



Chula Vista Elementary School District
Community Schools Department

CCSPP: Implementation Grant Application

Attachment III: Community School Implementation Plan

Last Updated: 2/6/2024

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Chula Vista Elementary School District

School Site Contact Information

Program Year	LEA Name	County-District-School (CDS) Code
2024-2025	Chula Vista Elementary School District	37 68023 0000000
	Loma Verde Elementary School	37 68023 6037949
	Los Altos Elementary School	37 68023 6070825
	Rice Elementary School	37 68023 6037931
	Rohr Elementary School	37 68023 6037840

LEA Program Contact Information

Item	Information
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CCSPP Preliminary Implementation Plan Application

In compliance with the Preliminary Implementation Plan template designed by the State Transformational Assistance Center (S-TAC) in partnership with California Department of Education (CDE), CVESD is submitting the preliminary implementation plans for the expansion of our four Community Schools sites.

Loma Verde Elementary School

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

Chula Vista Elementary School District 37680230000000

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).

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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.

Goals/Priorities

Describe the main goals/priority actions for the school site's community school's 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 most 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.

Chula Vista Elementary School District (CVESD) is in the southern part of San Diego County. During the school year 2022-2023 our district served approximately 22,226 students from Transitional Kindergarten (TK) to Grade 6 at 42 school sites. Our overall Unduplicated Pupil Percentage (UPP) is 56.8%. We have 24 schools with UPP rates above 50%, of which 11 schools are above 80%.

In the Spring of 2022, our Board of Education with our Chula Vista Educators identified Community Schools as a priority action in our response to hardships heightened by the COVID-19 pandemic and systemic inequity opportunities. CVESD examined the needs and strengths of each school to identify where to pilot the Community Schools approach.

We received \$200,000 from the planning grant of the California Community School Partnership Program through the California Department of Education for the 22-23 school year to support the goals of the initial assessment and Community School framework. The data collected has informed decisions with the school sites as we implement continuous improvement processes to refine the work. During the planning phase, CVESD formed a District Community Schools Steering Committee (DCSSC) with different educational partners represented. The DCSSC provided informational presentations and town halls to interest school sites and had several meetings with school site principals and administrators. CVESD hired a District Community School Coordinator, which helped create implementation systems to support the transition into the implementation phase for our first cohort of Community Schools. Two founding Community School sites were selected and awarded their implementation grants to begin 23-24, Harborside and Palomar. This first cohort of CVESD Community Schools has been instrumental in refining the appropriate systems, structures, and supports for successful Community School local implementation and expansion efforts.

Each school site interested in transforming into a Community School underwent our internal application process to be considered. This process included: a letter of intent and an application which included a narrative piece (these were reviewed by the DCSSC, who advanced their top five candidates). Selected school sites then promoted Community Schools and collected input from their communities. Those that had the highest response rates were

then advanced to provide a school-site presentation and walk-through, and stakeholder interviews. The DCSSC evaluated and scored each phase of this application process according to their rubric, where, based on final rubric marks for applicant schools, two school sites were then selected to be Community Schools.

Through this process, CVESD has four sites designated to be included in our cohort two of Community Schools: Loma Verde Elementary (87% UPP 22-23), Los Altos Elementary (84% UPP 22-23), Rice Elementary (86% UPP 22-23), and Rohr Elementary (80% UPP 22-23) with this grant. These new sites would receive training, coaching, and mentoring about the Community Schools framework. A Community Schools Coordinator would be assigned to each site to investigate, identify needs, build a leadership team (Site Community School Steering Committee), and support the programming and goals of the Community Schools in CVESD. They will also help analyze data collected from each school during their initial interest survey and use it as a starting point for different focus groups of students, families, staff, and community members. If we were to be funded for these two new Community Schools, we would use our learning from our planning phase to quickly build systems of support with the new sites using our Community Schools Implementation Framework.

Our framework for establishing a Community School includes: time to learn about the current reality of the school and community through Community Mapping; building relationships to foster greater involvement with leadership by family and staff; learning about the existing school based mental, physical, and emotional supports available to the sites; identifying gaps in the services to students that impact their success in school; working to establish partnerships with local governmental, service, and private agencies to fill the needs; monitoring progress and implanting a continuous improvement cycle; implementing a shared decision-making process for the school community; continuing to nurture and monitor the relationships among students, staff, and community to ensure that the Community School becomes a way of being and working not a program.

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 school's work:

CVESD is a proud community of diverse people many who have lived in the community for generations. People come from across the world as well. Many came to CVESD through their family's service in the military. We have a tradition of academic and athletic success. Many of our graduates go on to top ten universities, military academies, high wage trades, and professional athletics. Our community has assets. While our programs have worked well for many, we know that not every student has been served. Our under-resourced neighborhoods need collective support and empowerment to be successful.

While under resourced in material things, our families are resilient, knowledgeable, and resourceful. Bringing Community Schools into a school, an understanding of the strengths and challenges in the community along with targeted leadership by a school-based Community School Coordinator ensures that students will be successful. By having mental and physical health services provided to students in schools, we reduce time out of class and remove barriers to learning. This work is done to increase the access and coordination of needed support from social service agencies and community-based organizations to our underserved students and families. Community schools work is done for student learning, to support rich academic programming and transformational school programs.

1. CVESD is exploring the utilization of evaluations and assessment tools (such as Community Asset Mapping, Gap Analysis, Empathy Interviews) to foster equitable professional development into practice. We know our communities have assets that are often untapped, including the leadership of parents and guardians in schools.
2. CVESD is emerging by introducing restorative circles through staff professional learning and training. Also, we are collaborating with our County Office of Education onsite coaching support for our community schools, continuous improvement training, restorative practices training, and equity work. Alongside targeted case management, such efforts intend to help create safe and positive learning environments that support all students.
3. CVESD is exploring effective support for culturally relevant professional learning for teachers, leadership, families, and classified staff in the framework for Community

Schools.

4. CVESD is exploring through multiple engagement opportunities for all education partners to participate in CS Steering Committees, surveys, focus groups, etc., and provide a coordinated central place to meet the needs of students.

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
Loma Verde Elementary	Create CS and Collaborative meeting opportunities	Create CS Steering Committee Create Focus Groups (Students, Families, Staff, and Community members)	Increase number of CS and Collaborative meeting opportunities (Calendar, Meeting Minutes, etc.) Increase total participants (Meeting Minutes, Rosters, Sign-in forms, etc.)

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):



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
Loma Verde Elementary	CVESD LCAP Goal 1: Continue to learn, reflect, and improve or increase equity initiatives for all students and families.	Expand extended learning time and enrichment opportunities including before and after school care, school breaks and summer programs, to meaningfully engage students and families.	Before/After Program(s) <i>total enrichment students enrolled/percentage of enrolled students attended</i> iReady for participants <i>percentages of all and enrichment students at/exceeding grade level in math</i>
	CVESD LCAP Goal 2: Improve and increase access to services for all students and families that support social, emotional and physical wellness.	Establish a safe and positive learning environment with a culture of professional learning, collective trust, and shared responsibility in a manner that includes students (specifically Students with disabilities, English Learners, Foster Youth, Low Income and Homeless), families, and community members.	Local Measures for participants <i>percentages of all and enrichment students at/exceeding grade level in reading</i> Attendance for participants <i>percentages of all and enrichment students school attendance on track (less than 10% absent)</i>
	CVESD LCAP Goal 3: Improve and increase access to services for all students to improve academic achievement.	Establish and utilize evaluation and assessment tools to explore current strengths and needs in order to advance academic achievement with supplemental services and to align existing district’s multi-tiered systems of supports.	Hanover Survey (SEL) <i>percentage of students on track in SEL</i> Intersession enrollment <i>enrolled summer school student totals/percentage of summer school attendance</i> Suspension <i>number of students suspended/total suspension events</i>

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

School Name	Goals	Action Steps	Outcome/Indicators
Loma Verde Elementary	Hire CS Coordinator	Hire a site-level Community School Coordinator Orientate newly hired CSC with proper onboarding and training	Hire someone with a social service / academic background and ties to the local community as parents, students, and residents of Chula Vista

Key Staff/Personnel

Sharon Casey	Assistant Superintendent of Student Services / designated superintendent of Community Schools
Joshua Kohler	Director of Community Schools
TBD	District Community School Coordinator / supervise site CSCs, coordinate partnerships/services/programs district wide
Bree Watson	Principal / Site administrator at designated Community Schools

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

Our district has invested in school counselors, psychologists, district social workers, assistant principals and more, to support academic, social emotional learning, and school connectiveness. We developed family resource centers at select school sites to improve accessibility and support to families to help meet their own needs and navigate public systems. Our professional learning is guided by an equity lens with MTSS at the heart of our work. We have invested in robust local measures testing, including assessment plans for academics (Local Measures, Level Set), and social emotional learning (Hanover). This allows each student to be known by name and need so we can support their learning and growth with student centered practices.

We will establish criteria for integrating Community Schools programs/partnerships/services and aligning with other relevant programs for long-lasting sustainability. Our Community Schools have worked to build the connections with community-based organizations (CBO) such as YMCA, Chula Vista Community Collaborative, South Bay Community Services, our local mental health organizations, our public health department, and other service organizations to leverage services to school sites for long-term intentions. They have established a leadership group of parents, caregivers, and guardians, staff, and community to

identify the ways that multitiered systems of support (MTSS) in the school can continue to be maximized based on reassessments and current needs.

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
Loma Verde Elementary	Conduct a thorough Asset Mapping evaluation	Conduct internal asset mapping, developing database of previous/existing partners in the surrounding community	Asset Database <i>develop a comprehensive database of previous and present and potential partners</i>
	Create Asset Database	Conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community	
	Improve outreach and engagement strategies	Increase public participation in school site meetings through targeted outreach and engagement Gap analysis of current outreach and engagement implementations	Improve Outreach Activities <i>Total outreach activities conducted/percentage of outreach successful</i> Increase Engagement Activities <i>Total engagement activities offered/total number of those engaged</i>

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:

Through our efforts to support the whole-child, CVESD has established and expanding partnerships with: the YMCA (Extended Learning Time Opportunities), Chula Vista Community Collab (Wraparound – Integrated Support Services), Community Clinic (Medical Services), South Bay Community Services(Wraparound – Integrated Support Services),

Casey Foundation (MKV/Foster Youth Resources), Naval Base San Diego (Counseling for highest military families population within schools), Vision to Learn (Vision services), Altruista (Social Services), Assistance League (Clothing, Books, Donations), and many more.

We will host our Junior Academy Program in partnership with our YMCA over Summer, Fall, and Spring breaks, which provide free full-day academic and enrichment activities. Both designated founding Community Schools sites this year hosted the Junior Academy Program and when officially made a Community School, it will be expanded to ours and all CVESD Community Schools to serve as that neighborhood hub and accessible support to the local community. Additionally, we have partnered with a vision care service organization to which is scheduled to provide free glasses on site to all those needing corrective lenses. While school vision screening for children has been in place for years, many of our students' families were unable to obtain glasses due to time and organizational barriers. These barriers will be removed by the Community Schools Coordinators work. This is an example of our leveraging of our current work as a school with our school nurses and our community-based organizations along to ensure a seamless and coordinated effort to remove barriers for learning. At our Community School sites we are also providing food for the home through a partnership with a local agency weekly for over 250 families, and the need is growing. We have leveraged our Expanded Learning partnerships to provide seamless after school and intersession programming for our students.

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

School Name	Goals	Action Steps	Outcome/Indicators
Loma Verde Elementary	Support professional learning of teachers, leadership, families, and classified staff in the framework for Community Schools.	Onboard our site CSCs Create and utilize evaluation processes for self-assessments Incorporate shared decision-making practices in offered trainings Include aspects of trauma informed teaching, culturally relevant pedagogy, behavior supports, and restorative practices. Learn based on community mapping and strengths-based services to students	Trained CSC for successful CS implementation on site Relevant topic use of PD/PL instruction times for staff Expanded PL Opportunities <i>Total number of professional learning offered/total number of participants</i>

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

School Name	Goals	Action Steps	Outcome/Indicators
Loma Verde Elementary	Expand CBL opportunities through partnerships with CBOs	Establish CBL criteria to be incorporated with establishing programs/partnerships	Established Program(s) <i>total established programs/partnerships</i>
			Expanded Program(s) <i>total expanded programs/partnerships</i>
	Increase CBL through enrichment activities	Establish/expand programs/partnerships that meet present needs that align with CBL criteria	External CBL Presentations <i>total CBL presentations offered/total number of persons attended</i>
			Expanded CBL Opportunities <i>Total number of field trips offered/total number of participating students</i>

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
Loma Verde Elementary	Establish metrics for evaluating program efficiency and impacts	Create baseline metrics and indicators for Community Schools that align with CVESD LCAP goals	Quarterly progress reports for school site
	Annually reassess Assessment Development Plan	Create CVESD CS Assessment Form template to be used for CS reassessments	Annual Reassessment data for multi-year overarching impacts

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

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Goals/Priorities

Describe the main goals/priority actions for the school site's community school's 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.

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School sites plan and execute a deep needs and asset assessment, engaging most 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.

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Our framework for establishing a Community School includes: time to learn about the current reality of the school and community through Community Mapping; building relationships to foster greater involvement with leadership by family and staff; learning about the existing school based mental, physical, and emotional supports available to the sites; identifying gaps in the services to students that impact their success in school; working to establish partnerships with local governmental, service, and private agencies to fill the needs; monitoring progress and implanting a continuous improvement cycle; implementing a shared decision-making process for the school community; continuing to nurture and monitor the relationships among students, staff, and community to ensure that the Community School becomes a way of being and working not a program.

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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:

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3. CVESD is exploring effective support for culturally relevant professional learning for teachers, leadership, families, and classified staff in the framework for Community Schools.
4. CVESD is exploring through multiple engagement opportunities for all education partners to participate in CS Steering Committees, surveys, focus groups, etc., and provide a coordinated central place to meet the needs of students.

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
Los Altos Elementary	Create CS and Collaborative meeting opportunities	Create CS Steering Committee	Increase number of CS and Collaborative meeting opportunities (Calendar, Meeting Minutes, etc.)
		Create Focus Groups (Students, Families, Staff, and Community members)	Increase total participants (Meeting Minutes, Rosters, Sign-in forms, etc.)

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):



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
Los Altos Elementary	CVESD LCAP Goal 1: Continue to learn, reflect, and improve or increase equity initiatives for all students and families.	Expand extended learning time and enrichment opportunities including before and after school care, school breaks and summer programs, to meaningfully engage students and families.	Before/After Program(s) <i>total enrichment students enrolled/percentage of enrolled students attended</i> iReady for participants <i>percentages of all and enrichment students at/exceeding grade level in math</i> Local Measures for participants <i>percentages of all and enrichment students at/exceeding grade level in reading</i>
	CVESD LCAP Goal 2: Improve and increase access to services for all students and families that support social, emotional and physical wellness.	Establish a safe and positive learning environment with a culture of professional learning, collective trust, and shared responsibility in a manner that includes students (specifically Students with disabilities, English Learners, Foster Youth, Low Income and Homeless), families, and community members.	Attendance for participants <i>percentages of all and enrichment students school attendance on track (less than 10% absent)</i> Hanover Survey (SEL) <i>percentage of students on track in SEL</i>
	CVESD LCAP Goal 3: Improve and increase access to services for all students to improve academic achievement.	Establish and utilize evaluation and assessment tools to explore current strengths and needs in order to advance academic achievement with supplemental services and to align existing district’s multi-tiered systems of supports.	Intersession enrollment <i>enrolled summer school student totals/percentage of summer school attendance</i> Suspension <i>number of students suspended/total suspension events</i>

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

School Name	Goals	Action Steps	Outcome/Indicators
Los Altos Elementary	Hire CS Coordinator	Hire a site-level Community School Coordinator Orientate newly hired CSC with proper onboarding and training	Hire someone with a social service / academic background and ties to the local community as parents, students, and residents of Chula Vista

Key Staff/Personnel

Sharon Casey	Assistant Superintendent of Student Services / designated superintendent of Community Schools
Joshua Kohler	Director of Community Schools
TBD	District Community School Coordinator / supervise site CSCs, coordinate partnerships/services/programs district wide
Maria Canales	Principal / Site administrator at designated Community Schools

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

Our district has invested in school counselors, psychologists, district social workers, assistant principals and more, to support academic, social emotional learning, and school connectiveness. We developed family resource centers at select school sites to improve accessibility and support to families to help meet their own needs and navigate public systems. Our professional learning is guided by an equity lens with MTSS at the heart of our work. We have invested in robust local measures testing, including assessment plans for academics (Local Measures, Level Set), and social emotional learning (Hanover). This allows each student to be known by name and need so we can support their learning and growth with student centered practices.

We will establish criteria for integrating Community Schools programs/partnerships/services and aligning with other relevant programs for long-lasting sustainability. Our Community Schools have worked to build the connections with community-based organizations (CBO) such as YMCA, Chula Vista Community Collaborative, South Bay Community Services, our local mental health organizations, our public health department, and other service organizations to leverage services to school sites for long-term intentions. They have established a leadership group of parents, caregivers, and guardians, staff, and community to

identify the ways that multitiered systems of support (MTSS) in the school can continue to be maximized based on reassessments and current needs.

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
Los Altos Elementary	Conduct a thorough Asset Mapping evaluation	Conduct internal asset mapping, developing database of previous/existing partners in the surrounding community	Asset Database <i>develop a comprehensive database of previous and present and potential partners</i>
	Create Asset Database	Conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community	
	Improve outreach and engagement strategies	Increase public participation in school site meetings through targeted outreach and engagement Gap analysis of current outreach and engagement implementations	Improve Outreach Activities <i>Total outreach activities conducted/percentage of outreach successful</i> Increase Engagement Activities <i>Total engagement activities offered/total number of those engaged</i>

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:

Through our efforts to support the whole-child, CVESD has established and expanding partnerships with: the YMCA (Extended Learning Time Opportunities), Chula Vista Community Collab (Wraparound – Integrated Support Services), Community Clinic (Medical Services), South Bay Community Services(Wraparound – Integrated Support Services), Casey Foundation (MKV/Foster Youth Resources), Naval Base San Diego (Counseling for

highest military families population within schools), Vision to Learn (Vision services), Altruista (Social Services), Assistance League (Clothing, Books, Donations), and many more.

We will host our Junior Academy Program in partnership with our YMCA over Summer, Fall, and Spring breaks, which provide free full-day academic and enrichment activities. Both designated founding Community Schools sites this year hosted the Junior Academy Program and when officially made a Community School, it will be expanded to ours and all CVESD Community Schools to serve as that neighborhood hub and accessible support to the local community. Additionally, we have partnered with a vision care service organization to which is scheduled to provide free glasses on site to all those needing corrective lenses. While school vision screening for children has been in place for years, many of our students' families were unable to obtain glasses due to time and organizational barriers. These barriers will be removed by the Community Schools Coordinators work. This is an example of our leveraging of our current work as a school with our school nurses and our community-based organizations along to ensure a seamless and coordinated effort to remove barriers for learning. At our Community School sites we are also providing food for the home through a partnership with a local agency weekly for over 250 families, and the need is growing. We have leveraged our Expanded Learning partnerships to provide seamless after school and intersession programming for our students.

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

School Name	Goals	Action Steps	Outcome/Indicators
Los Altos Elementary	Support professional learning of teachers, leadership, families, and classified staff in the framework for Community Schools.	Onboard our site CSCs	Trained CSC for successful CS implementation on site Relevant topic use of PD/PL instruction times for staff Expanded PL Opportunities <i>Total number of professional learning offered/total number of participants</i>
		Create and utilize evaluation processes for self-assessments	
		Incorporate shared decision-making practices in offered trainings	
		Include aspects of trauma informed teaching, culturally relevant pedagogy behavior supports, and restorative practices.	
		Learn based on community mapping and strengths-based services to students	

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

School Name	Goals	Action Steps	Outcome/Indicators
Los Altos Elementary	Expand CBL opportunities through partnerships with CBOs	Establish CBL criteria to be incorporated with establishing programs/partnerships	Established Program(s) <i>total established programs/partnerships</i>
			Expanded Program(s) <i>total expanded programs/partnerships</i>
	Increase CBL through enrichment activities	Establish/expand programs/partnerships that meet present needs that align with CBL criteria	External CBL Presentations <i>total CBL presentations offered/total number of persons attended</i>
			Expanded CBL Opportunities <i>Total number of field trips offered/total number of participating students</i>

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
Los Altos Elementary	Establish metrics for evaluating program efficiency and impacts	Create baseline metrics and indicators for Community Schools that align with CVESD LCAP goals	Quarterly progress reports for school site
	Annually reassess Assessment Development Plan	Create CVESD CS Assessment Form template to be used for CS reassessments	Annual Reassessment data for multi-year overarching impacts

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

Rice Elementary School

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

Chula Vista Elementary School District 37680230000000

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*

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2. CVESD is emerging by introducing restorative circles through staff professional learning and training. Also, we are collaborating with our County Office of Education onsite coaching support for our community schools, continuous improvement training, restorative practices training, and equity work. Alongside targeted case management, such efforts intend to help create safe and positive learning environments that support all students.
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4. CVESD is exploring through multiple engagement opportunities for all education partners to participate in CS Steering Committees, surveys, focus groups, etc., and provide a coordinated central place to meet the needs of students.

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
Rice Elementary	Create CS and Collaborative meeting opportunities	Create CS Steering Committee	Increase number of CS and Collaborative meeting opportunities (Calendar, Meeting Minutes, etc.)
		Create Focus Groups (Students, Families, Staff, and Community members)	Increase total participants (Meeting Minutes, Rosters, Sign-in forms, etc.)

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):



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
Rice Elementary	CVESD LCAP Goal 1: Continue to learn, reflect, and improve or increase equity initiatives for all students and families.	Expand extended learning time and enrichment opportunities including before and after school care, school breaks and summer programs, to meaningfully engage students and families.	Before/After Program(s) <i>total enrichment students enrolled/percentage of enrolled students attended</i> iReady for participants <i>percentages of all and enrichment students at/exceeding grade level in math</i> Local Measures for participants <i>percentages of all and enrichment students at/exceeding grade level in reading</i>
	CVESD LCAP Goal 2: Improve and increase access to services for all students and families that support social, emotional and physical wellness.	Establish a safe and positive learning environment with a culture of professional learning, collective trust, and shared responsibility in a manner that includes students (specifically Students with disabilities, English Learners, Foster Youth, Low Income and Homeless), families, and community members.	Attendance for participants <i>percentages of all and enrichment students school attendance on track (less than 10% absent)</i> Hanover Survey (SEL) <i>percentage of students on track in SEL</i>
	CVESD LCAP Goal 3: Improve and increase access to services for all students to improve academic achievement.	Establish and utilize evaluation and assessment tools to explore current strengths and needs in order to advance academic achievement with supplemental services and to align existing district’s multi-tiered systems of supports.	Intersession enrollment <i>enrolled summer school student totals/percentage of summer school attendance</i> Suspension <i>number of students suspended/total suspension events</i>

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

School Name	Goals	Action Steps	Outcome/Indicators
Rice Elementary	Hire CS Coordinator	Hire a site-level Community School Coordinator Orientate newly hired CSC with proper onboarding and training	Hire someone with a social service / academic background and ties to the local community as parents, students, and residents of Chula Vista

Key Staff/Personnel

Sharon Casey	Assistant Superintendent of Student Services / designated superintendent of Community Schools
Joshua Kohler	Director of Community Schools
TBD	District Community School Coordinator / supervise site CSCs, coordinate partnerships/services/programs district wide
Veronica Delgado	Principal / Site administrator at designated Community Schools

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

Our district has invested in school counselors, psychologists, district social workers, assistant principals and more, to support academic, social emotional learning, and school connectiveness. We developed family resource centers at select school sites to improve accessibility and support to families to help meet their own needs and navigate public systems. Our professional learning is guided by an equity lens with MTSS at the heart of our work. We have invested in robust local measures testing, including assessment plans for academics (Local Measures, Level Set), and social emotional learning (Hanover). This allows each student to be known by name and need so we can support their learning and growth with student centered practices.

We will establish criteria for integrating Community Schools programs/partnerships/services and aligning with other relevant programs for long-lasting sustainability. Our Community Schools have worked to build the connections with community-based organizations (CBO) such as YMCA, Chula Vista Community Collaborative, South Bay Community Services, our local mental health organizations, our public health department, and other service organizations to leverage services to school sites for long-term intentions. They have established a leadership group of parents, caregivers, and guardians, staff, and community to

identify the ways that multitiered systems of support (MTSS) in the school can continue to be maximized based on reassessments and current needs.

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
Rice Elementary	Conduct a thorough Asset Mapping evaluation	Conduct internal asset mapping, developing database of previous/existing partners in the surrounding community	Asset Database <i>develop a comprehensive database of previous and present and potential partners</i>
	Create Asset Database	Conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community	
	Improve outreach and engagement strategies	Increase public participation in school site meetings through targeted outreach and engagement	Improve Outreach Activities <i>Total outreach activities conducted/percentage of outreach successful</i>
		Gap analysis of current outreach and engagement implementations	Increase Engagement Activities <i>Total engagement activities offered/total number of those engaged</i>

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:

Through our efforts to support the whole-child, CVESD has established and expanding partnerships with: the YMCA (Extended Learning Time Opportunities), Chula Vista Community Collab (Wraparound – Integrated Support Services), Community Clinic (Medical Services), South Bay Community Services(Wraparound – Integrated Support Services), Casey Foundation (MKV/Foster Youth Resources), Naval Base San Diego (Counseling for

highest military families population within schools), Vision to Learn (Vision services), Altruista (Social Services), Assistance League (Clothing, Books, Donations), and many more.

We will host our Junior Academy Program in partnership with our YMCA over Summer, Fall, and Spring breaks, which provide free full-day academic and enrichment activities. Both designated founding Community Schools sites this year hosted the Junior Academy Program and when officially made a Community School, it will be expanded to ours and all CVESD Community Schools to serve as that neighborhood hub and accessible support to the local community. Additionally, we have partnered with a vision care service organization to which is scheduled to provide free glasses on site to all those needing corrective lenses. While school vision screening for children has been in place for years, many of our students' families were unable to obtain glasses due to time and organizational barriers. These barriers will be removed by the Community Schools Coordinators work. This is an example of our leveraging of our current work as a school with our school nurses and our community-based organizations along to ensure a seamless and coordinated effort to remove barriers for learning. At our Community School sites we are also providing food for the home through a partnership with a local agency weekly for over 250 families, and the need is growing. We have leveraged our Expanded Learning partnerships to provide seamless after school and intersession programming for our students.

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

School Name	Goals	Action Steps	Outcome/Indicators
Rice Elementary	Support professional learning of teachers, leadership, families, and classified staff in the framework for Community Schools.	Onboard our site CSCs Create and utilize evaluation processes for self-assessments Incorporate shared decision-making practices in offered trainings Include aspects of trauma informed teaching, culturally relevant pedagogy, positive behavior supports, and restorative practices. Learn based on community mapping and strengths-based services to students	Trained CSC for successful CS implementation on site Relevant topic use of PD/PL instruction times for staff Expanded PL Opportunities <i>Total number of professional learning offered/total number of participants</i>

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

School Name	Goals	Action Steps	Outcome/Indicators
Rice Elementary	Expand CBL opportunities through partnerships with CBOs	Establish CBL criteria to be incorporated with establishing programs/partnerships	Established Program(s) <i>total established programs/partnerships</i>
			Expanded Program(s) <i>total expanded programs/partnerships</i>
	Increase CBL through enrichment activities	Establish/expand programs/partnerships that meet present needs that align with CBL criteria	External CBL Presentations <i>total CBL presentations offered/total number of persons attended</i>
			Expanded CBL Opportunities <i>Total number of field trips offered/total number of participating students</i>

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
Rice Elementary	Establish metrics for evaluating program efficiency and impacts	Create baseline metrics and indicators for Community Schools that align with CVESD LCAP goals	Quarterly progress reports for school site
	Annually reassess Assessment Development Plan	Create CVESD CS Assessment Form template to be used for CS reassessments	Annual Reassessment data for multi-year overarching impacts

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

Rohr Elementary School

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

Chula Vista Elementary School District 37680230000000

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.

Goals/Priorities

Describe the main goals/priority actions for the school site's community school's 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 most 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.

Chula Vista Elementary School District (CVESD) is in the southern part of San Diego County. During the school year 2022-2023 our district served approximately 22,226 students from Transitional Kindergarten (TK) to Grade 6 at 42 school sites. Our overall Unduplicated Pupil Percentage (UPP) is 56.8%. We have 24 schools with UPP rates above 50%, of which 11 schools are above 80%.

In the Spring of 2022, our Board of Education with our Chula Vista Educators identified Community Schools as a priority action in our response to hardships heightened by the COVID-19 pandemic and systemic inequity opportunities. CVESD examined the needs and strengths of each school to identify where to pilot the Community Schools approach.



We received \$200,000 from the planning grant of the California Community School Partnership Program through the California Department of Education for the 22-23 school year to support the goals of the initial assessment and Community School framework. The data collected has informed decisions with the school sites as we implement continuous improvement processes to refine the work. During the planning phase, CVESD formed a District Community Schools Steering Committee (DCSSC) with different educational partners represented. The DCSSC provided informational presentations and town halls to interest school sites and had several meetings with school site principals and administrators. CVESD hired a District Community School Coordinator, which helped create implementation systems to support the transition into the implementation phase for our first cohort of Community Schools. Two founding Community School sites were selected and awarded their implementation grants to begin 23-24, Harborside and Palomar. This first cohort of CVESD Community Schools has been instrumental in refining the appropriate systems, structures, and supports for successful Community School local implementation and expansion efforts.

Each school site interested in transforming into a Community School underwent our internal application process to be considered. This process included: a letter of intent and an application which included a narrative piece (these were reviewed by the DCSSC, who advanced their top five candidates). Selected school sites then promoted Community Schools and collected input from their communities. Those that had the highest response rates were then advanced to provide a school-site presentation and walk-through, and stakeholder interviews. The DCSSC evaluated and scored each phase of this application process according to their rubric, where, based on final rubric marks for applicant schools, two school sites were then selected to be Community Schools.

Through this process, CVESD has four sites designated to be included in our cohort two of Community Schools: Loma Verde Elementary (87% UPP 22-23), Los Altos Elementary (84% UPP 22-23), Rice Elementary (86% UPP 22-23), and Rohr Elementary (80% UPP 22-23) with this grant. These new sites would receive training, coaching, and mentoring about the Community Schools framework. A Community Schools Coordinator would be assigned to each site to investigate, identify needs, build a leadership team (Site Community School Steering Committee), and support the programming and goals of the Community Schools in CVESD. They will also help analyze data collected from each school during their initial interest survey and use it as a starting point for different focus groups of students, families, staff, and community members. If we were to be funded for these two new Community Schools, we would use our learning from our planning phase to quickly build systems of support with the new sites using our Community Schools Implementation Framework.

Our framework for establishing a Community School includes: time to learn about the current reality of the school and community through Community Mapping; building relationships to foster greater involvement with leadership by family and staff; learning about the existing school based mental, physical, and emotional supports available to the sites; identifying gaps in the services to students that impact their success in school; working to establish partnerships with local governmental, service, and private agencies to fill the needs; monitoring progress and implanting a continuous improvement cycle; implementing a shared decision-making process for the school community; continuing to nurture and monitor the relationships among students, staff, and community to ensure that the Community School becomes a way of being and working not a program.

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 school's work:

CVESD is a proud community of diverse people many who have lived in the community for generations. People come from across the world as well. Many came to CVESD through their family’s service in the military. We have a tradition of academic and athletic success. Many of our graduates go on to top ten universities, military academies, high wage trades, and professional athletics. Our community has assets. While our programs have worked well for many, we know that not every student has been served. Our under-resourced neighborhoods need collective support and empowerment to be successful.

While under resourced in material things, our families are resilient, knowledgeable, and resourceful. Bringing Community Schools into a school, an understanding of the strengths and challenges in the community along with targeted leadership by a school-based Community School Coordinator ensures that students will be successful. By having mental and physical health services provided to students in schools, we reduce time out of class and remove barriers to learning. This work is done to increase the access and coordination of needed support from social service agencies and community-based organizations to our

underserved students and families. Community schools work is done for student learning, to support rich academic programming and transformational school programs.

1. CVESD is exploring the utilization of evaluations and assessment tools (such as Community Asset Mapping, Gap Analysis, Empathy Interviews) to foster equitable professional development into practice. We know our communities have assets that are often untapped, including the leadership of parents and guardians in schools.
2. CVESD is emerging by introducing restorative circles through staff professional learning and training. Also, we are collaborating with our County Office of Education onsite coaching support for our community schools, continuous improvement training, restorative practices training, and equity work. Alongside targeted case management, such efforts intend to help create safe and positive learning environments that support all students.
3. CVESD is exploring effective support for culturally relevant professional learning for teachers, leadership, families, and classified staff in the framework for Community Schools.
4. CVESD is exploring through multiple engagement opportunities for all education partners to participate in CS Steering Committees, surveys, focus groups, etc., and provide a coordinated central place to meet the needs of students.

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
Rohr Elementary	Create CS and Collaborative meeting opportunities	Create CS Steering Committee	Increase number of CS and Collaborative meeting opportunities (Calendar, Meeting Minutes, etc.)
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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):



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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
Rohr Elementary	CVESD LCAP Goal 1: Continue to learn, reflect, and improve or increase equity initiatives for all students and families.	Expand extended learning time and enrichment opportunities including before and after school care, school breaks and summer programs, to meaningfully engage students and families.	Before/After Program(s) <i>total enrichment students enrolled/percentage of enrolled students attended</i> iReady for participants <i>percentages of all and enrichment students at/exceeding grade level in math</i>
	CVESD LCAP Goal 2: Improve and increase access to services for all students and families that support social, emotional and physical wellness.	Establish a safe and positive learning environment with a culture of professional learning, collective trust, and shared responsibility in a manner that includes students (specifically Students with disabilities, English Learners, Foster Youth, Low Income and Homeless), families, and community members.	Local Measures for participants <i>percentages of all and enrichment students at/exceeding grade level in reading</i> Attendance for participants <i>percentages of all and enrichment students school attendance on track (less than 10% absent)</i> Hanover Survey (SEL) <i>percentage of students on track in SEL</i>
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Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Rohr Elementary	Hire CS Coordinator	Hire a site-level Community School Coordinator Orientate newly hired CSC with proper onboarding and training	Hire someone with a social service / academic background and ties to the local community as parents, students, and residents of Chula Vista

Key Staff/Personnel

Sharon Casey	Assistant Superintendent of Student Services / designated superintendent of Community Schools
Joshua Kohler	Director of Community Schools
TBD	District Community School Coordinator / supervise site CSCs, coordinate partnerships/services/programs district wide
Mayra Reyes	Principal / Site administrator at designated Community Schools

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

Our district has invested in school counselors, psychologists, district social workers, assistant principals and more, to support academic, social emotional learning, and school connectiveness. We developed family resource centers at select school sites to improve accessibility and support to families to help meet their own needs and navigate public systems. Our professional learning is guided by an equity lens with MTSS at the heart of our work. We have invested in robust local measures testing, including assessment plans for academics (Local Measures, Level Set), and social emotional learning (Hanover). This allows each student to be known by name and need so we can support their learning and growth with student centered practices.

We will establish criteria for integrating Community Schools programs/partnerships/services and aligning with other relevant programs for long-lasting sustainability. Our Community Schools have worked to build the connections with community-based organizations (CBO) such as YMCA, Chula Vista Community Collaborative, South Bay Community Services, our local mental health organizations, our public health department, and other service organizations to leverage services to school sites for long-term intentions. They have established a leadership group of parents, caregivers, and guardians, staff, and community to

identify the ways that multitiered systems of support (MTSS) in the school can continue to be maximized based on reassessments and current needs.

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
Rohr Elementary	Conduct a thorough Asset Mapping evaluation	Conduct internal asset mapping, developing database of previous/existing partners in the surrounding community	Asset Database <i>develop a comprehensive database of previous and present and potential partners</i>
	Create Asset Database	Conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community	
	Improve outreach and engagement strategies	Increase public participation in school site meetings through targeted outreach and engagement Gap analysis of current outreach and engagement implementations	Improve Outreach Activities <i>Total outreach activities conducted/percentage of outreach successful</i> Increase Engagement Activities <i>Total engagement activities offered/total number of those engaged</i>

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:

Through our efforts to support the whole-child, CVESD has established and expanding partnerships with: the YMCA (Extended Learning Time Opportunities), Chula Vista Community Collab (Wraparound – Integrated Support Services), Community Clinic (Medical Services), South Bay Community Services(Wraparound – Integrated Support Services), Casey Foundation (MKV/Foster Youth Resources), Naval Base San Diego (Counseling for

highest military families population within schools), Vision to Learn (Vision services), Altruista (Social Services), Assistance League (Clothing, Books, Donations), and many more.

We will host our Junior Academy Program in partnership with our YMCA over Summer, Fall, and Spring breaks, which provide free full-day academic and enrichment activities. Both designated founding Community Schools sites this year hosted the Junior Academy Program and when officially made a Community School, it will be expanded to ours and all CVESD Community Schools to serve as that neighborhood hub and accessible support to the local community. Additionally, we have partnered with a vision care service organization to which is scheduled to provide free glasses on site to all those needing corrective lenses. While school vision screening for children has been in place for years, many of our students' families were unable to obtain glasses due to time and organizational barriers. These barriers will be removed by the Community Schools Coordinators work. This is an example of our leveraging of our current work as a school with our school nurses and our community-based organizations along to ensure a seamless and coordinated effort to remove barriers for learning. At our Community School sites we are also providing food for the home through a partnership with a local agency weekly for over 250 families, and the need is growing. We have leveraged our Expanded Learning partnerships to provide seamless after school and intersession programming for our students.

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

School Name	Goals	Action Steps	Outcome/Indicators
Rohr Elementary	Support professional learning of teachers, leadership, families, and classified staff in the framework for Community Schools.	Onboard our site CSCs	Trained CSC for successful CS implementation on site
		Create and utilize evaluation processes for self-assessments	
		Incorporate shared decision-making practices in offered trainings	Relevant topic use of PD/PL instruction times for staff
		Include aspects of trauma informed teaching, culturally relevant pedagogy, behavior supports, and restorative practices.	Expanded PL Opportunities
		Learn based on community mapping and strengths-based services to students	<i>Total number of professional learning offered/total number of participants</i>

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

School Name	Goals	Action Steps	Outcome/Indicators
Rohr Elementary	Expand CBL opportunities through partnerships with CBOs	Establish CBL criteria to be incorporated with establishing programs/partnerships	Established Program(s) <i>total established programs/partnerships</i>
			Expanded Program(s) <i>total expanded programs/partnerships</i>
	Increase CBL through enrichment activities	Establish/expand programs/partnerships that meet present needs that align with CBL criteria	External CBL Presentations <i>total CBL presentations offered/total number of persons attended</i>
			Expanded CBL Opportunities <i>Total number of field trips offered/total number of participating students</i>

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
Rohr Elementary	Establish metrics for evaluating program efficiency and impacts	Create baseline metrics and indicators for Community Schools that align with CVESD LCAP goals	Quarterly progress reports for school site
	Annually reassess Assessment Development Plan	Create CVESD CS Assessment Form template to be used for CS reassessments	Annual Reassessment data for multi-year overarching impacts

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