

Attachment III - Implementation Plan
2023–24 California Community Schools Partnership Program
Newport-Mesa Unified School District - Implementation Grant Cohort 3
Everett Rea Elementary
School Code 30 66597 66029326

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School Site Contact Information

Everett Rea Elementary

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Dr. Lori Hoggard, Principal

Strategy 1: Shared Understanding and Commitment

Describe the developmental plans for ensuring these values are reflected in your community school's work:

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach centered on establishing racially just, relationship-centered schools. Schools and LEAs answer, **“Why a community school for my school/district?”**

Shared Understanding and Commitment Built Around the Overarching Values

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. In your response, be sure to indicate how your site’s understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

Rea Elementary School is located at 661 Hamilton Street in Costa Mesa, California and serves as the educational foundation for over 350 preschool through 6th grade students. And as one of NMUSD’s twenty-two elementary schools, the Rea community is excited to realize the aspirations of each and everyone of its students.

“I am a capable, talented, intelligent shark and I am going to college.” Listen for the pride and confidence felt in Rea students as they start each day stating this mantra. The energy and optimism is infectious. Rea Elementary School is a special place with caring adults who are committed to:

- Every student will be proficient in reading, writing, and math.
- Students will experience enriching learning opportunities.
- Students will develop strong character and lasting friendships.
- Teachers use assessments to guide next steps in instruction.

- Teachers collaborate to plan and provide instruction to maximize student progress.
- Strong connections between the school and families are built to support student success.

Under Dr. Hoggard's leadership, coupled with the dedication of the staff, involvement of the PTA, and sustained support of the community, a thriving educational ecosystem at Rea School is blossoming, where every student has the opportunity to excel and reach their full potential. A certified AVID school with a laser focus on student achievement, Rea is perfectly positioned to excel as a Community School.

The pandemic highlighted the significance of human interactions and the importance of building relationships. It is imperative that schools intentionally foster a sense of community and that every individual in the school environment feels recognized, listened to, and valued. By nurturing each individual's unique strengths and fostering an environment encouraging participation in creative problem-solving, we lay the groundwork for a culture of efficacy where staff, students, and families feel a sense of belonging.

The Family Financial Stability Index or FFSI (Parsons Consulting, Inc. for Orange County United Way 2022) seeks to identify which neighborhoods have high levels of family financial instability. Orange County United Way's Family Financial Stability Index (FFSI) includes three general domains for populations with children under 18 years of age:

- Income: % of the population with income <185% of the federal poverty level
- Employment: % of families with one or more unemployed adults seeking employment)
- Housing: % of families paying 50% or more of income on rent.

A score of 4 or less is considered "unstable," and the Rea community's FFSI score is 4. Research has shown that children living in communities with high rates of poverty and high unemployment rates are at risk of having negative impacts on their health, well-being in childhood, and life opportunities. Rea Elementary plans to implement strategies to mitigate the harms of adverse childhood experiences (ACEs), including connecting youth to caring adults and activities, teaching skills to help parents and youth handle stress, manage emotions, tackle everyday challenges, and ensuring a solid start for children and paving the way for them to reach their full potential.

Focus #1: Strengthen Expanded Learning and Enrichment - Currently, Rea partners with Boys and Girls Club to lead their Expanded Learning program. The Community Schools initiative will provide Rea Elementary opportunities to develop a formal process and system for communication and collaboration between Expanded Learning staff and school day staff to review data, discuss students' needs, and provide additional practice and targeted academic support. The efforts and collaboration would allow Rea Elementary to rethink its use of time and support, including academic and behavioral

support. For example, with this strengthened collaboration, the PBIS behavior expectations and strategies applied during the day will continue past the school bell, providing students with a safe and consistent learning environment. Furthermore, the role of the Community Schools Admin Intern (i.e. NMUSD's title for the CS Coordinator role), having access to data gained by participating in the Rea MTSS monthly team meetings, will be able to provide more targeted intervention and support. This deepened insight will inform the application of data-driven strategies, such as distributed practice methods, which will be shared with both school day and Expanded Learning Instructional Assistants. This approach will enable Kindergarten and first-grade students to engage in brief, regular sessions focused on letter and sound recognition, enhancing their reading skills through consistent reinforcement.

In addition, through parent and family feedback, we saw a need and desire for more diverse enrichment offerings. Rea Elementary plans to add enrichment classes in music, art, sports, and STEM through outside providers. The goal is to ensure that enrichment and Expanded Learning programs are accessible to all students, particularly those who benefit most from additional learning opportunities. This might involve outreach to students and families, addressing barriers to participation, and tailoring programs to meet diverse student needs and leveraging community assets and resources. Increased enrichment opportunities will help in multiple areas, including a sense of community and belonging for students, connectedness for students with staff members, curiosity and desire to learn, and enhancement of additional skills such as communication, creativity, teamwork, problem-solving, emotional intelligence, flexibility, resilience, and leadership.

Focus #2: Supporting Student Learning through Collective Efficacy- Effective teaching and family engagement directly correlates with improved student learning. By strengthening the partnership between teachers and caregivers, educators are better equipped to create engaging learning environments, leading to better student academic outcomes. When parents/guardians are involved in their children's education, students often achieve higher grades and test scores, enroll in higher-level programs, have better attendance, and are more likely to graduate.

- **A well-designed learning environment** is essential for promoting growth across various developmental domains and curriculum areas. Beyond the physical space, the school and classroom organization, routines, materials, and emotional climate create a conducive learning environment that focuses on **building relationships**. These factors set the stage for learning and behavior expectations, making them crucial for the success of all students. In addition, it is important that the students develop a strong sense of belonging in the classroom and that the classroom reflects their linguistic and family backgrounds.
- **Teachers involve families and community members in creating learning environments** that reflect the children's families and communities. This is a powerful way to foster a sense of belonging and provide a supportive educational experience. This approach can be particularly effective in schools like Rea Elementary, which is dedicated to enhancing community and family engagement.

AVID nights have been one way that Rea has employed to boost family engagement. These events are characterized by significant involvement and engagement from the staff with families. Enhancing family attendance at these events remains a key focus for growth.

- **Continuous professional development** provides teachers with strategies to address diverse learning styles and challenges. Currently teachers at Rea Elementary are applying strategies to help students develop the academic habits they will need to be successful in middle school, high school, and college; in particular they routinely use structures for student collaboration and are provided opportunities to work collaboratively (e.g. Study Buddies, Jigsaw, Four Corners, etc.). A pivotal area of growth is the integration of higher-level thinking questions into teachers' note-taking strategies. This effort aims to deepen students' understanding and engagement with the material, fostering a more analytical and reflective approach to learning. Implementing AVID at the elementary level in Costa Mesa's education system represents a foundational shift toward creating a cohesive and comprehensive system of learning that extends through TeWinkle Middle and Estancia High School, which are already integrating AVID strategies throughout their schools. By adopting AVID's proven methodologies early in students' academic journeys, Rea aims to lay the groundwork for developing essential self-advocacy and executive functioning skills critical for academic success and personal growth.
- **Parents/Caregivers as Partners:** Currently, Rea Elementary offers Grupo Crescer, a 6-8 week virtual parenting skills program. They are exploring in-person parenting classes for the 2024-2025 school year, including stress management. In addition, they are looking at ways to involve parents/guardians in supporting their students' academics through workshops on topics like child development, learning strategies, digital safety, and health and wellness. Currently, Rea also has four yearly AVID Family Nights that include AVID in the Classroom, Literacy Night, STEM Night, and College Night. However, enhancing family engagement in these events remains an area for ongoing improvement. Engaging families and the community in the educational process will strengthen links among students, parents, teachers, and community partners, creating a culture of collective trust and shared responsibility for each student's academic success.

Focus #3: Grow Early Learning Programs: Rea Elementary's Early Development Index (UCLA Center for Healthier Children, Families, and Communities, Rea Early Development Index (EDI) School Profile Report) rankings demonstrate that of students eligible to enter kindergarten, only 38% are considered ready for kindergarten, 33% are ready in overall social competence, and 15% are ready in communication skills and general knowledge. With the proposed implementation of additional early learning programs and activities, Rea Elementary expects to improve upon the results of its current efforts, increasing the percentage of eligible students enrolling in PreK and TK and improving the school readiness scores. In addition, Rea's commitment to early learning will ensure that children and their families are well-prepared, confident, and

excited about the start of their educational journey.

- **Learning Link:** At a Learning Link, parents and caregivers can help their children learn and grow through play. This drop-in program, designed for families and their children ages 0-5, offers an engaging environment for caregivers to work alongside a qualified preschool teacher to learn new ways to play and engage with their child. The goal of Learning Link is to foster the development of school readiness skills in early childhood, with parent involvement and engagement at its core. The Learning Link offers children many hands-on academic learning opportunities and educational activities, aligning with the latest early education research and the California Preschool Learning Foundations. In addition, a Learning Link offers developmental screenings with opportunities for early intervention and referrals to services for children younger than five years old, as necessary. By engaging families at the start of their children's educational journeys, the Learning Link also provides opportunity to build trusting relationships with NMUSD, helps NMUSD better understand and address the priorities of our earliest learners, and engage families as shared accountability partners who influence District and school priorities and decisions.
- **Kindergarten Readiness Series-** The "Kindergarten Readiness Series" at Rea's Elementary is designed to bridge the gap between home and school for incoming kindergarteners and their families. This series for caregivers and their children helps families and caregivers understand how they can use everyday interactions and materials available in the home to help their child prepare for kindergarten and practice early literacy, math, and motor skills. This also serves as a platform for caregivers to connect with school staff, building a supportive community network.
- **Develop an Early Learning Recruitment Plan-** Rea's Early Learning Recruitment Plan will help raise awareness of educational opportunities for young children, promote early childhood education, ensure equity and accessibility, and engage the community.

Focus #4: Continuous Improvement Practices-The success of Rea's community school strategy relies heavily on the site leadership team comprised of representatives from all educational partner groups. The school's ability to cultivate a culture of efficacy, adaptability to change, and resilience in the face of challenges relies on synthesizing the diverse skills and perspectives of its community and **believing that the school belongs to everyone- students, staff, families, and community**. With a shared understanding of the goals and expectations of the community school's strategy and values, the educational partners of Rea Elementary commit to working together toward their common vision: providing an integrated "whole-child" learning experience that improves student outcomes.

By regularly reviewing and discussing student data, Rea Elementary's leadership team will be able to revise its program activities in real-time to ensure a continuous improvement of outcomes. Academic measurements will be based on data identified in academic achievement and attendance records. As data is collected and analyzed, the

leadership team will reflect upon how program services can be improved to provide academic support to students from early morning through late afternoon, especially for students preparing for middle school. The leadership team will work closely with teachers and other staff to align the expanded learning opportunities with the school's curriculum and academic goals, which will be crucial for creating a cohesive learning educational experience for all of Rea Elementary's students. Expanded Learning staff will participate in these data discussions, identifying student needs to provide additional practice and targeted academic support.

In addition to qualitative data, caregivers, teachers, and educational partners' input will be collected at community engagement events and via surveys and inventories. Considering diverse points of view will provide Rea Elementary's leadership team with new ways to view program activities and practices and further improve student outcomes. The leadership team will analyze program results with absolute transparency, revising the implementation plan and adjusting integrated student supports to improve student outcomes and strengthen family and community connections.

A vital element to the development of Rea Elementary's Collaborative Leadership and Practices will be the addition of the Community School Admin Intern – NMUSD's title for a CS coordinator position. The Community School Admin Intern will ensure effective and cohesive shared power among Rea Elementary's educational partners, teachers, staff, and students. The Community School Admin Intern will identify, develop, and/or strengthen partnerships with local community resources that provide supplemental support to students. The Community School Admin Intern will provide system navigations for students and families in need, providing connections and introductions to local resources that offer academic, social, emotional, and physical well-being and extracurricular activities as needed.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

Part A: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper into this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

NMUSD's Local Control and Accountability Plan (LCAP) outlines a host of initiatives in the framework of a Multi-Tiered System of Support (MTSS), including key components such as early literacy programs, Positive Behavioral Interventions, and Supports (PBIS), Restorative Practices, universal attendance support, targeted counseling, and support

for English learners. Rea Elementary will create a holistic integration of the community school approach with existing district initiatives, ensuring no effort exists in isolation. This integration allows for a more coordinated, effective approach to education, where resources are maximized and interventions are synergistic.

Rea Elementary's first step to "de-silo" all parallel LEA and school-level initiatives was to conduct a thorough Needs and Assets Assessment (NAA). Data from multiple district-level sources, including but not limited to the district's LCAP, School Plan for Student Achievement (SPSA), California Healthy Kids Survey, and the Title I Site Needs Assessment, which examines the school climate from caregivers' perspective, were considered. School-level data sources included, but were not limited to, surveys, inventories, and proficiency results. In addition to data analysis, Rea Principal Hoggard facilitated community engagement discussions with caregivers, students, and staff to identify and share focus on the collective priorities most critical to the community. By collaborating with educational partners during the Rea Elementary Needs Assessment development, a sense of collective leadership developed amongst the participants, which will support momentum for their future participation. Each educational partner group was asked about their perceptions of Rea Elementary's current needs and assets and their aspirations for the school and its students. Based upon these inputs, the leadership team developed an Implementation Plan for Rea Elementary that captured the family and community's voice, is equity-enhancing, aligned with the district's LCAP and CCSPP framework, and focused on delivering overall improved student learning and strengthened family and community connections.

The input-gathering process was intentionally designed to gather as many voices as possible from caregivers and family members. Various tools were used to collect feedback, including hard copies and online surveys. With a focus question of "Why a Community School for Rea?" at the forefront of the discussion, ideas were shared on how the integrated approach to education will benefit students, families, and the community overall. We believe that by 1) strengthening student learning and academic success through a comprehensive approach 2) working with the premise that caregivers are the most reliable source of information about their child, 3) actively involving caregivers, families, and community members, a strong support system for students will be developed that fosters a sense of belonging and community; and 4) by collaborating and building partnerships with local businesses, nonprofits, and other organizations, Rea Elementary will create a community partner network of local resources that will benefit Rea Elementary's students, families, and community.

Part B: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

As a community school, Rea Elementary will strengthen its efforts to actively engage students, caregivers, teachers, and community stakeholders in decisions affecting school climate, curriculum, and services to reinforce the sense of collective trust and shared responsibility for each student's academic success, multiple input opportunities will be facilitated between teachers and caregivers throughout the school year. Activities such as teacher/caregiver conferences, family nights, and parenting workshops will allow for formal and informal collaborative discussions. Through regular conversations among home and school team members, the student's assets, interests, and growth demonstrated academically and as a contributing citizen in the classroom and greater community will all be shared and celebrated. With an intent to support and foster the student's growth mindset, formative and summative data will be regularly reviewed as a team to determine the next steps of support with measurable goals. A Multi-Tiered System of Support will guide the conversations and efforts that truly bring in educational partners representing multiple facets, ultimately benefiting the student and family. The Implementation Plan will be updated via educational partner input collected at regularly scheduled community outreach events. Shared Decision Making and Participatory Practices are in the exploratory phase.

Rea Elementary anticipates the following three priorities/goals that were identified in the initial development phase to be further developed during the implementation of the community school model: **1) Expand and enrich learning time** by offering before and after school programs (fulfills Whole Child and Family Supports Inventory required in Implementation Plan Template Instructions); **2) Improve student attendance**; and **3) improve community and family engagement**.

<u>Priority Area</u>	<u>Indicators</u>
Improve Attendance	<p>Specific Goal: Increase the attendance of the 98 students at risk of being chronically absent by 20%.</p> <p>Outcome/Indicator: The Rea Elementary attendance reports will demonstrate increased attendance, specifically focusing on the at-risk students. Increased attendance will then lead to improving overall student well-being and academic success.</p>
Expanded & Enriched Learning Time	<p>Specific Goal: Increase participation in the expanded learning programs by 10%.</p> <p>Outcome/Indicator: Increased enrollment in Expanded Learning Programs that include engaging activities such as STEM (Science, Technology, Engineering, Math), robotics, arts/dance/drama, and sports. Increased enrollment will improve overall student well-being and academic success, aligning with school-day academic standards, behaviors,</p>

<u>Priority Area</u>	<u>Indicators</u>
	and habits. Education partner surveys will also provide input on the course offerings to ensure continued participation and engagement.
Community and Family Engagement	<p>Specific Goal: Increase participation in AVID nights to ensure that at least 70% of all elementary students and their families throughout the school attend these events.</p> <p>Outcome/Indicator: Track attendance records for each AVID night event, comparing the total number of attendees to the total number of elementary students and their families in the school to calculate the percentage of participation.</p>

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort. At the system level, LEAs establish a system-level steering committee/advisory council 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.

Describe your goals for strengthening collaborative leadership.

<u>Goals</u>	<u>Actions Steps</u>
<p>The current leadership teams, including ELAC, PTA, SSC, Site Leadership Team, MTSS Team, and Student Council, will enhance their effectiveness in managing the goals and priorities of the Community School by incorporating the Community School Admin Intern into each team meeting. This goal aims to foster a more comprehensive understanding and collaborative approach towards the school's objectives.</p>	<ul style="list-style-type: none"> ● Schedule Integration: Immediately include the Community School Admin Intern in scheduling all leadership team meetings. ● Monthly Goal Review: Allocate time during each meeting for reviewing the Community School's goals and priorities. ● Evaluation: Conduct a comprehensive progress evaluation, utilizing data and observational insights. Then, brainstorm and document the next steps involving key educational partners like families, staff, students, and community partners.
<p>Create a site-based Community School Leadership Team that effectively collaborates to improve student outcomes and family engagement.</p>	<ul style="list-style-type: none"> ● Establish Community School Leadership Team norms, ensuring clear communication, decision-making, and collaboration guidelines. ● Identify three priorities for the team to focus on for the school year, which should be directly linked to student success and community engagement. ● Develop shared decision-making protocols to ensure all team members have a voice and a transparent decision-making process. ● Implement strategies to engage all families, focusing on those less involved in the past. ● Ensure active involvement of Early Learning and Expanded Learning Staff in the team to integrate early education perspectives.

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):



Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability. 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. Describe your goals and action steps for establishing policy and initiative alignment.

<u>Goals</u>	<u>Action Steps</u>
Create a coherent approach that aligns community school policies and initiatives with the real needs of the student population, as directly expressed through survey data	<ul style="list-style-type: none">● Data Collection and Analysis: Conduct comprehensive surveys that gather input from key educational partners – students, caregivers, teachers, and community members. Once collected, analyze this data to identify trends, needs, and areas for improvement.● Alignment with SPSA: Ensure that the data analysis findings are reflected in the School Plan for Student Achievement and aligned to the LCAP and CCSPP Implementation plan. This may involve modifying goals, reallocating resources, or introducing new programs or initiatives.
Develop a Site-level implementation plan that is shared and reviewed overtime.	<ul style="list-style-type: none">● Implementation and Monitoring: Regularly monitor the progress and impact of the goals and action steps, making adjustments as necessary based on ongoing feedback and data.● Professional Development and Support: Provide necessary training and support to staff and teachers to effectively implement new policies or initiatives. This includes professional development opportunities and resources needed for successful execution.

Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement. Describe your goals and action steps for ensuring that: staffing serves 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.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

<u>Goals</u>	<u>Action Steps</u>
Recruit and retain bilingual staff to fulfill key Community School Admin Intern role	<ul style="list-style-type: none">• Conduct outreach, recruit and hire a bilingual Community School Admin Intern with strong community engagement and resource building skills.
Leverage existing in-kind staff support to sustain the Community School model.	<ul style="list-style-type: none">• Deploy current staff (Zone Social Worker and School Community Facilitator) to fulfill critical roles in the Community School model beyond grant expiration.

<u>Key Staff/Personnel Names</u>	<u>Positions</u>
Dr. Lorie Hoggard	School Principal, Rea Elementary
Teri Lyn Shad	Assistant Principal, Rea Elementary
TBD	Community School Admin Intern, Rea Elementary
Atzintli Carrizal Perez	NMUSD Expanded Learning Opportunities Lead Representative
Eduardo Castillo	Counselor, Rea Elementary
Maria Barragan	Estancia Zone Social Worker, NMUSD
Claudia Ortiz Rodal	School Community Facilitator, Rea Elementary
Christy Flores	NMUSD's Community School Advisory Council Lead/Director of Engagement, Partnership, & Expanded Learning

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Rea Elementary School will implement a sustainability plan to position its Community School model for growth while anchoring it in diverse but complementary funding sources.

Leveraging Shared Resources. Rea Elementary will leverage shared resources across the four schools in implementing the Community School model, including using the district's data platform Aeries. NMUSD is exploring various parent communication tools, in which the Rea Community School will benefit through expanded Community School student data reporting, collection, and analysis, and through an enhanced communication framework to deliver and capture teacher/family engagement initiatives. Key data collection and analysis results will be shared across the four schools LEA and with the school principals to promote a culture of quality improvement. Additionally, existing program services across the district will be implemented in the four school LEA through a cohesive framework to support students' academic, social, emotional, and physical development. Those services include: a) **Strong Start**, a before school enrichment program that engages students with academic and independent learning opportunities, b) **Advancement Via Individual Determination, (AVID)**, which provides strategies to leverage support for students using a tutorial model and lesson in writing, inquiry, collaboration, organization and reading, and c) **Multi-Tiered System of**

Supports (MTSS), which involves tailored instructions and intervention to help students succeed academically while nurturing social, emotional and behavioral development, and d) **Positive Behavioral Intervention and Supports (PBIS)**, evidence and data-based programs, practices and strategies that frame behavioral improvement related to student growth in academic performance, safety, behavior, and positive school culture.

Expanding Key Partnerships. With key partnerships in place, Rea will grow existing integrated student (and family) partner support networks to increase student/family access to physical, behavioral, dental health and parental English Learning and academic supports through formal partnerships. The following action steps will formalize these relationships to continue beyond the grant expiration. Specifically, 1) the Community School Administrative Intern will meet with community partners regularly to foster communication channels and align resources to the needs of the community, 2) MOUs and service agreements with community partners will be updated to reflect the expanded roles of those partners, and 3) the community partners will be invited to participate in district and site leadership teams. Those key partners and their services include:

1. Melinda Hoag Smith Center for Healthy Living (MHS) – MHS provides comprehensive services including food distribution, case management, monthly diaper distribution, along with adult and child centered classes to support physical, mental, and emotional well-being.
2. Share Our Services (SOS) – SOS provides social services including care management, housing navigation, food and financial assistance, along with comprehensive medical, behavioral, and dental health.
3. Huntington Beach Adult School (HBA) – HBA provides courses that include English Learning for Adults, English as a Second Language (ESL), High School Diploma and General Education Development.

Providing In-kind support. Rea will integrate key current staff/roles that complement the Community School model to create connective tissues with these staff and the newly onboarded Community School Admin Intern. The district-wide Director of Engagement, Partnership, and Expanded Learning will lead coordination of key staff dedicated to the Community School framework and will work in concert with the Community Site Admin Intern in each LEA school. Through this in-kind staffing model, Rea will maximize the return on investment of current staffing resources. Rea will utilize the following in-kind program staff support beyond grant expiration to sustain its Community School:

- Staff support from the following existing staff members: 1) the Estancia Zone Social Worker and 2) the School Community Facilitator

Offering Additional In-kind Supports will augment the experiences of students engaged in expanded and enriched learning to support students' academic development and social emotional learning. This will be achieved through:

- Expanded learning staff dedicated to activities before and after school hours,

- Use of school facilities for expanded enrichment activities outside of traditional school hours, and
- Expanded after school healthy snack foods to support student energy and readiness for expanded enrichment activities.

Sustaining Learning in the Community School Model. To sustain transformative learning beyond the grant expiration and meet all program deliverables, Rea's Community School will integrate the following pillars; 1) expanded and enriched learning that supports motivation, competence, targeted instruction, self-directed learning and professional development; 2) family and community engagement to create safe spaces for student learning needs; and 3) collaborative leadership and practices that improve holistic student success and better educational outcomes. Successful implementation of the four pillars in Rea's Community School framework will lead to annual evaluations that illustrate: 1) transformed schools, 2) engaged, healthy, empowered students and families, 3) confident, well-prepared students, and 4) local capacity for collaborative problem solving.

Exploring Reimbursement Funding Models: Rea and its partner LEA schools will explore the following funding streams for additional sustainability models:

1. Cal-Aim (Medi-Cal) reimbursement for school-based services, to include the potential for Community School Admin Intern reimbursement for Community Health Worker services, and
2. Federal reimbursement through the Early and Periodic Screening Diagnosis and Treatment Program (EPSDT) through Zone Social Worker delivered EPSDT services.

Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the 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 your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school. 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:

Rea Elementary has established partnerships with many local community organizations in order to develop a strong network of support for students, caregivers, and family members. Partner resources will provide programming that is responsive to the individual needs of each family while fostering a learning environment that will benefit

everyone in the community. A list of Rea Elementary's partner agencies include but is not limited to the following: the Huntington Beach Adult School (HBAS). HBAS provides the local adult community with academics, language acquisition, and vocational training with courses that include English Learning for Adults, English as a Second Language (ESL), High School Diploma (ASE), and General Education Development (GED); the Melinda Hoag Smith Center for Healthy Living, a community organization offering comprehensive mental health and wellness services, counseling, exercise classes, and diverse resources for families; Share Our Services (SOS), a nationally known health center that emphasizes care of the whole person through an inclusive set of services: medical, dental, clinical pharmaceuticals, behavioral health, and social services; Assistance League, a local chapter that has served the community in Newport Beach and Costa Mesa for more than seventy-five years to provide clothing, food, and family services; Project Hope Alliance provides support and education to students at risk of homelessness; Project Kinship, provides support and training to lives impacted by incarceration, gangs, and violence; and Save Our Youth (SOY) provides after school and summer programming for low income youth, ages 12-21.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success. Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how 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.

<u>Goals</u>	<u>Action Steps</u>
<p>Develop a sense of collective efficacy where staff not only feel connected with one another, but also believe that as a group they have the capacity to support students in succeeding and meet their academic, social, and emotional needs.</p>	<ul style="list-style-type: none"> ● The leadership team at Rea Elementary School has recognized the potential for improvement by integrating questions that require advanced cognitive skills into their note-taking strategies. Rea will offer professional development on methods to continuously engage students in activities like Socratic Seminars and Philosophical Chairs. This will include the integration of Costa's higher-level thinking stages and questioning techniques into these activities. ● Focus on Data-Driven Instruction: Provide professional development on using student performance data to guide teaching strategies. This encourages a collective approach to elicit and respond to student feedback ● Strengthen current PBIS practices and infuse trauma informed strategies. Build the capacity of faculty, staff, and administrators to implement community schools with fidelity. ● Student-centered teaching strategies for both whole group and small group instruction. ● Build teacher efficacy in practices that create a safe, inclusive, learning environment that encourages students to think critically, take risks, and problem solve. ● The Community School Advisory Council Lead/Director will arrange comprehensive professional development opportunities that encompass the philosophy, values, strategies, and distinctive practices of community schools. These programs will be tailored to fit the diverse groups, such as teachers, support staff, early learning staff, expanded learning staff, and families.
<p>Increase opportunities for caregiver engagement and involvement by building strong, positive relationships.</p>	<ul style="list-style-type: none"> ● Increase caregiver education classes/workshops ● Provide support to caregivers (conferences, resource fairs, meetings) that support working caregivers' schedules ● Provide professional development for office and support staff in customer service strategies. ● Provide training for staff in connecting with families who are new to the school site.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency. Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

<u>Goals</u>	<u>Action Steps</u>
Provide training in PBIS and Habits of Mind	<ul style="list-style-type: none">● Provide ongoing training to all staff in PBIS practices ensuring consistency across the school site.● Provide training to teachers and staff to build up independent, critical thinkers who are positive contributing members to their community.
Provide learning opportunities that are hands-on, engaging and responsive to students' learning needs and interests.	<ul style="list-style-type: none">● Provide professional development in Project Lead the Way to help students apply their knowledge and skills to solve problems or create something tangible, integrating computer science, engineering, biomedical science, and other areas. Learners of all ages apply math, ELA, and science skills, and develop foundational skills across disciplines.
Structure meeting time for teachers to learn about and discuss students' specific needs.	<ul style="list-style-type: none">● Cross-grade level articulation meeting time will allow grade levels to focus on student-assets.● Preschool through Kindergarten teacher focus group - to better enhance the transition for the youngest learners by establishing a strong foundation of responsive support.
Provide training for teachers and staff to support the whole child.	<ul style="list-style-type: none">● Training will be focused on relationship building, strategies to build connections, positive-asset based.● Utilize the Melinda Hoag Smith Center for Healthy Living Partnership to provide training for staff.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders. Describe how your site, with educational partners, will explore 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. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

To develop an evaluation plan embedded in local data and measures that allow for diverse community-based definitions of success, our site will engage in a comprehensive, collaborative approach with educational partners. The steps to be taken include:

1. **Developing Performance Indicators:** We will define measurable indicators that align with our community's unique needs and values. These indicators will track improvements in attendance, enrollment in expanded and enriched learning programs, and community and family engagement levels.
2. **Data Collection Methods:** Our approach to data collection will be multi-faceted, including attendance records, surveys, interviews/focus groups, and observations. This will ensure we have a robust set of data to draw conclusions from. Participation data from expanded learning and enrichment programs will also be gathered to measure engagement levels.
3. **Educational Partner Engagement:** A crucial part of our evaluation plan is the involvement of educational partners – staff, students, caregivers, and community members – in the feedback loop. By incorporating their perspectives, we can ensure that our evaluation criteria and methods are inclusive and reflective of the community's diverse opinions on what success looks like.
4. **Analysis:** The data collected will be rigorously analyzed to assess progress toward our goals. This will include preparing reports on findings, highlighting successes, and identifying challenges. This step is essential in ensuring that the measures of success are not just theoretical but are grounded in actual performance and outcomes.
5. **Modify Implementation Plan:** The evaluation process is cyclical. Based on the analysis, we will continuously refine our goals and action steps to address any challenges and build on successes.

These outcomes/indicators will serve as benchmarks for the initiative's success and will be integral in guiding our work and making data-informed decisions. By focusing on these outcomes, we can ensure that our community school initiative is not only fulfilling its intended goals but is also evolving and responding to the needs and definitions of success as seen by our diverse community stakeholders.

<u>Goals</u>	<u>Action Steps</u>	<u>Outcomes/ Indicators</u>
<p>Improve Attendance</p> <p>Specific Goal: Increase the attendance of the 98 students who are currently at risk of being chronically absent by 20%.</p>	<ul style="list-style-type: none"> ● Incentives and Classroom Attendance Competitions: Reward improved attendance with small incentives, and hold class-level competitions to encourage a team spirit around attendance. ● Student Engagement Activities: Organize engaging activities that cater to a variety of interests to motivate students to attend school. ● Student Attendance Review Team Meetings: Regular meetings involving the Community School Admin Intern, School Community Facilitator, Classroom Teacher, Administration, and Counselor to discuss and strategize on individual student cases. ● Assigned Mentors for At-Risk Students: Pair at-risk students with mentors who can provide support, guidance, and motivation. ● Increase School/Family Communication: Regular phone calls and, if necessary, home visits to engage families in their children's school attendance and address any barriers. 	<p>The Rea Elementary attendance reports will demonstrate increased attendance, specifically focusing on the at-risk students. Increased attendance will then lead to improving overall student well-being and academic success.</p>

<u>Goals</u>	<u>Action Steps</u>	<u>Outcomes/ Indicators</u>
<p>Expanded & Enriched Learning Time</p> <p>Specific Goal: Increase participation in the expanded learning programs by 10%.</p>	<ul style="list-style-type: none"> ● Offer before school academic, athletic, and music programs. ● Use surveys to identify enrichment activities that are of interest to students and parents. ● Community outreach and involvement to bring in guest speakers and role models to connect and provide experiences for students. ● Provide professional development for ELOP staff in mentorship. ● Maximize family outreach through the utilization of emails, school announcements, social media, and school websites. ● Increase student showcase performances 	<p>Increased enrollment in Expanded Learning Programs that includes engaging activities such as STEM (Science, Technology, Engineering, Math), robotics, arts/dance/drama, and sports. Increased enrollment will improve overall student well-being and academic success, in addition to aligning with school day school day academic standards, behaviors, and habits.</p>
<p>Community and Family Engagement</p> <p>Specific Goal: Increase participation in AVID nights to ensure that at least 70% of all elementary students and their families throughout the school attend these events.</p>	<ul style="list-style-type: none"> ● Finalize calendar for AVID Family Nights and other events involving parent-child interaction around learning/academics. ● Establish a system for efficient tracking of parents attending AVID Family Night and related events. ● Engage Office Assistant in maintaining a log with parent attendance data. Consider how to create competition for grade levels to have the largest percentage of participants. ● Engage School Community Facilitator to assist with promoting and publicizing events, as well as providing targeted communication/follow up to encourage parents to participate. 	<p>AVID nights are designed to support students' academic success and involve families in their educational journey, aligning with the school's mission to foster a collaborative learning environment and enhance student achievement.</p>

Attachment III - Implementation Plan
2023–24 California Community Schools Partnership
Newport-Mesa Unified School District - Implementation Grant Cohort 3
Pomona Elementary
School Code 30 66597 6029466

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School Site Contact Information

Pomona Elementary

2051 Pomona Avenue, Costa Mesa, CA, 92627

(949) 515-6980

Cindy Pedroso, Principal

Strategy 1: Shared Understanding and Commitment

Describe the developmental plans for ensuring these values are reflected in your community school's work:

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach centered on establishing racially just, relationship-centered schools. Schools and LEAs answer, **“Why a community school for my school/district?”**

Shared Understanding and Commitment Built Around the Overarching Values

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. In your response, be sure to indicate how your site’s understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

“Panther Pride” is more than a motto at Pomona Elementary School located at 2051 Pomona Avenue in Costa Mesa, California – it’s a daily commitment and call to action. Principal Pedroso begins each day asking Pomona students, “Who is the key to success?” Students enthusiastically reply in unison, “The key is me. Today I will be the best I can be.” This passion for success is felt across the Pomona Elementary School community that serves over 300 students in grades preschool through 6th grade. The Pomona Elementary School community consists of a tight knit, hard working community that appreciates the open-door culture and policy of communication with the school. The dedication and desire for continuous improvement is appreciated as demonstrated by a Pomona mother who approached Principal Pedroso at the December 2023 Community Schools Community Input meeting. With tears in her eyes, this mother expressed her gratitude for the opportunity to dream and share ideas about the future of Pomona Elementary School and the impact on students, families, and educational partners.

The pandemic highlighted the significance of these kinds of human interactions and the

importance of building relationships. It is imperative that schools intentionally foster a sense of community and that every individual in the school environment feels recognized, listened to, and valued. By nurturing each individual's unique strengths and fostering an environment encouraging participation in creative problem-solving, we lay the groundwork for a culture of efficacy where staff, students, and families feel a sense of belonging.

The Family Financial Stability Index or FFSI (Parsons Consulting, Inc. for Orange County United Way 2022) seeks to identify which neighborhoods have high levels of family financial instability. Orange County United Way's Family Financial Stability Index (FFSI) includes three general domains for populations with children under 18 years of age:

- Income: % of the population with income <185% of the federal poverty level
- Employment: % of families with one or more unemployed adults seeking employment)
- Housing: % of families paying 50% or more of income on rent.

A score of 4 or less is considered “unstable,” and the Pomona community's FFSI score is 4. Research has shown that children living in communities with high rates of poverty and high unemployment rates are at risk of having negative impacts on their health, well-being in childhood, and life opportunities. Pomona Elementary plans to implement strategies to mitigate the harms of adverse childhood experiences (ACEs), including connecting youth to caring adults and activities, teaching skills to help parents and youth handle stress, manage emotions, tackle everyday challenges, and ensuring a solid start for children and paving the way for them to reach their full potential.

Focus #1: Strengthen Expanded Learning and Enrichment - Currently, Pomona partners with Boys and Girls Club to run their Expanded Learning program. The Community Schools initiative will provide Pomona Elementary opportunities to develop a formal process and system for communication and collaboration between Expanded Learning staff and school day staff to review data, discuss students' needs, and provide additional practice and targeted academic support. The efforts and collaboration would allow Pomona Elementary to rethink its use of time and support, including academic and behavioral support. For example, with this strengthened collaboration, the PBIS behavior expectations and strategies applied during the day will continue past the school bell, providing students with a safe and consistent learning environment. Furthermore, the role of the Community Schools Admin Intern (i.e., NMUSD's title for the CS Coordinator role), having access to data gained by participating in the Pomona MTSS monthly team meetings, will be able to provide more targeted intervention and support. This deepened insight will inform the application of data-driven strategies, such as distributed practice methods, which will be shared with both school day and Expanded Learning Instructional Assistants. This approach will enable Kindergarten and first-grade students to engage in brief, regular sessions focused on letter and sound recognition, enhancing their reading skills through consistent reinforcement.

In addition, through parent and family feedback, we saw a need and desire for more diverse enrichment offerings. Currently, only 37% of the Pomona students participate in the Expanded Learning program and enrichment classes. Pomona Elementary plans to add enrichment classes in music, art, sports, and STEM through outside providers. The goal is to ensure that enrichment and Expanded Learning programs are accessible to all students, particularly those who benefit most from additional learning opportunities. This might involve outreach to students and families, addressing barriers to participation, and tailoring programs to meet diverse student needs and leveraging community assets and resources. Increased enrichment opportunities will help in multiple areas, including a sense of community and belonging for students, connectedness for students with staff members, curiosity and desire to learn, and enhancement of additional skills such as communication, creativity, teamwork, problem-solving, emotional intelligence, flexibility, resilience, and leadership.

Focus #2: Supporting Student Learning through Collective Efficacy- Effective teaching and family engagement directly correlates with improved student learning. By strengthening the partnership between teachers and caregivers, educators are better equipped to create engaging learning environments, leading to better student academic outcomes. When parents/guardians are involved in their children's education, students often achieve higher grades and test scores, enroll in higher-level programs, have better attendance, and are more likely to graduate.

- **A well-designed learning environment** is essential for promoting growth across various developmental domains and curriculum areas. Beyond the physical space, the school and classroom organization, routines, materials, and emotional climate create a conducive learning environment that focuses on **building relationships**. These factors set the stage for learning and behavior expectations, making them crucial for the success of all students. In addition, it is important that the students develop a strong sense of belonging in the classroom and that the classroom reflects their linguistic and family backgrounds.
- **Teachers involve families and community members in creating learning environments** that reflect the children's families and communities. Pomona Elementary is dedicated to enhancing this approach. This approach can be particularly effective in schools like Pomona Elementary, which is dedicated to enhancing community and family engagement. Professional development opportunities will be provided for teachers and staff on project based learning and community engagement strategies. Understanding how to connect with diverse students and their families is crucial for creating an inclusive learning environment.
- **Continuous professional development** provides teachers with strategies to address diverse learning styles and challenges. Pomona Elementary is exploring a partnership with AVID (Advancement Via Individual Determination) to help students develop the academic habits they will need to be successful in middle school, high school, and college; in an age-appropriate and challenging way, teachers will learn how to develop students' learning-how-to-learn skills, refine

instructional practices, inspire students with project-based learning, and provide academic and social support that allows students to thrive. In addition, implementing AVID at the elementary level in Costa Mesa's education system represents a foundational shift toward creating a cohesive and comprehensive system of learning that extends through TeWinkle Middle and Estancia High School, which are already integrating AVID strategies throughout their schools. By adopting AVID's proven methodologies early in students' academic journeys, we aim to lay the groundwork for developing essential self-advocacy and executive functioning skills critical for academic success and personal growth.

- **Parents/Caregivers as Partners:** Currently, Pomona Elementary offers Grupo Crescer, a 6-8 week virtual parenting skills program. They are exploring in-person parenting classes for the 2024-2025 school year, including stress management. In addition, they are looking at ways to involve parents/guardians in supporting their students' academics through workshops on topics like homework help, child development, learning strategies, digital safety, and health and wellness, all with the hopes that childcare will be provided during these classes. Lastly, Pomona Elementary hosts various family nights but would like to expand them to include cultural festivals, science fairs, literacy nights, and/or art shows. Engaging families and the community in the educational process will strengthen links among students, parents, teachers, and community partners, creating a culture of collective trust and shared responsibility for each student's academic success.

Focus #3: Grow Early Learning Programs: Pomona Elementary's Early Development Index (UCLA Center for Healthier Children, Families, and Communities, Pomona Early Development Index (EDI) School Profile Report) rankings demonstrate that of students eligible to enter kindergarten, only 27% are considered ready for kindergarten, 21% are ready in overall social competence, and 21% are ready in communication skills and general knowledge. With the proposed implementation of additional early learning programs and activities, Pomona Elementary expects to improve upon the results of its current efforts, increasing the percentage of eligible students enrolling in PreK and TK and improving the school readiness scores. In addition, Pomona's commitment to early learning will ensure that children and their families are well-prepared, confident, and excited about the start of their educational journey.

- **Learning Link:** At a Learning Link, parents and caregivers can help their children learn and grow through play. This drop-in program, designed for families and their children ages 0-5, offers an engaging environment for caregivers to work alongside a qualified preschool teacher to learn new ways to play and engage with their child. The goal of Learning Link is to foster the development of school readiness skills in early childhood, with parent involvement and engagement at its core. The Learning Link offers children many hands-on academic learning opportunities and educational activities, aligning with the latest early education research and the California Preschool Learning Foundations. In addition, a Learning Link offers developmental screenings with opportunities for early intervention and referrals to services for children younger than five years

old, as necessary. By engaging families at the start of their children's educational journeys, the Learning Link also provides opportunity to build trusting relationships with NMUSD, helps NMUSD better understand and address the priorities of our earliest learners, and engage families as shared accountability partners who influence District and school priorities and decisions.

- **Kindergarten Readiness Series-** The "Kindergarten Readiness Series" at Pomona Elementary is designed to bridge the gap between home and school for incoming kindergarteners and their families. This series for caregivers and their children helps families and caregivers understand how they can use everyday interactions and materials available in the home to help their child prepare for kindergarten and practice early literacy, math, and motor skills. This also serves as a platform for caregivers to connect with school staff, building a supportive community network.
- **Develop an Early Learning Recruitment Plan-** Pomona's Early Learning Recruitment Plan will help raise awareness of educational opportunities for young children, promote early childhood education, ensure equity and accessibility, and engage the community.

Focus #4: Continuous Improvement Practices- The success of Pomona's community school strategy relies heavily on the site leadership team comprised of representatives from all educational partner groups. The school's ability to cultivate a culture of efficacy, adaptability to change, and resilience in the face of challenges relies on synthesizing the diverse skills and perspectives of its community and **believing that the school belongs to everyone- students, staff, families, and community**. With a shared understanding of the goals and expectations of the community school's strategy and values, the educational partners of Pomona Elementary commit to working together toward their common vision: providing an integrated "whole-child" learning experience that improves student outcomes.

By regularly reviewing and discussing student data, Pomona Elementary's leadership team will be able to revise its program activities in real-time to ensure a continuous improvement of outcomes. Academic measurements will be based on data identified in academic achievement and attendance records. As data is collected and analyzed, the leadership team will reflect upon how program services can be improved to provide academic support to students from early morning through late afternoon, especially for students preparing for middle school. The leadership team will work closely with teachers and other staff to align the expanded learning opportunities with the school's curriculum and academic goals, which will be crucial for creating a cohesive learning educational experience for all of Pomona Elementary's students. Expanded Learning staff will participate in these data discussions, identifying student needs to provide additional practice and targeted academic support.

In addition to qualitative data, caregivers, teachers, and educational partners' input will

be collected at community engagement events and via surveys and inventories. Considering diverse points of view will provide Pomona Elementary's leadership team with new ways to view program activities and practices and further improve student outcomes. The leadership team will analyze program results with absolute transparency, revising the implementation plan and adjusting integrated student supports to improve student outcomes and strengthen family and community connections.

A vital element to the development of Pomona Elementary's Collaborative Leadership and Practices will be the addition of the Community School Admin Intern – NMUSD's title for a Community School Coordinator position. The Community School Admin Intern will ensure effective and cohesive shared power among Pomona Elementary's educational partners, teachers, staff, and students. The Community School Admin Intern will identify, develop, and/or strengthen partnerships with local community resources that provide supplemental support to students. The Community School Admin Intern will provide system navigations for students and families in need, providing connections and introductions to local resources that offer academic, social, emotional, and physical well-being and extracurricular activities as needed.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

Part A: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper into this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

NMUSD's Local Control and Accountability Plan (LCAP) outlines a host of initiatives in the framework of a Multi-Tiered System of Support (MTSS), including key components such as early literacy programs, Positive Behavioral Interventions, and Supports (PBIS), Restorative Practices, universal attendance support, targeted counseling, and support for English Learners. Pomona Elementary will create a holistic integration of the community school approach with existing district initiatives, ensuring no effort exists in isolation. This integration allows for a more coordinated, effective approach to education, where resources are maximized and interventions are synergistic.

Pomona Elementary's first step to "de-silo" all parallel LEA and school-level initiatives was to conduct a thorough Needs and Assets Assessment (NAA). Data from multiple district-level sources, including but not limited to the district's LCAP, School Plan for Student Achievement (SPSA), California Healthy Kids Survey, and the Title I Site Needs Assessment, which examines the school climate from caregivers' perspectives, were

considered. School-level data sources included, but were not limited to, surveys, inventories, and proficiency results. In addition to data analysis, Pomona Principal Pedroso facilitated community engagement discussions with caregivers, students, and staff to identify and share focus on the collective priorities most critical to the community. By collaborating with educational partners during the Pomona Elementary Needs Assessment development, a sense of collective leadership developed amongst the participants, which will support momentum for their future participation. Each educational partner group was asked about their perceptions of Pomona Elementary's current needs and assets and their aspirations for the school and its students. Based upon these inputs, the leadership team developed an Implementation Plan for Pomona Elementary that captured the family and community's voice, is equity-enhancing, aligned with the district's LCAP and CCSPF framework, and focused on delivering overall improved student learning and strengthened family and community connections.

The input-gathering process was intentionally designed to gather as many voices as possible from caregivers and family members. Various tools were used to collect feedback, including hard copies and online surveys. With a focus question of "Why a Community School for Pomona?" at the forefront of the discussion, ideas were shared on how the integrated approach to education will benefit students, families, and the community overall. We believe that by 1) strengthening student learning and academic success through a comprehensive approach 2) working with the premise that caregivers are the most reliable source of information about their child, 3) actively involving caregivers, families, and community members, a strong support system for students will be developed that fosters a sense of belonging and community; and 4) by collaborating and building partnerships with local businesses, nonprofits, and other organizations, Pomona Elementary will create a community partner network of local resources that will benefit Pomona Elementary's students, families, and community.

Part B: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

As a community school, Pomona Elementary will strengthen its efforts to actively engage students, caregivers, teachers, and community stakeholders in decisions affecting school climate, curriculum, and services to reinforce the sense of collective trust and shared responsibility for each student's academic success, multiple input opportunities will be facilitated between teachers and caregivers throughout the school year. Activities such as teacher/caregiver conferences, family nights, and parenting workshops will allow for formal and informal collaborative discussions. Through regular conversations among home and school team members, the student's assets, interests, and growth demonstrated academically and as a contributing citizen in the classroom and greater community will all be shared and celebrated. With an intent to support and foster the student's growth mindset, formative and summative data will be regularly

reviewed as a team to determine the next steps of support with measurable goals. A Multi-Tiered System of Support will guide the conversations and efforts that truly bring in educational partners representing multiple facets, ultimately benefiting the student and family. The Implementation Plan will be updated via educational partner input collected at regularly scheduled community outreach events. Shared Decision Making and Participatory Practices are in the exploratory phase.

Pomona Elementary anticipates the following three priorities/goals that were identified in the initial development phase to be further developed during the implementation of the community school model: **1) Expand and enrich learning time** by offering before and after school programs (fulfills Whole Child and Family Supports Inventory required in Implementation Plan Template Instructions); **2) Improve student attendance**; and **3) improve community and family engagement**.

<u>Priority Area</u>	<u>Indicators</u>
Improve Attendance	<p>Specific Goal: Increase the attendance of the 98 students at risk of being chronically absent by 20%.</p> <p>Outcome/Indicator: The Pomona Elementary attendance reports will demonstrate increased attendance, specifically focusing on the at-risk students. Increased attendance will then lead to improving overall student well-being and academic success.</p>
Expanded & Enriched Learning Time	<p>Specific Goal: Increase participation in the expanded learning programs by 10%.</p> <p>Outcome/Indicator: Increased enrollment in Expanded Learning Programs that include engaging activities such as STEM (Science, Technology, Engineering, Math), robotics, arts/dance/drama, and sports. Increased enrollment will improve overall student well-being and academic success, aligning with school-day academic standards, behaviors, and habits. Education partner surveys will also provide input on the course offerings to ensure continued participation and engagement.</p>
Community and Family Engagement	<p>Specific Goal: Use surveys, feedback forms, and attendance records to measure parents' satisfaction. The target is to achieve a 25% increase in positive feedback from parents on family engagement activities within the school year. This includes qualitative feedback on the variety, timing, relevance, and impact of the activities offered.</p>

<u>Priority Area</u>	<u>Indicators</u>
	Outcome/Indicator: The goal aligns with the broader objective of enhancing family-school partnerships, improving student outcomes, and fostering a supportive community environment. Engaging families in meaningful ways contributes to a positive school climate and supports children’s education both at school and at home.

Strategy 3: Collaborative Leadership

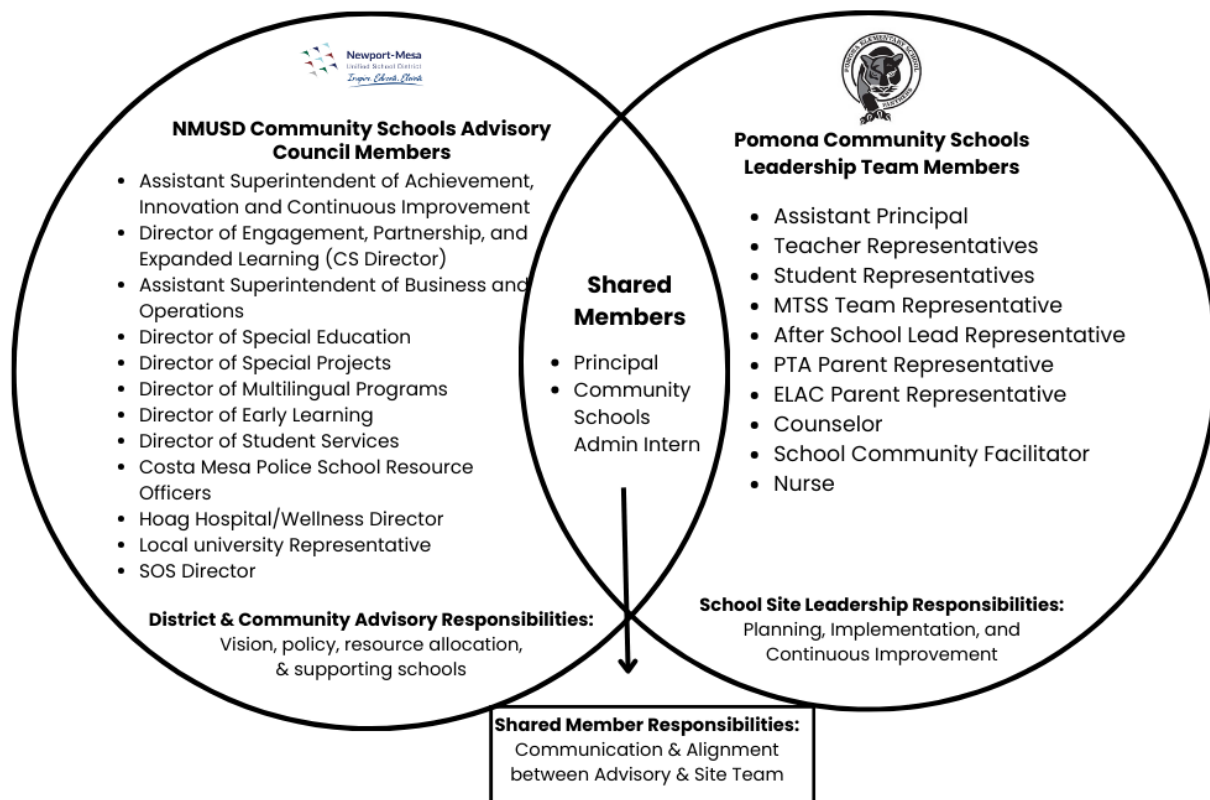
Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort. At the system level, LEAs establish a system-level steering committee/advisory council 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.

Describe your goals for strengthening collaborative leadership.

<u>Goals</u>	<u>Action Steps</u>
<p>The current leadership teams, including ELAC, PTA, SSC, Site Leadership Team, MTSS Team, and Student Council, will enhance their effectiveness in managing the goals and priorities of the Community School by incorporating the Community School Admin Intern into each team meeting. This goal aims to foster a more comprehensive understanding and collaborative approach towards the school's objectives.</p>	<ul style="list-style-type: none"> ● Schedule Integration: Immediately include the Community School Admin Intern in scheduling all leadership team meetings. ● Monthly Goal Review: Allocate time during each meeting for reviewing the Community School's goals and priorities. ● Evaluation: Conduct a comprehensive progress evaluation, utilizing data and observational insights. Then, brainstorm and document the next steps involving key educational partners like families, staff, students, and community partners.
<p>Create a site-based Community School Leadership Team that effectively collaborates to improve student outcomes and family engagement.</p>	<ul style="list-style-type: none"> ● Establish Community School Leadership Team norms, ensuring clear communication, decision-making, and collaboration guidelines. ● Identify three priorities for the team to focus on for the school year, which should be directly linked to student success and community engagement. ● Develop shared decision-making protocols to ensure all team members have a voice and a transparent decision-making process. ● Implement strategies to engage all families, focusing on those less involved in the past. ● Ensure active involvement of Early Learning and Expanded Learning Staff in the team to integrate early education perspectives.

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):

Pomona's Collaborative Leadership



Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability. 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. Describe your goals and action steps for establishing policy and initiative alignment.

Goals	Action Steps
Create a coherent approach that aligns community school policies and initiatives with the real needs of the student population, as directly expressed through survey data	<ul style="list-style-type: none">● Data Collection and Analysis: Conduct comprehensive surveys that gather input from key educational partners – students, caregivers, teachers, and community members. Once collected, analyze this data to identify trends, needs, and areas for improvement.● Alignment with SPSA: Ensure that the data analysis findings are reflected in the School Plan for Student Achievement and aligned to the LCAP and CCSPP Implementation plan. This may involve modifying goals, reallocating resources, or introducing new programs or initiatives.
Develop a Site-level implementation plan that is shared and reviewed overtime.	<ul style="list-style-type: none">● Implementation and Monitoring: Regularly monitor the progress and impact of the goals and action steps, making adjustments as necessary based on ongoing feedback and data.● Professional Development and Support: Provide necessary training and support to staff and teachers to effectively implement new policies or initiatives. This includes professional development opportunities and resources needed for successful execution.

Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement. Describe your goals and action steps for ensuring that: staffing serves 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.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

<u>Goals</u>	<u>Action Steps</u>
Recruit and retain bilingual staff to fulfill key Community School Admin Intern role	<ul style="list-style-type: none">• Conduct outreach, recruit and hire a bilingual Community School Admin Intern with strong community engagement and resource building skills.
Leverage existing in-kind staff support to sustain the Community School model.	<ul style="list-style-type: none">• Deploy current staff (Zone Social Worker and School Community Facilitator) to fulfill critical roles in the Community School model beyond grant expiration.

Key Staff/Personnel	
Cindy Pedroso	School Principal, Pomona Elementary
Teri Lyn Shad	Assistant Principal, Pomona Elementary
TBD	Community School Admin Intern, Pomona Elementary
Atzintli Carrizal Perez	NMUSD Expanded Learning Opportunities Lead Representative
Evelyn Barrios	Counselor, Pomona Elementary
Maria Barragan	Estancia Zone Social Worker, NMUSD
Daniela Gomez Guido	School Community Facilitator, Pomona Elementary
Christy Flores	NMUSD's Community School Advisory Council Lead/Director of Engagement, Partnership, & Expanded Learning

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Pomona Elementary School will implement a sustainability plan to position its Community School model for growth while anchoring it in diverse but complementary funding sources.

Leveraging Shared Resources. Pomona Elementary will leverage shared resources across the four schools in implementing the Community School model, including using the district's data platform Aeries. NMUSD is exploring various parent communication tools, in which the Pomona Community School will benefit through expanded Community School student data reporting, collection, and analysis, and through an enhanced communication framework to deliver and capture teacher/family engagement initiatives. Key data collection and analysis results will be shared across the four schools LEA and with the school principals to promote a culture of quality improvement. Additionally, existing program services across the district will be implemented in the four school LEA through a cohesive framework to support students' academic, social, emotional, and physical development. Those services include: a) **Strong Start**, a before school enrichment program that engages students with academic and independent learning opportunities, b) **Advancement Via Individual Determination, (AVID)**, which provides strategies to leverage support for students using a tutorial model and lesson in writing, inquiry, collaboration, organization and reading, and c) **Multi-Tiered System of Supports (MTSS)**, which involves tailored instructions and intervention to help students succeed academically while nurturing social, emotional and behavioral development,

and d) **Positive Behavioral Intervention and Supports (PBIS)**, evidence and data-based programs, practices and strategies that frame behavioral improvement related to student growth in academic performance, safety, behavior, and positive school culture.

Expanding Key Partnerships. With key partnerships in place, Pomona will grow existing integrated student (and family) partner support networks to increase student/family access to physical, behavioral, dental health and parental English Learning and academic supports through formal partnerships. The following action steps will formalize these relationships to continue beyond the grant expiration. Specifically, 1) the Community School Administrative Intern will meet with community partners regularly to foster communication channels and align resources to the needs of the community, 2) MOUs and service agreements with community partners will be updated to reflect the expanded roles of those partners, and 3) the community partners will be invited to participate in district and site leadership teams. Those key partners and their services include:

1. Melinda Hoag Smith Center for Healthy Living (MHS) – MHS provides comprehensive services including food distribution, case management, monthly diaper distribution, along with adult and child centered classes to support physical, mental, and emotional well-being.
2. Share Our Services (SOS) – SOS provides social services including care management, housing navigation, food and financial assistance, along with comprehensive medical, behavioral, and dental health.
3. Huntington Beach Adult School (HBA) – HBA provides courses that include English Learning for Adults, English as a Second Language (ESL), High School Diploma and General Education Development.

Providing In-kind support. Pomona will integrate key current staff/roles that complement the Community School model to create connective tissues with these staff and the newly onboarded Community School Admin Intern. The district-wide Director of Engagement, Partnership, and Expanded Learning will lead coordination of key staff dedicated to the Community School framework and will work in concert with the Community School Admin Intern in each LEA school. Through this in-kind staffing model, Pomona will maximize the return on investment of current staffing resources. Pomona will utilize the following in-kind program staff support beyond grant expiration to sustain its Community School:

- Staff support from the following existing staff members: 1) the Estancia Zone Social Worker and 2) the School Community Facilitator

Offering Additional In-kind Supports will augment the experiences of students engaged in expanded and enriched learning to support students' academic development and social emotional learning. This will be achieved through:

- Expanded learning staff dedicated to activities before and after school hours,
- Use of school facilities for expanded enrichment activities outside of traditional school hours, and

- Expanded after school healthy snack foods to support student energy and readiness for expanded enrichment activities.

Sustaining Learning in the Community School Model. To sustain transformative learning beyond the grant expiration and meet all program deliverables, Pomona's Community School will integrate the following pillars; 1) expanded and enriched learning that supports motivation, competence, targeted instruction, self-directed learning and professional development; 2) family and community engagement to create safe spaces for student learning needs; and 3) collaborative leadership and practices that improve holistic student success and better educational outcomes. Successful implementation of the four pillars in Pomona's Community School framework will lead to annual evaluations that illustrate: 1) transformed schools, 2) engaged, healthy, empowered students and families, 3) confident, well-prepared students, and 4) local capacity for collaborative problem solving.

Exploring Reimbursement Funding Models: Pomona and its partner LEA schools will explore the following funding streams for additional sustainability models:

1. Cal-Aim (Medi-Cal) reimbursement for school-based services, to include the potential for Community School Admin Intern reimbursement for Community Health Worker services, and
2. Federal reimbursement through the Early and Periodic Screening Diagnosis and Treatment Program (EPSDT) through Zone Social Worker delivered EPSDT services.

Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the 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 your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school. 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:

Pomona Elementary has established partnerships with many local community organizations in order to develop a strong network of support for students, caregivers, and family members. Partner resources will provide programming that is responsive to the individual needs of each family while fostering a learning environment that will benefit everyone in the community. A list of Pomona Elementary's partner agencies include but is not limited to the following: the Huntington Beach Adult School (HBAS).

HBAS provides the local adult community with academics, language acquisition, and vocational training with courses that include English Learning for Adults, English as a Second Language (ESL), High School Diploma (ASE), and General Education Development (GED); Costa Mesa City, partners with NMUSD in a joint use agreement to provide sports in the Pomona Community; the Melinda Hoag Smith Center for Healthy Living, a community organization offering comprehensive mental health and wellness services, counseling, exercise classes, and diverse resources for families; Share Our Services (SOS), a nationally known health center that emphasizes care of the whole person through an inclusive set of services: medical, dental, clinical pharmaceuticals, behavioral health, and social services; Active Learning, a school enrichment organization, provides after school dance and art classes; Care Solace, an online resource with a live 24/7 concierge, assists individuals in finding local mental health related programs and counseling services; Project Hope Alliance provides support and education to students at risk of homelessness; Project Kinship, provides support and training to lives impacted by incarceration, gangs, and violence; and the Orange County Gang Reduction and Intervention Partnership (OC GRIP), a program that works with multiple community and educational partners to prevent kids from participating in gang activity and enhances the relationship between the Orange County District Attorney's office, local law enforcement, and community policing.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success. Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how 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.

Goals	Action Steps
<p>Develop a sense of collective efficacy where staff not only feel connected with one another, but also believe that as a group they have the capacity to support students in succeeding and meet their academic, social, and emotional needs.</p>	<ul style="list-style-type: none"> ● Focus on Data-Driven Instruction: Provide professional development on using student performance data to guide teaching strategies. This encourages a collective approach to elicit and respond to student feedback. ● Support teachers to develop a deeper understanding of AVID instructional strategies by providing professional development opportunities to all staff (teachers, counselors, classified, early learning, after school), which connects the latest research on resilience to foster a positive environment in classrooms and schools. By empowering educators with the tools to integrate strategies that nurture student resilience and engage caregivers, we will create a more supportive and engaging learning experience. ● Strengthen current PBIS practices and infuse trauma informed strategies. Build the capacity of faculty, staff, and administrators to implement community schools with fidelity. ● Student-centered teaching strategies for both whole group and small group instruction. ● Build teacher efficacy in practices that create a safe, inclusive, learning environment that encourages students to think critically, take risks, and problem solve. ● The Community School Advisory Council Lead/Director of Engagement, Partnership, & Expanded Learning will arrange comprehensive professional development opportunities that encompass the philosophy, values, strategies, and distinctive practices of community schools. These programs will be tailored to fit the diverse groups, such as teachers, support staff, early learning staff, expanded learning staff, and families.
<p>Increase opportunities for caregiver engagement and involvement by building strong, positive relationships.</p>	<ul style="list-style-type: none"> ● Increase caregiver education classes/workshops ● Provide support to caregivers (conferences, resource fairs, meetings) that support working caregivers' schedules ● Provide professional development for office and support staff in customer service strategies. ● Provide training for staff in connecting with families who are new to the school site.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency. Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

<u>Goals</u>	<u>Action Steps</u>
Provide training in PBIS and Habits of Mind	<ul style="list-style-type: none">● Provide ongoing training to all staff in PBIS practices ensuring consistency across the school site.● Provide training to teachers and staff to build up independent, critical thinkers who are positive contributing members to their community.
Provide learning opportunities that are hands-on, engaging and responsive to students' learning needs and interests.	<ul style="list-style-type: none">● Provide professional development in Project Lead the Way to help students apply their knowledge and skills to solve problems or create something tangible, integrating computer science, engineering, biomedical science, and other areas. Learners of all ages apply math, ELA, and science skills, and develop foundational skills across disciplines.
Structure meeting time for teachers to learn about and discuss students' specific needs.	<ul style="list-style-type: none">● Cross-grade level articulation meeting time will allow grade levels to focus on student-assets.● Preschool through Kindergarten teacher focus group - to better enhance the transition for the youngest learners by establishing a strong foundation of responsive support.
Provide training for teachers and staff to support the whole child.	<ul style="list-style-type: none">● Training will be focused on relationship building, strategies to build connections, positive-asset based.● Utilize the Melinda Hoag Smith Center for Healthy Living Partnership to provide training for staff.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders. Describe how your site, with educational partners, will explore 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. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

To develop an evaluation plan embedded in local data and measures that allow for diverse community-based definitions of success, our site will engage in a comprehensive, collaborative approach with educational partners. The steps to be taken include:

1. **Developing Performance Indicators:** We will define measurable indicators that align with our community's unique needs and values. These indicators will track improvements in attendance, enrollment in expanded and enriched learning programs, and community and family engagement levels.
2. **Data Collection Methods:** Our approach to data collection will be multi-faceted, including attendance records, surveys, interviews/focus groups, and observations. This will ensure we have a robust set of data to draw conclusions from. Participation data from expanded learning and enrichment programs will also be gathered to measure engagement levels.
3. **Educational Partner Engagement:** A crucial part of our evaluation plan is the involvement of educational partners – staff, students, caregivers, and community members – in the feedback loop. By incorporating their perspectives, we can ensure that our evaluation criteria and methods are inclusive and reflective of the community's diverse opinions on what success looks like.
4. **Analysis:** The data collected will be rigorously analyzed to assess progress toward our goals. This will include preparing reports on findings, highlighting successes, and identifying challenges. This step is essential in ensuring that the measures of success are not just theoretical but are grounded in actual performance and outcomes.
5. **Modify Implementation Plan:** The evaluation process is cyclical. Based on the analysis, we will continuously refine our goals and action steps to address any challenges and build on successes.

These outcomes/indicators will serve as benchmarks for the initiative's success and will be integral in guiding our work and making data-informed decisions. By focusing on these outcomes, we can ensure that our community school initiative is not only fulfilling its intended goals but is also evolving and responding to the needs and definitions of success as seen by our diverse community stakeholders.

<u>Goals</u>	<u>Action Steps</u>	<u>Outcomes/Indicators</u>
<p>Improve Attendance</p> <p>Specific Goal: Increase the attendance of the 98 students who are currently at risk of being chronically absent by 20%.</p>	<ul style="list-style-type: none"> ● Incentives and Classroom Attendance Competitions: Reward improved attendance with small incentives, and hold class-level competitions to encourage a team spirit around attendance. ● Student Engagement Activities: Organize engaging activities that cater to a variety of interests to motivate students to attend school. ● Student Attendance Review Team Meetings: Regular meetings involving the Community School Admin Intern, School Community Facilitator, Classroom Teacher, Administration, and Counselor to discuss and strategize on individual student cases. ● Assigned Mentors for At-Risk Students: Pair at-risk students with mentors who can provide support, guidance, and motivation. ● Increase School/Family Communication: Regular phone calls and, if necessary, home visits to engage families in their children's school attendance and address any barriers. 	<p>The Pomona Elementary attendance reports will demonstrate increased attendance, specifically focusing on the at-risk students. Increased attendance will then lead to improving overall student well-being and academic success.</p>

<u>Goals</u>	<u>Action Steps</u>	<u>Outcomes/Indicators</u>
<p>Expanded & Enriched Learning Time</p> <p>Specific Goal: Increase participation in the expanded learning programs by 10%.</p>	<ul style="list-style-type: none"> ● Offer before school academic, athletic, and music programs. ● Use surveys to identify enrichment activities that are of interest to students and parents. ● Community outreach and involvement to bring in guest speakers and role models to connect and provide experiences for students. ● Provide professional development for ELOP staff in mentorship. ● Maximize family outreach through the utilization of emails, school announcements, social media, and school websites. ● Increase student showcase performances 	<p>Increased enrollment in Expanded Learning Programs that includes engaging activities such as STEM (Science, Technology, Engineering, Math), robotics, arts/dance/drama, and sports. Increased enrollment will improve overall student well-being and academic success, in addition to aligning with school day academic standards, behaviors, and habits.</p>
<p>Community and Family Engagement</p> <p>Specific Goal: Use surveys, feedback forms, and attendance records to measure parents' appreciation. The target is to achieve a 25% increase in positive feedback from parents on family engagement activities within the school year. This includes qualitative feedback on the variety, timing, relevance, and impact of the activities offered.</p>	<ul style="list-style-type: none"> ● Offer flexible meeting times to support families' work schedules. ● Survey parents on desired workshops and parenting classes. ● Advance notice and communication leading up to the conferences. ● Use various platforms and tools to provide frequent student updates regarding progress....text messages, emails, newsletters, social media, student work samples, assessment results ● Host literacy, math, and STEM nights for families/parents 	<p>The goal aligns with the broader objective of enhancing family-school partnerships, improving student outcomes, and fostering a supportive community environment.</p> <p>Engaging families in meaningful ways contributes to a positive school climate and supports children's education both at school and at home.</p>

Attachment III - Implementation Plan
2023–24 California Community Schools Partnership Program
Newport-Mesa Unified School District - Implementation Grant Cohort 3
Whittier Elementary
School Code 30 66597 6029516

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School Site Contact Information

Whittier Elementary

1800 Whittier Avenue, Costa Mesa, CA, 92627

(949) 515-6990

José Montaña Jr., Principal

Strategy 1: Shared Understanding and Commitment

Describe the developmental plans for ensuring these values are reflected in your community school's work:

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach centered on establishing racially just, relationship-centered schools. Schools and LEAs answer, **“Why a community school for my school/district?”**

Shared Understanding and Commitment Built Around the Overarching Values

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. In your response, be sure to indicate how your site’s understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

Whittier School, which is situated at 1800 Whittier Avenue in Costa Mesa and serves 458 students from transitional kindergarten to sixth grade, with an additional 54 preschoolers attending a program on the school premises. A significant portion, 59%, of our student body are learning English as a second language and it is estimated that 94% of students are unduplicated for this school year.

People often assume that these statistics mean that we should hold low expectations for the academic success of students. Not so, for the Whittier Dolphins, where “Learning for ALL, whatever it takes!” is the motto and the driving motivation. Principal, Dr. Jose Montano arrived at Whittier Elementary School in September 2023 and immediately hit the ground running, establishing positive relationships and working with the team to support the students who are proud to call themselves a Whittier Dolphin. Building a brighter future for the next generation, filled with endless possibilities and opportunities for success as a Community School will make a tremendous impact at Whittier. The

school is proud to offer a Spanish Dual Immersion Program for students from kindergarten to the 6th grade. Whittier's parent community actively engages in the PTA and the English Learner Advisory Committee (ELAC), and collaborates with local community organizations and churches to enhance the support for our students, their families, and staff.

The pandemic highlighted the significance of human interactions and the importance of building relationships. It is imperative that schools intentionally foster a sense of community and that every individual in the school environment feels recognized, listened to, and valued. By nurturing each individual's unique strengths and fostering an environment encouraging participation in creative problem-solving, we lay the groundwork for a culture of efficacy where staff, students, and families feel a sense of belonging.

The Family Financial Stability Index or FFSI (Parsons Consulting, Inc. for Orange County United Way 2022) seeks to identify which neighborhoods have high levels of family financial instability. Orange County United Way's Family Financial Stability Index (FFSI) includes three general domains for populations with children under 18 years of age:

- Income: % of the population with income <185% of the federal poverty level
- Employment: % of families with one or more unemployed adults seeking employment)
- Housing: % of families paying 50% or more of income on rent.

A score of 4 or less is considered "unstable," and the Whittier community's FFSI score is 4. Research has shown that children living in communities with high rates of poverty and high unemployment rates are at risk of having negative impacts on their health, well-being in childhood, and life opportunities. Whittier Elementary plans to implement strategies to mitigate the harms of adverse childhood experiences (ACEs), including connecting youth to caring adults and activities, teaching skills to help parents and youth handle stress, manage emotions, tackle everyday challenges, and ensuring a solid start for children and paving the way for them to reach their full potential.

Focus #1: Strengthen Expanded Learning and Enrichment - Currently, NMUSD's Project Kidz Connect runs Whittier's Expanded Learning program. The Community Schools initiative will provide Whittier Elementary opportunities to develop a formal process and system for communication and collaboration between Expanded Learning staff and school day staff to review data, discuss students' needs, and provide additional practice and targeted academic support. The efforts and collaboration would allow Whittier Elementary to rethink its use of time and support, including academic and behavioral support. For example, with this strengthened collaboration, the PBIS behavior expectations and strategies applied during the day will continue past the school bell, providing students with a safe and consistent learning environment. Furthermore, the role of the Community Schools Admin Intern (i.e., NMUSD's title for the CS Coordinator role), having access to data gained by participating in the Whittier

MTSS monthly team meetings, will be able to provide more targeted intervention and support. This deepened insight will inform the application of data-driven strategies, such as distributed practice methods, which will be shared with both school day and Expanded Learning Instructional Assistants. This approach will enable Kindergarten and first-grade students to engage in brief, regular sessions focused on letter and sound recognition, enhancing their reading skills through consistent reinforcement.

In addition, through parent and family feedback, we saw a need and desire for more diverse enrichment offerings. With a significant percentage of students participating in expanded learning programs (71%), Whittier can leverage this asset and introduce more diverse after-school options as indicated by parent interest, such as chess, swimming, soccer, and choir. This diversification could also extend to summer school offerings. Whittier Elementary plans to add some enrichment classes through outside providers. In addition, there is a goal to ensure that enrichment and Expanded Learning programs are accessible to all students, particularly those who benefit most from additional learning opportunities. This might involve outreach to students and families, addressing barriers to participation, and tailoring programs to meet diverse student needs and leveraging community assets and resources. Increased enrichment opportunities will help in multiple areas, including a sense of community and belonging for students, connectedness for students with staff members, curiosity and desire to learn, and enhancement of additional skills such as communication, creativity, teamwork, problem-solving, emotional intelligence, flexibility, resilience, and leadership.

Focus #2: Supporting Student Learning through Collective Efficacy- Effective teaching and family engagement directly correlates with improved student learning. By strengthening the partnership between teachers and caregivers, educators are better equipped to create engaging learning environments, leading to better student academic outcomes. When parents/guardians are involved in their children's education, students often achieve higher grades and test scores, enroll in higher-level programs, have better attendance, and are more likely to graduate.

- **A well-designed learning environment** is essential for promoting growth across various developmental domains and curriculum areas. Beyond the physical space, the school and classroom organization, routines, materials, and emotional climate create a conducive learning environment that focuses on **building relationships**. These factors set the stage for learning and behavior expectations, making them crucial for the success of all students. In addition, it is important that the students develop a strong sense of belonging in the classroom and that the classroom reflects their linguistic and family backgrounds.
- **Teachers involve families and community members in creating learning environments** that reflect the children's families and communities. This is a powerful way to foster a sense of belonging and provide a supportive educational experience. This approach can be particularly effective in schools like Whittier Elementary, which is dedicated to enhancing community and family engagement. Professional development opportunities will be provided for teachers and staff on project based learning and community engagement strategies. Understanding

how to connect with diverse students and their families is crucial for creating an inclusive learning environment.

- **Continuous professional development** provides teachers with strategies to address diverse learning styles and challenges. Whittier Elementary has committed to a partnership with AVID (Advancement Via Individual Determination) to help students develop the academic habits they will need to be successful in middle school, high school, and college; in an age-appropriate and challenging way, teachers will learn how to develop students' learning-how-to-learn skills, refine instructional practices, inspire students with project-based learning, and provide academic and social support that allows students to thrive. AVID strategies are designed to engage students in their learning process actively. Techniques such as Socratic seminars, collaborative learning, and inquiry-based instruction encourage students to become more involved and take ownership of their learning. By adopting AVID's proven methodologies early in students' academic journeys, we aim to lay the groundwork for developing essential self-advocacy and executive functioning skills critical for academic success and personal growth.
- **Parents/Caregivers as Partners:** Currently, Whittier Elementary offers Grupo Crescer, a 6-8 week virtual parenting skills program. They are exploring in-person parenting classes for the 2024-2025 school year, including stress management. In addition, they are exploring options to offer workshops on subjects that parents highlighted in a survey, such as positive behavior management, supporting children at home with academics, addressing bullying, and understanding fentanyl. The goal is to ensure that childcare services are available during these sessions. Lastly, Whittier Elementary hosts various family nights like "Trunk or Treat" in the fall but would like to expand them to include cultural festivals, science fairs, literacy nights, and/or art shows. Engaging families and the community in the educational process will strengthen links among students, parents, teachers, and community partners, creating a culture of collective trust and shared responsibility for each student's academic success.

Focus #3: Grow Early Learning Programs: Whittier Elementary's Early Development Index (UCLA Center for Healthier Children, Families, and Communities, Whittier Early Development Index (EDI) School Profile Report) rankings demonstrate that of students eligible to enter kindergarten, only 33% are considered ready for kindergarten, 18% are ready in overall social competence, and 18% are ready in communication skills and general knowledge. With the proposed implementation of additional early learning programs and activities, Whittier Elementary expects to improve upon the results of its current efforts, increasing the percentage of eligible students enrolling in PreK and TK and improving the school readiness scores. In addition, Whittier's commitment to early learning will ensure that children and their families are well-prepared, confident, and excited about the start of their educational journey.

- **Learning Link:** At a Learning Link, parents and caregivers can help their children learn and grow through play. This drop-in program, designed for families and their children ages 0-5, offers an engaging environment for caregivers to

work alongside a qualified preschool teacher to learn new ways to play and engage with their child. The goal of Learning Link is to foster the development of school readiness skills in early childhood, with parent involvement and engagement at its core. The Learning Link offers children many hands-on academic learning opportunities and educational activities, aligning with the latest early education research and the California Preschool Learning Foundations. In addition, a Learning Link offers developmental screenings with opportunities for early intervention and referrals to services for children younger than five years old, as necessary. By engaging families at the start of their children's educational journeys, the Learning Link also provides opportunity to build trusting relationships with NMUSD, helps NMUSD better understand and address the priorities of our earliest learners, and engage families as shared accountability partners who influence District and school priorities and decisions.

- **Kindergarten Readiness Series-** The "Kindergarten Readiness Series" at Whittier's Elementary is designed to bridge the gap between home and school for incoming kindergarteners and their families. This series for caregivers and their children helps families and caregivers understand how they can use everyday interactions and materials available in the home to help their child prepare for kindergarten and practice early literacy, math, and motor skills. This also serves as a platform for caregivers to connect with school staff, building a supportive community network.
- **Develop an Early Learning Recruitment Plan-** Whittier's Early Learning Recruitment Plan will help raise awareness of educational opportunities for young children, promote early childhood education, ensure equity and accessibility, and engage the community.

Focus #4: Continuous Improvement Practices-The success of Whittier's community school strategy relies heavily on the site leadership team comprised of representatives from all educational partner groups. The school's ability to cultivate a culture of efficacy, adaptability to change, and resilience in the face of challenges relies on synthesizing the diverse skills and perspectives of its community and **believing that the school belongs to everyone- students, staff, families, and community**. With a shared understanding of the goals and expectations of the community school's strategy and values, the educational partners of Whittier Elementary commit to working together toward their common vision: providing an integrated "whole-child" learning experience that improves student outcomes.

By regularly reviewing and discussing student data, Whittier Elementary's leadership team will be able to revise its program activities in real-time to ensure a continuous improvement of outcomes. Academic measurements will be based on data identified in academic achievement and attendance records. As data is collected and analyzed, the leadership team will reflect upon how program services can be improved to provide academic support to students from early morning through late afternoon, especially for

students preparing for middle school. The leadership team will work closely with teachers and other staff to align the expanded learning opportunities with the school's curriculum and academic goals, which will be crucial for creating a cohesive learning educational experience for all of Whittier Elementary's students. Expanded Learning staff will participate in these data discussions, identifying student needs to provide additional practice and targeted academic support.

In addition to qualitative data, caregivers, teachers, and educational partners' input will be collected at community engagement events and via surveys and inventories. Considering diverse points of view will provide Whittier Elementary's leadership team with new ways to view program activities and practices and further improve student outcomes. The leadership team will analyze program results with absolute transparency, revising the implementation plan and adjusting integrated student supports to improve student outcomes and strengthen family and community connections.

A vital element to the development of Whittier Elementary's Collaborative Leadership and Practices will be the addition of the Community School Admin Intern – NMUSD's title for a Community School Coordinator position. The Community School Admin Intern will ensure effective and cohesive shared power among Whittier Elementary's educational partners, teachers, staff, and students. The Community School Admin Intern will identify, develop, and/or strengthen partnerships with local community resources that provide supplemental support to students. The Community School Admin Intern will provide system navigations for students and families in need, providing connections and introductions to local resources that offer academic, social, emotional, and physical well-being and extracurricular activities as needed.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

Part A: *As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper into this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.*

NMUSD's Local Control and Accountability Plan (LCAP) outlines a host of initiatives in the framework of a Multi-Tiered System of Support (MTSS), including key components such as early literacy programs, Positive Behavioral Interventions, and Supports (PBIS), Restorative Practices, universal attendance support, targeted counseling, and support for English Learners. Whittier Elementary will create a holistic integration of the community school approach with existing district initiatives, ensuring no effort exists in

isolation. This integration allows for a more coordinated, effective approach to education, where resources are maximized and interventions are synergistic.

Whittier Elementary's first step to "de-silo" all parallel LEA and school-level initiatives was to conduct a thorough Needs and Assets Assessment (NAA). Data from multiple district-level sources, including but not limited to the district's LCAP, School Plan for Student Achievement (SPSA), California Healthy Kids Survey, and the Title I Site Needs Assessment, which examines the school climate from caregivers' perspectives, were considered. School-level data sources included, but were not limited to, surveys, inventories, and proficiency results. In addition to data analysis, Whittier Principal Montano facilitated community engagement discussions with caregivers, students, and staff to identify and share focus on the collective priorities most critical to the community. By collaborating with educational partners during the Whittier Elementary Needs Assessment development, a sense of collective leadership developed amongst the participants, which will support momentum for their future participation. Each educational partner group was asked about their perceptions of Whittier Elementary's current needs and assets and their aspirations for the school and its students. Based upon these inputs, the leadership team developed an Implementation Plan for Whittier Elementary that captured the family and community's voice, is equity-enhancing, aligned with the district's LCAP and CCSPP framework, and focused on delivering overall improved student learning and strengthened family and community connections.

The input-gathering process was intentionally designed to gather as many voices as possible from caregivers and family members. Various tools were used to collect feedback, including hard copies and online surveys. With a focus question of "Why a Community School for Whittier?" at the forefront of the discussion, ideas were shared on how the integrated approach to education will benefit students, families, and the community overall. We believe that by 1) strengthening student learning and academic success through a comprehensive approach 2) working with the premise that caregivers are the most reliable source of information about their child, 3) actively involving caregivers, families, and community members, a strong support system for students will be developed that fosters a sense of belonging and community; and 4) by collaborating and building partnerships with local businesses, nonprofits, and other organizations, Whittier Elementary will create a community partner network of local resources that will benefit Whittier Elementary's students, families, and community.

Part B: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

As a community school, Whittier Elementary will strengthen its efforts to actively engage students, caregivers, teachers, and community stakeholders in decisions affecting school climate, curriculum, and services to reinforce the sense of collective trust and

shared responsibility for each student's academic success, multiple input opportunities will be facilitated between teachers and caregivers throughout the school year. Activities such as teacher/caregiver conferences, family nights, and parenting workshops will allow for formal and informal collaborative discussions. Through regular conversations among home and school team members, the student's assets, interests, and growth demonstrated academically and as a contributing citizen in the classroom and greater community will all be shared and celebrated. With an intent to support and foster the student's growth mindset, formative and summative data will be regularly reviewed as a team to determine the next steps of support with measurable goals. A Multi-Tiered System of Support will guide the conversations and efforts that truly bring in educational partners representing multiple facets, ultimately benefiting the student and family. The Implementation Plan will be updated via educational partner input collected at regularly scheduled community outreach events. Shared Decision Making and Participatory Practices are in the exploratory phase.

Whittier Elementary anticipates the following three priorities/goals that were identified in the initial development phase to be further developed during the implementation of the community school model: **1) Expand and enrich learning time** by offering before and after school programs (fulfills Whole Child and Family Supports Inventory required in Implementation Plan Template Instructions); **2) Improve student attendance**; and **3) improve community and family engagement**.

<u>Priority Area</u>	<u>Indicators</u>
Improve Attendance	<p>Specific Goal: Increase the attendance of the 147 students at risk of being chronically absent by 20%.</p> <p>Outcome/Indicator: The Whittier Elementary attendance reports will demonstrate increased attendance, specifically focusing on the at-risk students. Increased attendance will then lead to improving overall student well-being and academic success.</p>
Expanded & Enriched Learning Time	<p>Specific Goal: Increase participation in the expanded learning enrichment programs by 10%.</p> <p>Outcome/Indicator: Increased enrollment in Expanded Learning Programs that include engaging activities such as chess, STEM (Science, Technology, Engineering, Math), robotics, arts/dance/drama, soccer, and other sports. Increased enrollment will improve overall student well-being and academic success, aligning with school-day academic standards, behaviors, and habits. Education partner surveys will also provide input on the course offerings to ensure continued participation and engagement.</p>

<u>Priority Area</u>	<u>Indicators</u>
Community and Family Engagement	<p>Specific Goal: Use surveys, feedback forms, and attendance records to measure parents' appreciation. The target is to achieve a 25% increase in positive feedback from parents on family engagement activities within the school year. This includes qualitative feedback on the variety, timing, relevance, and impact of the activities offered.</p> <p>Outcome/Indicator: The goal aligns with the broader objective of enhancing family-school partnerships, improving student outcomes, and fostering a supportive community environment. Engaging families in meaningful ways contributes to a positive school climate and supports children's education both at school and at home.</p>

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort. At the system level, LEAs establish a system-level steering committee/advisory council 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.

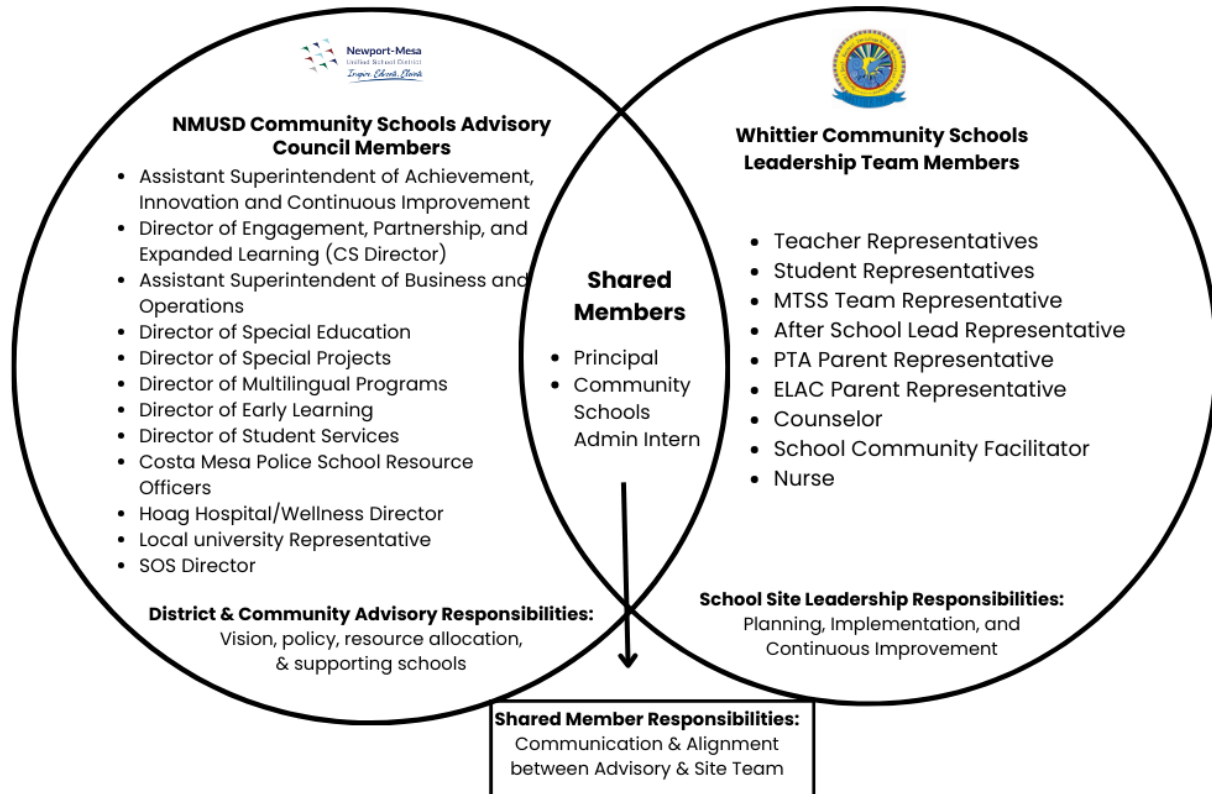
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

<u>Goals</u>	<u>Action Steps</u>
<p>The current leadership teams, including ELAC, PTA, SSC, Site Leadership Team, MTSS Team, and Student Council, will enhance their effectiveness in managing the goals and priorities of the Community School by incorporating the Community School Admin Intern into each team meeting. This goal aims to foster a more comprehensive understanding and collaborative approach towards the school's objectives.</p>	<ul style="list-style-type: none"> ● Schedule Integration: Immediately include the Community School Admin Intern in scheduling all leadership team meetings. ● Monthly Goal Review: Allocate time during each meeting for reviewing the Community School's goals and priorities. ● Evaluation: Conduct a comprehensive progress evaluation, utilizing data and observational insights. Then, brainstorm and document the next steps involving key educational partners like families, staff, students, and community partners.
<p>Create a site-based Community School Leadership Team that effectively collaborates to improve student outcomes and family engagement.</p>	<ul style="list-style-type: none"> ● Establish Community School Leadership Team norms, ensuring clear communication, decision-making, and collaboration guidelines. ● Identify three priorities for the team to focus on for the school year, which should be directly linked to student success and community engagement. ● Develop shared decision-making protocols to ensure all team members have a voice and a transparent decision-making process. ● Implement strategies to engage all families, focusing on those less involved in the past. ● Ensure active involvement of Early Learning and Expanded Learning Staff in the team to integrate early education perspectives.

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):

Whittier's Collaborative Leadership



Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability. 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. Describe your goals and action steps for establishing policy and initiative alignment.

<u>Goals</u>	<u>Action Steps</u>
Create a coherent approach that aligns community school policies and initiatives with the real needs of the student population, as directly expressed through survey data	<ul style="list-style-type: none">● Data Collection and Analysis: Conduct comprehensive surveys that gather input from key educational partners – students, caregivers, teachers, and community members. Once collected, analyze this data to identify trends, needs, and areas for improvement.● Alignment with SPSA: Ensure that the data analysis findings are reflected in the School Plan for Student Achievement and aligned to the LCAP and CCSPP Implementation plan. This may involve modifying goals, reallocating resources, or introducing new programs or initiatives.
Develop a Site-level implementation plan that is shared and reviewed overtime.	<ul style="list-style-type: none">● Implementation and Monitoring: Regularly monitor the progress and impact of the goals and action steps, making adjustments as necessary based on ongoing feedback and data.● Professional Development and Support: Provide necessary training and support to staff and teachers to effectively implement new policies or initiatives. This includes professional development opportunities and resources needed for successful execution.

Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement. Describe your goals and action steps for ensuring that: staffing serves 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.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Goals	Action Steps
Recruit and retain bilingual staff to fulfill key Community School Admin Intern role	<ul style="list-style-type: none">• Conduct outreach, recruit and hire a bilingual Community School Admin Intern with strong community engagement and resource building skills.
Leverage existing in-kind staff support to sustain the Community School model.	<ul style="list-style-type: none">• Deploy current staff (Zone Social Worker and School Community Facilitator) to fulfill critical roles in the Community School model beyond grant expiration.

Key Staff/Personnel	
Dr. Jose Montano	School Principal, Whittier Elementary
TBD	Community School Admin Intern, Whittier Elementary
Leina Dingle	NMUSD Expanded Learning Opportunities Lead Representative
Kelsey Ramirez	Counselor, Whittier Elementary
Linh Thai	Newport Harbor Zone Social Worker, NMUSD
Alfonso Bravo	School Community Facilitator, Whittier Elementary
Christy Flores	NMUSD's Community School Advisory Council Lead/Director of Engagement, Partnership, & Expanded Learning

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Whittier Elementary School will implement a sustainability plan to position its Community School model for growth while anchoring it in diverse but complementary funding sources.

Leveraging Shared Resources. Whittier Elementary will leverage shared resources across the four schools in implementing the Community School model, including using the district's data platform Aeries. NMUSD is exploring various parent communication tools, in which the Whittier Community School will benefit through expanded Community School student data reporting, collection, and analysis, and through an enhanced communication framework to deliver and capture teacher/family engagement initiatives. Key data collection and analysis results will be shared across the four schools LEA and with the school principals to promote a culture of quality improvement. Additionally, existing program services across the district will be implemented in the four school LEA through a cohesive framework to support students' academic, social, emotional, and physical development. Those services include: a) continue with **Strong Start**, a before school enrichment program that engages students with academic and independent learning opportunities, b) **Advancement Via Individual Determination, (AVID)**, which provides strategies to leverage support for students using a tutorial model and lesson in writing, inquiry, collaboration, organization and reading, and c) **Multi-Tiered System of Supports (MTSS)**, which involves tailored instructions and intervention to help students succeed academically while nurturing social, emotional and behavioral development, and d) **Positive Behavioral Intervention and Supports (PBIS)**,

evidence and data-based programs, practices and strategies that frame behavioral improvement related to student growth in academic performance, safety, behavior, and positive school culture.

Expanding Key Partnerships. With key partnerships in place, Whittier will grow existing integrated student (and family) partner support networks to increase student/family access to physical, behavioral, dental health and parental English Learning and academic supports through formal partnerships. The following action steps will formalize these relationships to continue beyond the grant expiration. Specifically, 1) the Community School Administrative Intern will meet with community partners regularly to foster communication channels and align resources to the needs of the community, 2) MOUs and service agreements with community partners will be updated to reflect the expanded roles of those partners, and 3) the community partners will be invited to participate in district and site leadership teams. Those key partners and their services include:

1. Melinda Hoag Smith Center for Healthy Living (MHS) – MHS provides comprehensive services including food distribution, case management, monthly diaper distribution, along with adult and child centered classes to support physical, mental, and emotional well-being.
2. Share Our Services (SOS) – SOS provides social services including care management, housing navigation, food and financial assistance, along with comprehensive medical, behavioral, and dental health.
3. Huntington Beach Adult School (HBA) – HBA provides courses that include English Learning for Adults, English as a Second Language (ESL), High School Diploma and General Education Development.

Providing In-kind support. Whittier will integrate key current staff/roles that complement the Community School model to create connective tissues with these staff and the newly onboarded Community School Admin Intern. The district-wide Director of Engagement, Partnership, and Expanded Learning will lead coordination of key staff dedicated to the Community School framework and will work in concert with the Community Site Admin Intern in each LEA school. Through this in-kind staffing model, Whittier will maximize the return on investment of current staffing resources. Whittier will utilize the following in-kind program staff support beyond grant expiration to sustain its Community School:

- Staff support from the following existing staff members: 1) the Newport Harbor Zone Social Worker and 2) the School Community Facilitator

Offering Additional In-kind Supports will augment the experiences of students engaged in expanded and enriched learning to support students' academic development and social emotional learning. This will be achieved through:

- Expanded learning staff dedicated to activities before and after school hours,

- Use of school facilities for expanded enrichment activities outside of traditional school hours, and
- Expanded after school healthy snack foods to support student energy and readiness for expanded enrichment activities.

Sustaining Learning in the Community School Model. To sustain transformative learning beyond the grant expiration and meet all program deliverables, Whittier's Community School will integrate the following pillars; 1) expanded and enriched learning that supports motivation, competence, targeted instruction, self-directed learning and professional development; 2) family and community engagement to create safe spaces for student learning needs; and 3) collaborative leadership and practices that improve holistic student success and better educational outcomes. Successful implementation of the four pillars in Whittier's Community School framework will lead to annual evaluations that illustrate: 1) transformed schools, 2) engaged, healthy, empowered students and families, 3) confident, well-prepared students, and 4) local capacity for collaborative problem solving.

Exploring Reimbursement Funding Models: Whittier and its partner LEA schools will explore the following funding streams for additional sustainability models:

1. Cal-Aim (Medi-Cal) reimbursement for school-based services, to include the potential for Community School Admin Intern reimbursement for Community Health Worker services, and
2. Federal reimbursement through the Early and Periodic Screening Diagnosis and Treatment Program (EPSDT) through Zone Social Worker delivered EPSDT services.

Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the 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 your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school. 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:

Whittier Elementary has established partnerships with many local community organizations in order to develop a strong network of support for students, caregivers, and family members. Partner resources will provide programming that is responsive to the individual needs of each family while fostering a learning environment that will

benefit everyone in the community. A list of Whittier Elementary's partner agencies include but is not limited to the following: the Huntington Beach Adult School (HBAS). HBAS provides the local adult community with academics, language acquisition, and vocational training with courses that include English Learning for Adults, English as a Second Language (ESL), High School Diploma (ASE), and General Education Development (GED); Costa Mesa City, partners with NMUSD in a joint use agreement to provide sports in the Whittier Community; the Melinda Hoag Smith Center for Healthy Living, a community organization offering comprehensive mental health and wellness services, counseling, exercise classes, and diverse resources for families; Share Our Services (SOS), a nationally known health center that emphasizes care of the whole person through an inclusive set of services: medical, dental, clinical pharmaceuticals, behavioral health, and social services; Active Learning, a school enrichment organization, provides after school dance and art classes; Care Solace, an online resource with a live 24/7 concierge, assists individuals in finding local mental health related programs and counseling services; Project Hope Alliance provides support and education to students at risk of homelessness; Project Kinship, provides support and training to lives impacted by incarceration, gangs, and violence; Think Together at Shalimar provides early learning programs, after school expanded learning programs, college-and-career readiness, and summer learning programs; St. Andrews, a local church, provides volunteers and gifts at the holidays; and Save Our Youth (SOY) provides after school and summer programming for low income youth, ages 12-21.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success. Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how 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.

<u>Goals</u>	<u>Action Steps</u>
<p>Develop a sense of collective efficacy where staff not only feel connected with one another, but also believe that as a group they have the capacity to support students in succeeding and meet their academic, social, and emotional needs.</p>	<ul style="list-style-type: none"> ● Focus on Data-Driven Instruction: Provide professional development on using student performance data to guide teaching strategies. This encourages a collective approach to elicit and respond to student feedback. ● Support teachers to develop a deeper understanding of AVID instructional strategies by providing professional development opportunities to all staff (teachers, counselors, classified, early learning, after school), which connects the latest research on resilience to foster a positive environment in classrooms and schools. By empowering educators with the tools to integrate strategies that nurture student resilience and engage caregivers, we will create a more supportive and engaging learning experience. ● Strengthen current PBIS practices and infuse trauma informed strategies. Build the capacity of faculty, staff, and administrators to implement community schools with fidelity. ● Student-centered teaching strategies for both whole group and small group instruction. ● Build teacher efficacy in practices that create a safe, inclusive, learning environment that encourages students to think critically, take risks, and problem solve. ● The Community School Advisory Council Lead/Director will arrange comprehensive professional development opportunities that encompass the philosophy, values, strategies, and distinctive practices of community schools. These programs will be tailored to fit the diverse groups, such as teachers, support staff, early learning staff, expanded learning staff, and families.
<p>Increase opportunities for caregiver engagement and involvement by building strong, positive relationships.</p>	<ul style="list-style-type: none"> ● Increase caregiver education classes/workshops ● Provide support to caregivers (conferences, resource fairs, meetings) that support working caregivers' schedules ● Provide professional development for office and support staff in customer service strategies. ● Provide training for staff in connecting with families who are new to the school site.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency. Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

<u>Goals</u>	<u>Action Steps</u>
Provide training in PBIS and Habits of Mind	<ul style="list-style-type: none">● Provide ongoing training to all staff in PBIS practices ensuring consistency across the school site.● Provide training to teachers and staff to build up independent, critical thinkers who are positive contributing members to their community.
Provide learning opportunities that are hands-on, engaging and responsive to students' learning needs and interests.	<ul style="list-style-type: none">● Provide professional development in Project Lead the Way to help students apply their knowledge and skills to solve problems or create something tangible, integrating computer science, engineering, biomedical science, and other areas. Learners of all ages apply math, ELA, and science skills, and develop foundational skills across disciplines.
Structure meeting time for teachers to learn about and discuss students' specific needs.	<ul style="list-style-type: none">● Cross-grade level articulation meeting time will allow grade levels to focus on student-assets.● Preschool through Kindergarten teacher focus group - to better enhance the transition for the youngest learners by establishing a strong foundation of responsive support.
Provide training for teachers and staff to support the whole child.	<ul style="list-style-type: none">● Training will be focused on relationship building, strategies to build connections, positive-asset based.● Utilize the Melinda Hoag Smith Center for Healthy Living Partnership to provide training for staff.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders. Describe how your site, with educational partners, will explore 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. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

To develop an evaluation plan embedded in local data and measures that allow for diverse community-based definitions of success, our site will engage in a comprehensive, collaborative approach with educational partners. The steps to be taken include:

1. **Developing Performance Indicators:** We will define measurable indicators that align with our community's unique needs and values. These indicators will track improvements in attendance, enrollment in expanded and enriched learning programs, and community and family engagement levels.
2. **Data Collection Methods:** Our approach to data collection will be multi-faceted, including attendance records, surveys, interviews/focus groups, and observations. This will ensure we have a robust set of data to draw conclusions from. Participation data from expanded learning and enrichment programs will also be gathered to measure engagement levels.
3. **Educational Partner Engagement:** A crucial part of our evaluation plan is the involvement of educational partners – staff, students, caregivers, and community members – in the feedback loop. By incorporating their perspectives, we can ensure that our evaluation criteria and methods are inclusive and reflective of the community's diverse opinions on what success looks like.
4. **Analysis:** The data collected will be rigorously analyzed to assess progress toward our goals. This will include preparing reports on findings, highlighting successes, and identifying challenges. This step is essential in ensuring that the measures of success are not just theoretical but are grounded in actual performance and outcomes.
5. **Modify Implementation Plan:** The evaluation process is cyclical. Based on the analysis, we will continuously refine our goals and action steps to address any challenges and build on successes.

These outcomes/indicators will serve as benchmarks for the initiative's success and will be integral in guiding our work and making data-informed decisions. By focusing on these outcomes, we can ensure that our community school initiative is not only fulfilling

its intended goals but is also evolving and responding to the needs and definitions of success as seen by our diverse community stakeholders.

<u>Goals</u>	<u>Action Steps</u>	<u>Outcomes/Indicators</u>
<p>Improve Attendance</p> <p>Specific Goal: Increase the attendance of the 147 students at risk of being chronically absent by 20%.</p>	<ul style="list-style-type: none"> ● Incentives and Classroom Attendance Competitions: Reward improved attendance with small incentives, and hold class-level competitions to encourage a team spirit around attendance. ● Student Engagement Activities: Organize engaging activities that cater to a variety of interests to motivate students to attend school. ● Student Attendance Review Team Meetings: Regular meetings involving the Community School Admin Intern, School Community Facilitator, Classroom Teacher, Administration, and Counselor to discuss and strategize on individual student cases. ● Assigned Mentors for At-Risk Students: Pair at-risk students with mentors who can provide support, guidance, and motivation. ● Increase School/Family Communication: Regular phone calls and, if necessary, home visits to engage families in their children's school attendance and address any barriers. 	<p>The Whittier Elementary attendance reports will demonstrate increased attendance, specifically focusing on the at-risk students. Increased attendance will then lead to improving overall student well-being and academic success.</p>

<u>Goals</u>	<u>Action Steps</u>	<u>Outcomes/Indicators</u>
Expanded & Enriched Learning Time Specific Goal: Increase participation in the expanded learning enrichment programs by 10%.	<ul style="list-style-type: none"> ● Offer before school academic, athletic, and music programs. ● Use surveys to identify enrichment activities that are of interest to students and parents. ● Community outreach and involvement to bring in guest speakers and role models to connect and provide experiences for students. ● Provide professional development for ELOP staff in mentorship. ● Maximize family outreach through the utilization of emails, school announcements, social media, and school websites. ● Increase student showcase performances 	Increased enrollment in Expanded Learning Programs that includes engaging activities such as STEM (Science, Technology, Engineering, Math), robotics, arts/dance/drama, and sports. Increased enrollment will improve overall student well-being and academic success, in addition to aligning with school day school day academic standards, behaviors, and habits.
Community & Family Engagement Specific Goal: Use surveys, feedback forms, and attendance records to measure parents' appreciation. The target is to achieve a 25% increase in positive feedback from parents on family engagement activities within the school year. This includes qualitative feedback on the variety, timing, relevance, and impact of the activities offered.	<ul style="list-style-type: none"> ● Offer flexible meeting times to support families' work schedules. ● Survey parents on desired workshops and parenting classes. ● Advance notice and communication leading up to the conferences. ● Use various platforms and tools to provide frequent student updates regarding progress....text messages, emails, newsletters, social media, student work samples, assessment results ● Host literacy, math, and STEM nights for families/parents 	The goal aligns with the broader objective of enhancing family-school partnerships, improving student outcomes, and fostering a supportive community environment. Engaging families in meaningful ways contributes to a positive school climate and supports children's education both at school and at home.

Attachment III - Implementation Plan
2023–24 California Community Schools Partnership P
Newport-Mesa Unified School District - Implementation Grant Cohort 3
Wilson Elementary
(School Code 30 66597 6029524)

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School Site Contact Information

Wilson Elementary

801 Wilson Street, Costa Mesa, CA 92627

(949) 515-6995

Lorena Rubio, Principal

Strategy 1: Shared Understanding and Commitment

Describe the developmental plans for ensuring these values are reflected in your community school's work:

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach centered on establishing racially just, relationship-centered schools. Schools and LEAs answer, **“Why a community school for my school/district?”**

Shared Understanding and Commitment Built Around the Overarching Values

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. In your response, be sure to indicate how your site’s understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

Located at 801 W. Wilson Street in Costa Mesa, CA, Wilson School serves 360 students from Transitional Kindergarten to the sixth grade, alongside 30 preschoolers. The student body is diverse, with 64% being English learners and it is estimated that 94% of students are unduplicated for the ‘23-24 school year. This diversity is a strength and source of pride for Wilson Wildcats, as we have built a learning culture that fosters acceptance and celebrates diversity, alongside instilling a lifelong love of learning among its students, staff, and caregivers. The school emphasizes creating a learning environment that supports both academic and social-emotional excellence. The Wildcats' spirit is encapsulated in the **R.O.A.R.S.** principles—**R**espect, **O**wnership, **A**ttitude, **R**esponsibility, and **S**afety, guiding the school toward collective success.

In August, the school welcomed a new principal, Lorena Rubio, whose leadership approach has already made a significant impact. During parent input sessions, numerous parents voiced their appreciation for her authentic invitation to wonder and dream together, highlighting her genuine willingness to listen to their concerns and

suggestions. This level of engagement has not only strengthened the bond between the school and the families it serves but has also laid the groundwork for a collaborative approach to education that values each member of the school community. This momentum is just beginning.

The pandemic highlighted the significance of human interactions and the importance of building relationships. It is imperative that schools intentionally foster a sense of community and that every individual in the school environment feels recognized, listened to, and valued. By nurturing each individual's unique strengths and fostering an environment encouraging participation in creative problem-solving, we lay the groundwork for a culture of efficacy where staff, students, and families feel a sense of belonging.

The Family Financial Stability Index or FFSI (Parsons Consulting, Inc. for Orange County United Way 2022) seeks to identify which neighborhoods have high levels of family financial instability. Orange County United Way's Family Financial Stability Index (FFSI) includes three general domains for populations with children under 18 years of age:

- Income: % of the population with income <185% of the federal poverty level
- Employment: % of families with one or more unemployed adults seeking employment)
- Housing: % of families paying 50% or more of income on rent.

A score of 4 or less is considered "unstable," and the Wilson community's FFSI score is 3. Research has shown that children living in communities with high rates of poverty and high unemployment rates are at risk of having negative impacts on their health, well-being in childhood, and life opportunities. Wilson Elementary plans to implement strategies to mitigate the harms of adverse childhood experiences (ACEs), including connecting youth to caring adults and activities, teaching skills to help parents and youth handle stress, manage emotions, tackle everyday challenges, and ensuring a solid start for children and paving the way for them to reach their full potential.

Focus #1: Strengthen Expanded Learning and Enrichment - Currently, Wilson partners with Think Together to run their Expanded Learning program. The Community Schools initiative will provide Wilson Elementary opportunities to develop a formal process and system for communication and collaboration between Expanded Learning staff and school day staff to review data, discuss students' needs, and provide additional practice and targeted academic support. The efforts and collaboration would allow Wilson Elementary to rethink its use of time and support, including academic and behavioral support. For example, with this strengthened collaboration, the PBIS behavior expectations and strategies applied during the day will continue past the school bell, providing students with a safe and consistent learning environment. Furthermore, the role of the Community Schools Admin Intern (i.e. NMUSD's title for the CS Coordinator role), having access to data gained by participating in the Wilson MTSS monthly team meetings, will be able to provide more targeted intervention and support.

This deepened insight will inform the application of data-driven strategies, such as distributed practice methods, which will be shared with both school day and Expanded Learning Instructional Assistants. This approach will enable Kindergarten and first-grade students to engage in brief, regular sessions focused on letter and sound recognition, enhancing their reading skills through consistent reinforcement.

In addition, through parent and family feedback, we saw a need and desire for more diverse enrichment offerings. Wilson Elementary plans to add enrichment classes in music, art, sports, and STEM through outside providers. The goal is to ensure that enrichment and Expanded Learning programs are accessible to all students, particularly those who benefit most from additional learning opportunities. This might involve outreach to students and families, addressing barriers to participation, and tailoring programs to meet diverse student needs and leveraging community assets and resources. Increased enrichment opportunities will help in multiple areas, including a sense of community and belonging for students, connectedness for students with staff members, curiosity and desire to learn, and enhancement of additional skills such as communication, creativity, teamwork, problem-solving, emotional intelligence, flexibility, resilience, and leadership.

Focus #2: Supporting Student Learning through Collective Efficacy- Effective teaching and family engagement directly correlates with improved student learning. By strengthening the partnership between teachers and caregivers, educators are better equipped to create engaging learning environments, leading to better student academic outcomes. When parents/guardians are involved in their children's education, students often achieve higher grades and test scores, enroll in higher-level programs, have better attendance, and are more likely to graduate.

- **A well-designed learning environment** is essential for promoting growth across various developmental domains and curriculum areas. Beyond the physical space, the school and classroom organization, routines, materials, and emotional climate create a conducive learning environment that focuses on **building relationships**. These factors set the stage for learning and behavior expectations, making them crucial for the success of all students. In addition, it is important that the students develop a strong sense of belonging in the classroom and that the classroom reflects their linguistic and family backgrounds.
- **Teachers involve families and community members in creating learning environments** that reflect the children's families and communities. Wilson Elementary is dedicated to enhancing this approach. In their leadership and staff meetings, they have pinpointed academic excellence and practices that foster a welcoming and inclusive atmosphere. They are dedicated to adopting the Second Step program in pre-K, transitional kindergarten, and kindergarten, along with additional methods to foster resilience and strengthen community bonds, such as calm corners, community circles, and daily check-ins.
- **Continuous professional development** provides teachers with strategies to address diverse learning styles and challenges. Wilson Elementary is exploring a partnership with AVID (Advancement Via Individual Determination) to help

students develop the academic habits they will need to be successful in middle school, high school, and college; in an age-appropriate and challenging way, teachers will learn how to develop students' learning-how-to-learn skills, refine instructional practices, inspire students with project-based learning, and provide academic and social support that allows students to thrive. In addition, implementing AVID at the elementary level in Costa Mesa's education system represents a foundational shift toward creating a cohesive and comprehensive system of learning that extends through TeWinkle Middle and Estancia High School, which are already integrating AVID strategies throughout their schools. By adopting AVID's proven methodologies early in students' academic journeys, we aim to lay the groundwork for developing essential self-advocacy and executive functioning skills critical for academic success and personal growth.

- **Parents/Caregivers as Partners:** Currently, Wilson Elementary offers Grupo Crescer, a 6-8 week virtual parenting skills program. They are exploring in-person parenting classes for the 2024-2025 school year, including stress management. In addition, they are looking at ways to involve parents/guardians in supporting their students' academics through workshops on topics like child development, learning strategies, digital safety, and health and wellness. Lastly, Wilson Elementary hosts various family nights but would like to expand them to include cultural festivals, science fairs, literacy nights, and/or art shows. Engaging families and the community in the educational process will strengthen links among students, parents, teachers, and community partners, creating a culture of collective trust and shared responsibility for each student's academic success.

Focus #3: Grow Early Learning Programs: Wilson Elementary's Early Development Index (UCLA Center for Healthier Children, Families, and Communities, Wilson Early Development Index (EDI) School Profile Report) rankings demonstrate that of students eligible to enter kindergarten, only 52% are considered ready for kindergarten, 45% are ready in overall social competence, and 34% are ready in communication skills and general knowledge. In addition, only 33-38% of students enrolled in Wilson Elementary kindergarten attended Wilson Elementary's Pre-Kindergarten classes. This data highlights the need for stronger proactive and positive connection to families, and especially our earliest learners. By actively building trust with all of our parents/caregivers, our goal is to strengthen a culture and practice of shared leadership and accountability across the Wilson community – with staff, partners, and our families. With the proposed implementation of additional early learning programs and activities, Wilson Elementary expects to improve upon the results of its current efforts, increasing the percentage of eligible students enrolling in PreK and TK and improving the school readiness scores. In addition, Wilson's commitment to early learning will ensure that children and their families are well-prepared, confident, and excited about the start of their educational journey.

- **Learning Link:** At a Learning Link, parents and caregivers can help their children learn and grow through play. This drop-in program, designed for families and their children ages 0-5, offers an engaging environment for caregivers to

work alongside a qualified preschool teacher to learn new ways to play and engage with their child. The goal of Learning Link is to foster the development of school readiness skills in early childhood, with parent involvement and engagement at its core. The Learning Link offers children many hands-on academic learning opportunities and educational activities, aligning with the latest early education research and the California Preschool Learning Foundations. In addition, a Learning Link offers developmental screenings with opportunities for early intervention and referrals to services for children younger than five years old, as necessary. By engaging families at the start of their children's educational journeys, the Learning Link also provides opportunity to build trusting relationships with NMUSD, helps NMUSD better understand and address the priorities of our earliest learners, and engage families as shared accountability partners who influence District and school priorities and decisions.

- **Kindergarten Readiness Series-** The "Kindergarten Readiness Series" at Wilson's Elementary is designed to bridge the gap between home and school for incoming kindergarteners and their families. This series for caregivers and their children helps families and caregivers understand how they can use everyday interactions and materials available in the home to help their child prepare for kindergarten and practice early literacy, math, and motor skills. This also serves as a platform for caregivers to connect with school staff, building a supportive community network.
- **Develop an Early Learning Recruitment Plan-** Wilson's Early Learning Recruitment Plan will help raise awareness of educational opportunities for young children, promote early childhood education, ensure equity and accessibility, and engage the community.

Focus #4: Continuous Improvement Practices-The success of Wilson's community school strategy relies heavily on the site leadership team comprised of representatives from all educational partner groups. The school's ability to cultivate a culture of efficacy, adaptability to change, and resilience in the face of challenges relies on synthesizing the diverse skills and perspectives of its community and **believing that the school belongs to everyone- students, staff, families, and community**. With a shared understanding of the goals and expectations of the community school's strategy and values, the educational partners of Wilson Elementary commit to working together toward their common vision: providing an integrated "whole-child" learning experience that improves student outcomes.

By regularly reviewing and discussing student data, Wilson Elementary's leadership team will be able to revise its program activities in real-time to ensure a continuous improvement of outcomes. Academic measurements will be based on data identified in academic achievement and attendance records. As data is collected and analyzed, the leadership team will reflect upon how program services can be improved to provide academic support to students from early morning through late afternoon, especially for

students preparing for middle school. The leadership team will work closely with teachers and other staff to align the expanded learning opportunities with the school's curriculum and academic goals, which will be crucial for creating a cohesive learning educational experience for all of Wilson Elementary's students. Expanded Learning staff will participate in these data discussions, identifying student needs to provide additional practice and targeted academic support.

In addition to qualitative data, caregivers, teachers, and educational partners' input will be collected at community engagement events and via surveys and inventories. Considering diverse points of view will provide Wilson Elementary's leadership team with new ways to view program activities and practices and further improve student outcomes. The leadership team will analyze program results with absolute transparency, revising the implementation plan and adjusting integrated student supports to improve student outcomes and strengthen family and community connections.

A vital element to the development of Wilson Elementary's Collaborative Leadership and Practices will be the addition of the Community School Admin Intern – NMUSD's title for a CS coordinator position. The Community School Admin Intern will ensure effective and cohesive shared power among Wilson Elementary's educational partners, teachers, staff, and students. The Community School Admin Intern will identify, develop, and/or strengthen partnerships with local community resources that provide supplemental support to students. The Community School Admin Intern will provide system navigations for students and families in need, providing connections and introductions to local resources that offer academic, social, emotional, and physical well-being and extracurricular activities as needed.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

Part A: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper into this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

NMUSD's Local Control and Accountability Plan (LCAP) outlines a host of initiatives in the framework of a Multi-Tiered System of Support (MTSS), including key components such as early literacy programs, Positive Behavioral Interventions, and Supports (PBIS), Restorative Practices, universal attendance support, targeted counseling, and support for English learners. Wilson Elementary will create a holistic integration of the community school approach with existing district initiatives, ensuring no effort exists in

isolation. This integration allows for a more coordinated, effective approach to education, where resources are maximized and interventions are synergistic.

Wilson Elementary's first step to "de-silo" all parallel LEA and school-level initiatives was to conduct a thorough Needs and Assets Assessment (NAA). Data from multiple district-level sources, including but not limited to the district's LCAP, School Plan for Student Achievement (SPSA), California Healthy Kids Survey, and the Title I Site Needs Assessment, which examines the school climate from caregivers' perspective, were considered. School-level data sources included, but were not limited to, surveys, inventories, and proficiency results. In addition to data analysis, Wilson Principal Rubio facilitated community engagement discussions with caregivers, students, and staff to identify and share focus on the collective priorities most critical to the community. By collaborating with educational partners during the Wilson Elementary Needs Assessment development, a sense of collective leadership developed amongst the participants, which will support momentum for their future participation. Each educational partner group was asked about their perceptions of Wilson Elementary's current needs and assets and their aspirations for the school and its students. Based upon these inputs, the leadership team developed an Implementation Plan for Wilson Elementary that captured the family and community's voice, is equity-enhancing, aligned with the district's LCAP and CCSPP framework, and focused on delivering overall improved student learning and strengthened family and community connections.

The input-gathering process was intentionally designed to gather as many voices as possible from caregivers and family members. Various tools were used to collect feedback, including hard copies and online surveys. With a focus question of "Why a Community School for Wilson?" at the forefront of the discussion, ideas were shared on how the integrated approach to education will benefit students, families, and the community overall. We believe that by 1) strengthening student learning and academic success through a comprehensive approach 2) working with the premise that caregivers are the most reliable source of information about their child, 3) actively involving caregivers, families, and community members, a strong support system for students will be developed that fosters a sense of belonging and community; and 4) by collaborating and building partnerships with local businesses, nonprofits, and other organizations, Wilson Elementary will create a community partner network of local resources that will benefit Wilson Elementary's students, families, and community.

Part B: *As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.*

As a community school, Wilson Elementary will strengthen its efforts to actively engage students, caregivers, teachers, and community stakeholders in decisions affecting school climate, curriculum, and services to reinforce the sense of collective trust and

shared responsibility for each student's academic success, multiple input opportunities will be facilitated between teachers and caregivers throughout the school year. Activities such as teacher/caregiver conferences, family nights, and parenting workshops will allow for formal and informal collaborative discussions. Through regular conversations among home and school team members, the student's assets, interests, and growth demonstrated academically and as a contributing citizen in the classroom and greater community will all be shared and celebrated. With an intent to support and foster the student's growth mindset, formative and summative data will be regularly reviewed as a team to determine the next steps of support with measurable goals. A Multi-Tiered System of Support will guide the conversations and efforts that truly bring in educational partners representing multiple facets, ultimately benefiting the student and family. The Implementation Plan will be updated via educational partner input collected at regularly scheduled community outreach events. Shared Decision Making and Participatory Practices are in the exploratory phase.

Wilson Elementary anticipates the following three priorities/goals that were identified in the initial development phase to be further developed during the implementation of the community school model: **1) Expand and enrich learning time** by offering before and after school programs (fulfills Whole Child and Family Supports Inventory required in Implementation Plan Template Instructions); **2) Improve student attendance**; and **3) improve community and family engagement**.

<u>Priority Area</u>	<u>Indicators</u>
Improve Attendance	<p>Specific Goal: Increase the attendance of the 97 students at risk of being chronically absent by 20%.</p> <p>Outcome/Indicator: The Wilson Elementary attendance reports will demonstrate increased attendance, specifically focusing on the at-risk students. Increased attendance will then lead to improving overall student well-being and academic success.</p>
Expanded & Enriched Learning Time	<p>Specific Goal: Increase participation in the expanded learning programs by 10%.</p> <p>Outcome/Indicator: Increased enrollment in Expanded Learning Programs that include engaging activities such as STEM (Science, Technology, Engineering, Math), robotics, arts/dance/drama, and sports. Increased enrollment will improve overall student well-being and academic success, aligning with school-day academic standards, behaviors, and habits. Education partner surveys will also provide input on the course offerings to ensure continued participation and engagement.</p>

<u>Priority Area</u>	<u>Indicators</u>
Community and Family Engagement	<p>Specific Goal: Increase caregiver attendance at caregiver/teacher conferences from 75% to 80%.</p> <p>Outcome/Indicator: Increased participation at conferences, as indicated in the parent-teacher conference schedules, will strengthen communication, collaboration, and alignment between home and school, thus strengthening the systems of support for students.</p>

Strategy 3: Collaborative Leadership

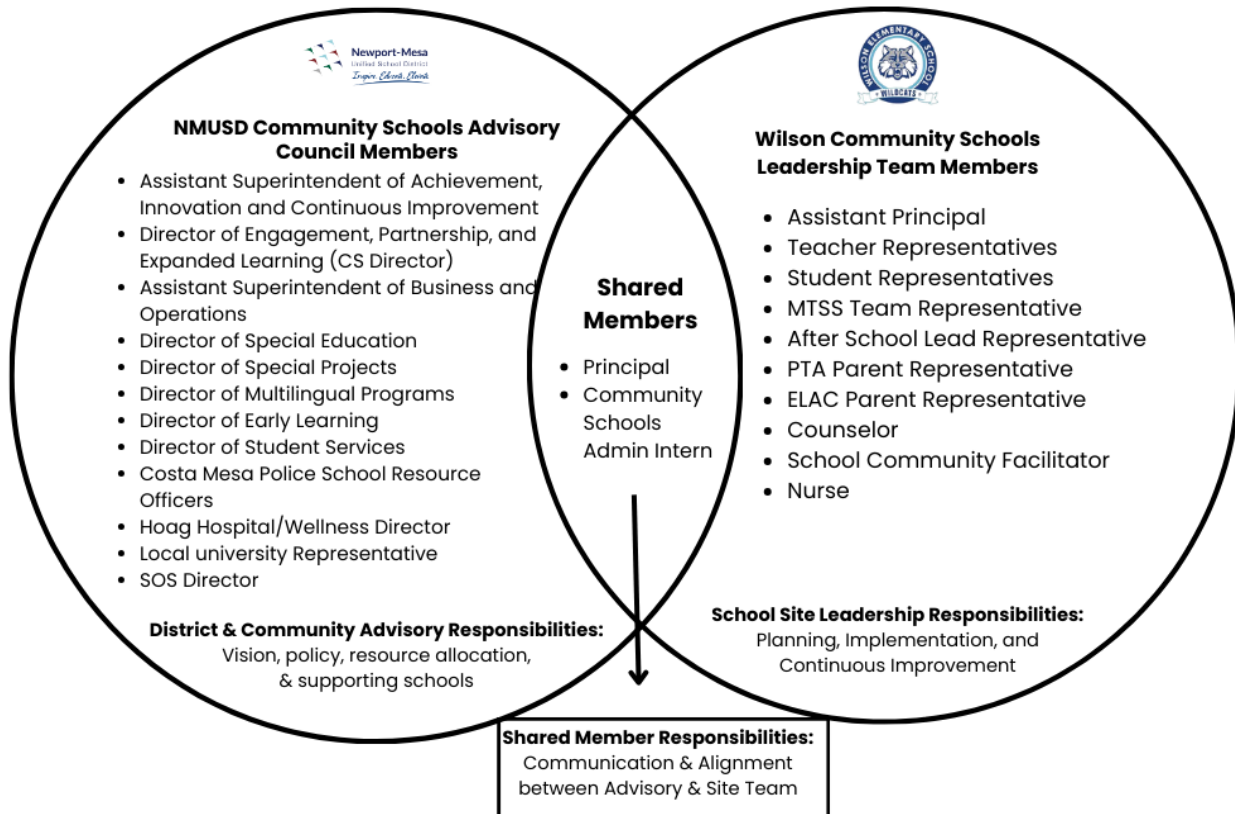
Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort. At the system level, LEAs establish a system-level steering committee/advisory council 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.

Describe your goals for strengthening collaborative leadership.

<u>Goals</u>	<u>Action Steps</u>
<p>The current leadership teams, including ELAC, PTA, SSC, Site Leadership Team, MTSS Team, and Student Council, will enhance their effectiveness in managing the goals and priorities of the Community School by incorporating the Community School Admin Intern into each team meeting. This goal aims to foster a more comprehensive understanding and collaborative approach towards the school's objectives.</p>	<ul style="list-style-type: none"> ● Schedule Integration: Immediately include the Community School Admin Intern in scheduling all leadership team meetings. ● Monthly Goal Review: Allocate time during each meeting for reviewing the Community School's goals and priorities. ● Evaluation: Conduct a comprehensive progress evaluation, utilizing data and observational insights. Then, brainstorm and document the next steps involving key educational partners like families, staff, students, and community partners.
<p>Create a site-based Community School Leadership Team that effectively collaborates to improve student outcomes and family engagement.</p>	<ul style="list-style-type: none"> ● Establish Community School Leadership Team norms, ensuring clear communication, decision-making, and collaboration guidelines. ● Identify three priorities for the team to focus on for the school year, which should be directly linked to student success and community engagement. ● Develop shared decision-making protocols to ensure all team members have a voice and a transparent decision-making process. ● Implement strategies to engage all families, focusing on those less involved in the past. ● Ensure active involvement of Early Learning and Expanded Learning Staff in the team to integrate early education perspectives.

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):

Wilson's Collaborative Leadership



Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability. 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. Describe your goals and action steps for establishing policy and initiative alignment.

<u>Goals</u>	<u>Action Steps</u>
Create a coherent approach that aligns community school policies and initiatives with the real needs of the student population, as directly expressed through survey data	<ul style="list-style-type: none">● Data Collection and Analysis: Conduct comprehensive surveys that gather input from key educational partners – students, caregivers, teachers, and community members. Once collected, analyze this data to identify trends, needs, and areas for improvement.● Alignment with SPSA: Ensure that the data analysis findings are reflected in the School Plan for Student Achievement and aligned to the LCAP and CCSPP Implementation plan. This may involve modifying goals, reallocating resources, or introducing new programs or initiatives.
Develop a Site-level implementation plan that is shared and reviewed overtime.	<ul style="list-style-type: none">● Implementation and Monitoring: Regularly monitor the progress and impact of the goals and action steps, making adjustments as necessary based on ongoing feedback and data.● Professional Development and Support: Provide necessary training and support to staff and teachers to effectively implement new policies or initiatives. This includes professional development opportunities and resources needed for successful execution.

Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement. Describe your goals and action steps for ensuring that: staffing serves 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.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

<u>Goals</u>	<u>Action Steps</u>
Recruit and retain bilingual staff to fulfill key Community School Admin Intern role	<ul style="list-style-type: none">• Conduct outreach, recruit and hire a bilingual Community School Admin Intern with strong community engagement and resource building skills.
Leverage existing in-kind staff support to sustain the Community School model.	<ul style="list-style-type: none">• Deploy current staff (Zone Social Worker and School Community Facilitator) to fulfill critical roles in the Community School model beyond grant expiration.

<u>Key Staff/Personnel</u>	
Lorena Rubio	School Principal, Wilson Elementary
Gabrielle Thurmond	Assistant Principal, Wilson Elementary
TBD	Community School Admin Intern, Wilson Elementary
Atzintli Carrizal Perez	NMUSD Expanded Learning Opportunities Lead Representative
Bertha Lopez-Brito	Counselor, Wilson Elementary
Maria Barragan	Estancia Zone Social Worker, NMUSD
Claudia Catoia Adams	School Community Facilitator, Wilson Elementary
Christy Flores	NMUSD's Community School Advisory Council Lead/Director of Engagement, Partnership, & Expanded Learning

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Wilson Elementary School will implement a sustainability plan to position its Community School model for growth while anchoring it in diverse but complementary funding sources.

Leveraging Shared Resources. Wilson Elementary will leverage shared resources across the four schools in implementing the Community School model, including using the district's data platform Aeries. NMUSD is exploring various parent communication tools, in which the Wilson Community School will benefit through expanded Community School student data reporting, collection, and analysis, and through an enhanced communication framework to deliver and capture teacher/family engagement initiatives. Key data collection and analysis results will be shared across the four schools LEA and with the school principals to promote a culture of quality improvement. Additionally, existing program services across the district will be implemented in the four school LEA through a cohesive framework to support students' academic, social, emotional, and physical development. Those services include: a) **Strong Start**, a before school enrichment program that engages students with academic and independent learning opportunities, b) **Advancement Via Individual Determination, (AVID)**, which provides strategies to leverage support for students using a tutorial model and lesson in writing, inquiry, collaboration, organization and reading, and c) **Multi-Tiered System of Supports (MTSS)**, which involves tailored instructions and intervention to help students succeed academically while nurturing social, emotional and behavioral

development, and d) **Positive Behavioral Intervention and Supports (PBIS)**, evidence and data-based programs, practices and strategies that frame behavioral improvement related to student growth in academic performance, safety, behavior, and positive school culture.

Expanding Key Partnerships. With key partnerships in place, Wilson will grow existing integrated student (and family) partner support networks to increase student/family access to physical, behavioral, dental health and parental English Learning and academic supports through formal partnerships. The following action steps will formalize these relationships to continue beyond the grant expiration. Specifically, 1) the Community School Administrative Intern will meet with community partners regularly to foster communication channels and align resources to the needs of the community, 2) MOUs and service agreements with community partners will be updated to reflect the expanded roles of those partners, and 3) the community partners will be invited to participate in district and site leadership teams. Those key partners and their services include:

1. Melinda Hoag Smith Center for Healthy Living (MHS) – MHS provides comprehensive services including food distribution, case management, monthly diaper distribution, along with adult and child centered classes to support physical, mental, and emotional well-being.
2. Share Our Services (SOS) – SOS provides social services including care management, housing navigation, food and financial assistance, along with comprehensive medical, behavioral, and dental health.
3. Huntington Beach Adult School (HBA) – HBA provides courses that include English Learning for Adults, English as a Second Language (ESL), High School Diploma and General Education Development.

Providing In-kind support. Wilson will integrate key current staff/roles that complement the Community School model to create connective tissues with these staff and the newly onboarded Community School Admin Intern. The district-wide Director of Engagement, Partnership, and Expanded Learning will lead coordination of key staff dedicated to the Community School framework and will work in concert with the Community School Site Admin Intern in each LEA school. Through this in-kind staffing model, Wilson will maximize the return on investment of current staffing resources. Wilson will utilize the following in-kind program staff support beyond grant expiration to sustain its Community School:

- Staff support from the following existing staff members: 1) the Estancia Zone Social Worker and 2) the School Community Facilitator

Offering Additional In-kind Supports will augment the experiences of students engaged in expanded and enriched learning to support students' academic development and social emotional learning. This will be achieved through:

- Expanded learning staff dedicated to activities before and after school hours,
- Use of school facilities for expanded enrichment activities outside of traditional school hours, and

- Expanded after school healthy snack foods to support student energy and readiness for expanded enrichment activities.

Sustaining Learning in the Community School Model. To sustain transformative learning beyond the grant expiration and meet all program deliverables, Wilson's Community School will integrate the following pillars; 1) expanded and enriched learning that supports motivation, competence, targeted instruction, self-directed learning and professional development; 2) family and community engagement to create safe spaces for student learning needs; and 3) collaborative leadership and practices that improve holistic student success and better educational outcomes. Successful implementation of the four pillars in Wilson's Community School framework will lead to annual evaluations that illustrate: 1) transformed schools, 2) engaged, healthy, empowered students and families, 3) confident, well-prepared students, and 4) local capacity for collaborative problem solving.

Exploring Reimbursement Funding Models: Wilson and its partner LEA schools will explore the following funding streams for additional sustainability models:

1. Cal-Aim (Medi-Cal) reimbursement for school-based services, to include the potential for Community School Admin Intern reimbursement for Community Health Worker services, and
2. Federal reimbursement through the Early and Periodic Screening Diagnosis and Treatment Program (EPSDT) through Zone Social Worker delivered EPSDT services.

Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the 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 your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school. 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:

Wilson Elementary has established partnerships with many local community organizations in order to develop a strong network of support for students, caregivers, and family members. Partner resources will provide programming that is responsive to the individual needs of each family while fostering a learning environment that will benefit everyone in the community. A list of Wilson Elementary's partner agencies include but is not limited to the following: the Huntington Beach Adult School (HBAS).

HBAS provides the local adult community with academics, language acquisition, and vocational training with courses that include English Learning for Adults, English as a Second Language (ESL), High School Diploma (ASE), and General Education Development (GED); the Melinda Hoag Smith Center for Healthy Living, a community organization offering comprehensive mental health and wellness services, counseling, exercise classes, and diverse resources for families; Share Our Services (SOS), a nationally known health center that emphasizes care of the whole person through an inclusive set of services: medical, dental, clinical pharmaceuticals, behavioral health, and social services; Active Learning, a school enrichment organization, provides after school dance and art classes; Care Solace, an online resource with a live 24/7 concierge, assists individuals in finding local mental health related programs and counseling services; Project Hope Alliance provides support and education to students at risk of homelessness; Project Kinship, provides support and training to lives impacted by incarceration, gangs, and violence; and Save Our Youth (SOY) provides after school and summer programming for low income youth, ages 12-21.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success. Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how 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.

<u>Goals</u>	<u>Action Steps</u>
<p>Develop a sense of collective efficacy where staff not only feel connected with one another, but also believe that as a group they have the capacity to support students in succeeding and meet their academic, social, and emotional needs.</p>	<ul style="list-style-type: none"> ● Focus on Data-Driven Instruction: Provide professional development on using student performance data to guide teaching strategies. This encourages a collective approach to elicit and respond to student feedback. ● Support teachers to develop a deeper understanding of AVID instructional strategies by providing professional development opportunities to all staff (teachers, counselors, classified, early learning, after school), which connects the latest research on resilience to foster a positive environment in classrooms and schools. By empowering educators with the tools to integrate strategies that nurture student resilience and engage caregivers, we will create a more supportive and engaging learning experience. ● Strengthen current PBIS practices and infuse trauma informed strategies. Build the capacity of faculty, staff, and administrators to implement community schools with fidelity. ● Student-centered teaching strategies for both whole group and small group instruction. ● Build teacher efficacy in practices that create a safe, inclusive, learning environment that encourages students to think critically, take risks, and problem solve. ● The Community School Advisory Council Lead/Director will arrange comprehensive professional development opportunities that encompass the philosophy, values, strategies, and distinctive practices of community schools. These programs will be tailored to fit the diverse groups, such as teachers, support staff, early learning staff, expanded learning staff, and families.
<p>Increase opportunities for caregiver engagement and involvement by building strong, positive relationships.</p>	<ul style="list-style-type: none"> ● Increase caregiver education classes/workshops ● Provide support to caregivers (conferences, resource fairs, meetings) that support working caregivers' schedules ● Provide professional development for office and support staff in customer service strategies. ● Provide training for staff in connecting with families who are new to the school site.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency. Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

<u>Goals</u>	<u>Action Steps</u>
Provide training in PBIS and Habits of Mind	<ul style="list-style-type: none">● Provide ongoing training to all staff in PBIS practices ensuring consistency across the school site.● Provide training to teachers and staff to build up independent, critical thinkers who are positive contributing members to their community.
Provide learning opportunities that are hands-on, engaging and responsive to students' learning needs and interests.	<ul style="list-style-type: none">● Provide professional development in Project Lead the Way to help students apply their knowledge and skills to solve problems or create something tangible, integrating computer science, engineering, biomedical science, and other areas. Learners of all ages apply math, ELA, and science skills, and develop foundational skills across disciplines.
Structure meeting time for teachers to learn about and discuss students' specific needs.	<ul style="list-style-type: none">● Cross-grade level articulation meeting time will allow grade levels to focus on student-assets.● Preschool through Kindergarten teacher focus group - to better enhance the transition for the youngest learners by establishing a strong foundation of responsive support.
Provide training for teachers and staff to support the whole child.	<ul style="list-style-type: none">● Training will be focused on relationship building, strategies to build connections, positive-asset based.● Utilize the Melinda Hoag Smith Center for Healthy Living Partnership to provide training for staff.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders. Describe how your site, with educational partners, will explore 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. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

To develop an evaluation plan embedded in local data and measures that allow for diverse community-based definitions of success, our site will engage in a comprehensive, collaborative approach with educational partners. The steps to be taken include:

1. **Developing Performance Indicators:** We will define measurable indicators that align with our community's unique needs and values. These indicators will track improvements in attendance, enrollment in expanded and enriched learning programs, and community and family engagement levels.
2. **Data Collection Methods:** Our approach to data collection will be multi-faceted, including attendance records, surveys, interviews/focus groups, and observations. This will ensure we have a robust set of data to draw conclusions from. Participation data from expanded learning and enrichment programs will also be gathered to measure engagement levels.
3. **Educational Partner Engagement:** A crucial part of our evaluation plan is the involvement of educational partners – staff, students, caregivers, and community members – in the feedback loop. By incorporating their perspectives, we can ensure that our evaluation criteria and methods are inclusive and reflective of the community's diverse opinions on what success looks like.
4. **Analysis:** The data collected will be rigorously analyzed to assess progress toward our goals. This will include preparing reports on findings, highlighting successes, and identifying challenges. This step is essential in ensuring that the measures of success are not just theoretical but are grounded in actual performance and outcomes.
5. **Modify Implementation Plan:** The evaluation process is cyclical. Based on the analysis, we will continuously refine our goals and action steps to address any challenges and build on successes.

These outcomes/indicators will serve as benchmarks for the initiative's success and will be integral in guiding our work and making data-informed decisions. By focusing on these outcomes, we can ensure that our community school initiative is not only fulfilling its intended goals but is also evolving and responding to the needs and definitions of success as seen by our diverse community stakeholders.

<u>Goals</u>	<u>Action Steps</u>	<u>Outcomes/Indicators</u>
<p>Improve Attendance</p> <p>Specific Goal: Increase the attendance of the 97 students who are currently at risk of being chronically absent by 20%.</p>	<ul style="list-style-type: none"> ● Incentives and Classroom Attendance Competitions: Reward improved attendance with small incentives, and hold class-level competitions to encourage a team spirit around attendance. ● Student Engagement Activities: Organize engaging activities that cater to a variety of interests to motivate students to attend school. ● Student Attendance Review Team Meetings: Regular meetings involving the Community School Admin Intern, School Community Facilitator, Classroom Teacher, Administration, and Counselor to discuss and strategize on individual student cases. ● Assigned Mentors for At-Risk Students: Pair at-risk students with mentors who can provide support, guidance, and motivation. ● Increase School/Family Communication: Regular phone calls and, if necessary, home visits to engage families in their children's school attendance and address any barriers. 	<p>The Wilson Elementary attendance reports will demonstrate increased attendance, specifically focusing on the at-risk students. Increased attendance will then lead to improving overall student well-being and academic success.</p>

<u>Goals</u>	<u>Action Steps</u>	<u>Outcomes/Indicators</u>
<p>Expanded & Enriched Learning Time</p> <p>Specific Goal: Increase participation in the expanded learning programs by 10%.</p>	<ul style="list-style-type: none"> ● Offer before school academic, athletic, and music programs. ● Use surveys to identify enrichment activities that are of interest to students and parents. ● Community outreach and involvement to bring in guest speakers and role models to connect and provide experiences for students. ● Provide professional development for ELOP staff in mentorship. ● Maximize family outreach through the utilization of emails, school announcements, social media, and school websites. ● Increase student showcase performances 	<p>Increased enrollment in Expanded Learning Programs that includes engaging activities such as STEM (Science, Technology, Engineering, Math), robotics, arts/dance/drama, and sports. Increased enrollment will improve overall student well-being and academic success, in addition to aligning with school day school day academic standards, behaviors, and habits.</p>
<p>Community and Family Engagement</p> <p>Specific Goal: Increase parent attendance at parent/teacher conferences from 75% to 80%.</p>	<ul style="list-style-type: none"> ● Offer flexible meeting times to support families' work schedules. ● Survey parents on desired workshops and parenting classes. ● Advance notice and communication leading up to the conferences. ● Use various platforms and tools to provide frequent student updates regarding progress....text messages, emails, newsletters, social media, student work samples, assessment results ● Host literacy, math, and STEM nights for families/parents 	<p>Increased participation at conferences, as indicated in the parent-teacher conference schedules, will strengthen communication, collaboration, and alignment between home and school, thus strengthening the systems of support for students.</p>