

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (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 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support 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 school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (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](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must 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), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS 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. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS 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.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the *Capacity-Building Strategies: A Developmental Rubric*.

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 CA CS Framework](#).

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Mueller Charter School

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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

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

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

As a community school Mueller Charter School wants to serve as a resource for promoting racial justice and creating relationship-centered spaces within the school environment. Establishing a focus on building connections and partnerships with the surrounding community, Mueller will prioritize the experiences, cultures, and perspectives of our diverse student population.

Our commitment and understanding of the overarching values of community schools is evident in a variety of ways. By actively involving community members and valuing their input, we create spaces where different racial and ethnic groups feel valued, heard, and supported. Mueller provides an inclusive environment that honors diversity and equity.

Racially Just and Restorative School Climate: The mission of our charter clearly states, that in spite of any circumstances, socio-economic or otherwise, our charter is structured to overcome the effects of poverty on learning. We believe in creating systems and foundations that support achieving equitable outcomes for all students despite any circumstances. This has been our commitment as a Charter and continues to be our guiding motivation to provide a high-quality educational experience for students in which we focus on the tenets of resiliency. We seek to foster high expectations, caring and meaningful relationships and opportunities for meaningful participation. We serve a diverse group of students with 96.14% being students from ethnically diverse populations 92.4% are of Hispanic or Latinx descent, 41.4% of students are English Learners, 10.1% are students with disabilities and 79.5% are socioeconomically disadvantaged, approximately 0.3% were identified as Foster Youth and 5.7% Homeless Youth (CA Dashboard 2025).

Mueller has partnered with the San Diego County Office of Education to train and certify staff in Restorative Practices. The Leader In Me program implemented at Mueller incorporates a restorative practices approach to strengthen relationships between individuals and social connections within the community. Additionally, Mueller staff has been trained in Culturally Responsive Teaching practices and Creating Safe and Inclusive Learning Environments. We focus on creating inclusionary activities and initiatives schoolwide through A Place for Peace activities and a yearly pledge. Additionally, as a school organization that serves over 41.4% of Multilingual Learners, we have continued to support and recognize knowing multiple languages as an asset and not as a deficit.

A Focus on Continuous Improvement: As an organization, we embody the following tenets in the work we do with students. The following cultural attributes for Mueller Charter and Bayfront Charter High School can be found in our Charter Petition:

- A belief that our students are capable of extraordinary accomplishment
- A commitment to the notion of continuous organizational improvement, and
- A reverence for the power of innovative ideas that can launch “great brilliance.”

These cultural attributes align closely with the Community School overarching values. We collect data, engage in reflective practices, and collaborate with educational partners to identify areas of need and implement evidence-based strategies to support students and their families in overcoming barriers. This commitment to continuous improvement ensures that the needs and ambitions of the Mueller community are being met effectively and equitably.

Mueller Charter Schools' asset-driven and strengths-based approach is most recognized through our award-winning process we created called the "Resiliency Monitoring System" (CA Distinguished School 2019) to identify risk factors, the effect those risk factors may have on learning, and to create appropriate services and interventions to assist children in overcoming learning barriers. The emphasis is on fostering resiliency. The presence of risk factors is identified as they relate to academic achievement, attendance records, school behavior, Title I identification, teacher judgment, known conditions in the home environment (environmental stressors, family crisis, health, etc.).

- Appropriate interventions, services, and strategies will be developed according to individual needs of children.
- The staff will expand available resources for counseling and/or intervention for students and/or families when feasible. These services will be provided by our full-time school counselors, psychologist, nurse, student advocate, and special education staff.

A family resource center will provide services to families in the MCS attendance area. In addition, services are provided by the Chula Vista Police Department, County Mental Health, County Probation Department, and South Bay Community Services.

Shared Power: The input provided by families and the community reveals an increase in families experiencing housing instability. Our outreach to families and the implementation of housing questionnaires, as part of the registration process, and Homeless/FY Liaison (one at each site) and a Coordinator of Student Support Services has also allowed for the organization to offer appropriate referrals and resources. Mueller/ Bayfront continues to provide an extended school year, which consists of 14 additional days for students and extended learning opportunities for students in need of additional intervention. Our high school students have access to AP courses and honors courses. We have a partnership with Southwestern College, offering 12 dual enrollment courses. We are committed to providing student support services to all of our students by offering a holistic approach to education. We continue to invest in school counselors and school site staff to provide all of our students with the necessary support and interventions they need. We continue our community partnerships in expanding our service delivery for our students and families. Rather than focusing on the challenges, we seek to create opportunities to enrich and support our students in the overall growth and well-being.

Mueller goes to great lengths to involve various educational partners, including parents, community members, teachers, and students, in the decision-making processes. This includes conducting annual home visits, providing input sessions, focus groups, community events, and advisory councils to name a few. This collaborative approach ensures that power is shared and decision-making is transparent. By actively involving all members of the school community, particularly those who have historically been marginalized, we strive to create a more equitable and inclusive educational environment.

Classroom Community Connections:

Mueller encourages strong partnerships between teachers, families, and community organizations to support student learning and development. By leveraging local resources, such as community centers, health and wellness clinics, arts organizations, and businesses, our goal is to create opportunities for students to engage in real-world experiences and connect their learning to the community. This integration between Mueller and the broader community fosters a sense of belonging and helps students see the relevance of their education.

Mueller has implemented the Leader In Me social emotional learning curriculum that empowers students with the leadership and life skills they need to thrive in the 21st century. The Leader In Me program targets several key initiatives:

- ✓ Building Student Resilience
- ✓ College, Career, and Military Service Readiness
- ✓ Bullying
- ✓ Sense of Belonging
- ✓ Self-Directed Learning
- ✓ Positive and Safe School Culture
- ✓ Restorative Practices
- ✓ Mental Wellness
- ✓ PBIS
- ✓ Celebrating Diversity
- ✓ Parent Engagement
- ✓ Attendance
- ✓ Staff Engagement
- ✓ Data-Driven Performance
- ✓ Goal Achievement
- ✓ ESSA

- ✓ Common Core
- ✓ Staff Wellness
- ✓ Professional Development
- ✓ Collective Efficacy

Mueller has been certified as a “Leader In Me Lighthouse School,” signifying the implementation of the Leader In Me program with fidelity and serving as an exemplar to the community and other schools.

In regard to Extended Learning Opportunities, We have continued the following actions and partnerships: ARC, YMCA (CLUB FLOW), Tutoring, Intersessions, Athletic programs, and Additional Instructional Days.

We continue to improve the ways we support Students with Disabilities with increased collaboration among special education staff and general education teachers. In addition, we seek to continue to improve differentiation and instructional practices for students. Our plan will include additional Math professional learning shifts towards student discovery and reasoning in math, cognitively guided math instruction with the integration of a new math curriculum. The focus on multilingual learner supports will continue but with a different focus on strengthening Guided Language Acquisition Design (GLAD) approaches. Three Mueller teachers have been certified as GLAD trainers who will provide grade and content specific professional learning and support to staff TK-12. We plan to remain data focused while using evidence-based practices, co- planning for multilingual learners. Teachers surveys expressed a desire for strong instructional practices that are able to be taken into the classroom and implemented immediately. We plan to add additional science and math intervention groups and newcomer groups. Academic intervention teachers will push in to build SIPPS foundational skills for students. We will continue to utilize Write Institute- trainers to support ELD writing instructional practices. We have enhanced after school program offerings which in effect helps students practice social language and homework help built into the day. We will continue to utilize supplemental programs for Multilingual Learners. Lastly, Math professional learning for grades 7-8 will focus on increasing student discourse and building assessments.

At the high school, the master schedule has been adjusted to better serve Multilingual Learners. We will continue to offer ELD courses for Newcomers while providing both integrated and designated support throughout the school day. An ELD Support Teacher provides additional push in support to Multilingual Learners in their core content. Professional Learning for supporting Multilingual Learners will focus on GLAD for integration into content areas. The area of mathematics will also continue to be an area of focus with an emphasis on student discourse and assessment. We will also plan on exploring additional supplemental programs to support Multilingual Learners.

Overall, Mueller School's vision and values align with a community school commitment to racial justice, relationship centered spaces, shared power, classroom-community connections, and continuous improvement. Mueller has a reverence for the power of innovative ideas that can launch great brilliance and a belief that our students are capable of extraordinary accomplishments. Our approach to holistic instruction takes into account the unique experiences, backgrounds, and aspirations of our diverse student population.

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

As a community school, Mueller and Bayfront will continue to engage educational partners using a variety of processes that embody both quantitative and qualitative data. The following approaches will discuss how we will engage the entire school community as well as engaging historically marginalized students and family and groups.

Mueller and Bayfront has prided itself in maintaining a deep connection and pulse on the needs of our school community. This has been a major component of the charter. In effect, for over 22 years, teachers and staff have conducted home visits for all students in grades TK-8 at the start of the year. The sole purpose of this process has been to foster connection between students and families, strengthen relationships and determine what levels of support we can provide for students and their families. This process has been a fundamental component of us truly understanding the community we serve and responding directly to the needs. We determine this from a strengths based approach and are able to link students and families to the appropriate services, referrals and community referrals. Our hope is to continue this process in driving and strengthening our community schools program at Mueller and Bayfront. This will continue to serve as a needs assessment to gather both organizational trends and to determine the individual needs of students and their families within the context of the community schools. Students, families and the community will support in the identification of community schools priorities and vision. By meeting students and families in their homes, our hope is to meet them in their space, and give voice to their experiences and their goals for their students.

Another fundamental component of the needs assessment process will be the Resiliency Monitoring Process that is implemented TK-12. The process is rooted in a framework that directly aligns with the cornerstone commitments of the community schools partnership program. By looking at each student from a holistic standpoint and seeking to understand them from a strengths based approach, we are able to determine interventions and approaches to better support them in both their academics, social emotional, health and beyond. We are able to gather both organizational trends and patterns that will drive our priorities as a community school.

In addition to these fundamental processes, Mueller and Bayfront will continue to engage the community to identify collective priorities through the systems and structures we already have in place as part of the Local Control Accountability Plan (LCAP) process. Mueller and Bayfront believe that gathering input from educational partners can be done in both formal and informal settings and can impact decision-making tremendously. Mueller and Bayfront receive input on the needs of our students and the community through the LCAP utilizing distinct methods to assure educational partners have opportunities to provide input and suggestions to identify collective priorities as a community school and for our LCAP. We obtain input from staff utilizing our various leadership groups. Staff is given an opportunity to provide input by way of surveys and feedback sessions that occur during various meetings and committees listed below.

Mueller Charter School identifies needs and assets for the community school planning and the LCAP through our engaging educational partners engagement cycle which includes the following: Certificated and Classified Personnel -input sessions, surveys, and shared documents (January-March) Charter Helper Input Sessions

Instructional Leadership Teams- ILT at Mueller/ Bayfront provided input for LCAP actions and services. (January- March)

Resiliency Monitoring (Comprehensive Student Monitoring) & Support Staff Meetings - Provide input on tiered interventions for students in need of academic and/or social emotional support as well as organizational trends. This team also looks closely at data for our Homeless/FY, English Learners, Socioeconomically Disadvantaged and Students with Disabilities. (September/ January)

Parent Council/Bayfront Community Council (monthly meetings) (Parent Advisory Committees) - (Yearlong) Mueller and Bayfront continue to emphasize the importance of parent input in school-wide decision making. The Parent Advisory Council (at Mueller) and Community Council (at Bayfront Charter High School) provide input into the plan and also strategies and actions the school could implement to support all students. General meetings included an overview on the LCAP drafted goals and gathering ideas about specific actions to support student learning. Parent representatives with children who are multilingual learners receive special education services.

Family Community/Surveys- (Yearlong) We also sent out multiple parent surveys to gather additional input throughout the school year. Parents were provided a link for a parent survey related to LCAP and another for Community School initial input survey, child/family support inventory, on multiple occasions and provided informal feedback during virtual home visits and parent conferences throughout the year.

Community Advisory Council- meets monthly to provide input on the collective work as a community school. The council consists of students, parents, community partners, teachers, administrators and staff.

District English Language Advisory Committee (meetings occur every trimester)- School Site personnel reviewed specific supports provided for Multilingual Learners (English Learners) and provided input regarding how we continue to support students and families.

-The Leadership Council consists of representatives including teachers from different grade levels, support staff and classified staff as well as the administrative team. They meet monthly to provide input on school-wide plans and decision-making. Their goal is to monitor progress towards the school's mission. They also provide input and feedback on the Community School planning and the LCAP as it relates to goals and activities. (Yearlong)

-Leader in Me Lighthouse Team- provides input on actions and services as well as being able to complete a staff survey. (March & April)

-Charter Board-The Charter Board meets monthly and provides input on our school goals and site- specific plans for instructional improvement. The Board is made up of parent representatives, community members, teachers and staff, high school student/s, and administrators. The LCAP plan and goals were developed based on input from the Board as well as the Community School planning.

Ongoing support staff meetings to discuss Student with Disabilities and on-going data trends. Student Advisory Groups including, Community School Advisory Councils (MCS & BCHS), Kindness Council (Grades 4-6) MCLA Student Council, (Grades 7-8), Leader in Me Student Ambassadors, Mueller Connect Crew and ASB (9-12)- provide LCAP feedback through engagement sessions facilitated by site staff at both Mueller and Bayfront. We also look at available data from our Leader in Me student survey and California Healthy Kids Survey (CHKS March-April).

-Focus Groups and Interviews with students, staff, and parents are conducted throughout the year regarding the quality and accessibility of services at the school and throughout the community.

Collective Priorities were developed based on data sources and align with both our LCAP goals and the Whole Child and Family Supports Inventory:

Integrated Student Supports:

Based on community data, the need for additional tutoring and homework support for students emerged with 42% of family respondents indicating desire for more options for before and after school tutoring and 45.2% of respondents indicating the need for homework support. In addition, findings emerged for continued partnerships for expansion of health, dental and overall wellness.

College & Career Readiness: 46.4% of parents indicated college and career readiness as an area of need.

Dual Enrollment Counselor- supporting students enrolled in the 12 sections of Dual Enrollment at Bayfront with a focus on Freshmen enrolled in Life Skills college class.

Expanded and Enriched Learning Time:

The Community School Survey indicated a desire for continued and expansion of school enrichment programs; 63.1% (Mueller) 58% (Bayfront) of families that completed the community school survey indicated a desire for additional school enrichment programs.

Community Based Curriculum:

Culturally Sustaining Responsive Practices: Teacher surveys indicated the need for additional professional learning in this area.

***Community /Family Engagement
2026***

A need for Parent Workshops/Engagement was evident (including English classes, social emotional topics, financial literacy, and wellness classes).

Bayfront Respondents:

36.2% indicated CPR classes

22.7% English Classes

24.6 % Wellness Classes

Mueller Respondents:

41.1% CPR

25.2% Positive Parenting

22.3% English Classes

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

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority**Outcome/Indicators you aim to improve**

LCAP Goal 2: Students will have access to a comprehensive, UTK-12 system of services that promote socio emotional, psychological and physical health and well-being. <i>Integrated Student Supports Community Partnerships Wellness & Behavior Support Assistant (Mueller)</i>	Maintain/increase integrated student supports and partnerships focused on physical health and well being. Expanded UCSD Vision Screening partnership based on Whole Child Inventory. We were able to expand the impact by providing more screenings for students on site. The partnership with San Ysidro Dental provided on site dental screening for identified students. The Mobile medical unit was offered monthly on site at Mueller for the greater school community. Setup a supper program for students participating in the ELOP program at Mueller. Develop and maintain a comprehensive database of potential partners including contact information, areas of expertise, services provided and potential areas of collaboration Maintain program matrix of services in alignment with LCAP and the community Schools 4 pillars Mueller and Bayfront Whole Child Inventory Infographic CA Dashboard: Chronic Absenteeism Improvements Suspension Rate Improvements Behavioral referral improvements
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LCAP Goal 3: Mueller and Bayfront will collectively develop an integrated, TK-12 learning continuum targeting technology, VAPA, and 21st Century skills, fostering a “college and career-going” culture. Expanded and Enriched Learning Time: After School Enrichment Activities to extend learning time and opportunities. Dual Enrollment Counselor- Bayfront	Increased access to VAPA program. Increased access to college and career by way of indicators outlined in LCAP Goal 3. Access to college visits, career exploration, dual enrollment. Increased access to VAPA program through Teacher on Special Assignment Arts- Every Mueller & Bayfront student had at least one significant Arts experience. 14 Arts Field Trips reaching students 2nd-12th grade 13 Performances/Workshops reaching students in Tk-12 Access to Dual Enrollment courses Increased from 7 to 12 course sections through partnership with Southwestern College Expansion of ELOP Program Offerings 304 students currently served in after school program, increase from previous years Summer School / Winter Intersession Increase offerings for summer school TK-12 including enrichment opportunities. High School provides credit recovery and bridge for students entering 9th grade. CA Dashboard: Graduation Rates Participation in ELOP Programming Participating and passing/ Dual Enrollment Courses
LCAP Goal 4 Educational Partners will increasingly advocate for the mission of the charter through an equity lens in which we promote student, parent and community voice as a community school. Family and Community Engagement: Community Schools Staffing (ie. CS/ELOP Clerk, CS Charter Clerk, Administrative Staffing) Professional Development Parent Engagement Opportunities	The ELOP/Community School was hired to support the expanding ELOP after school program. This position will be key in providing on-going parent education opportunities. Based on family community school survey interest, provided 2 free CPR trainings on site for parents. Based on family community school survey interest, English classes provided by the partnership with

	Southwestern College 1 in the fall and 1 in the Spring. Mueller held 28 community events this school year providing an opportunity for students, families, staff and the greater community to come together. CHKS Data, LIM MRA, Parent Participation Rates
To align policies at Mueller Charter School to ensure an integrated community school strategy that fully integrates with all existing school-wide existing plans and improvement plans, creating one cohesive plan	Community School Advisory Council including representatives from the school administration, teachers, staff, students, families, and community partners to establish a comprehensive community school strategy that reflects Mueller's vision and mission. • Review and assess existing school-wide strategic plans including the Charter Petition, LCAP (SPSA embedded), Federal Addendum (Title III Plan included), ELOP Plan, CCAP, WASC, and Parent & Family Engagement Policy to identify areas of alignment and opportunities for integration with the community school strategy. • Develop a process for aligning and integrating the community school strategy with all existing school-wide strategic plans and improvement plans, creating one cohesive plan that aligns with Mueller's vision and mission. • Develop policies and guidelines that ensure the integration of the community school strategy with all existing school-wide strategic plans and improvement plans, including guidelines for data collection, monitoring, and evaluation. • Work to align initiatives with community organizations and continue to build systems supporting continuous improvement.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Mueller will deepen the understanding of the Community Schools Framework and the Community Based Learning model in action.	-Mueller staff in conjunction with Community Schools Staffing will continue to implement community based learning and service oriented projects. -Mueller/Bayfront ILT will explore ways for teachers at all grade levels to integrate community based learning into instruction such as: service-learning, civic literacy, experience-based career education, cooperative education, and internships & apprenticeships.
Mueller Charter will continue to provide professional development opportunities educational partners that focus on the needs of the evolving community as a whole.	-Using surveys, needs assessments, which includes qualitative and quantitative data, Mueller will collaboratively and strategically plan professional development sessions and parent workshops based on the direct community needs of students and the community as a whole.

Strategy 3: Collaborative Leadership

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

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Further Develop the Community School Advisory Council providing a forum for shared decision making across Mueller and Bayfront.	-Outline a plan describing the committee's purpose, meeting frequency, and decision making authority. -Present updates to Charter Board and greater school community. -Revise the plan based on input and share the final plan with all governance groups.
Mueller will provide information sessions on existing and new partnerships to further deepen engagement and understanding of the services provided.	Mueller will hold information sessions and updates on new partners or existing partners such as The Service Learning Club, Boys To Men, Nueva Vista, South Bay Community Services.
Annual educational partners sessions updates on progress towards grant (ILT, LC, DELAC, Parent Advisory, Community Council, Community School Advisory Council)	Gather ongoing data to share with governance groups

Conduct an annual evaluation of the community school programs with educational partners (students, staff, families, community members, and partner organizations)	Revisit the original vision and goals established for this implementation plan. - Define criteria and metrics to use for evaluating the success of the implementation plan. - Collect relevant data and information to assess progress and success. - Analyze data and measure progress against the established evaluation criteria. - Evaluate outcomes and impact of the grant implementation. Determine whether intended outcomes have been achieved and assess their significance or effectiveness. - Seek feedback from relevant educational partners, including project partners and community members. - Compile the evaluation findings into a comprehensive report, including recommendations for improvement and future planning. - Communicate the results to educational partners and governance groups to ensure accountability and transparency. - Use findings and recommendations to implement necessary changes or adjustments to improve community school implementation. - Continuously monitor and reassess the progress and success of the implementation plan.
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Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Mueller Charter School is committed to designing and implementing structural leadership systems that allow for substantive involvement in decision-making by students, teachers, family members, and the community and that support effective communication among these groups. Providing parents with meaningful opportunities and tools to participate in their child's academic achievement and school success.

A child's school, along with his or her home, are the primary environments where their learning occurs. Working with families in a partnership for student success is a priority for Mueller Charter School. This commitment involves recruiting parents and guiding them to be their child's first educator. Mueller provides opportunities for families to become knowledgeable and skilled in working with their children on achieving success. In addition, Mueller maintains a shared commitment to promoting strong and meaningful parent involvement in school governance, especially through active participation in our Parent Advisory and Community Councils and our Charter School Board. The Parent Advisory Council may provide and coordinate volunteers in the after-school programs, special annual events, and community events.

Subcommittees, task forces, panels and community forums are vehicles for parent participation in school governance. Parents and other community members are invited to participate in school improvement meetings that are scheduled by the Leadership Council. Some of these committees may work on improving student attendance, community relations, intersession, etc.

The Mueller Charter School Board is composed of parents and other educational partners. The Board shall have no fewer than four (4) and no more than seven (7) members and the number of members will be fixed by the Board to ensure clarity as to vacancies. The Charter Board is currently composed of the following positions and members:

2 Community Representatives, 2 Parent Representatives, 2 Staff Representatives, a student representative, and a CVESD Superintendent Representative. The Charter Board meets regularly, at least once a month (except during the summer) and in accordance with the Brown Act.

Parents are invited and encouraged to participate in the governance of Mueller Charter School via the Parent Advisory Council (at Mueller) and Community Council (at Bayfront).

The Parent Advisory Council has the following major responsibilities:

- To monitor and review implementation of the charter petition;
- To monitor the progress of MCS toward achievement of charter goals;
- To improve communication between home and school; This is accomplished as follows:
- A Parent Advisory Council will be formed each academic year and hold its first meeting in September;
- The Parent Advisory Council is open to all parents and will consist of 5 parents who are appointed by previous year's council and volunteer to serve for one year; are motivated to participate on the Parent Council and attend monthly meetings; represent a cross-section of grade levels; are willing to advocate on behalf of all parents, children, and community members to achieve the goals of our charter;
- The Parent Council will meet once each month and will maintain minutes;
- The Parent Council may develop and follow "Operating Guidelines."

The Community Council, which is formed as described above, will have the following major responsibilities:

- To ensure all students are participating in meaningful activities that build pathways toward college and careers;
- To represent the interests of all parents and partners in improving operations of BCHS;
- To improve overall communication between Charter School staff, parents, and community partners;
- To ensure that the Charter School programs and learning opportunities reflect broad community interests;
- To assist in creating wide network of support for BCHS;
- To assist the school in providing students at BCHS with rich, community-based learning experiences, especially through field studies, mentorships, work study, internships, and service projects; To serve, as needed, on panels for student exhibitions, performances, or projects.

The Community School Advisory Council

The Community Advisory Council is made up of parents, staff, students and community members. Their responsibilities include advising Mueller Charter School regarding the development, amendment, and review of the Local Community School Implementation Plan.

English Learner Advisory Council (ELAC)

The English Learner Advisory Committee (ELAC) consists of community members, administrators, teachers, and parents. This committee meets quarterly to provide valuable input and guidance for school decisions and funding for English learner services. Pursuant to EC 62002.5, all school sites with 21 or more Multilingual ELs maintain a site-based English Learner Advisory Committee (ELAC) in which parents of Multilingual ELs constitute at least the same percentage of the committee membership as their students represent of the student body. The goal of the ELAC is to promote positive collaboration between parents of English Learners and the school.

Leader In Me Lighthouse Team:

Ensures that Mueller continues to promote student leadership through the incorporation of the eight habits throughout our curriculum. They actively work with all staff to plan and implement daily activities involving the “Leader In Me” language. The Lighthouse Team also coordinates school-wide events that ensure continued status as a Lighthouse School.

The Instructional Leadership Team (ILT)

ILT is made up of teachers, instructional coaches, support staff, and administrators. They are responsible for ensuring that the vision and goals for the school remain relevant and are collaboratively pursued. The ILT encourages a culture of collaboration among teachers to improve instruction with a focus on student achievement and learning and coordinating the improvement of instruction in the school based on data. The members of ILT guide peer coaching, feedback, and classroom visits, as well as the development of the Professional Development Calendar.

Associated Student Body (ASB)

ASB is a student led organization designed to promote school culture, empower student leadership, and facilitate club and activity participation. The major function of the ASB is to 1) represent student interests and points of view in matters influencing the development of our high school; 2) to organize and sponsor student activities and events; 3) to promote Bayfront Charter High School in the community; 4) to raise funds for ASB initiatives; 5) to provide a vehicle for service learning initiatives and 6) to approve and monitor student run clubs.

Kindness and Leadership Council (KAL Council)

KAL Council is a student run leadership organization which serves as an advisory group. They also lead a variety of school wide events supporting community events, school tours and leadership opportunities across campus. Members must apply and demonstrate the Leader in Me 8 Habits.

KAL council provides input on the development of school programs and initiatives including the Local Control Accountability Plan and Community Schools Plan.

MCLA Student Council

The purpose of the MCLA Student Council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects. This group meets to collaborate on student-centered activities and support positive behaviors. They are involved in planning and implementing the following activities:

Fiesta Night , Leading MCLA assemblies, Fall Festival, Assisting with planning House competitions and overseeing some activities. These students model leadership skills and assist with reminding students of expectations.

Student Advisory Board

Student Advisory Board is a club run by the counseling team, with the goal of empowering student leaders and increasing communication between counselors and the student body. Students run an instagram sharing information such as scholarships, deadlines for colleges and financial aid tips. We train them to provide counseling-content presentations in homerooms based on trends we saw in our California Healthy Kids Data, providing resources for anxiety, depression, and stress management. The students provide feedback to our team on what their peers want and need from their counselors, and in turn help us share this information. Bayfront Charter High School's Student Advisory Board works with the school counseling department to provide direct input on student related matters. They also serve as leaders providing information to the school as whole. Their work encompasses social emotional, mental health, wellness and college and career access. They also provide input on the LCAP, Community Schools Plan and other school wide initiatives.

Mueller Connect Crew

Mueller's Connect Crew works in conjunction with the school counseling department to support social emotional initiatives on campus. They work to promote positive social behaviors, health and wellness on campus. Our Connect Crew has been presenting at assemblies. They also help to mediate conflicts during recess with our younger students. They also provide input on how to improve wellness initiatives across campus and serve as an advisory group for the Local Control Accountability Plan and Community Schools Plan.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals

Action Steps

Recruit and hire diverse and inclusive Community Schools staff to support the needs identified in ongoing community needs assessments (i.e Community Schools/ELOP Clerk, CS Clerk, CS Administrative Staffing, Dual Enrollment Counselor)	Address staffing needs including CS/ELOP Clerk, Community School Clerk, Dual Enrollment Counselor, administrative staffing for grant management -Develop job descriptions outlining qualifications and responsibilities
Build sustainability of mental health staff through use of MTSS, LCAP, CYBHI and ERMHS funding as available	Develop a sustainability plan describing funding sources and strategies for maintaining long term programs and staffing. -CYBHI participation for mental health services -ERMHS SPED
Add peer mentorship elective course as part Ethnic Studies/Senior Seminar (Bayfront students supporting mueller hw club)	-Incorporate course into master schedule - Continue collaboration with Elementary School

Key Staff/Personnel

Dr. Maureen DeLuca	Executive Director
Eileen Logue	Director of Finance
Dr. Marisol Robledo-Dyste	Coordinator Student Support Services/Community School
Chelsea Cantwell	School Counselor - Community Schools
Melinda Jones	Principal, Mueller

Dr. Jason Josafat	Principal, Bayfront
Ramon Guzman	CS/ELOP Clerk
Karla Lopez	Community School Clerk

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

SUSTAINABILITY

Mueller Charter School is a direct funded charter school that has been committed to a community school philosophy as is evident in the integrated support services and partnerships Mueller provides. In order to address the question of sustainability, as a charter school with a high UPP of approximately 83.3% Mueller receives a significant amount of Supplemental and Concentration funds through the LCAP Fiscal Year 2023/24 is expected to receive over \$3.5 million. Mueller also receives over \$1.6 million in annual ELOP Funding. Mueller allocates the S&C funds to advance the goals which will now incorporate the community school objectives. Mueller continues to actively seek grants and has been the recipient of many grants over the years. Mueller receives additional funding from the following sources, and most of these funds are ongoing (not only one-time): charter facility reimbursement grant, ASES, 21st century, UTK funding, ERMHS SPED, Arts and Music Proposition 28, Dual Enrollment/CCAP, CYBHI, CTE funding, nutrition funding, and various other sources of funding as available. Mueller seeks to “weave and braid” resources to ensure an efficient use of restricted funds to further the schools LCAP, Charter, and Community School goals.

ASSESSMENT AND ENGAGEMENT

As a charter school Mueller conducts ongoing annual assessments as part of the annual LCAP process. Throughout the school year Mueller conducts ongoing surveys, input sessions, and enlists feedback from our many advisory groups, leadership counsels, as well as the Charter Board.

Mueller also has developed strong home to school relationships by conducting annual home-visits and in person student led conferences. The framework allows for ongoing assessment and feedback, both qualitative and quantitative. Annual assessments include the California Healthy Kids Survey, the Leader In Me Measurable Results Assessment (MRA), the LCAP annual survey, as well as numerous internal and mandatory assessments inform decision making and the efficacy of programs that are provided. As a charter school, Mueller is able to act decisively and quickly to make local decisions that address our school specific needs. An example of this is evident in Mueller implementing an ELOP program, the first year that funds became available to schools and districts. Mueller provided an ELOP program immediately to expand upon the ASES program which allowed for more students to be served. Annual assessments include the California Healthy Kids Survey, the Leader In Me Measurable Results Assessment (MRA), LCAP annual survey, as well as numerous internal and mandatory assessments inform decision making and the efficacy of programs that are provided.

ONGOING KEY POSITIONS

All of Mueller's staff, students, parents and community partners are instrumental in the decision making process of the charter school. Several key school site personnel that contribute to the local shared decision making are also invaluable to the process of community school planning and implementation.

- The Coordinator of Student Support Services interfaces with many of our partners providing mental health and wellness support to our students. Coordinator is also responsible for the administrative grant management.
- School Counselor- Community School will assist the coordinator of student support services in the implementation of the community schools partnership.
- The Finance Director is involved in establishing MOUs and developing contracts with the various vendors and employs strategic planning to integrate and seek funding sources that align with the school's goals with the school's resources. Seeking to weave and braid funds that have common goals and purposes.
- The Executive Director works with the Community School Program Manager to facilitate the development and implementation of the community school vision. They have a calendar that matches the lengthier year of 230 days in order to support in the organizing of resources to ensure that supports and services are efficiently and effectively provided. Also during the additional days continue to develop and maintain collaborative relationships with the many partner organizations Mueller interfaces with.
- The Community School/ELOP Clerks will work closely with the ELOP staff and vendors to ensure a more seamless program that is an extension of the school day and year. They will also assist in the implementation of parent training opportunities and engagement opportunities.

Mueller historically has hired parents and qualified community members to provide support in many areas of the school including traffic control, noon duty, classroom assistants, clerical support. Mueller was a community school many years ago, and being community oriented is in the "DNA" of the charter school.

PARTNER ORGANIZATIONS

Mueller has developed many partnerships over the years to address social emotional support, wellness, counseling, medical and dental needs, nutrition and personal hygiene, clothing, extended learning time, as well as transportation support. As a recipient of the CCSPP implementation grant, Mueller's efforts to increase and maintain existing partnerships as well as to expand into new partnership areas will be greatly enhanced. Once established, partnerships will be continued with oversight provided from the existing management structure.

Mueller has many partnerships that have been developed over the years and continues to bring on new partners each year. Many of the partnerships are in-kind in nature as we share a common community and mission alignment with many nonprofit organizations in our region, including Feeding San Diego, Nueva Vista, Chula Vista Collaborative, San Ysidro Health, Family Resource Center, South Bay Community Services, as well as numerous for-pay partner organizations. Mueller has a longer instructional year, and provides extended learning time on a daily basis as well as for additional days each year. Mueller partners with ARC, the YMCA and AthLead to provide enriching experiential and fitness opportunities to all of our 1500+ TK-12 students for programs outside of the regular school day or regular calendar days. A full description of the many partners that exist, is detailed in section 6, Strategic Community Partnerships.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Explore, establish, and expand sustainable partnerships with community organizations.	- Conduct asset mapping process, identifying potential community partners, including researching and mapping community organizations and businesses that can provide resources and support. - Invite potential partners to participate in planning and development meetings to discuss findings of Mueller's needs assessments and their interest in collaborating and to identify potential areas of partnership. - Develop a plan for establishing and maintaining partnerships, including identifying roles and responsibilities, services to provide, communication channels, and shared goals. - Regularly review and evaluate the effectiveness of the partnerships and adjust strategies as needed.
Develop and maintain a comprehensive database of potential partners, including contact information, areas of expertise, services provided, and potential areas of collaboration.	Create a program matrix of services in alignment with LCAP and the Community Schools 4 Pillars. Whole Child Inventory Infographic LCAP/CS Alignment Cross Walk

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:

Mueller and Bayfront have responded to student and community needs by gathering data regularly of our school community. Using a distributed leadership model, we have worked to continue to amplify voices to create more equitable outcomes for students by increasing programs, partnerships and access to services. Goal 4 of the LCAP focuses on continuing to hear from our educational partners as we respond to these immediate needs. Our hope and vision for the Community Schools Grant is to build and expand the scope of services and programs for our school community.

Existing Partnerships:

Holistic Health/ Social Emotional Supports:

- Chula Vista Community Collaborative partnership works to ensure collaboration among partners in Chula Vista. It draws together all sectors of the local community to develop coordinated strategies and systems that protect the health, safety and wellness of residents. Resources and partnerships are shared as a part of this collaborative. Mueller and Bayfront have partnered with CVCC for over 20 years and have utilized their family resource centers for many referrals for our students and families.
- Family Resource Centers has been an existing partnership for 20+ years. The center provides referrals and supports including, housing assistance, counseling referrals, support with accessing county funded programs such as Calworks, CalFresh, Medical etc.
- Nueva Vista Family Services: A community-based outpatient mental health program providing a full range of culturally and linguistically competent, strength-based, comprehensive integrated mental health services to children, youth and their families living in the South Bay area.
- SouthBay Community Services has been a partner for over 20 years and provides additional services and referrals related to child-well being, youth development and education, family wellness and community engagement. In the last 3 years, we have partnered with the HERE Now Program to provide suicide prevention lessons to students in grades 7th-12th utilizing the Signs of Suicide Curriculum. In addition, parent education and staff education is provided.
- Boys 2 Men is a youth mentorship network for boys ages 13-17. We hope to expand this partnership in the upcoming year. The mission of the organization is to build communities of male role models who through consistent group mentoring encourage and empower teenage boys to follow their dreams.
- COPES Grant: As part of our partnership with the County Office of Education, we have continued to receive training and resources related to suicide prevention and specialized training. (Ends June 2026)
- Partnership with Graduate Level Program Internships School Counseling, School Social Work: We plan to expand the partnerships we have with Point Loma Nazarene, USD, National University and SDSU. The internship and fieldwork experiences provide additional resources and support to students and staff in the area of social emotional.
- Wahupa Partnership: We hope to continue the partnership focused on providing academic, career and financial counseling focused on advising and encouraging high potential, low income first generation high schoolers to graduate and go on to college.
- Lions Club- provides vision screening and glasses at low or no cost to students
- Elizabeth Hospice provides resources and supports for grief support
- McCallister provides high quality, low cost substance abuse treatment, drug intervention, and recovery support services to women, teens and children in San Diego County
- San Ysidro Dental Clinic: come on site where they conduct a free dental screening, provide students with a free toothbrush and oral care supplies.

- Mobile Medical Unit: Once a month, we have a Mobile Medical Unit parked on our elementary campus and on our high school campus, they are on-site to provide free or reduced medical support to our community. The services provided by the Mobile Medical Unit vary based on the needs of our community.
- Feeding San Diego provided lunch and snacks to students during summer school.
- CYBHI Consortium with San Diego County of Education supports mental health and behavioral health initiatives by supporting LEAS.
- UCSD Shiley Eye Mobile Clinic provides on site vision screening, follow up exams and eyeglasses for selected students.

Leadership and Community Service:

- Leader In Me: An SEL model and process addressing the common challenges that are unique to students during their formative years. Parents, educators, and school administrators create a high trust culture to support student physical, mental, social, and economic well-being,
- Service Learning Club: provides leadership development programs in public schools across San Diego County, building confidence, competence, and a sense of community within young people. Through teaching the ten values Cesar Chavez embodied, and carrying out service projects that benefit local communities, the Clubs inspires students to believe in themselves. These students learn by experience that they can make a difference.
- Chula Vista Police Department: The CVPD and our school resource officer host parent workshops, hold community meetings, meet with our classes, and discuss preventative measures that help keep our school community safe.

Academic Supports

- Homework Club: An after-school program serving students in the Mueller literacy/media center. The homework club provides a quiet, structured, and safe environment for students to complete their daily homework assignments with the help of school staff.

Opportunities For Meaningful Participation & Enrichment: (Before & After School Programs)

- YMCA (CLUB FLOW) provides no cost enrichment to students after school
- ARC provided no cost enrichment to students before and after school
- City of San Diego Parks & Recreation: We partner with the City for access to a gym and swim classes at Parkway
- Athlead- Provides a league for 4th-6th grade and middle school participation in athletics.

STEAM focused Partnerships:

- Living Coast Discovery Center partnership houses our middle school science classes weekly. Students are able to learn hands-on science. Our students TK-6 are also able to visit the LCDC.
- Linda Vista Innovation Center is a design-thinking hub where students from districts and schools across the county can go through a future- ready bootcamp of hands-on exploration into different career fields, e-sports and robotics while exercising critical thinking skills.
- Junior Achievement - Mission Fed JA Finance Park builds the foundational knowledge and skills students need to make smart lifelong financial decisions. This program takes students through an adult life simulation where they learn how to budget, save and spend for themselves and their virtual families.
- Renaissance Solutionz provides a partnership focused on creating environmental sustainability with leveraging the power of conscious collaboration to deliver regenerative solutions meeting basic human needs: food, housing, education and healing.
- South Bay Sustainable
- LaJolla Playhouse, Cygnet Theater
- A Reason to Survive (ARTS) works with students on visual arts across school campuses. A Reason to Survive (ARTS) Lifts young people in the South County region of San Diego to become confident, compassionate, and courageous community builders through the transformative power of creativity.
- Southwestern Community College: Provide free English classes to our students' families and community members
- San Ysidro Dental Clinic: expand this partnership on site to where they conduct a free dental screening, provide students with a free toothbrush and oral care supplies.

Future Partnerships:

- Parenting Classes (Partnering with Neighboring agencies, such as Es Difícil Ser Mujer, PIQE Parent Institute for Quality Education, Triple P Positive Parenting)
- Mentoring for Teenage Girls (Girls Inc, Girls on the Run)
- San Diego Workforce Partnership: Career services for adults 18+
 - Certified Wellness Coach Internships with Grossmont Community College
 - Wellness Together on site therapeutic services for students
- Institute for Reading Development at San Diego State University: LITERACY ON THE RISE program. The mission of The SDSU Literacy Center is to facilitate research-based literacy experiences that empower K-12 students and educators. They strive to impact individuals' abilities to READ, WRITE, and RISE to their full potential.

Site Level Goals and Measures of Progress

Goals	Action Steps
LCAP Goal 2: Students will have access to a comprehensive, TK-12 system of services that promote socio-emotional, psychological, and physical health and well-being. Integrated Student Supports: Additional Partnerships that encompass social emotional supports	Improvements on climate surveys including California Healthy Kids Survey. LIM MRA Survey and access to social emotional support as outlined in LCAP Goal 2. In addition, increase access to after school enrichment programs including athletics. CYBHI Boys to Men Nueva Vista Family Services Southbay Community Services Wellness Together Certified Wellness Coach Interns
LCAP Goal 2: Students will have access to a comprehensive, TK-12 system of services that promote socio-emotional, psychological, and physical health and well-being. Integrated Student Supports: Additional Partnerships that encompass health, dental	Vision Screening Partnership for Mueller/Bayfront Expand Health and Medical Partnerships

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