
McPherson Elementary	Develop an advisory committee including diverse stakeholder groups	Create advisory team members Agree on meeting time/day and frequency of meetings	Calendar advisory committee meetings Data review (equity inquiry) Feedback
McPherson Elementary	Develop a student-led advisory committee to include their voice and to communicate developments.	Create 4-5th grade Student Ambassadors that develops Student leaders.They are nominated by teachers and CSPA leads the advancement (ANA, CS). LAYLA is taught by Parent Liaison. CSPA will participate monthly (as needed) to gather ANA data,develop interests and staff and solicit their vision, assets,and needs mapping for our school. Follow-up meetings will be scheduled during the year to monitor progress.	Students will present their shared work at a NVUSD meeting in spring, 2024. Students will cofacilitate guest visitors/families tours/information sessions with Principal, Magnet TOSAs, and CSPA.

Describe the [MCP Shared Leadership.pdf](#) 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):

School Site Council
ELAC
PFC/PTA

The implementation Team will collaborate with current governance structure (described below) and will consist of the following members:

1. Admin
2. Grant Administrator
3. Part-Time Social Worker
4. Part-Time Parent Liaison
5. MTSS Lead
6. Teacher
7. Credentialed Nurse
8. School Psychologist
9. Part time Counselor
10. Parent Leaders
11. Student Leaders

Current Leadership Structure:

School Leadership Team (SLT) -This team consists of teacher leaders in grade level along with site administrators. The topics covered in the SLT meetings are then shared with grade level teams. These topics range from school culture survey results to site safety.

Multi Tiered System of Support (MTSS)- Our MTSS team consists of our part time social worker, part time counselors, intern Counselor, 2 Intervention teachers, CSPA, FRC case manager, attendance clerk, and as needed attendance for Boys and Girls Club McPherson director, Speech Pathologist, and school psychologist. The parent liaison changed their schedule to work with LAYLA and no longer attends. The MTSS team discusses topics relating to students' attendance, social emotional needs, Strengths and Difficulties Questionnaire, academics, interventions, behavior referrals and make data driven decisions based on Aeries Analytics, to assign needs and services. We aspire to monitor progress closely to assure students receive support for advancement.

School Site Council (SSC)- SSC is a committee that involves the site principal, office manager, three site teachers and 4-5 parents. The SSC gives 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 like culture survey and SDQ.

In May, PFC- 10 learning series began to engage 12 parent leaders.

English Language Advisory Committee (ELAC)- ELAC consists of 1 site administrator, parent liaison and parents of english learners or 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.

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

School Name	Goals	Action Steps	Outcome/Indicators
McPherson Elementary Community School	Provide academic supports for all students	Learning Sprints Grade Level Team support - interdisciplinary teams - classroom interventions After School math and MLL tutoring; Newcomer support District Academic Specialist support	Decrease achievement gap increase math and ELA scores on local and state assessments Increase pre-interventions for students Decrease chronic absenteeism
McPherson Elementary Community School	Provide increased social and emotional supports for students	Use SDQ, Aeries Early Warning Indicators (EWI) & MTSS pre referrals Add Mentis services 2x week and increase student contact Add Burnett Therapeutic Services 3-4x a week and Home visits SART Parent Meetings SART/SARB	Decrease SDQ Decrease EWI Increase 50% Social Work student services Increase 50% Counselor student services Increase AERIES access for Counselor Increase Mentis and BTS student services Increase ELOP Summer Enrichment students receiving SEL services

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 (4 Pillars: Integrated student supports, Family & Community Engagement, Collaborative Leadership, and Extended Learning time & Opportunities)

School Name	Goals	Action Steps	Outcome/Indicators
McPherson Elementary Community School	Increase family engagement to decrease chronic absenteeism	Coordinate services and establish implementation team Parent classes Attendance Campaign-Cada Día Cuenta! Apoyen el éxito con asistencia regular Marketing resources	Decrease attendance letters; Chronic Absenteeism and Truancy to 20% or lower Increase student connectedness to school as measure by CHKS and SDQ universal screener
McPherson Elementary Community School	Host Four Family and Community Events at McPherson	CSPA & PL with gather information from all stakeholders on event foci: students NVUSD Cafecito Workshop Movie Night, Game Night, Reclassification Celebrations NVUSD, Community Schools, FRC/Parent University Strateg Workshop; Presented in Spanish with simultaneous English translations	4 new events in addition to BTSN & Open House Attendance of families and students

Key Staff/Personnel

Troy Knox	Site Principal
Vanessa Magana	Office Manager
Cindy Martinez	Attendance Clerk
Adriana Baeza Calderon	Parent Liaison
Dr. Martha Martin	Community School Program Administrator

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

As McPherson Elementary continues to strive to amplify resources and services that directly support the whole child, we aspire to foster a community school culture that will endure beyond the grant.

Increasing cultural responsive

Working with additional staff will help us to build capacity amongst the current teaching, clerical and wellness staff. Having an additional administrator will help to coordinate staff professional learning content and time which can be utilized in the future.

Training and support

Culture & capacity building

Continuation of school and community activities that foster collaboration and shared decision-making.

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

School Name	Goals	Action Steps	Outcome/Indicators
McPherson Elementary Community School	Make new partnerships with diverse Community Based Organizations	Community School Program Administrator and Parent Liaison will meet with COPE, Puertas Abiertas, CASA around outreach plan and implementation Invite partners to MTSS meetings NVC-ESL	Immediate support Minimal wait list COPE access to Triple P parenting classes on site or referrals for individual services ESL courses will be designed and taught at McPherson in Partnership with Napa Valley College
McPherson Elementary Community School	Monthly Assemblies will highlight Partners	Celebrate current CBOs	Increased awareness of resources available at McPherson

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:

McPherson has established

Partnerships that have been established:

- NCOE EXL :Cool School before school support
- Mentis (Mentis)
- B&G Club
- On the Move/FRC/Parent University
- Cope Family Center (New)
- Burnett Behavioral Services (New)
- Migrant Education
- LAYLA
- Care Solace

Our plan is to establish additional partnerships that promote student success.

- Puertas Abiertas
- Napa County Library
- Mariposa/NCOE/Floreecer (Vanessa Rubio)
- Napa DEI Council
- First 5 Network
- Community Health Initiative
- Safe Schools & Prevention
- Napa Valley College ESL & GED

With increased partnerships, our goal is to be able to offer more service and access for families and community.. We ensured a Wellness Classroom to providestudent private/ confidentiality. Parent Volunteers & FRC are leading room transformation.

Priority 7: Professional Learning (Awarded Arts integration in STEAM 5 year Magnet (\$4.9M)

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

School Name	Goals	Action Steps	Outcome/Indicators
McPherson Elementary	provide training for staff in the following areas: Culturally responsive classrooms SEL School wide literacy	Provide training for teachers content, grade level, and faculty meeting times. Provide trauma-informed training schools Include district academic specialists coaching Support 1st year teacher	Increased classroom (tier 1) support for students Decrease chronic absenteeism for students with special abilities(IEP) to 30% or lower
McPherson Elementary	Accelerate EL/MLs proficiency in ELA and Math	Provide training for teachers, grade level, and faculty meeting times. Integrated and Designated ELD planning at PLCs, Leadership, and staff meetings	Star Reading and Math increase Increase Redesignation

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. Include **Safe Routes to School (NCOE)**

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
McPherson Elementary Community School	Increase youth voice and leadership development	Create CS Student Advisory Council LAYLA Napa High School Mentorship partnership SEL Second Step Walks Train mentors in Second Step simultaneously as McPherson students	Increase NHS mentors on site Increase Student engagement with Second Step Facilitate assemblies and community event Participate in CS Student Summit (TBD)
McPherson Elementary Community School	Increase opportunities for Community and Family Engagement (CAFE)	Teachers will attend FRC Cafecito to engage with families Each grade level will lead Math Work Place (part of adjunct 10 hours Cope Triple P	Increase staff attendance at FRC Cafecitos/ Parent Universities Increase in parent learning series attendance

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

School Name	Goals	Action Steps	Outcome/Indicators
McPherson Elementary School	2024 CAASPP ELA & Math Results (3rd-5th)	1) Learning sprints will occur at least three times during the year to measure growth of targeted students. 2) All students will access differentiated instruction with implementation of block schedule. 3) Students will self-monitor progress on STAR & classroom formative assessments.	Target goals established for % proficient or advanced 3rd: ELA, 28% Math, 19% 4th: ELA, 23% Math, 17% 5th: ELA, 21% Math, 22%
McPherson Elementary School	2024 STAR ELA & Math Results (K-2nd)	LETRS Progress Monitor CBM	

Developed by the California Department of Education and State Transformational Assistance Center, February, 2023.