

# 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 asset-building school transformation program.

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

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

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

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

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

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

## Implementation Growth Chart Overview

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

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

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

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

T.H.E. Leadership Academy  
 1550 Temple Heights Drive  
 Oceanside, CA 92056  
 760 631 6242  
 Principal: Kim Morton

## 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 while additional staff provided chromebooks and technical assistance for parents to complete the survey. 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 THE Leadership Academy:**

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 these 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.

## 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.

### **Engaging Stakeholders at THE Leadership Academy:**

We are drawing and expanding upon the process and systems that have been effective at our Cohort 1 Community Schools in the district.

To lay the foundation for our Community Schools Implementation Plan (CSIP) at THE Leadership Academy, we informed and engaged parents/guardians and staff about Community Schools and our progress to date on school improvement through staff and parent/guardian newsletters, including the Partnership for the Future of Learning *Community Schools* video in English and Spanish. We reviewed the four pillars of Community Schools and collectively brainstormed the needs of our site. We conduct an annual Measurable Results Assessment (MRA) that triangulates staff, parent/guardian and student input related to the implementation of our Leader in Me program and establishes annual Wildly Important Goals (WIGS) for continuous improvement in academics, culture/climate and shared leadership. To lay the foundation for our CSIP, we conducted an additional survey with all staff and parents/guardians and conducted focus groups with staff, families and students in English and Spanish to identify the alignments and added value of the CCSPP.

### **Shared Understanding around the Core Commitments:**

T.H.E. Leadership Academy has a diverse population and prides itself on growing great leaders of our future. We have laid the foundation for becoming a community school through a number of priorities we have been working on and would be able to deepen the impact as a community school.

#### **1. Assets-Driven and Strengths-Based Practice:**

During the 2016-2017 school year, T.H.E. Leadership Academy embarked on a journey to implement a personalized approach to learning on our campus. We worked with outside consultants and authors Allison Zmuda and Bena Kallick (Learning Personalized and Students at the Center) to transform our school. We conducted book studies using these texts and engaged our community to find out what they valued in a school. We worked to develop our "promise" - our commitment to all students. Our main finding was that the community wanted to focus on the individual strengths, interests and values of each student. We made a commitment to celebrate each student and what they contribute to the classroom and school. These assets could be a talent like music, a love of engineering or a different cultural perspective. This assets-driven and strengths-based culture did not pertain to just the students, it also extended to the adults. We found a deep value in sharing what the adults have to bring to the table. We relish in sharing talents, cultures, and experiences. We also found that many students were not clear on their personal strengths so we developed programs to help them discover who they are. We developed an enrichment wheel where students were exposed to a variety of classes such as STEM, music, gardening, and character education.

Students could explore these activities and discover which ones they gravitated towards the most. This work also led us to Stephen Covey's Leader in Me program. Today, we are recognized by Franklin Covey as a distinguished Lighthouse School for a successful implementation of The Leader in Me program. We have built a school-wide culture of social emotional excellence where every student is seen and valued as a leader. Through this foundation, we have created a common language to foster a community of mutual respect and compassion. We learned to value our own strengths but we also teach students to value the strengths and differences of others. We support the social and emotional well-being of each child and celebrate strengths to build leaders and create programs that tap into the talents of our students. For the 22-23 school year, our wildly important goal is: "All students will identify their own strengths, demonstrate empathy for the strengths of others and feel a sense of belonging by June of 2023" We use the definition of belonging as: "Belonging is the innate human desire to be part of something larger than us. Because this yearning is so primal, we often try to acquire it by fitting in and by seeking approval, which are not only hollow substitutes for belonging, but often barriers to it. Because true belonging only happens when we present our authentic, imperfect selves to the world, our sense of belonging can never be greater than our level of self-acceptance." Through this definition, we see that true belonging comes through confidence in who we are, our culture, our strengths and our assets, even if these are different from our peers. We value getting to know each student on a personal level and know that relationships are the predecessor to academic achievement. Each student at our site builds a Leadership Binder throughout the year. The first section of this binder is titled "Myself". In this section, we get to know each learner, their strengths, interests and values to better understand how to engage them in school and learning. Our campus includes 7 classes of students with mild to severe special needs. We have embraced these programs as a community and celebrate ability awareness through a month-long "Ability Awareness" curriculum. We bring in many organizations from the community to teach the students about students with exceptional needs. We've conducted sessions on: braille, occupational therapy, sign language, assistive technology, DHH (deaf and hard of hearing), visually impaired, autism, and much more. The culminating activity is a community member or organization with a focus on how a group or individual with special needs can thrive. This past year, we had a demonstration of wheelchair basketball by the San Diego Silverbacks D3 wheelchair basketball team.

## 2. Racially Just and Restorative School Climates:

**Trauma-Informed Practices** - We have been engaging in professional development to deepen our understanding of trauma-informed practices. As a community 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) is currently engaging in a book study of The Boy Who Was Raised as a Dog by Dr. Bruce D. Perry. We featured author Forrest Lang (Angel Blue) in a professional development opportunity for all staff to hear first hand how trauma can impact students in school. His personal story was a powerful experience for our community as we gained an insight to the reality of trauma. **Equity** - As a staff we have started to educate ourselves on the topic of equity. Our district's value of equity is one of our key beacons: "Valuing diversity and providing equitable access and resources across the district for all students and adults to reach their full potential". We have worked on recognizing blind spots, identifying implicit bias, and applying this knowledge to our everyday classroom experiences. **Restorative Justice** - Our site has partnered with two Restorative Justice Practitioners from the National Center for Conflict Resolution to provide professional development to all staff. We include ALL staff in these training sessions (classified and certificated). During the current school year, we have offered 6.5 hours restorative justice professional development. The most recent professional development was

a Holistic Approach to Supporting Students (HASS) training. This training aimed to equip staff with tools to respond to students in supportive and nurturing ways, even during the toughest moments. We facilitated conversations to gain a deeper understanding of the factors that influence our behavior, so that we may navigate them more effectively. We would benefit from expanding the Restorative Justice practices in our community by educating our parents and community. We currently have a community liaison who assists in engaging our families, especially those that have the greatest need. Our goal would be to expand our outreach to share our common goal of treating all with respect and dignity using restorative practices. We are in the process of becoming a certified **PBIS** site and are laying the foundation for this program by participating in professional development, collecting data, designing protocols and communicating to our stakeholders.

### **3. Powerful, Culturally Proficient and Relevant Instruction**

Project Based Learning - Through our personalized learning approach, we adopted project based learning as our learning engine. We sent a group of teacher leaders to the PBL training in Napa in 2017 to learn about how to best build a curriculum for students that is engaging and relevant. During this training we learned about the importance of making projects meaningful. This can only be done when it involves the learner personally and embraces the experiences that the learner has had. This work has emphasized the importance of our pursuit to uncover student strengths, interests and values and connects all the priorities we have set for students. We spend time getting to know our learners and what makes them tick whether it is positive (a trip to visit relatives in a native land) or negative (personal or family trauma). Only by knowing our students can we know how to teach them. Curriculum is provided to a staff and modifying it is a heavy lift. We have started the work and will continue to have conversations that have the power to transform what we do on our campus.

### **4. Shared Decision Making and Participatory Practices**

We have an involved community and we are committed to authentic, dynamic shared leadership including students, staff, parents/guardians and community members. Our Community School Advisory Council (CSAC) will expand upon our current School Site Council, as this is a core group already made up of parents, administration, classified and certificated staff. Our Student Leadership Team will give input and will have a voice in the CSAC, as will other existing partner groups. Our site has made tremendous efforts to include the voice of our English Learner parent population through the assistance of our community liaison. We would also invite our community partners to participate in our meetings, including representatives from the Vista Community Clinic, YMCA, Assistance League, Franklin Covey and others. This CSAC will ensure authentic and dynamic shared leadership in all aspects of school governance.

### 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 create a Community School Advisory Council representative of our school community,	then this collaborative structure will actively involve the community in the planning and the continuous improvement of the community school and monitoring of the implementation of the 4 pillars.	-meeting agendas -meeting with regular frequency -meeting notes from various auxiliary groups -samples of evidence of implementation	Alignment between Community School Plan and SPSA
If we have regular communication and collaboration with our established advisory councils (ELAC, PTA, Student Council, School Site Council)	then we create focused coherence across our school and between our educational partners in pursuit of improved outcomes for students.	-shared topics of leading measures across groups -notes and agendas from auxiliary group meetings regarding input on school improvement (PTA, student focus group, staff leadership team, ELAC, etc) -ownership of shared responsibility for the priorities school improvement	Alignment between Community School Plan and SPSA

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 THE Leadership:**

Communication and trust-building is at the core of shared leadership. We will build a coherent program based on input from all stakeholders. They will be valued, heard and respected. We will implement protocols that emphasize consensus building.

We currently have a School Site Council composed of administration, classified staff, certificated staff and parents. This collaborative leadership group will be expanded to include students and community partners to create our **Community Schools Advisory Committee**. We will also increase the frequency of meetings to address the 9 Phase-Specific Implementation Strategies and engage in cycles of continuous improvement. Other workgroups will gather and provide input to the CSAC including English Language Advisory Committee, PBIS implementation team, Staff Leadership Team, Student Leadership Team, PTA, and Watch DOGS (dads of great students).

## 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 T.H.E. Leadership Academy 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"> <li>• Strategic Plan and LCAP Community, Staff, and Student Forums.</li> <li>• Updated Framework for the Future: Mission, Vision, Values, Learner Portraits, Adult Portraits, Systems Portraits.</li> <li>• Revised Board Goals.</li> <li>• School level workshops to engage staff, students, parents/guardians and community members to understand and socialize the new Framework for the Future.</li> </ul>	<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 T.H.E. Leadership Academy 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"> <li>• T.H.E. Leadership Academy CSAC Agendas</li> <li>• Strengths, assets, needs data collected from surveys, community forums, focus groups and empathy interviews.</li> <li>• School-specific priority topics, root causes and action plans.</li> <li>• Process &amp; product evidence of alignment to Framework for the future.</li> <li>• School-level evidence of prioritization of resources to enact the school-level action plan through the SPSA and other school systems.</li> </ul>	<p>Alignment of SPSA and Community Schools Implementation plan to the new Framework for the Future.</p>

<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"> <li>• CSSC Agendas</li> <li>• Results from CSSC analysis of school plans</li> <li>• Reports and recommendations to the School board and Executive Cabinet</li> <li>• Revisions to LCAP and policies</li> </ul>	<p>Alignment of district plans and policies to the needs and priorities from the Community School Advisory Committee</p>
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## 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
If we increase our staffing to include positions that support our school's goals	then needs identified by our community will be supported	-increased access to mental health support -access to academic support -increased access to enrichment -access to community school site lead	-Student Achievement -Counselor Data in AERIES

### Key Staff/Personnel

Principal (district funded)	The Principal will work closely with the Community School Lead/Community Liaison and the District Community Schools Coordinator to align and support all communications, 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.
Assistant Principal (district funded)	The Assistant Principal 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.
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.
Enrichment/Intervention Teacher (grant funded)	A resource teacher provides support to the principal and teaching staff in the implementation of Common Core Standards, and strategies in direct instruction to ensure all children learn at high levels. This position will support embedded enrichment and intervention opportunities.
Community School Site Lead: Community	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

Liaison (district in-kind for grant)	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.
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

We currently have a very competent and resourceful bilingual community liaison. One of her main roles is to increase parent and community involvement by providing information and resources. She helps to educate the community regarding the school process, school policies, school activities, and is available to answer any questions. She has built many positive relationships with parents and has a good rapport with the community. She helps to bring resources on campus. So far this year she has worked with the One Sight program for glasses, Assistance League for shoes, A+ Dental Vista Community Clinic, and Got You Back food assistance program. This position would be the best fit for taking on the responsibility for the community school site lead. In this capacity, the liaison would meet with administration on a regular basis to plan and co-facilitate the community school council meetings. She would also attend the auxiliary meetings and bring information and input back to the council. This would include: ELAC, Coffee Talks, PTA, etc. She may also bring information back and forth at the district level where there is constant communication and dissemination of resources. We already fund this position and would continue to do so through the goals in our Single Plan for Student Achievement. Many of the structures we would need for the community school implementation are already in place. We have our teacher-leader team which is composed of grade level leads, specialists, ELD Resource teacher, counselor and administration. We also have an active PTA and ELAC that meet regularly. In addition, our site utilizes "Action Teams". Every staff member volunteers for an action team for the year that interests them. The action teams focus on four areas: academic achievement, culture, parent involvement and student leadership. Each team establishes "Big Rocks" (goals they want to accomplish during the year) and create an action plan to achieve these. People are assigned to tasks and a whole lot of work gets done. We would continue to utilize our existing structures. For additional work, we could utilize our contract language for "Event Credits" where we could assign jobs as part of the work contract. We could also offer hourly pay for time spent above and beyond the regular scope of work.

## 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
If we conduct regular needs assessments with our community	then we will identify where our site needs additional community resources and partnerships	-surveys -check-ins with counselor -check-ins with grade level teams -check-ins with community liaison	-Increase in number of community partners -Sustain partnerships with current partners
If we identify new partnerships based on the needs and assets assessment	then students will be proactively served	-outreach based on needs	-Increase in number of community partners -Sustain partnerships with current partners

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:

#### Current Partnerships:

- **Panda Express** - Leader in Me Grant
- **Apple** - Recognized by Apple as a distinguished program
- **Franklin Covey** - Leader in Me Lighthouse School
- **Got Your Back Food For Kids**- we receive 27 boxes of food weekly to distribute to our families.
- **Assistance League** - They provide various resources throughout the year. So far we have received a grant for books and shoes through the "Footsteps" program. They have also supported us with new shoes, socks and toiletries.
- **OneSight Program**- Once a year free eye exams and two pairs of eyeglasses to students who are referred by our nurse and staff
- **ERMHS Counseling Services**- We have one counselor seeing students once a week and ERMHS is available to us for referrals.
- **North County Lifeline** - We have one therapist seeing students once a week and NCLL is available to us for referrals.
- **Elizabeth Hospice**- We partner with this organization for grief counseling as needed.
- **Vista Community Clinic**- We have their A+ Dental Mobile Clinic come out and provide dental services to our students.
- **Food for Thought Farmer's Market**- They provide fresh produce and educational presentation for students K-5 once a year
- **Restorative Practices Consultants**- The district consultants from the Restorative Justice

Program have provided a series of two workshops to individual teams this year focusing on “Love and Belonging”, and “Holistic Approach to Supporting Students”

The community partners we currently work with are amazing and will no doubt support our community school vision in any way they can. We are excited to continue the partnerships we currently have and can't wait to see how we can strengthen and expand relationships. There has not traditionally been a structure by which to bring in these community resources. It seems to be more of a reactive environment rather than a proactive one. When there was a crisis, we scrambled to find resources. The hope is we can be proactive by assessing our needs and creating a community that is ready when a need arises. Through the community school council, we will focus on recruiting more community partners and bring more in to meet the diverse needs of our learners.

## 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
If we continue to provide relevant professional development for all staff	then staff will deepen their understanding of what our school needs are and understand learning through an equity lens	-observations in the classroom (culturally affirming, asset-based) -input from Leadership Team #of trainings # of attendees for professional learning including staff, families, and community members	Progress on measure in community schools plan  Progress on measures in SPSA
If we create an embedded professional learning system for staff that parallels embedded enrichment for students	then ongoing data analysis, SMART Goal development, content and strategy learning and action planning will improve	<ul style="list-style-type: none"> <li>Professional learning schedule and agendas</li> <li>Data analysis</li> <li>PD Slides/Resources</li> </ul>	<ul style="list-style-type: none"> <li>Improved evidence of Plan-Do-Study-Act and MTSS within and across schools</li> </ul>
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"> <li>PBIS Leadership Team</li> <li>PD Agendas and Schedules</li> <li>Reductions in Referrals</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in suspensions and expulsion</li> <li>Increase effective positive behavior interventions</li> </ul>
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"> <li>Number of staff trained</li> <li>Number of restorative interventions held</li> </ul>	<ul style="list-style-type: none"> <li>Discipline trends compared to prior to community schools implementation.</li> <li>Scholar, teacher, and family interviews and focus groups to reflect on implementation, gaps, and opportunities.</li> </ul>



## 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
If we provide weekly collaboration opportunities	then grade levels will have the opportunity to discuss and explore the integration of community schools strategies in their classrooms	-minutes and agendas from grade level PLC meetings -unit planners with lessons -analyze assessments classroom lessons -classroom discussions -student's culture represented	-Student Achievement data -Completed student work showcasing community-based learning
If we provide professional learning and support systems to implement community-based curriculum and pedagogy	then our students will have increased opportunities to apply their learning and develop leadership schools at the school and in the community	<ul style="list-style-type: none"> <li>Professional development agendas</li> <li>CBL opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Student surveys and feedback related to CBL opportunities</li> <li>Students report increased confidence and feel that they have a positive impact at school and in the community</li> </ul>

## 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 students	-reduction of behavior referrals -access to counseling -culturally sensitive practices seen in the classroom -access to academic intervention -family events -increased input from stakeholders	-Asset Mapping and Needs Assessment
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.**