

Attachment II: [Community School Implementation Plan](#) (one for each applying site)

Attachment III: [Community School Planning Artifacts](#) (up to 5 per applying site; 4 artifacts minimum)

From [Implementation Plan Template](#) (one per site)

GOALS/PRIORITIES:

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Include how progress toward each goal will be measured (i.e. Smart goals) Use the phase-specific activities outlined in the implementation Growth chart (not released yet) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPF 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 schools priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment. 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. LEA's 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.

RESPONSE:

Katherine Smith's mission is to "prepare each student to think, learn, work, communicate, collaborate, and contribute effectively now and throughout his or her life." In conjunction with our project based instructional framework and current social emotional support for students and their families, we believe that partnering with the Community Schools coalition is the missing piece to fully realize our goals. Our vision for community schools is to provide students and their families a cohesive and comprehensive educational space that will prepare them academically for the future and provide a holistic approach to providing medical and social emotional support and services.

As we entered into the process of working within the Community Schools Framework as guided by the Santa Clara County Office of Education in conjunction with the National Center for Community Schools, we began our Assets and Needs Assessment with our Planning Team. The LEA planning team consists of a Director of Educational Services, the principals, academic counselors, and social workers of the two sites identified as moving forward with the Community Schools work.

Through our monthly work with the Community School Foundations Transformational Learning Community, we have worked through the Stages of Development and Building the Four Capacities, learned about the Assets and Needs Assessment, how to build a strong Advisory Council, and looked at Asset Maps and Resource Inventories.

The Planning Committee spent time identifying where we landed on the Readiness Self Assessment Worksheet. Out of this reflection, we identified ways to move forward, including, but not limited to, constituting an Advisory Council, researching additional community based organizations to partner with, and determining data collection tools, collection and analysis of the data.

We held focus groups for families, staff, and students in October/November. Major takeaways from those focus groups included:

STUDENTS:

- Need for a physical place to calm down and return to baseline to return to class when feeling escalated.
- Want continued access to art, music, dance, and PE programs that make school a great place to be.
- Want more opportunities for self-care during the school day such as breaks outside, buddy classrooms, time with a peer etc.
- Like the idea of a wellness/calming room where students can go with their small group of friends to enjoy their time during non-class time.
- Would like more classroom time dedicated to mental health and wellness.

EDUCATORS:

- More on-site resources and professionally trained staff for students and families members.
- Request more professional development in how to best utilize wellness resources such as Starlight, Care Solace, and Second Step.
- Increased focus on socialization skills and opportunities to build strong relationships with adults across the campus.
- Increased need for more social worker/counseling support to serve children directly and to more efficiently respond to families in crisis.
- Staff recognized the potential positive impact of implementing a wellness center and calming space for our students, assuming it is staffed by a well-trained professional. This professional might also provide immediate support to students in crisis as well as provide de-escalation training to staff.

CAREGIVERS:

- Families face significant challenges in accessing timely healthcare options in the school and community settings.
- Their children have not recovered fully from the lack of social-emotional skills development as a result of COVID 19 and school closures.
- Families feel the school is a place they can rely on to connect them with needed health and wellness resources.
- Parents rely on bi-monthly Parent Pride meetings as a means of information, but they also shared the need for text messages as a more effective means of communication over email.

Additionally, we conducted an archival data review that looked at attendance, students' involvement in learning and in the community, family engagement, academic success, physical, emotional, and social health, stability of students' living and learning environment, and if the student's community is a desirable place to live. Using information from the focus groups and archival data, the planning committee met and

Through our data analysis we identified the following goals as high priorities:

- Provide de-escalation training to all staff, including classified employees, during the fall and potentially in the spring as well.
- Achieve a 10% decrease in chronically absenteeism to demonstrate that school is a safe and caring place for students to be.
- We will achieve a 5% increase in students scoring at or above grade level on iReady/CAASPP scores in math and ELA.
- Increase attendance at Parent Pride meetings by 5%, including parent workshops.

Moving forward, the Advisory Committee will work with Community Partners to brainstorm and develop action plans to move forward with ways to increase our goals.

PRIORITY 2: SHARED UNDERSTANDING

LEA's 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 LEA's answer the question, "why a community school for my school/district."

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

SHARED UNDERSTANDING BUILT AROUND CORE COMMITMENTS

After engaging interest-holders to answer the question, "why a community school for my

school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the Cornerstone Commitments.

- **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.
- **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.
- **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.
- **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.

RESPONSE:

Family and community connection

- One of our core beliefs at Katherine Smith is that every person, young and old, can achieve at high levels with appropriate supports and scaffolds. We embody this belief system-wide by ensuring our weekly faculty meetings are driven by student need whether it be behavior support, English Language development, or social-emotional wellness. When a staff member identifies that a student may require extra support, we follow a very specific process. The teacher completes a pre-referral spotlight form that is reviewed by our Tier 1 PBIS team to determine if we need to move forward with an SST. The SST coordinator then connects with the family and along with the principal and classroom teacher meet to learn more about the child and establish next steps for support. This process ensures that families are an integral, valued partner in supporting their children.
- We hold bi-monthly Parent Pride meetings where 15-30 attendees gather on campus to connect, enjoy some coffee, and participate in professional development. Our community liaison organizes presentations from SJPd, BART, Evergreen Library and many others to help our families feel empowered to access the supports they need. We are fortunate to have Spanish translation for our Latino families and we have some new Vietnamese speaking parents that have helped to recruit more families to attend these meetings and participate in school-wide events.
- Annual events, such as our Back to School BBQ, Harvest Festival, and Cinco de Mayo celebrations provide opportunities for our families to connect with

each other and our staff throughout the school year, and to engage with our community partners to access much needed resources.

PBIS and SEL

- Our school has a fully implemented PBIS system in place. Our foundation resides in setting clear expectations and building strong relationships with our students so that every child has at least one adult that knows their story, that they can connect with whenever they need support. When behavior challenges arise, our staff is trained in de-escalation techniques so the child is close enough to baseline to talk about the issue. Our reflection forms are based on the Restorative Practice questions to facilitate ownership over the problem, but more importantly, to focus on the harm and repair process that leads to social-emotional growth.
- We also use the Toolbox Tools and Second Step curriculum to support the wellness of our students. Morning meetings serve as a consistent structure to explicitly teach and practice the Toolbox Tools to help students implement them on a daily basis. These tools also help students reflect on challenging situations and set goals as to how they might react differently in the future.
- Each year we offer an after-school program called Learning CAFE. This program typically consists of two 8-week sessions. Monday/ Tuesday is intervention support we call Personalized Learning and Wednesday/ Thursday is enrichment. Currently we have close to 70 students receiving academic support and about 150 enrolled in the enrichment courses such as Roblox Coding, Lego Design, Art Skills, basketball, and gymnastics. Fortunately we have a strong partnership with the Neighborhood Safety Unit (NSU) to fully fund this program with no cost being passed to the families.

Project Based Learning

- Katherine Smith uses project based learning as our primary instructional model. We believe that rigorous, high quality projects help prepare our students for success in the 21st century by becoming thinkers, learners, workers, communicators, collaborators and contributors. PBL not only teaches core academic skills, it does so by requiring students to provide feedback to their peers, engage in solving challenging problems, and presenting their work publicly during exhibitions. PBL is an asset-based model of learning that allows students to work on areas of need while leveraging their strengths at the same time. Each grade level holds exhibitions at the conclusion of each project and we do a school-wide exhibition of learning in May in lieu of a traditional open house. All students at every grade present and we welcome all families and community members.

Shared Leadership Models

- We have multiple tiers of shared leadership at Katherine Smith. Each teacher is part of a self-selected leadership team that focuses on our school-wide strategic goals in these areas: project based learning, social-emotional learning, personalized learning, and community engagement. These teams meet regularly to reflect on our progress and develop action items to support each other. Our strategic leadership team consists of the principal, instructional coach, resource teacher, and 3 classroom teachers. This group meets to assess our progress on a more macro level and provides guidance as to our professional development needs.
- Parents and family members have multiple opportunities to collaborate with our school. Families can attend our Parent Pride meetings, or join a formal committee such as School Site Council or ELAC. When we are in need of formally collecting data as is the case for community schools, our liaison and parent volunteers recruit and encourage families to participate.

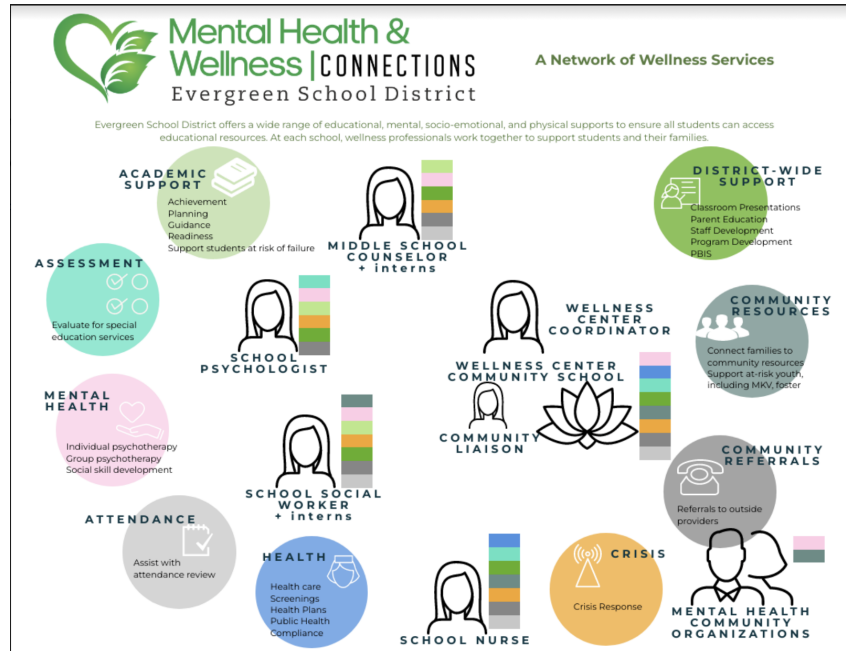
Priority 3: Collaborative Leadership

At the system level, LEA's establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

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).

RESPONSE:

Evergreen School District offers a wide range of educational, socio-emotional, and physical supports to ensure all students can access educational resources. At each school, wellness professionals work together to support students and their families.



At Katherine Smith, our Specialists team, comprised of the principal, school psychologist, Resource Teacher, Speech Pathologist, nurse, instructional coach and Social Worker, and the school's Strategic Team, made up of teacher leaders, work together to make decisions around school climate and wellness. This team also spearheads our PBIS/MTSS work.

Members of the District Wellness Team are also part of the Community Schools Planning Team. This Planning Team has worked in conjunction with the county and other school districts to learn about the development of Community Schools.

Our Planning Team has identified members of the school community and outside community organizations to be included in our larger Community Schools Advisory Committee. Our plan is to meet quarterly with this team to review data and determine areas of need and potential supports to help students and families connect to services. Our Wellness Team is also collaborating with Salesforce to create an Electronic Health Records (EHR) system that provides crucial information regarding students who are receiving supports while maintaining confidentiality.

As we move into the Spring, the Advisory Group, consisting of administration, staff, students, families, and community partners, will begin to meet to review the Assets and Needs Assessment and determine top priorities. This Advisory Group is anticipated to meet quarterly to review current supports and how they are working, as well as, identifying additional resources for students and families.

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.

RESPONSE:

One of the goals in Evergreen School District's 2021-2022 Local Control Accountability Plan (LCAP) is to "enhance the social-emotional well-being of students, teachers, and staff." Evergreen understands that we live in an ever changing and increasingly more complex world and believes that supporting the whole child and staff is a critical component to the success of the district, and is an important way to ensure that we contribute to the community. Based on qualitative and quantitative data, we know that students, families, and staff want more strategies, supports, and opportunities to build social emotional learning and wellness. Additionally, due to the Covid-19 pandemic, we are finding our community working to overcome isolation and return to the routines of life. Grief needs to be addressed to meet community needs as life has changed for every stakeholder. Social and emotional health is now more important than ever in this post pandemic world. As part of this LCAP goal, one of the action items was to create wellness centers at each of the three middle school campuses to serve medical and social emotional needs.

Our School Plan for Student Achievement includes multiple goals (listed below) that clearly align with the mission and vision of the community schools structure.

- Better connect families with community resources as measured by attendance at parent meetings and school events.
- Maintain a Safe and Caring Campus Environment - Students will be provided a safe, attractive, and healthy school environment that is conducive to learning and supporting social emotional needs. Maintain a "College Bound" attitude with students that creates the realistic expectation that all students will have the college pathway open. Students' self esteem, efficacy, and agency will improve. Reduce the incidence of student conflict on campus by focusing on school-wide belief of good citizenship and the development of strong habits. Morning meetings, projects, and assemblies will be provided to improve school climate.

We believe that Community Schools will strengthen our progress towards these goals and provide more robust support for our students and their families.

Priority 5: Staffing and Sustainability

School and systems address staffing. As needed to serve the target student population, LEA's 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.

KeyStaff/Personnel	
Community School Coordinator	Responsible for implementation of Community School strategy at each school site

Describe the plan or steps you've taken to build sustainability beyond the life of your implementation.
RESPONSE: At this time, Evergreen is in the process of developing a Community School Coordinator job description. The next step will be to meet with Union representatives in order to collaborate and refine the description. Once it is agreed upon by the district and union partners, it will be reviewed by our district Board of Trustees for final approval. When we receive approval, we will post the position, conduct interviews and hire the candidate who best fits our needs. We anticipate that the Community School Coordinator (CSC) will be responsible for the implementation of the community school strategy at each school site level. The CSC will continue the work we have begun to develop our extensive needs and assets assessment, and work with the school's inclusive leadership team (and a broad range of school staff, families, administrators, and community partners) to develop and implement a strategic plan based on the results of those assessments. The Community School Coordinator will initiate, facilitate, and maintain programs at the school level in alignment with the strategic plan. They will develop a plan for best use of community resources in order to create optimal impact by enhancing community and individual assets, meeting critical needs, and promoting long-term collective solutions. The work of the CSC will ultimately further the district's strategic plan to improve academic outcomes, by transforming schools and removing barriers to learning for all students. We expect that the coordinator will manage the ongoing Needs and Assets process in order to continually improve our available services for families by utilizing additional ongoing assessments to identify gaps in service for students and families and to identify existing resources in the community to fill those gaps. We expect that the CSC will work with the school site leadership team to analyze data and coordinate needs and resource assessment activities on an ongoing basis. They will need to be cognizant of a variety of strategies and include a broad cross-section of stakeholders. Once the resources have been secured, the Coordinator will ensure that the integration and alignment of resources will support all goals of the school leadership teams. Programming is expected to extend beyond the typical school day in order to serve the needs of the families. All interventions and supports will be monitored by the Coordinator through data collection and analysis by the school site collaborative teams. We anticipate that the Coordinator will be a key member of the school site leadership team. This position is expected to be multi funded through LCAP and the general fund.

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.

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.

RESPONSE:

Other needs revealed from our data dive and focus groups include medical, dental, legal, food, and housing support. Katherine Smith's population consists of a high percentage of socio-economically disadvantaged families. Many families are in shared housing situations and sometimes entire families are renting single rooms. We have a large number of English language learners and newcomers to the country. These families find it especially difficult to navigate American systems such as the public education system and all of our government assistance programs. They need someone who can show them how and where to sign up for programs that can help them with housing insecurity, food instability, job assistance, medical care, legal assistance and more. The Community School model is a perfect scenario for our community.

Katherine Smith has had a six year partnership with the Neighborhood Safety Unit (NSU) out of the Santa Clara County Probation Department. This partnership includes LeyVa Middle School and NSU grants both schools \$74,450 a year to provide pro-social activities outside of the school day in the form of enrichment and/or athletic programs. We have used the funds to pay for contracted services from groups like KidztoPros, who run some sports clinics and Coding classes after school or paid overtime to some of our staff to run clubs such as the Stitch Club. This partnership allows the schools to provide a variety of activities to youth that we would otherwise be unable to offer. Additionally, NSU provides funding for outreach to families in the form of incentives or food. NSU mans information tables during our outreach events and when able, joins us for our weekly/bi-weekly parent meetings. Family surveys are used to help determine programming.

In our data dive, we identified a number of areas of need and are working toward outreach to develop partnerships with a wide range of Community Based Organizations. Many of our needs center around medical, dental, and mental health services. Additional areas of need surround housing insecurity, immigration support, and assistance navigating life in the US for our newcomer families.

Our district team of social work interns have developed a [list of local resources](#). This extensive list will be used to cull relationships with these groups to potentially offer support and resources to families.

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.

RESPONSE:

The planning team will continue to participate in the TLCs, STAC Webinars, Coaching Calls and Virtual Office Hours as well as any other training as recommended by SCCOE and/or the CDE in an effort to further our understanding of establishing Community Schools. The building principals of both Katherine Smith and LeyVa will work collaboratively together to coordinate parent engagement activities and events.

Staff development related to PBIS and Restorative Practices will continue to be a focus during staff meetings and district professional development days. Nicole Andersen, LLC, will be leading the educational equity work throughout our entire system to include the Board of Trustees, Superintendent, administrative staff, and site and teacher leaders over an ongoing, three year period of time.

Parent resource classes in a variety of topics (social emotional health, navigating the school system, how to help with homework, etc.) will be offered in partnerships with CBOs. Our teaching staff participates in ongoing professional development that includes New Tech Network support to reimagine teaching and learning through a Project Based Learning approach.

Decision making for Katherine Smith occurs in School Site Council meetings, ELAC meetings which are embedded in the bi-weekly Parent Pride meetings, strategic planning, grade level and staff meetings. We will continue to look to expand shared leadership opportunities as we move through this Community School process in order to have a wide range of voices.

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), and 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.

RESPONSE:

Katherine Smith uses project based learning as our primary instructional model. We believe that rigorous, high quality projects help prepare our students for success in

the 21st century by becoming thinkers, learners, workers, communicators, collaborators and contributors. PBL not only teaches core academic skills, it does so by requiring students to provide feedback to their peers, engage in solving challenging problems, and presenting their work publicly during exhibitions. PBL is an asset-based model of learning that allows students to work on areas of need while leveraging their strengths at the same time. Each grade level holds exhibitions at the conclusion of each project and we do a school-wide exhibition of learning in May in lieu of a traditional open house. All students at every grade present and we welcome all families and community members.

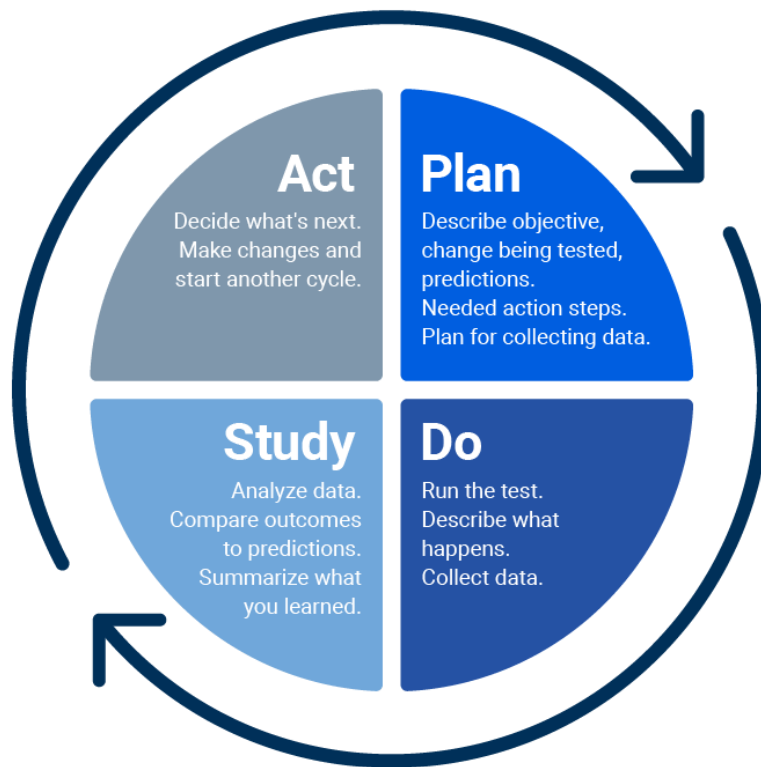
Priority 9: Progress Monitoring and Collective Problem-Solving

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 news 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 based on the Local Control Accountability Plan (LCAP), School Plan for Student Achievement, and other data sources that the school is currently collecting.

RESPONSE:

To determine effectiveness and usability of the Community School, we anticipate the development of a quarterly evaluation tool to be comprised of a number of data points. This tool will be shared with the Advisory Committee for feedback and next steps using the principles of improvement science and Plan, Do, Study, Act (PDSA) Cycles. Conversations around determining the specific goals of the Community School based on our data, identifying the changes we want to introduce, and developing an understanding of whether or not a change is actually an improvement or not will be a huge focus of our Advisory group.



Evaluation data points will include attendance rates, grade, CAASPP, and iReady data. A variety of surveys (California Healthy Kids Survey, District Safety Survey) for all stakeholder groups will be used. A short exit ticket for students visiting our Wellness Center will be developed for students to rate their experience and provide feedback after their visit. PBIS systems and behavior data will be analyzed to determine next steps.

ARTIFACTS

Artifacts #1

Community Asset Mapping & Needs/Gap Analysis

[Readiness Self Assessment](#)

[Archival Data Collection Table](#)

[Resource Inventory](#)

Artifact #2

Planning Council [Roster](#) and Meeting Minutes

Katherine Smith

Planning [Council Roster](#)

[Planning Council Meeting Minutes #1](#) (12/2/22)

[Planning Council Meeting Minutes #2](#) (2/13/23)

Artifacts #3, #4, #5

Aligning to the Framework

Applicants should submit evidence that indicate that community school planning and implementation activities are aligned to the Framework. The documents described below are *examples* that could be submitted for LEAs and school sites:

[Neighborhood Safety Unit MOU](#)

[Equity PD Outline with Nicole Andersen, LLC](#) (School year 22-23)

PBIS Handbooks ([Parent-Student](#), [Staff](#))

[Leadership Teams PD](#)

SEL Slidedeck

Data Dive Slide Decks

- [Meeting 1](#)

- [Meeting 2](#)

- [Meeting 3](#)