SAN MARCOS UNIFIED SCHOOL DISTRICT
engaging students...inspiring futures

San Marcos Elementary School
California Community Schools Partnership Program (CCSPP) Implementation Plan

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
- 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

The State Transformational Assistance Center (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

When this resource becomes available, San Marcos Elementary will utilize its resources to support the implementation of community schooling as a strategy for school transformation.

CCSPP: Implementation Plan

School Site Contact Information

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Goals/Priorities

The goals below describe the main goals/priority actions for San Marcos Elementary's community schools initiative.

Priority 1: Needs and Assets Assessment: Collective Priorities

San Marcos Elementary embarked on a needs and asset assessment process engaging a majority of students, staff, families and community members in identifying our top community school priorities and development of its vision. The plan below reflects our process for conducting a Needs and Assets Assessment and includes leveraging multiple data collection and analysis methods, such as interviews, focus groups, surveys, informational meetings, and family nights, to inform our community regarding the community schools initiative.

SME interest-holders then identified priority actions from the needs and asset assessments to form sub-committees to identify barriers and resources needed such that all students have access to their education. After conducting the Needs and Assets Assessments, SME analyzed the data and developed priorities, and then strategically collaborated with community partners on the core priorities that emerged.

The SME needs assessment and asset mapping included a step-by-step process of gathering data, outreach to stakeholder groups, and presentations to inform groups of our process (i.e., parents, teachers and staff, teacher's union, community partners). Our first step included identifying the partners to provide feedback, input, and resources to have a comprehensive asset mapping process. The second step included providing information to our partners to inform them of the vision of our community school initiative. This entailed multiple presentations to various groups to provide an overview, details, and necessary steps as part of our asset mapping. The third step consisted of data gathering and analysis. The fourth step included disseminating key findings to our school community. Our approach to complete thorough assessments included the following:

1. Conducted surveys with students, staff, families to gather data on medical/dental needs; programs and activities of particular interest; topics/areas of concern. The surveys were customized for each target audience and were made available via print, Google forms, phone, and in-person interviews.
2. Focus groups were held with different stakeholders which included staff, parents, students, newcomer families and families of students receiving special education services.
3. Informational meetings for the school community were conducted by the Community School Coordinator and the Community School Family and Community Engagement Liaison.
4. Presented and obtained input at the following meetings: SME staff meeting, School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO) meeting, 5th Grade Student Leadership group, and grade level team meetings.
5. Interviews with staff members, parents and guardians to assess needs, desired resources, and areas for growth opportunities.
6. Presentation to existing and new partners regarding SME's community school initiative to gain support.
7. Deputy Superintendent presented to SMUSD School Board Members giving an update on the initiative and the next steps.
8. Mini-Resource Fairs provided during our Feeding San Diego food distribution with our community partners (Universidad Popular, TrueCare, City of San Marcos Parks and

Recreation, City of San Marcos Housing, Boys and Girls Club, etc.) Feedback from both providers and families was elicited.
9. Meetings with partners to discuss growth and enhancement of existing partnerships in order to support whole-child strategies at the school site.

The Community School Council (CSC) convened to explore and analyze data and identify priorities. The Needs and Asset Assessments, coupled with the nine steps listed above, resulted in identified priorities for both the planning phase and implementation phase. The SME community believed it was critical for this work to be organized and led by three sub-committees who would focus on specific focus areas. These three sub-committees included: the Extended Learning Time and Opportunities Sub - Committee, the Active Family and Community Engagement Sub-Committee and the Integrated Student Support Sub-Committee. These committees worked together to analyze the Needs and Asset Assessments, Parent/Family data, school demographics and determined SME Community School Implementation Priorities. These include:

1. Mental health support
2. Tutoring
3. After school enrichment activities (i.e. dance, sports, music, art, etc.)
4. STEM enrichment activities during the school day
5. Medical Services
6. Adult education (i.e., English as a Second Language courses)

Goals/Priorities will be continuously informed by our needs and asset assessments. Specific steps will include:

1. Interpretation of data collected from all interest-groups
2. Present data visually (i.e. graphs) to outline each goal and their number values to underscore emerging trends

Our continuous improvement process will include routine progress monitoring and collective problem-solving implementing the following actions:

1. Analyze Panorama student survey, Parent survey, LCAP priorities, SPSA goals and outcomes to assess progress
2. Monitor participation/attendance of families at school-wide events and family education opportunities
3. Review staffing allocations with district and site leadership
4. Data collection and analysis from I-Ready, CAASPP, ELPAC
5. Review and analyze chronic absenteeism rates; disciplinary referrals, and suspensions
6. Support and monitor the collaboration of Community School Council (CSC) and sub-committees

Our continuous improvement model also consists of regular updates to interest-holders to provide transparency. This process allows us to monitor and modify activities depending on goal metrics and stakeholder feedback.

Priority 2: Shared Understanding

San Marcos Elementary recognizes that districts 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 continuously shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

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

San Marcos Elementary’s developmental plan for ensuring these commitments are reflected in our community schools work:

“Why a community school for my school?”
While SME is situated at the center of San Marcos, the needs and resources are extremely different from other elementary schools in SMUSD. Neighboring school sites in the district serve families with higher socio-economic status. By contrast, SME serves a community that has less access to financial, educational, social, and health resources than other schools. Student attendance data from 2020-21 shows that SME had a chronic absenteeism rate of 46.1% compared to the district rate of 26.9%. Having students miss instructional time not only puts the student behind academically but adds social emotional stressors. In addition, community safety is an ongoing concern since data from the San Marcos Sheriff’s Department reflects increases in both vandalism and drug violations since 2018.

There are many reasons why San Marcos Elementary should be a community school. Community schools are schools that prioritize the whole child and their family and work to meet the unique needs of the students and their community. San Marcos Elementary would benefit from becoming a community school in many ways including but not limited to: improved academic outcomes, increased family engagement, increased access to resources and community partnerships, and finally having a positive impact on the community. SME has been unofficially moving towards a

community school strategy for quite some time, as key groups have long recognized the need to have equitable services and resources that support students in meeting their full potential. Designating SME as a community school allows for interest-holders to implement different opportunities and resources so that students are provided with the skills and the abilities to be successful now and beyond their elementary school years.

The developmental plan for ensuring the CCSPP Cornerstone Commitments are reflected in our community schools work and will consist of the following:

A commitment to assets-driven and strength-based practice
SME has been a neighborhood school since 1962. It has a long standing relationship with the community and with the city and strongly believes that what makes the city of San Marcos and San Marcos Elementary great, are the people and cultures that come together at SME. The strength of the school is its people and partnerships with the community. SME believes in the power of the assets students and families bring to the school and SME recognizes the responsibility of partnering with the community in order for families to gain upward social mobility. San Marcos Elementary recognizes the importance and value of investing in supports, programming, and knowledgeable staff for our learners.Below are actions that have already occurred within the scope of the planning grant and will continue to be strengthen during the implementation phase:

- Participation and engagement in ongoing professional learning opportunities offered by the Southern Coast Regional Technical Assistance Center (i.e. school climate, equity-focused, etc.)
- Engagement with families will be done via multiple modes of communication including meetings, social media, print/publications, in their native language.
- The campus will create a welcoming environment in which students, families, staff, and visitors feel seen, acknowledged, and celebrated for their individual diversity, customs, and identities.
- All students will have access to diverse books (in their classrooms and library) that are aligned to the Social Justice Standards.
- The library will maintain access to books in both English and Spanish for students to check out that align with the Social Justice Standards.
- Art teacher will incorporate identity and culturally inclusive projects for all students as part of instruction.
- Monthly diversity celebrations will be displayed throughout the year in the school lobby with pictures and information of important historical and present day role models.
- Signage outside and inside the school campus will clearly state that everyone is welcome in multiple languages.
- Staff will welcome students and families as they come on to campus.

A commitment to racially just and restorative school climates
SME provides the community with a framework that builds community, strengthens relationships, and improves the overall school climate. Restorative Practices and Social Justice standards are already part of the San Marcos Elementary classroom culture and the implementation phase will provide the resources so that these initiatives develop beyond the classroom walls and permeate throughout the building and campus footprint. SME believes these initiatives are critical to foster, nourish and sustain school culture. SME believes that misbehavior is not something to be corrected or punished

but they are opportunities to engage with young children in order to develop relationships and respect with students so that together they can repair and restore bonds. SME's commitment to Restorative Practices is a promise to the community to educate the whole child. Below are actions that have already occurred within the scope of the planning grant and will continue to be strengthened during the implementation phase:

- SME will continue to use Second Step as a Tier 1 level social-emotional support.
- The school counselor will provide lessons for each classroom using Second Step curriculum and other resources.
- Teachers will access Second Step digitally to provide continuous support to all students.
- Restorative circle time will be used by teachers to provide a safe place for students to express themselves and share their concerns.
- Positive Behavior Intervention and Support (PBIS) and inclusive Social Emotional Learning (SEL) will continue to be utilized at both the school and district level. Ongoing professional development will be offered to support ongoing efforts.

A commitment to powerful, culturally proficient and relevant instruction:
SME has chosen to implement Social Justice Standards in addition to all academic state and local standards. These standards are a set of anchor standards and age-appropriate learning outcomes divided into four domains: 1) identity, 2) diversity, 3) justice and 4) action. The standards have provided SME with a framework and common language in which to engage in learning that is centered in the culture, history and experiences of the students, families and community. SME believes students and families must have the opportunity to engage in not only learning about their own identity and culture but they must also be provided an opportunity to contribute their culture and wisdom to the lessons in the classroom. The implementation phase will allow for more opportunities to engage with families beyond informational events and develop an authentic partnership in aligning the teaching and learning grounded in inquiry-based and project-based design. Below are actions that have already occurred within the scope of the planning grant and will continue to be strengthen during the implementation phase:

- Teachers will incorporate social justice standards by using picture books for either identity, diversity, justice and action standards.
- Professional learning opportunities will be provided to teachers on best practices for infusing culturally and relevant instruction into lesson plans.
    - District and school staff will attend the annual Equity Conference in San Diego
- Ensure SMUSD District Equity team is consulted for ongoing resources, best practices, and resources
- School staff will work to provide an exclusive year round celebration to honor all ethnicity and cultures.
- After school ballet folklorico for students to learn the diverse Mexican culture addressing different states throughout the region will be incorporated into existing expanded learning programming.
- Arte de familia exhibits for students to share and honor their heritage and culture to members of the community.

A commitment to shared decision making and participatory practices:
SME believes that the most effective choices and decisions are made when those affected by the decisions are involved in the decision making process. SME interest holders cooperate to identify

and implement activities to improve school climate, develop culturally responsive teaching and learning, and determine non academic services that are needed. SME knows that this type of decision making leads to being more transparent with the community thereby developing a deeper relationship among the community. Interest holders have been a vital piece in transforming to a community school and will continue to hold authentic power during the implementation phase. Below are actions that have already occurred within the scope of the planning grant and will continue to be strengthen during the implementation phase:

- The Community School Council will include interest-holders (admin, certificated and classified staff, district representatives, families, and students) as active members.
- Sub-committees of the Community School Council will incorporate partners and interest-holders to ensure diverse perspectives and gather feedback regularly.
- Participation of key staff in professional development opportunities to ensure the implementation of best practices to support shared decision making.
- Utilize a continuous improvement model to ensure a consistent shared sense of accountability regarding SME's focus on whole-child approaches.
- Work with fiscal staff to explore opportunities for blending and braiding multiple funding sources to ensure sustainability of activities and initiatives.
- Key SME staff to participate in Southern Coast Regional Technical Assistance Center monthly communities of practice convenings to receive ongoing resources, support, etc.

The ongoing process of prioritizing and providing transparency is a key component of our approach. To this end, our plan will consist of providing information to all interest-groups, which will include:

- Host collaborative events that include key school and community partners that can provide additional services to families (services to be made available during food distribution, which will provide comfort, ease, and a higher likelihood of family engagement). Resource fair at school pantry bringing in existing and new partners.
- Quarterly dissemination at key events and meetings (i.e., after school events, parent/teacher conferences, family nights, etc.)
- Collaborative opportunities such as meetings and informal gatherings with staff members and school leadership to discuss and debrief events at school and how to perfect emergency plans.
- Bulletin/announcement board located at front and side of school will include resources, information and invitation to upcoming events. All information will be made available in English and Spanish.
- The TV lobby will display resources and events.
- Front desk will have physical documents on display with information on opportunities for engagement.
- Attending various family group meetings, staff meetings, student leadership meetings and grade level meetings to provide updates on progress.
- Deputy Superintendent will present to board members annually
- SMUSD board members will be invited to visit SME to learn of the school site's progress and provide guidance as necessary.
- Annual report of progress will be shared with all interest-groups, including school staff, parents/families, community partners, and district leadership.

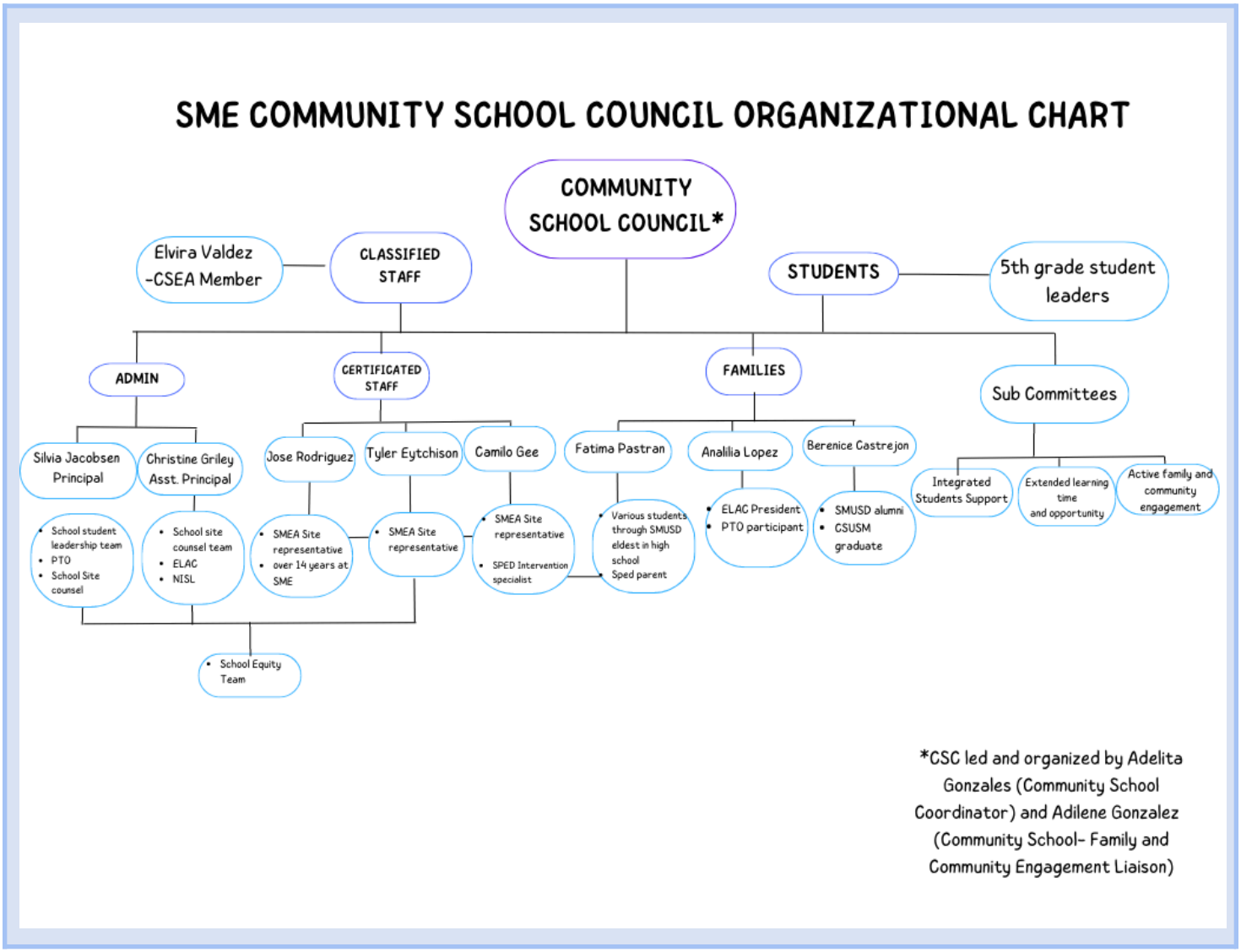
Priority 3: Collaborative Leadership

Collaborative leadership takes place at the system level with school districts establishing 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. The goals below reflect those informed by San Marcos Elementary's various interest groups.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Utilize Community School Council as primary governing body at school site level to ensure an effective community school strategy	• Establish cadence of meetings to take place bi-monthly • Revise agreed upon meeting norms annually • Utilize standard agenda format to assist monitoring of discussions, decisions, accountability • Formalize governance structure to reflect collaboration and majority voting of members (i.e., parents, teachers, staff, district and site administration)	• Meeting schedules, agendas and meeting notes • Meeting norms updated as necessary • Continuous collaboration to ensure implementation of goals
Seek and include diverse perspectives from within our existing parent organizations (ELAC, PTO, SSC)	• Assess current recruitment strategies • Expand the participation in school site groups to ensure broad representation (i.e., parents, staff, students) • Offer professional development and coaching which demonstrates clear best practices for expanding participation of members • Use various methods of communication to include broader outreach • Provide interpretation services at all meetings as needed	• Documented governance structure reflects inclusivity of various parent and student groups • Attendance sheets to document meeting participation • Artifacts from meetings/ presentations • Groups vote in accordance with governance norms and meetings agenda and notes are well documented
Parent training and support as active board members (ELAC, PTO, SSC)	• Training workshop outlining Robert's Rules of Order and additional resources • Committee members have access to school site facility and materials for meetings	• Committee members will prepare agendas, presentations and materials • Committee board members will lead meetings • Groups will keep attendance records, minutes, and agendas for 3 years for auditing purposes

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):



SME's Community School Council (CSC) consists of a diverse group of individuals who will serve as the site-level leadership to convene monthly to: 1) discuss the information based on the needs and asset assessment and needs/gap analysis; 2) have sub-committee leads come in to present their recommendations for consideration; and 3) collaborate and make decisions based on priorities at the school site. The CSC will be led by Adelita Gonzales, Coordinator of Community Schools and Adilene Gonzalez, Community School Family and Community Engagement Liaison, whose main role is to connect and ensure programs and services are aligned with the core instructional program. Both Adelita Gonzales and Adilene Gonzalez will be responsible for actively participating and attending meetings with various site-level groups (CSC, SSC, ELAC, PTO, student leadership, instructional leadership team, and grade level leadership teams), district-level (DELAC, PAC) and partnership teams (Universidad Popular, TrueCare, Boys & Girls club, City of San Marcos) to ensure continuity and cohesiveness of the overall strategy. As the chart above demonstrates, members of the CSC were strategically selected to diversify representation. Principal Silvia Ventura-Jacobsen and Assistant Principal Christine Griley, are representatives of the School Site Council, PTO, ELAC, School Leadership team and Equity Team. In addition, both Silvia Ventura-Jacobsenl and Adelita Gonzales are active members of the District Equity and Portrait of a Graduate teams working on district level committees.

The Community School Council consists of: Certificated staff representative, Jose Rodriguez, a teacher at SME for over 13 years; Tyler Eytchison and Camilo Gee, both are site representatives of the San Marcos Educators Association (SMEA). Camilo Gee is also an Education Specialist. Elvira Valdez is a classified employee representative and has been an instructional aide for over eleven years. Ms. Valdez is also a member of the California School Employee Association (CSEA). There are two student members and three parent members. Fatima Pastran is a parent representative (she is the mother of a student with special needs as well as having other children who are part of the SMUSD). Analilia Lopez is the President of the English Learner Advisory Committee (ELAC) and an active PTO participant. Berenice Castrejon is a parent who grew up in the community and is a SMUSD alumni. These members represent diverse perspectives and play a key role in the success of our community school. Each member's role in different organizations throughout the district will make a team of diverse perspectives Through the monthly council meetings the team will plan, review, and revise activities, services, and programs as needed. With the goal of continuous improvement, the CSC will ensure site-level decision-making and work collaboratively on behalf of the SME community.

Priority 4: Coherence: Policy and Initiative Alignment

The community school's four pillars, four key conditions for learning and four cornerstone commitments all merge together and are reflected in SME's Single Plan for Student Achievement (SPSA) and is supported by the district LCAP. These components being reflected in the SPSA is only one way SME brings coherence between policies and initiatives. Developing Community School Subcommittees ensures and mandates oversight regulation of SME's initiatives so that focus areas do not operate independently of each other. Developing a shared vision and clearly defining the policies and initiatives creates a common framework for each subcommittee and the Community School Council. Assigning responsibility for each policy will ensure effective implementation and accountability for desired outcomes. Lastly, developing and implementing a monitoring and evaluation process will ensure that there is coherence between the pillars, key conditions for learning and the cornerstones commitments.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Community school properties will align to LCAP and SPSA goals	● CSC will review and identify key opportunities for intersection and alignment with LCAP and SPSA ● Implementation Plan will be revised as needed to ensure alignment (i.e., revision of goals, updating activities, etc.)	● Review of Implementation plan is completed to align with LCAP and SPSA annual review/updates (2023-28) ● Work in collaboration with LEA and school site to enhance and support priorities as identified in the LCAP and SPSA
Increase the academic achievement of all students	● Teachers will teach the guaranteed and viable curriculum ● Students have access to chromebooks and headphones ● Incorporate small groups/ differentiated rotations in ELA and Math. ● Intervention Team works closely with teachers and families to identify and provide academic support to students below grade level ● Align ELOP and ASES programming to support academic achievement ● Establish a STEM program for students in order to provide enrichment opportunities	● Student academic progress monitoring through internal and external assessments: i-Ready, CAASPP, ELPAC ● Attendance at Family Education Nights (based on content areas) to be offered ● Quarterly meetings between school staff and Boys & Girls staff to discuss areas of need and develop activities to support learning ● STEM program promotes student engagement and increase in academic achievement

Increase support for high-needs students through a multi-tier system of support (MTSS)	• Teachers to be trained in both instructional and social emotional learning • School counselor will teach Second Step and continue to provide short-term intentional guidance to students • District Wellness Teams will work in collaboration with school counselor to provide Tier 2 & 3 supports • Teaching of Social Justice Standards with anchors in Identity, Diversity, Justice and Action using picture books • Attendance Team (consisting of administration, counselor, community liaisons) will meet bi-weekly	• Student academic gains will be evidenced by increased scores in i-Ready Reading and Math, Kindergarten EAR • Chronic Absenteeism Rate to be reduced by 3% 2023-24 • Suspension Rate of 0% is maintained • Attendance Team meetings will result in outreach to families and reduce absences • Assist families in problem solving for issues related to school attendance
Provide an inclusive school climate for all	• Teacher and after school providers will continue to implement Positive Behavior Interventions and Support (PBIS) • Incorporate enrichment courses such as art and coding into both the instructional day and after school • Recognize students during monthly school ceremonies for their effort, growth and improvement • Offer student leadership opportunities • Students participation in the newcomer academic support groups	• Panorama Student Survey results will demonstrate increased connection to school community • Pre/post family will reflect an increased connection to the school community

Increase parent engagement in ELAC, SSC and PTO	• Community Liaison will provide outreach and explain the purpose of each respective site group • Provide interpretation services for parent meetings and conferences • Provides a safe welcoming space for families to come to the site and learn about additional opportunities to participate within the school community (to include restorative and trauma informed approaches)	• Demonstrated increase in parent participation as evidenced by attendance rosters • Focus groups with parents/families indicate increased engagement, connection, and sense of belonging

Priority 5: Staffing and Sustainability

San Marcos Elementary is committed to hiring staff to support the integration and implementation of an effective community school strategy. Based on best practices to serve our student population, SME has recruited and hired a diverse, multilingual staff including a Community School Coordinator and a Community School Family and Community Engagement Liaison to serve SME directly.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Collaborate with district office to ensure adequate staffing allocations	• Regularly communicate with district leadership and evaluate staffing allocations based on student needs	• Annual review of staffing allocations with district and site leadership
Ongoing professional development	• Access to professional development regarding Community Schools	• Enhance instructional effectiveness and classroom practices through ongoing professional development

Key Staff/Personnel

Adelita Gonzales	Coordinator of Community School ● Serves as point of contact for the day-to-day duties of the CCSPP Program ● Establishes internal and external relationships ● Leads community, parent engagement ● Gathers data, and completes reports as required ● Support parent engagement via home visits, events, etc. ● Prepares and delivers presentations concerning program and services ● Monitors and reports on budget, contracts, and agreement for services ● Practices restorative, culturally, and trauma-informed approaches in their engagement with staff, students, families, and community partners ● Effectively communicates the Community School initiatives and objectives with various interest groups
Adilene Gonzalez	Family and Community Engagement Liaison ● Supports ongoing family engagement through events, meetings, convenings ● Assists with data collection and analysis ● COnducts home visits ● Serves as a liaison and community resource for parents, students and staff to help facilitate engagement ● Implements research-based practices to engage with families
Silvia Ventura-Jacobsen	Principal, San Marcos Elementary ● Oversees the CCSPP Program and provides leadership to effectively support the vision ● Ensures alignment between community school strategy and other LEA and site-based initiatives ● Culturally competent and equity-centered ● Aligns SPSA goals with Community School priorities ● Engage with district leadership to provide progress updates on CCSPP

Plans or steps SME is considering to build sustainability beyond the life of our implementation grant:

San Marcos Elementary is committed to ensuring a successful and sustainable community school strategy to ensure students receive equitable services and supports. To this end, we will work with district leadership to identify opportunities for braiding and blending funding, including but not limited to LCFF, ELOP, and MediCal billing.

Our plan will also focus on the importance of improving student attendance. Focus strategies to encourage better student attendance is necessary to help families overcome barriers to attending

school. In turn, the increase in attendance will also support school-based revenue, which will contribute to sustainability of quality services.

Our approach will also include identifying and leveraging key partnerships that will yield sustainability of resources and programming offered to students and families. The mobilization of partnerships will ensure the sharing of responsibility for student success. Several partners have committed to exploring ongoing private, state, and federal funding opportunities to support the delivery of services. SME will support all efforts that align to our community school strategy.

Priority 6: Strategic Community Partnerships

As part of San Marcos Elementary's asset mapping, the site continued to develop a comprehensive database of potential partners in the surrounding community. In alignment with strategies developed in response to the needs and asset assessments, SME established school-community partnerships who share the vision of community schools. The section below is a comprehensive list of community partners who were actively involved in the planning, development, and ongoing improvement of the community school. These partnerships will continue to be strengthened during the implementation phase. The table below highlights the partnerships SME has established or plans to establish/enhance during the implementation phase.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Development of shared resource directory for SME	• Establish internal protocol for collecting partner and resource information • Establish cadence of routing updates • Provide resources directory on school website	• Update resource directory monthly and share with all interest groups

Integrated student support	• Strengthen partnerships with UCSD Shiley Institute, TrueCare, The San Marcos Promise, Feeding San Diego and the City of San Marcos • Establish partnerships based on ongoing needs assessment • Participate in the San Diego County Office of Education's Regional Technical Assistance (Community of Practice, PD, office hours, coaching sessions, etc.) • Continue collaboration with Rady's Mental Health Services, to provide child and family counseling • Work in collaboration with TrueCare, on providing medical and dental needs • Collaborate with UCSD's Shiley Institute Eyemobile Unit, to provide services and prescription eyeglasses	• MOUs with all partners fully executed • Resources and access to programs provided to students with mental and physical health needs • Access to SDCOE's R-TAC resources, and participation in meetings • Established schedule for TrueCare's mobile unit services • Number of students who have received a visual exam and prescription glasses

Extended learning time and opportunity	• Ensure students have access to year-long enrichment activities that support academics and social emotional well-being (i.e., Ballet Folklorico, Girls on the Run, STEM programs, Music, Art,) • Strengthen partnerships with Boys & Girls Club, CSUSM, Palomar College, Tierra Caliente Academy, and the Nordson Corporation • Establish cadence of meetings with after school providers to review program outcomes	• Menu of services developed • Attendance to meetings and enrichment opportunities • Pre/post data collected to determine effectiveness of service(s) • Increased alignment of expanded learning offerings with core instruction • Student Showcases of Learning
Active family and community engagement	• Strengthen partnerships with CSUSM, Palomar College, Universidad Popular, and the Movement Church • Coordination of parent workshops offered through the Mano a Mano Foundation • Community partners included in SME Family Nights • Create a menu of parent classes (i.e., parenting classes, English classes, newcomer groups, etc.)	• Menu of services developed • Attendance records at workshops and classes • Evaluation and feedback of all parent workshops

Priority 7: Professional Learning

Professional development opportunities are provided across the school setting for all members of the staff. The whole-child approach includes academic focus, social-emotional well-being and support for overall development of student potential, along with enrichment opportunities during the school day and after school hours. Teacher and staff professional learning is geared toward supporting the education of all students in the community school. The areas identified as academic and educational priorities will all be enhanced with professional development as needed. School leadership will leverage resources for professional learning needed to support the needs of teachers and staff.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Certificated and Classified Professional Development	• Community-based learning (CBL) training • District and Site Equity training (ongoing) • Next Generation Science Standards (NGSS) Training • Project GLAD training, coaching and support • Orton-Gillingham training • Ongoing Math training, coaching and support • Partners provide professional learning in their specific area of expertise • Trauma-informed care approaches • Social Emotional Learning (SEL) • Equity-centered practices • Restorative Justice training	• Community projects, reflection and feedback • Attendance at professional learning opportunities • Incorporating Social Justice Standards with Benchmark reading as a supplement • Results of internal and external academic assessments (iReady,Reading Records, Math Fluency Assessments, CAASPP, ELPAC) • Incorporating and embedding SEL into the classroom and school environments

Priority 8: Centering Community-Based Curriculum and Pedagogy

Best practices for centering community-based curriculum and pedagogy include having 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 Goals and Measures of Progress:

Goals	Action Steps	Outcome/Indicators
Develop plan to ensure ongoing professional development for teachers and staff in the domain of CBL	• Meet with site leadership for planning	• Plan developed with dates scheduled
Community Integration	• Offer listening circles with community members • Invite community members to lead a class or be mentors • Coordinate field trip to local business	• Participation in listening circles • Find mentors that are representative of our student population • Plan and schedule field trip dates
Experiential Learning Through Service Learning	• Work with community partners to identify and offer service learning opportunities for students • Grade level appropriate activity project that will connect student to their community • Strengthen community pride through service projects	• Project completion • Reflection by students, staff, and community partners • Students reflections will include: ○ Why is the project needed? ○ What have they learned? ○ How have they changed?
Ongoing instruction in Social Justice Standards (SJS)	• Teachers will incorporate SJS into their classroom routines by using picture books to cover the domains of identity, diversity, justice and action.	• Reduction of behavior referrals and suspensions • Social justice student projects rooted in the 4 domains

Priority 9: Progress Monitoring and Collective Problem-Solving

San Marcos Unified School District and San Marcos Elementary, along with its partners, will develop an evaluation plan for our community schools initiative. This plan will be rooted in data collection from surveys or in-person interviews, along with student academic assessment results. The evaluation process will allow for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessments will develop metrics to gauge success and guide our work. Improvement science strategies, such as Plan-Do-Study-Act cycles, will be used for continuous improvement of the system. SME will develop 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 Goals and Measures of Progress:

Goals	Action Steps	Outcome/Indicators
Ongoing analysis of academic achievement data	• Teachers meet weekly to analyze student academic progress and make plans for intervention and enrichment • Teachers meet as needed with site administration and school counselor to discuss students at-risk for social-emotional/mental health support	• Chronic Absenteeism rate declines • Increased achievement in internal and external academic assessments (iReady Reading, i-Ready Math, CAASPP, ELPAC)
Sub-Committee and Community School Council Meetings	• Monthly meetings with committees to discuss effectiveness of community schools priorities and problem-solve any challenges	• Attendance at monthly meetings • Seamless delivery and coordination of services • Positive trends reflected in survey data
Community School presentations	• Attend SMUSD Board Meetings and City of San Marcos City Council meetings to feature the work of the community school • SME staff, families and students deliver presentations at meetings	• Attendance of SME community at SMUSD Board meetings • Attendance of SME community at City of San Marcos Council meetings • Calendar of completed presentations
Tours	• Provide tours to our community school to city government officials, potential partners, and other districts/schools interested in becoming a community school	• Calendar of completed tours

This plan was developed based on the template provided by California Department of Education and State Transformational Assistance Center, February, 2023.