

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

Instructions

This CCSPP Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 2 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support California Community School Partnership Program (CCSPP) grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The LEA is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites are encouraged to work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

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

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

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

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

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

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

Implementation Growth Chart Overview

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

1. [Needs and assets assessment: Collective Priorities](#)
2. [Shared understanding](#)
3. [Collaborative leadership](#)
4. [Coherence: Policy and initiative alignment](#)
5. [Staffing and sustainability](#)
6. [Strategic community partnerships](#)
7. [Professional learning](#)
8. [Centering community-based curriculum and pedagogy](#)
9. [Progress monitoring and collective problem-solving](#)

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Rancho Minerva Middle School
 2245 Foothill Drive
 Vista, CA 92084
 760-631-4500
 Principal: Christina DeSanto

Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Bridging to Existing Community Schools within the District:

During the first year of the community school implementation grant, five schools in Vista Unified piloted best practices for gathering needs and assets from each school site. Schools engaged students, staff, families, and community members in the Community School strategy. The comprehensive needs and assets assessment launch coincided with parent teacher conferences and prior to the launch, diverse teams personalized a common survey for each site. Auxiliary groups actively participated in the creation of the questionnaire. At conferences, teachers passed out flyers with QR codes in both Spanish and English and invited parents to take the survey. Additional staff and administrators invited parents to access the surveys using the school Chromebooks. The next week, teachers sent home paper surveys in both languages with the option for families to indicate

that they had already taken the survey or to fill out the paper survey. Although anonymous, teachers were able to check off engagement through these tracking means. Incentives were offered for students to return the engagement papers and for teachers to keep track. Principals were heavily involved in encouraging and reminding all groups. Within three weeks, all cohort 1 elementary schools reached over 75% engagement with these strategies.

Diverse teams analyzed the surveys by looking for common themes. Community school site leads and administrators brought the themes to all groups including PTA, ELAC, Coffee, volunteers, staff, and leadership. The groups further discussed the themes and added more detail about possible meaning and next steps/solutions.

Counselors infused student focus groups into regular weekly schedules. Site leads continued focus groups with parent and staff groups. Site leads treated 1:1 interactions as empathy interviews and included that information in the overall needs.

The Superintendent's Council on Equity conducted equity focus groups separately for students and families and LCAP student forums all provided information for the needs and assets assessment. All of the themes gathered were synthesized for root causes and brought back to all groups in a continuous cycle of improvement and refinement of the community school improvement plans.

Conducting Deep Needs and Assets Assessment at Rancho Minerva Middle School

Our first step toward gathering comprehensive feedback on our needs and assets will be through the implementation of a **survey** with students, staff, parents/guardians and community partners aligned to four areas:

1. **STRENGTHS:** What do you love about our school community? What's going well for you here?
2. **ASSETS:** Is there anyone at the school who has been really helpful to your family? Are there any programs at the school that you really value? Are there any programs or organizations in the community beyond school that you really value?
3. **POSSIBLE VISION:** In an ideal world, what would our school be like? What does your dream school look like? Describe your ideal classes and in-school activities, after school programs, mental and physical health services, ideal relationship between families and school staff. Please let us know any other ideas that you may have.
4. **NEEDS:** What do you think we need to do to get to your ideal school?

We will use our Community Liaisons to reach out and provide access to technology or technical support to be able to provide their feedback in order to include at least 75% of our community.

School town-hall meetings will be conducted at Back to School Night and during the school year to further inform the parents/guardians and community and engage them in review of our school data and systems to identify strengths, assets and needs. Data collected from student forums will support alignment of our CCSPP plan to our district LCAP goals.

Through **focus groups**, including School Site Council, English Learner Advisory Committee, Parent Teacher Association, Student Leadership Teams, Staff Leadership Teams, staff meetings, and Principal's Coffee Talks, we will dig deeper into the strengths and assets of our families and

community partnerships in addition to our school, to ensure that we are drawing upon the collective value of our entire community. We will also dig deeper into the current needs of our families and students, aligned to the Four Pillars, to broaden our needs analysis from the initial survey.

Our Community Liaisons will conduct **empathy interviews** with individual parents/guardians to delve even more deeply into the lived experiences of families in our school and ensure that our plan is specifically aligned to tapping into their strengths and prioritized needs.

Data Analysis and Goal Setting:

Using a Plan-Do-Study-Act process, our Community Schools Advisory Council will begin by analyzing the data to identify priority topics and uncover root causes. Wildly Important Goals (WIGS) will target these root causes and we will co-create a continuous improvement action plan with lead and lag measures at school, grade level, classroom and student levels. We will also benefit from feedback and support from the district Community Schools Steering Committee, who will analyze the priority topics and root causes across all schools and develop structures to address system-level issues that span multiple school sites through strategic collaboration with community partners on the core priorities that emerge.

Analyzing the data collected during the Needs and Assets Assessment is a critical step in developing priorities and collaborating with community partners. Here are the steps we will take to effectively analyze the data and develop priorities:

- Categorize the data: Start by organizing the data into categories that make sense for your community. For example, you might categorize data related to education, healthcare, housing, employment, and public safety.
- Identify common themes: Look for common themes across the data. These themes might be related to specific challenges that the community is facing, such as a lack of affordable housing, transportation needs, food insecurity, lack of training, or limited access to healthcare.
- Prioritize the themes: Prioritize the themes based on their level of importance to the community. This can be done by conducting surveys, focus groups, or other forms of community engagement to gather feedback on which themes are most pressing.
- Collaborate with community partners: Once you have identified the core priorities, it's important to collaborate with community partners to develop strategies to address these priorities. This might involve forming partnerships with local nonprofits, government agencies, or other organizations that have expertise in the areas you are prioritizing.
- Develop an action plan: Finally, develop an action plan that outlines specific strategies and actions to address the identified priorities. The plan should include timelines, budgets, and measurable goals to help track progress and ensure that the community's needs are being met.

In summary, analyzing the data collected during the Needs and Assets Assessment, developing priorities, and collaborating with community partners are essential steps in addressing the needs of the community. By working together, you can create an action plan that ensures that the community's priorities are met and that everyone has access to the resources and support they need to thrive.

Priority 2: Shared Understanding

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

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Cornerstone Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Overall Deep Engagement:

In the fall of 2021, the Vista Unified School District Board of Education and the Superintendent, launched a collaborative process with the Vista community to develop a long-term vision for public education in Vista. Interviews, focus groups, surveys, and town halls gathered the deep needs and assets of our community to design our vision for the future. Our vision is the result of the combined opinions, research, and design work of more than 540 community members, including students, family members, business partners, local and regional elected officials, community partners, district staff, and school board members. Our vision is ***Every student graduates from Vista Unified as a resilient, agile, learner and creative problem solver who navigates the world with confidence and kindness and eagerly embraces local and global challenges.*** Our vision seeks to promote equity, collaboration, trust, kindness, and respect, providing students real-world experiences and strong academic preparation. In this vision of the future, the Vista Unified Community created Learner, Adult, and System Portraits that outline the conditions and expectations for every child and adult to be supported, challenged, and inspired by engaging learning experiences. The **Learner Portrait** envisions the outcomes for students. It describes the community’s aspirations for what learners will know, be, and be able to do, in order to thrive in their lives and careers. The **Adult**

Portrait articulates the qualities that *all* adults working in the school district - not just classroom teachers - will demonstrate in order to support each student's journey toward realizing the Learner Portrait. The **System Portrait** outlines what the system needs to do to create the conditions that will enable the adults in the system to support every student to successfully attain the Learner Portrait. The intentional engagement of our educational partners in creating our vision established new norms for working with our community and launched our pathway to designing our schools with our community instead of for our community. Our school sites and family and community groups collectively use the vision and portraits to design learning environments that are responsive to lived experiences of each unique school community.

RMMS:

At the heart of our community school model is the belief that scholars, their families, and their communities possess valuable assets and strengths that can be leveraged to improve educational outcomes. By embracing an assets-driven and strength-based approach, our school recognizes that our scholars and families are experts in their own lives and are capable of leading and shaping their own educational experiences.

Additionally, we are committed to creating racially just and restorative school climates that value and celebrate the diversity of our scholars. We recognize the importance of creating a safe and supportive learning environment that fosters positive relationships, embraces scholar voice, choice, and agency, and promotes healing and reconciliation when harm occurs.

Our school commits to providing culturally proficient and relevant instruction that is inclusive of and centered in the wisdom, history, culture, and experience of our scholars, families, and communities. We understand the importance of recognizing and valuing the unique perspectives and experiences of their scholars and families, and strive to provide instruction that is meaningful, relevant, and responsive to their needs.

Finally, we are committed to shared decision-making and participatory practices that engage all stakeholders in the governance and operation of the school. We understand that authentic and dynamic shared leadership is necessary to create a school culture that is responsive, accountable, and equitable.

In summary, it is our hope that RMMS embodies the CCSPP Cornerstone Commitments by embracing an assets-driven and strength-based approach, creating racially just and restorative school climates, providing culturally proficient and relevant instruction, and committing to shared decision-making and participatory practices. By doing so, we will be able to address the holistic needs of our scholars and families, while also addressing the broader social issues that impact their lives.

Assets-Driven and Strength-Based Practice:

At the heart of our community school model is the belief that scholars, their families, and their communities possess valuable assets and strengths that can be leveraged to improve educational outcomes. By embracing an assets-driven and strength-based approach, our school recognizes that our scholars and families are experts in their own lives and are capable of leading and shaping their

own educational experiences.

Our school and district has been committed to identifying the strengths, interests and values of all students and staff. We have invested in the Strengths Finder and our school working with other secondary schools this year to implement Intellispark. Intellispark supports us in gathering the information staff and parents need to care for the whole child, at scale, *“Maximizing student success requires a holistic and universal approach that takes into account each student’s strengths while ensuring every student’s need can be addressed.”* One of our primary goals through our assets and needs analysis process will be to expand to identify the assets and strengths of our families and community members so we can honor the value of every individual and entity that can improve whole-child outcomes, and enable staff to collaborate more effectively and efficiently with these partners.

Racially Just and Restorative School Climates:

Our school is committed to supporting the implementation of our District Board Policy and Administrative Regulation for Equity 0415. Additionally, one of our key district values is equity “Valuing diversity and providing equitable access and resources across the district for all students and adults to reach their full potential”. We have implemented a systematic professional development plan in the following areas:

Anti Bias - All staff participated in an Anti-Bias workshop offered by the Anti-Defamation League and the district has created an equivalent asynchronous learning module for new staff and make-up sessions. This year, we provided supplemental workshops related to bias and microaggressions.

Trauma-Informed Practices - We have also engaged in professional development to deepen our understanding of trauma-informed practices. We recognize that behavior is a form of communication and oftentimes, our students come to us with adverse experiences that impact them when they are in school. Our entire staff (classified and certificated) has participated in multiple trainings on how to work effectively and sensitively with students and staff that have experienced trauma.

Positive Behavior Interventions & Supports - This year, we established a PBIS Leadership Team and went through a year of Tier 1 professional development with the San Diego County Office of Education. It is our goal to achieve Tier 1 PBIS Recognition by mid year in 2023-24 and move on to Tier 2 training and implementation. Decreasing suspensions and expulsions and increasing effective other means of correction is a high priority for our school.

Restorative Justice - Our site has partnered with two Restorative Justice (RJ) Practice Facilitators from the National Center for Conflict Resolution and plan to engage them in full staff training in RJ. Through matching funds associated with this grant, the district is planning to expand the number of RJ Facilitators and to bring in additional Peace Facilitators from the Tarik Khamissa Foundation (TKF) to provide school-wide and individualized intensive RJ and gang prevention support.

Powerful, Culturally Proficient and Relevant Instruction:

Through our Community Schools work, we plan to tap into the diverse wisdom and culture of the

community and take action to integrate Culturally Relevant Pedagogical Practices (CRPP) into our teaching and curriculum practices. We will work closely with our District Community Schools Coordinator to identify and engage in professional development in CRPP in collaboration with our other Community Schools. This will help create coherence and consistency within and across schools.

Shared Decision Making and Participatory Practices:

The first step to engaging a wider set of interest-holders in shared decision-making will be to maximize our efforts to inform and engage them in understanding the intended goals and outcomes of the Community Schools Partnership Program. We will share, shape, and reinforce the “why” behind community schools, as well as each of our steps along the way, through school-wide events, announcements, our website, school branding, internal and external communications, which are all offered in English and Spanish.

It is our goal to make the school community a truly collaborative decision making space where families are empowered to make choices and decisions in their local school. We will look to using Participatory Methods to support this empowerment including: reinforcing the right to participate, actively seeking and hearing unheard voices, seeking local knowledge and diversity, reversing learning by letting go of preconceptions in order to learn from the wisdom of community members and being prepared to unlearn what has already been learned, using diverse methods to include family and community members and removing power barriers allowing space for others to lead and participate.

Priority 3: Collaborative Leadership

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. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Wildly Important Goals and Measures of Progress

Adult Action If we do this,	Goals then this will happen.	Leading Measures daily, weekly-Formative	Lagging Measures Summative
If we form a Community School Advisory Committee that will provide us direction and feedback	then we will ensure that our grant is fulfilled to its fidelity and more importantly our community benefits from this focus	Yearly, Satisfaction Surveys (Parent, Community Partners, Scholar, and Staff) Monthly, CSAC Meetings	Data from Satisfaction Surveys Agenda/Notes from Meetings
If we teach our parents and scholars how to access the support and understand how to advocate for themselves	then we will ensure that our goals are being fulfilled along with other metrics	Yearly, Satisfaction Surveys (Parent, Community Partners, Scholars, and Staff) Monthly Parent and Student Professional Development D's/F's in student progress reports	Decrease of D's/F's Decrease in Suspension Rate Decrease in Attendance Absenteeism Rate

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):

Community School Collaborative Leadership in VUSD for the past two years:
 Launching VUSD Community Schools was methodical and intentional, building internal momentum and capacity across diverse groups. Starting two years ago with our Community School Design Team included the Superintendent, two Governing Board members, staff representatives (administrator, social worker, counselor, teacher, family/community liaison), Educational Enrichment Systems (EES) preschool staff, community organization representatives from Universidad Popular and Vista Community Clinic, as well as city officials. With the support and guidance of Tauheedah Jackson, the Director of Place Based Strategy and Community School Initiatives, the committee established a common understanding of the purpose and intent of Community Schools, drafted a common definition and charge for VUSD Community Schools, and set a timeline and plan for identifying and establishing the schools.

VUSD Community School Definition: A family-centered, equity-driven hub that serves every child and strengthens our community through partnerships that provide comprehensive integration of services in health, wellness, and education.

VUSD Community School Charge: To see and embrace each student with a comprehensive community support system of integrated services that are equity-driven, inclusive, and impactful.

To ensure a coherent and effective implementation of our plan for cohort 1 schools, district matching funds support a District Community Schools Coordinator. The Coordinator engages Community Schools and their educational partners in the process of school transformation in a variety of ways, including facilitating a district level Community School Steering Committee and supporting facilitation of school-level Community School Advisory Councils. Coordinated and collaborative leadership is key to leading this transformation process. The Community School Steering Committee, including district, school and community partners, engages in asset mapping, gap analysis, professional learning and action planning to ensure a coherent implementation of our plan. School-level Community School Advisory Councils (CS Advisory Council), including administration, school counselors, teachers, students, parents, community liaisons and community partners, oversees the transition of the site from a traditional school to a Community School.

Collaborative Leadership at RMMS:

We already have a series of site leadership teams that bring various focus to our school wide goals. We would create a Community School Action Committee that would keep to the foundation of our goals and the spirit of this grant. This CSAC would be comprised of **one** member from each of the following and would actively will be involved in planning and development:

Team Composition:(a representative from each group):

- School Safety and Social Emotional Learning Committee Parent, Scholar, Classified and Certificated Group
- Parent Teacher Student Association Parent, Scholar, Classified and Certificated Group
- English Language Advisory Committee (ELAC) Parent, Student, Classified and Certificated Group
- School Site Council Committee (SSC) Parent, Scholar, Classified and Certificated Group
- Equity Walks Community, and Parent Groups
- Equity Forums Scholar Group
- Vista Teachers Association Teacher Group
- California School Employees Association Group
- Site Based Decision Making Committee Certificated, Classified and Administrator Group
- Department Chairs
- Shared Leadership Team ASB Coordinator, Classified and Administrator Group
- Counselors
- Classified Office and Support
- Principal and Assistant Principals

The **Community School Advisory Council** will work together on an ongoing basis to review data and ensure that programs and services offered at our Community School. They will effectively support scholar and family development. They will also provide continual improvement and sustainability to the program. Members commit to actively participate in all meetings and to promote the community school’s programs and activities when possible.

Committee members may be asked to:

- Assist in the development and/or implementation of a Community Needs Assessment and Community Asset Map to identify programming goals and resources available to meet these goals
- Review data, including program participation rates and outcomes, on an ongoing basis to consider whether changes need to be made to programs
- Review survey results to prioritize programming goals
- Assist staff in connecting with key community leaders and/or decision makers share information about all upcoming parent, scholar, and community events
- Advocate for sustainability of the Community School

During the first three months the CSAC will meet more frequently to ensure that the needs assessment process is being implemented in order to begin developing the Community Schools Plan. Once the plan has been developed it is recommended that the Advisory Council meets on a monthly basis.

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

Site Level Wildly Important Goals and Measures of Progress

Adult Action If we do this,	Goals then this will happen.	Leading Measures daily, weekly-Formative	Lagging Measures Summative
<p>If the district and schools implement a comprehensive system to engage students, staff, parents/guardians and community members in a process to update the district Framework for the Future, including the mission, vision, values, board goals, learner portraits, adult portraits and systems portraits,</p>	<p>then Rancho Minerva Middle School will have clear outcomes and goals designed to meet the whole-child needs of the students in our district.</p>	<ul style="list-style-type: none"> • Strategic Plan and LCAP Community, Staff, and Student Forums. • Updated Framework for the Future: Mission, Vision, Values, Learner Portraits, Adult Portraits, Systems Portraits. • Revised Board Goals. • School level workshops to engage staff, students, parents/guardians and community members to understand and socialize the new Framework for the Future. 	<p>Revised VUSD Framework for the Future that clearly articulates the vision for our students and community and is representative of collective engagement of all interest-holders.</p>
<p>If our Rancho Minerva Community School Advisory Council (CSAC) aligns the priority topics, root causes and resulting action steps to the VUSD Framework for the Future and Strategic Plan,</p>	<p>then we will be able to monitor our progress toward removing barriers and increasing opportunities for students and families to reach district goals to promote equity, collaboration, trust, kindness, respect and academic achievement.</p>	<ul style="list-style-type: none"> • Rancho Minerva CSAC Agendas • Strengths, assets, needs data collected from surveys, community forums, focus groups and empathy interviews. • School-specific priority topics, root causes and action plans. • Process & product evidence of alignment to Framework for the future. • School-level evidence of prioritization of resources to enact the school-level action plan through the SPSA and other school systems. 	<p>Alignment of SPSA and Community Schools Implementation plan to the new Framework for the Future.</p>

Adult Action If we do this,	Goals then this will happen.	Leading Measures daily, weekly-Formative	Lagging Measures Summative
<p>If the VUSD Community Schools Steering Committee (CSSC) collects and analyzes the priority topics, root causes, and resulting action steps across all schools and rolls up findings to the School Board and Executive Cabinet,</p>	<p>then the district will be able to align district resources and action plans and seek additional partnerships to support the schools, reducing barriers and increasing access to achieve the outcomes identified in the VUSD Framework for the Future for all students and families.</p>	<ul style="list-style-type: none"> • CSSC Agendas • Results from CSSC analysis of school plans • Reports and recommendations to the School board and Executive Cabinet • Revisions to LCAP and policies 	<p>Alignment of district plans and policies to the needs and priorities from the Community School Advisory Committee</p>

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Wildly Important Goals and Measures of Progress

Adult Action If we do this,	Goals then this will happen.	Leading Measures daily, weekly-Formative	Lagging Measures Summative
Create a full time release Community Schools TOSA/Coordinator position to lead the Community School Action Plan implementation and monitoring.	All school strategic planning and initiatives will be aligned in a mutually supportive manner.	<ul style="list-style-type: none"> Alignment of strategic planning goals and action steps Community Schools Strategic Plan Advisory Committee Meetings Written plan. 	<ul style="list-style-type: none"> Comprehensive school-wide strategic plan. Increase in student and community health and wellness indicators as indicated by multiple qualitative and quantitative measures.
Create a Community Schools Grant Implementation team that includes direct intervention work with scholars and the coordination of resources to build capacity at the site to provide intervention support to students and families.	The creation of a Scholar Wellness Center where scholars will be able to receive additional academic and social/emotional support.	<ul style="list-style-type: none"> Wellness center implementation progress Intervention referrals Exclusionary discipline date Health and wellness data Academic Data EL/SPED/Special Programs Data 	Increase in scholar and community health and wellness indicators as indicated by multiple qualitative and quantitative measures.
Create a full time release Community Schools TOSA/Site Lead position to lead the Community School Action Plan implementation and monitoring.	The creation of a Scholar Wellness Center where scholars will be able to receive additional academic and social/emotional support.	<ul style="list-style-type: none"> Wellness center implementation progress Intervention referrals Exclusionary discipline date Health and wellness data 	Increase in scholar and community health and wellness indicators as indicated by multiple qualitative and quantitative measures.

Key Staff/Personnel

Principal (district)	The Principal will work closely with the Community School Lead/Community Liaison and the District Community Schools Coordinator to align and support all communications,
----------------------	--

funded)	scheduling and facilitation of interest-holder engagement and allocation of resources related to a single school plan. The Principal will co-facilitate the Community Schools Advisory Council.
2 Assistant Principals (district funded)	The Assistant Principals will serve as a support to the Principal and will work closely with the various community providers and supplemental school staff to implement priorities identified by the Community Schools Advisory Council.
Community Schools TOSA (grant funded)	The Community Schools Strategic Planning TOSA will provide leadership to help guide and direct the development, implementation, and evaluation of the RMMS Community School Strategic Plan. The TOSA will organize community meetings seeking out stakeholder voice and empowerment, they will collect evaluation data, and will monitor key implementation steps. The TOSA will support the identification in implementation of services in multiple domains for MTSS.
Additional School Counselor (grant funded)	The school counselor is a staff member who is professionally trained in guidance and counseling. Provides pupil personnel services to pupils, parents, staff and to the community. All services provided by the counselor are pupil centered and should include adequate educational, vocational, personal and social guidance for all students. The counselor should assist both students and teachers to understand, develop and provide those human relation experiences, which are involved in problems of adjustment. Counselors should provide data about students, which is necessary for developmental curriculum planning. By adding an additional School Counselor, we will be able to increase direct intervention to students in need of additional support, professional development training for faculty and staff to build MTSS skills across the site, and will help direct and lead Learning Loss and other faculty in the support of intervention for students.
Community School Site Lead: Community Liaison (district in-kind for grant)	The purpose of a Community Liaison is to improve communication and student achievement by promoting parent and community involvement in the educational process; refer and provide information on services available to students and families; convey and interpret information regarding school and/or District activities, policies, goals, and procedures; plan, organize, and coordinate a variety of events and activities in support of the District's educational program; and work a flexible schedule as needed by the position.

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

- We would like to create sustainability through a variety of means including but not limited to:
- We will work to continue to allocate additional funding as identified in our School Plan for Student Achievement (Title I) to support and build upon the Community Schools Implementation plan.
 - The development of systems that empower scholars, families, and the community to make decisions that impact their school site.
 - The development of systems that allow scholar intervention work to take place in a more efficient and effective manner
 - The development of the capacity of all staff and faculty to provide MTSS support to all scholars across

the Tier I, Tier II, and Tier III levels.

- Making the justification to the district and stakeholders to continue to fund various efforts that are key for supporting the RMMS Community Schools strategic plan and its success.
- Creating a model where current faculty and staff can become the trainers of new staff and personnel instead of having to rely on outside sources.
- The creation of a curriculum and course pathway that meets the holistic needs of each scholar.
- The creation of an inclusive environment where everyone belongs and that does not disproportionately discriminate based on a scholar's background or ability.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Wildly Important Goals and Measures of Progress

Adult Action If we do this,	Goals then this will happen.	Leading Measures daily, weekly-Formative	Lagging Measures Summative
<p>Create a full time release Community Schools Implementation TOSA/Site Lead position to conduct the external asset mapping and comprehensive database of partners in the surrounding community.</p>	<p>The creation of a comprehensive map and database of school-community partnership opportunities.</p>	<ul style="list-style-type: none"> ● Community Schools Steering Committee Meetings. ● Comprehensive RMMS Community Schools Strategic Plan. 	<p>Increase in scholar and community health and wellness indicators as indicated by multiple qualitative and quantitative measures.</p>
<p>Hire an additional Community Schools liaison to provide support for the community schools plan implementation and progress review.</p>	<p>The creation of a comprehensive map and database of school-community partnership opportunities.</p>	<ul style="list-style-type: none"> ● Community Schools Steering Committee Meetings. ● Comprehensive RMMS Community Schools Strategic Plan. 	<p>Increase in scholar and community health and wellness indicators as indicated by multiple qualitative and quantitative measures.</p>
<p>Partner with local community resource organizations..</p>	<p>then our families will have increased access to services. Based on Maslow’s hierarchy, if the needs of families and scholars are better tended to, then they will better be able to focus on learning.</p>	<ul style="list-style-type: none"> ● Needs assessment to determine what is needed by our families. ● Asset mapping to determine what is available in the community and who we might be able to partner with. ● Measure rates of use for the resources provided by the families 	<ul style="list-style-type: none"> ● MOU’s and other agreements in place for providing services. ● Measure trends in use of services. Follow-up with interviews and focus groups with parents and providers about trends. ● Action planning based on use trends and gaps.

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:

To establish partnerships, we will need to identify potential partners, evaluate their strengths and weaknesses, and determine how they can contribute to the school's vision and priorities. Our hope is that we will build partnerships with community organizations, businesses, government agencies, and other schools.

One way to ensure that partnerships are responsive to the vision and priorities of stakeholders is to involve them in the partnership development process. We will be soliciting feedback and ideas from scholars, staff, families, and community members, as well as involving them in partnership planning and implementation.

We also hope to establish partnerships that address specific needs or priorities of the school community. For example, we hope to partner with local businesses to provide field trip opportunities for scholars interested in a particular career field. Similarly, we hope to partner with a community organization to provide after-school programs or other academic support services.

Overall, partnerships should be based on a shared vision and goals, with each partner contributing their unique strengths and resources. Effective partnerships require ongoing communication, collaboration, and evaluation to ensure that they remain responsive to the needs and priorities of all stakeholders involved.

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Wildly Important Goals and Measures of Progress

Adult Action If we do this,	Goals then this will happen.	Leading Measures daily, weekly-Formative	Lagging Measures Summative
Create a Professional Development support plan to help support scholar interventions across all MTSS Tiers with all faculty and staff that have direct contact with scholars.	Faculty and staff professional development in all four pillars of the RMMS Community Schools Plan will take place.	<ul style="list-style-type: none"> • Wellness center implementation progress • Intervention referrals • Exclusionary discipline date • Health and wellness data • Academic Data • EL/SPED/Special Programs Data 	<ul style="list-style-type: none"> • Increase in scholar and community health and wellness indicators as indicated by multiple qualitative and quantitative measures.
Provide training to develop expertise and implementation of Restorative Practices.	Scholars will have an increase in belonging on campus and miss less class time for discipline (in or out of school).	<ul style="list-style-type: none"> • Number of staff trained • Number of restorative interventions held 	<ul style="list-style-type: none"> • Intellispark “Belonging” data. • Discipline trends compared to prior to community schools implementation. • Scholar, teacher, and family interviews and focus groups to reflect on implementation, gaps, and opportunities.
Train all teachers in Project Based Learning	They will be able to offer a more inclusive, community-based, and democratic pedagogy for scholars	<ul style="list-style-type: none"> • Trainings for teacher in Project Based Learning • Open House events and other public audience events for scholar work. 	<ul style="list-style-type: none"> • Total number of teachers trained. • Total number of PBL units integrated. • Scholar, teacher, and family interviews and focus groups to reflect on implementation, gaps, and opportunities.
If we establish a PBIS Leadership Team and engage in annual professional development to design and implement each of the Tiers	then we will increase a positive culture and reduce the number of suspensions and expulsions and increase effective other means of correction	<ul style="list-style-type: none"> • PBIS Leadership Team • PD Agendas and Schedules • Reductions in Referrals 	<ul style="list-style-type: none"> • Decrease in suspensions and expulsion • Increase effective positive behavior interventions

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Wildly Important Goals and Measures of Progress

Adult Action If we do this,	Goals then this will happen.	Leading Measures daily, weekly-Formative	Lagging Measures Summative
Create a more culturally responsive curriculum	Scholars will be more engaged with their learning.	<ul style="list-style-type: none"> ● Trainings for teacher in culturally responsive curriculum ● Curriculum development and actual lesson plans. 	<ul style="list-style-type: none"> ● Total number of teachers trained. ● Total number of lessons integrated disaggregated by subject and grade levels. ● Scholar, teacher, and family interviews and focus groups to reflect on implementation, gaps, and opportunities.
Hire more teachers and classroom assistants who mirror our student demographics	We will have a better representative faculty of our scholars.	Hiring efforts, recruiting, and marketing for open positions.	<ul style="list-style-type: none"> ● Faculty demographics. ● Scholar, teacher, and family interviews and focus groups to assess impacts.

Priority 9: Progress Monitoring and Collective Problem-Solving

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

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

Site Level Wildly Important Goals and Measures of Progress

Adult Action If we do this,	Goals then this will happen.	Leading Measures daily, weekly-Formative	Lagging Measures Summative
If we employ the actions of our implementation plan...	then we will see an increase in services provided to our scholars	<ul style="list-style-type: none"> • Reduction of behavior referrals • Access to counseling • Culturally responsive practices seen in the classroom • Access to academic intervention • Family events • Increased input from stakeholders 	<ul style="list-style-type: none"> • Asset Mapping and Needs Assessment • Increased academic achievement on SBAC ELA & Math, ELPAC •
If we model and help scholars develop culturally responsive behavior	then we will see an increase in the number of scholars building empathy for others and we will become a more inclusive and welcoming community	<ul style="list-style-type: none"> • Behavior referrals • Culturally responsive practices seen in and out of classrooms • Restorative practice principles observed in an out of classrooms 	<ul style="list-style-type: none"> • Truancy and absence rates • Academic achievement on SBAC ELA & Math, ELPAC • Number of restorative circles
If we implement the improvement science framework of plan-do-study-act in individual grade levels and across grade levels	then we will see an improvement in student achievement and engagement	PD/Collaboration cycle agendas SMART Goals Progress Monitoring	Achieving goals set in our SPSA/Community Schools Plan to improve student achievement

Developed by the California Department of Education and State Transformational Assistance Center, February, 2023. SMART Goals changed to WIGs by VUSD.