

# Esparto High School CCSPP Implementation Plan

## School Site Contact Information

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## Priority 1: Needs and Assets Assessment: Collective Priorities

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

The Esparto USD LCAP has maintained a focus on meeting the needs of our students through three main goals and a variety of action steps that have been revised annually based on community input from the LCAP Task Force, local data, as well as data from state systems.

Goal 1 - establish conditions of learning to maintain facilities, train staff, implement standards, and offer broad course access

Goal 2 - raise student achievement across the curriculum

Goal 3- actively engage parents and students to promote school attendance, positive climate, and involvement in the school community

The Community Schools Framework and resources from the Planning Grant has supported our work to advance our LCAP goals through an in-depth Needs and Asset Assessment. We utilized key staff including our Director of Community Schools to facilitate the process of conducting a needs and asset assessment. For the Esparto Elementary School, we began the process with a series of linguistically appropriate surveys in eight key areas.

1. Collaborative Leadership and Practice
2. Family and Community Engagement
3. Expanded Learning Opportunity Program
4. Wellness and Integrated Support
5. Special Populations Support
6. Wellness and Integrated Support
7. Restorative Practices/Positive Behavior Intervention and Support
8. Climate Risk, Preparedness, and Awareness

Our qualitative research method included surveys completed by many of our educational partners including parents, students, staff, site administration, school attendance team, parent leaders, student leaders, community schools team, community-based organizations, site leadership teams, English learner coordinator,

mental health clinicians, crisis response team, and school nurse.

The survey data collected was analyzed by the Community Schools Team and an outside organization, Youth Development Network, to identify areas for further discussion within Focus Groups. Through the lens of the four pillars of community schools, we developed essential questions for the focus groups to discuss with the strategy of problem-solving brainstorming. Within the pillar of Integrated Student Support, the focus groups examined well-being and other related services (medical, dental, mental health, etc). They also considered factors that contributed to student attendance. The pillar of Integrated Student Support is connected to our LCAP Goals 1 and 3. The pillar of Family and Community Engagement was appraised through the lens of inclusion and equity. This pillar is closely aligned with our LCAP Goal 3. The third pillar of Collaborative Leadership and Practices for Educators and Administrators are in sync with our LCAP Goal 1 and the focus group explored the element of personal and professional growth experience across all levels. The final pillar of Expanded Learning Time and Opportunities is tightly aligned with our LCAP Goal 2 and was explored through the priority of student outcomes, student leadership opportunities, and it was linked to the discussion about student attendance.

Across our small district, nine focus groups were conducted representing students, parents, staff, administration, and community partners. A final comprehensive report was developed by our partner agency. The report was shared by the Community Schools Team with participants for final review and ultimately used in the development of the site implementation plan.

The asset map element of our assessment is being conducted in partnership with several Yolo County entities. In July 2021, our Yolo County Board of Supervisors and many other local Yolo leaders issued a guest commentary with a call to action to invest in children and youth with American Rescue Plan funds. The op-ed was a catalyst for increased collaboration from all cities and jurisdictions including the rural area of the Esparto Capay Valley. Over 50+ Yolo County leaders gathered for three virtual convenings to discuss ways to invest in communities and build up our public infrastructure to support children, youth, and families in our county.

Our county is in the second phase of the project. Tuesday, February 28, 2023, Yolo County, in conjunction with Esparto Unified School District, hosted a community engagement session that was well attended by a culturally diverse group of community members that represented our unique community. Our collective goal is to effectively coordinate the services, supports, and opportunities that children, youth, and their families need to thrive, as well as the establishment of a shared framework that ensures their healthy development. During the session, participants worked collaboratively to share the assets in our community and provide input on the assets needed. One example was the obvious extreme lack of healthcare in our area. Fortunately, local partners are building the Capay Valley Health and Community Center about  $\frac{1}{4}$  of a mile from our elementary school and we are working together on integrated services. Ultimately, an app will be developed for our county with comprehensive information applied to an interactive map.

The process for our needs and asset assessment has been very well received by our community. With the assistance of the Community Schools Director, we will utilize local data, surveys, and focus groups annually for the continuous improvement of our community schools.

## Priority 2: Shared Understanding

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

Esparto High School must become a community school for several reasons. Esparto High School is off the beaten path. The rural setting is in stark contrast to its urban and suburban counterparts in West Sacramento, Woodland, Winters, and Davis. The distance from major thoroughfares such as Interstate 5 and Interstate 80 has kept the community small and quaint, but that affects what our community has to offer our high school students and they prepare for career and college. While being rural has its benefits, it has contributed to the challenges our students and families face.

### **Assets-Driven and Strength-Based Practice**

Our Community Schools Team has taken a strengths-based approach and sought the collective wisdom of our educational partners in preparing our Community Schools Implementation Plan. Our team has utilized the needs and asset assessment process to derive a plan for the establishment of systems and structures following the multi-tiered systems of a support model for individual and communal wellness. The plan includes support such as social-emotional learning tools like a universal screener, wellness center, and restorative practices support specialists to work with students using trauma-informed practices. Our trauma-sensitive focus on education will foster a school climate where students feel safe and confident in their ability to learn, can differentiate between trauma-induced behavior and appropriate behavior, and positively connect with adults and peers.

### **Racially Just and Restorative School Climates**

When implemented with fidelity, high school PBIS is associated with reductions in office discipline referrals, frequency of tardy behavior, and in- and out-of-school suspensions. High schools also see increases in attendance and improved student perceptions of school climate and safety. These outcomes are particularly important at the high school level because they are conceptually and descriptively related to reducing dropout risk. During the 18-19 school year EHS began the process of creating a PBIS program along with all schools in the district through a Yolo County of Education support initiative. COVID-19 made the launch of the PBIS Program difficult yet our staff saw the critical role a restorative climate was going to play in a post-pandemic reality. At the start of the 2020-2021 school year the staff had decided to modify what had been created the two years prior. In the spring of 2022 EHS rolled out the Spartan Way along with school wide behavior expectations. At the start of the 2022-2023 school year the PBIS Tier 2 initiatives were implemented. Esparto High School has focused on improving their PBIS implementation with the focus on the Spartan Way and they have been recruited to participate in the California-Integrated Supports Project through Placer County Office of Education. As participants the Esparto High School staff would receive high-quality, professional learning for educators in SEL; trauma-informed practices; and culturally relevant, affirming, and sustaining practices in a manner that aligns with local CA MTSS. In addition to focusing on foundational systems, teams integrate practices for supporting academic performance alongside both positive behavior, and improved attendance. The transition from middle to high school is a difficult one for many students. Success during freshman year is critical. Our PBIS team is proactively intensifying support for freshmen. This is done through our Spartan Success class that almost all freshmen take and Link Crew club that strives to support our freshmen and other students who need support.

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

Our Community Schools Team has sought out the research of Dr. Joyce Epstein in her book *School, Family, and Community Partnerships* so that we can learn from the six types of involvement to improve school climate and student success.

- Parenting
- Communicating
- Volunteering
- Learning at Home
- Decision Making
- Collaborating with the Community

### **Parenting**

Community Schools staff have begun facilitating a series of parent education sessions to inform parents and families in areas of needed support. Parents, students, staff, and community partners share their requests for Parent Academy through interest surveys and program evaluations. Community Schools staff analyze the input and connect with community resources to provide a quality parent and family engagement program. This is an ongoing process that will continue annually to provide an educational parent and family engagement program. All sessions are conducted in Spanish and English with childcare and dinner provided to minimize barriers to participation. The sessions for 2022-2023 include

1. Parent Digital Tools Guidance
2. Student Digital Learning Guidance
3. Free Application for Federal Student Aid
4. California Kids Investment and Development Savings Program (CalKIDS)
5. Strategies for Coping with Stress, Anxiety, and Depression
6. Supporting Parents with PBIS at Home

### **Communicating**

Our Parent Liaison/Secretary facilitates multi-lingual parent-school communication, and community agency referrals encourage parent and family involvement in the school, foster trust between parents and the educational community, and foster higher academic achievement through collaboration with the school personnel.

Additionally, our Instructional Leadership Team (ILC) of Teachers on Special Assignment is working with the Community Schools Team to provide professional development to staff on parent-school communication. Through our Focus Groups, we learned that parents wanted to have greater access to staff to ask questions and seek support. The ILC and Community Schools Team used this input along with our LCAP Goal 3 to establish a plan and SMART goal to train staff on our district communication app, Parent Square, and to improve parent-school communication.

### **Decision Making**

Shared leadership will be the commitment that sees our community school through to fruition. We are focused on utilizing six types of parent involvement to improve school climate and student success. We have begun with our needs and asset assessment which included survey input and focus groups. Information is shared with our Community Schools Team quarterly and prioritizes transparency and shared accountability. While there is early participation, we recognize the need for

further development. One of our primary commitments is authentic and dynamic shared leadership. We are utilizing the parent and community engagement framework to remove barriers to all aspects of school governance to have genuine engagement in decision-making for our community school services, climate, and curriculum.

### **Collaborating with the Community**

Esparto High School Community School approaches community collaboration as an opportunity to form mentorship of students, staff, and programs. Additionally, Esparto High School students can be a part of a symbiotic relationship with many of our community partners. One area we have established community partners is our Career Technical Education programs. Community members contribute to pathway advisory boards and partner with educational endeavors such as California Department of Food and Agriculture grants.

The socio-economic status and remote location of our students prevent most students in our community from accessing private college counseling services and private courses for college entrance essay writing. Esparto Community Schools is providing access to knowledge about career and college opportunities for our high school as an essential strategy for removing barriers to college and career. Our partners include California Mini-Corps, Early Academic Outreach Program, and local business to expand our college and career readiness aspects of our integrated supports and expanded learning program. One special event held at our community schools is the Esparto High School Career Day held on campus with support from local businesses. Our staff invite guest speakers from industries in all thirteen pathways and students select areas they would like to learn more about. Our community school is working with community partners to facilitate opportunities of internships for students. Our Biotechnology Pathway partners with UC Davis through their CTE advisory. They also have Bayer and Full Belly Farms as local organizations who partner with the Biotechnology. Our Agricultural pathways CTSO (Career Technical Student Organization) is FFA. As a national organization FFA provides SAE (Supervised Agricultural Experience) opportunities that can turn entrepreneurial experiences, scholarships, and internships. Our Digital Media pathway partners with a local business Embroidery House to support opportunities for students and provide access to industry trends, access, and resources. Our Culinary program provides opportunities through our Food Trailer that was purchased two years ago. In the year it has been in our possession students have worked at the Spartan Food Trailer at community events, festivals, and local community businesses.

## Priority 3: Collaborative Leadership

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

### Site Level Goals and Measures of Progress

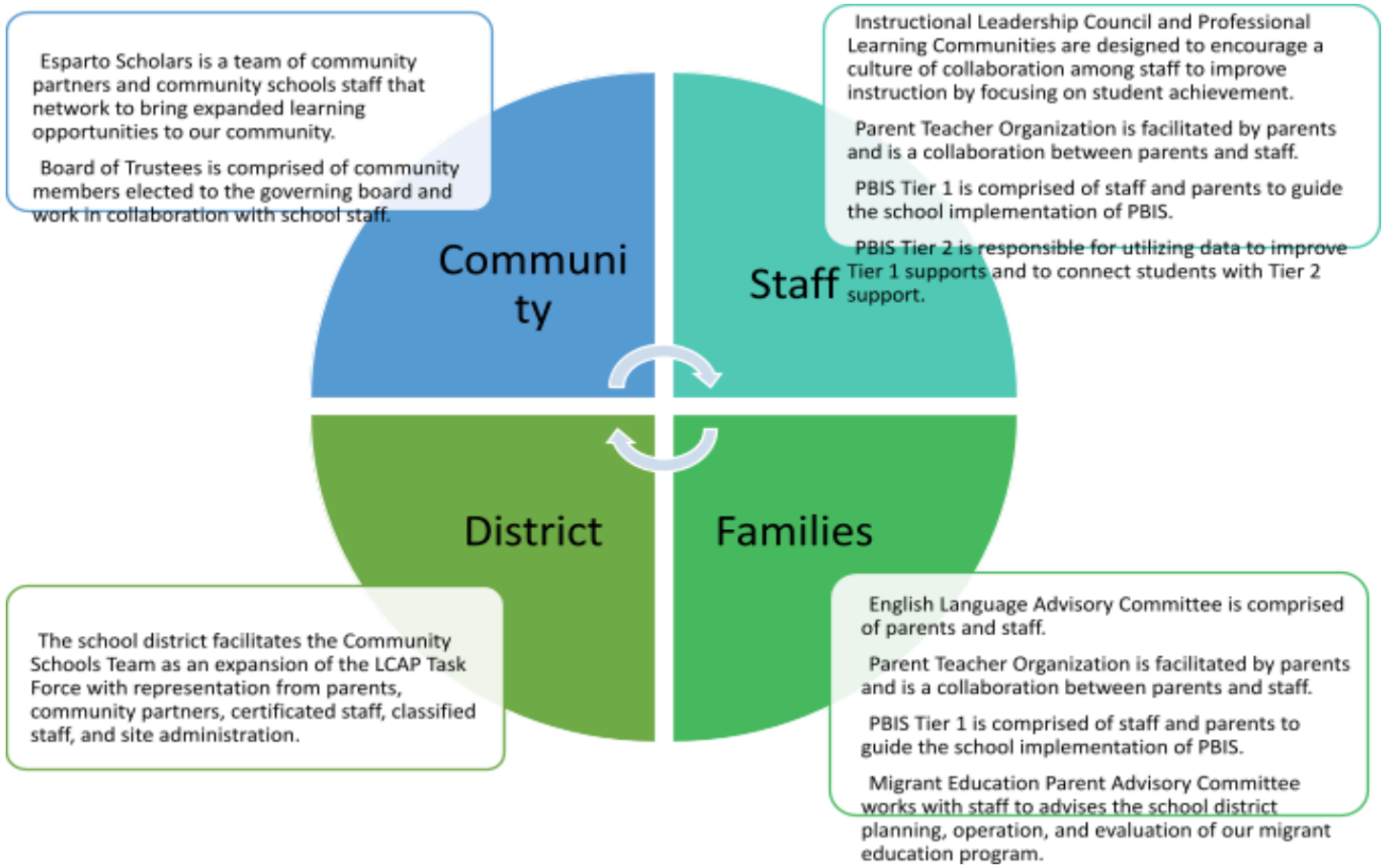
Goals	Action Steps	Outcome/Indicators
<p>Through shared leadership structures, our site will build a culture of excellence that supports an engaging learning environment that nurtures the well-being of students and staff.</p>	<ol style="list-style-type: none"> <li>1. Site Instructional Leadership Council is comprised of representation from each professional learning community team</li> <li>2. Expand professional learning communities within the site to allow for shared decision-making and allow for democratic participation</li> <li>3. Expand opportunities to include students in the decision-making process through the development of a student group that meets regularly and allows for democratic participation</li> </ol>	<p>Outcomes/Indicators</p> <ol style="list-style-type: none"> <li>1. Roster of PLC Teams</li> <li>2. Agenda and Minutes for ILC/PLC Teams</li> <li>3. Team cohesion</li> <li>4. The connection between individuals and the collective work of the community school</li> <li>5. Improved student well-being</li> <li>6. A clear strategy for the improvement process</li> <li>7. Empowering students to take initiative in the development of our community school</li> </ol>

<p>Transform the site leadership committee into the site-level steering committee for the Community School</p>	<ol style="list-style-type: none"> <li>1. The Community Schools Steering Committee is composed of classified staff, certificated staff, administration, parents, and parent representation from the English Language Advisory Committee.</li> <li>2. Participate in exploration activities such as focus groups for needs and assets mapping</li> <li>3. Prioritize the growth and quality of the community schools</li> <li>4. Provides critical guidance for community schools</li> <li>5. Engage with the district Community Schools Team</li> </ol>	<p>Outcomes/Indicators</p> <ol style="list-style-type: none"> <li>1. Collaborative and transparent decision-making process</li> <li>2. Increases and relations of trust and partnership</li> <li>3. Relate to the needs of all partners</li> <li>4. The roster of participants</li> <li>5. Agenda and Minutes</li> </ol>
<p>Coach staff on parent engagement techniques and provide resources through regularly scheduled meetings.</p>	<ol style="list-style-type: none"> <li>1. Book club: School, Family, and Community Partnerships by Joyce Epstein</li> <li>2. Present at staff meetings</li> <li>3. Provide follow-up individual training</li> </ol>	<p>Outcomes/Indicators</p> <ol style="list-style-type: none"> <li>1. Increased use of Parent Square</li> <li>2. Download the Parent Square app</li> <li>3. Increase in parent participation as measured in Parent Square</li> </ol>

<p><b>WASC Objective #1</b> Identify and support students' academic success and skill-building through a targeted Professional Learning Plan built around building students' academic skills, positive school culture, and college and career readiness</p>	<ol style="list-style-type: none"> <li>1. Implement District Wide Community Schools Plan</li> <li>2. Identify and implement a viable social emotional curriculum to be used school wide that supports our PBIS program and the mental health of our students.</li> <li>3. Continued site training on the Professional Learning Community model</li> <li>4. Utilize integrated supports for student well-being and success <ol style="list-style-type: none"> <li>a. Mental Health Clinician</li> <li>b. Site Based Thrift Store</li> <li>c. Expanding Dental Services</li> <li>d. Initiating telehealth services</li> </ol> </li> <li>5. Utilize the TOSAs to coach staff in student support for the areas of social emotional learning and academics.</li> </ol>	<p>Outcomes/Indicators</p> <ul style="list-style-type: none"> <li>● supporting student academic and non-academic needs</li> <li>● address students' barriers to learning</li> <li>● Data tracking with STAR Assessments, CAASPP, SWIS, Aeries, California Healthy Kids Survey, and local data sources</li> <li>● Vertical articulation with Esparto Middle School</li> </ul>
<p><b>WASC Objective #2</b> Develop essential standards and benchmark assessments for all courses, and data point development of schoolwide academic skills, tools, and vocabulary that will be created collaboratively through the PLC process schoolwide.</p>	<ol style="list-style-type: none"> <li>1. Use the Professional Learning Community framework to identify Essential Standards</li> <li>2. Continued vertical articulation with middle school.</li> <li>3. Update benchmark assessment calendar</li> <li>4. School Wide identification essential skills for students</li> <li>5. Utilize the TOSAs to coach staff in student support for the areas of social emotional learning and academics.</li> </ol>	<p>Outcomes/Indicators</p> <ul style="list-style-type: none"> <li>● Streamlined approach that facilitates uniformed goals within similar content areas</li> <li>● An increase in English learners students being redesignated</li> <li>● An increase in both Math and ELA scores on the state CAASPP assessment</li> <li>● PLC Agenda and Minutes</li> <li>● Vertical Articulation Agenda and Minutes</li> </ul>

<p><b>WASC Objective #3</b>  Define and strengthen multi tiered systems of support for tier 1 universal supports for all students. Improve systems and processes to identify interventions for students in tier 2.</p>	<ol style="list-style-type: none"> <li>1. Pilot high school appropriate social emotional curriculum</li> <li>2. Embed PBIS Spartan Way lessons throughout the course of the year</li> <li>3. Continued training on minor and major referrals to improve data tracking</li> <li>4. Participate in CA-ISP grant to improve practices of equity</li> <li>5. Continue on campus student support groups</li> <li>6. Provide additional education for parents on social emotional learning</li> <li>7. Utilization of an SEL screener to administer to students at the start of the year.</li> <li>8. Transition meetings with middle school students needing intervention and support</li> </ol>	<p>Outcomes/Indicators</p> <ul style="list-style-type: none"> <li>● Schoolwide student understanding of PBIS Spartan Way as assessed by TFI</li> <li>● Teachers using the referral system consistently</li> <li>● Social emotional curriculum being used with all students</li> <li>● SEL screener results</li> <li>● Middle school transition meetings</li> <li>● Parent Academy workshops</li> </ul>
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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 graphics):



# Priority 4: Coherence: Policy and Initiative Alignment

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

## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Positive Behavior Intervention and Supports (PBIS) Implementation Racially for a racially just and restorative school climate</p>	<ol style="list-style-type: none"> <li>1. Teach students appropriate behavior and give them the support to sustain that behavior.</li> <li>2. Maintain PBIS teams for Tier 1 and Tier 2</li> <li>3. Set Goals based on local data in the Tier 2 team.</li> <li>4. Utilize the Plan-Do-Study-Act (PDSA) inquiry cycle to rapidly improve behavior management</li> </ol>	<p>Outcomes/Indicators</p> <ul style="list-style-type: none"> <li>● Behavior Matrix - The Spartan Way</li> <li>● Student Recognition System</li> <li>● Positive School Climate with a focus on strengths and equity</li> <li>● Improved behavior data in SWIS</li> <li>● Criteria for placement in Tier 3 programs</li> <li>● Teachers using the referral system consistently</li> </ul>
<p>The Mental Health Student Services Act (MHSSA) grant funds our partnership with RISE, Inc. to deliver school-based mental health services for our students. These services are an example of our commitment to assets-driven and strength-based practices.</p>	<ol style="list-style-type: none"> <li>1. Memorandum of Understanding for services</li> <li>2. Medical billing for reimbursement</li> <li>3. Participation in regional technical assistance committee (R-TAC) program monitoring meetings</li> <li>4. Community Schools Director participation in R-TAC meetings</li> </ol>	<p>Outcomes/Indicators</p> <ul style="list-style-type: none"> <li>● Improved access to care</li> <li>● Early identification and treatment of mental health issues</li> <li>● Site Mental Health Clinician</li> <li>● Site Mentor for social skills groups</li> <li>● Utilization of the Strong Kids curriculum for social skills groups</li> <li>● Reduced absenteeism</li> </ul>

<p>Utilize Instructional Leadership Council (ILC) and Professional Learning Communities to encourage a culture of collaboration among teachers to improve instruction through focusing on student achievement and learning and coordinating the improvement of instruction in the school based on data.</p>	<ol style="list-style-type: none"> <li>1. Prioritize what is most important and align their actions</li> <li>2. Utilize SMART Goals and Action Steps</li> <li>3. Plan-Do-Study-Act (PDSA) inquiry cycle based on improvement science</li> <li>4. ILC with teams from each school site will meet quarterly to study improvement science and share After Action Review Reports</li> <li>5. PLC teams meet monthly</li> </ol>	<p>Outcomes/Indicators</p> <ul style="list-style-type: none"> <li>● Create a supportive learning environment for students, teachers, and leaders.</li> <li>● Focus on content</li> <li>● Support for collaboration</li> <li>● Feedback and reflection</li> <li>● Coaching and support</li> <li>● SMART Goals</li> <li>● After Action Review Report</li> <li>● Student Achievement Data <ul style="list-style-type: none"> <li>○ SWIS - Wellness</li> <li>○ STAR - Academics</li> </ul> </li> </ul>
<p>Esparto High School Career Technical Education (CTE) provides students with career skills, academic skills, and soft skills that are needed for the modern workplace. Our community school prioritizes experiential learning that deepens the connection to and engagement with the community.</p>	<ol style="list-style-type: none"> <li>1. Ensure special population students' access to CTE programs.</li> <li>2. Increase the participation of industry partners in evaluating programs.</li> <li>3. Expand CTE Partnerships with local colleges and universities</li> <li>4. Provide CTE professional development for teachers, counselors, and administrators.</li> <li>5. Promote CTE pathways to incoming students</li> <li>6. Involve career &amp; technical student organizations</li> <li>7. Maximize use of the Get Focused Stay Focused program</li> </ol>	<p>Outcomes/Indicators</p> <ul style="list-style-type: none"> <li>● Career Technical Education Plan</li> <li>● Student SkillsProfiler</li> <li>● Freshman Spartan Success</li> <li>● Career-Ready Certificates</li> <li>● Individual Career Guidance meetings</li> <li>● CTEIG Rubric and Evaluation</li> <li>● Student representatives from each CTSO engage in CTE Advisory meetings and industry partner meetings</li> </ul>

**LCAP Goal 1** Establish conditions of learning to maintain facilities, retain staff, implement standards, and offer broad course access.

### **Action Steps**

1. Make improvements to facilities as they are identified. These improvements will focus on areas of high priority determined by site and district feedback from all educational partners.
2. Necessary instructional materials associated with Common Core State Standards and English Language Development Standards will be purchased to support all students
3. Provide student access to computer technology to support all students
4. Increase access to courses meeting A-G requirements through master scheduling and increase percentage of pupils meeting A-G requirements to support all students
5. Increase completion of CTE capstone courses to support all students
6. Increase percentage of pupils meeting UC/CSU eligibility and career readiness to support all students
7. Conduct UC/CSU review meetings with students in November and March annually to track progress, identify needed courses, and prepare for any remediation courses.
8. Staff development to support teacher professional growth at the high school level, focusing on Career-Technical Education and Advanced Placement to support all students
9. Support for school-home communication. Ensure translation services and home-language services are offered by administrative support staff at all district locations.
10. Provide courses for ELD instruction. Substantially increase targeted academic support for all students in English, math, and ELD.

### **Connection to Community Schools**

The present LCAP was written in 2019 and is in the final year of the plan. The LCAP Task Force is in the process of evaluating the current LCAP to plan and prepare for the new plan in 2023-2024. It will be an opportune time to intentionally embed our community school pillars within the plan. The LCAP Task Force and the Community School Team will work together with students, parents, staff, and community partners to inform the LCAP process and share in decision-making. The current LCAP action steps do begin to address aspects of the four community school pillars. There is an emphasis on shared decision making for the LCAP process and support for parent engagement with funding allocated for support of school to home communication that is linguistically responsive. Additionally, there are integrated student supports for technology and academics highlighted in the action steps. All of our students have one to one chromebook and headphone access. We also provide internet hotspots to students for home use. Our integrated student supports have demonstrated our shifted focus to the whole-child wellbeing as a primary step in increasing student academic outcomes.

### **LCAP/SPSA Goal 2**

Raise student achievement across the curriculum

### **Action Steps**

1. The District English Language Coordinator position will provide targeted English learner support through consultation, modeling, and training
2. Professional development to support quality instruction aligned with Common Core State Standards resulting in increased pupil proficiency on the California Assessment of Student Performance and Progress
3. Provide professional development time for teachers to create and refine district benchmarks aligned to the CCSS and CAASPP to develop CCSS-aligned lesson plans, review student achievement, and conduct teacher collaborative work
4. Continue student access Esparto High School to inquiry-based lessons and laboratories in science, visual and performing arts, technology, and social studies. Instructional units will involve writing for informational purposes, analysis of primary sources documents, and the scientific process
5. Increase student access to career workshops and career field experiences to support all students.

6. Improve vertical articulation and Career-Technical Articulation based on development of a district vertical teaming plan.
7. Instructional supervision and professional development specifically directed towards special education programs to improve universal access to content standards and grade level instruction.
8. Monitoring of students' academic achievement and provision of academic counseling support using data analysis focused on student achievement.
9. Establish monthly Response to Intervention Student Study Team meetings to identify students, discuss referrals, establish programs of support and track student progress.

### **Connection to Community Schools**

The LCAP Goal to raise student achievement will be advanced by our work as a community school. The community school pillar of expanded learning opportunities is evident in our career workshops and career field experiences. Students have opportunities beyond the school day and the school year to advance their career technical education. At times the expanded learning coincides with civic participation in our community. Recently our students in CTE Culinary Arts participated in the annual community fund raiser, A Taste of Capay, by preparing food and working as wait staff. The funds raised from the event supported our local fire department.

Esparto staff participate in shared decision-making in a number of ways including vertical articulation. Cross site departments facilitate twice annually vertical articulation meetings to determine goals, actions steps, and review progress. While administration is a part of the process it is primarily teacher driven and a collaboration across district campuses.

Additionally, we aim to improve student outcomes by addressing students' academic, cognitive, physical, mental, and social-emotional needs. Currently, the Response to Intervention Student Study Team is a collaborative team composed of teachers, nurse, mental health clinician, principal, parent, and student. The team conducts monthly appointments to support students with Tier 2 or 3 needs. Our community school meets the needs of our students by building a positive school climate and trusting relationships, along with rich learning opportunities that prepare all students to succeed in college, career, and life. We are using the STAR assessment suite to monitor academic progress, our student information system to monitor attendance, California Healthy Kids Survey as well as other local data sources to monitor climate.

### **LCAP/SPSA Goal 3**

Actively engage parents and students to promote school attendance, a positive climate, and involvement in the school community.

### **Action Steps**

1. Continue parent participation in Student-Led Conferences and continued parent education to support all students
2. Ensure support for parents to become cleared to serve as volunteers to support all students by defraying costs associated with serving as a parent volunteer (tuberculosis exams, fingerprinting, and first-aid training)
3. Provide home to school transportation to facilitate improved daily attendance and increase student engagement
4. Improve student wellness services through community partnerships, increase Tier 2 counseling services for qualifying students with special needs provided by a school counselor,
5. Provide nursing services to facilitate increased wellness, nutrition, and crisis support services
6. Provide Restorative Justice staff development
7. Provide Behavior Specialist to provide additional support to our general and special ed students
8. Increase support for athletics and athletics transportation at the high school level to support all students
9. Increased awareness regarding anti-bullying strategies

10. Support for school-home communication by providing translation services for announcements, letters, and phone calls

### **Connection to Community Schools**

Parent and student engagement is a prominent pillar of our community school's plan and work. Through our study of Dr. Joyce Epstein's work and her book *School, Family, and Community Partnerships* we are learning about the six types of parental involvement to improve school climate and student success. The action steps for our LCAP and Esparto High Schools Self-Study Report Objective #3 demonstrate the commitment to parent and community engagement and the community school's areas of strength. Esparto High School is strongest with communicating, volunteering, collaborating with the community, and parent education. Through our community schools work we are expanding to strengthen learning at home and shared decision-making. Other aspects of our action steps speak to our work in integrated student services for transportation, wellness services, behavior specialist, and nurse services to reduce and eliminate barriers for our students. Our restorative justice staff development emphasizes accountability, making amends, and facilitating dialogue between affected parties. Through our multi tiered system of supports we are working to proactively build community, strengthen relationships, and create safe learning environments for students. Our community schools teams support the social emotional program at EHS by providing resources and curriculum to promote student individual character and emotional development.

# Priority 5: Staffing and Sustainability

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

## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Sustainability of key staff by leveraging resources	<ol style="list-style-type: none"> <li>1. Gradually include an increase in LCAP funding for Community Schools</li> <li>2. Utilize funding sources including ELOP, ASES, MHSSA, In-Kind support of Community Partners, etc.</li> <li>3. Pursue local, state, and federal grant opportunities</li> </ol>	<p>Outcome/Indicators</p> <ul style="list-style-type: none"> <li>● Develop a plan for establishing, growing, and maintaining community school</li> <li>● Work with Community Schools Team</li> <li>● Stability in staffing</li> <li>● Community School is well supported</li> <li>● LCAP</li> </ul>
Hire bilingual staff as the Restorative Practices Support Specialist	<ol style="list-style-type: none"> <li>1. Work with students in the general education classroom to help maintain students in the general education classroom with Social Emotional Learning supports and trauma-informed practices</li> <li>2. Facilitate student leadership opportunities during unstructured time to support a healthy school climate</li> <li>3. Provide resources and supports to families of students struggling socially, emotionally, and academically</li> <li>4. Operate student wellness center</li> </ol>	<p>Outcome/Indicators</p> <ul style="list-style-type: none"> <li>● Increased school involvement</li> <li>● SEL interventions that address the five core competencies increase students' academic performance</li> <li>● Increased ability to manage stress and depression, and better attitudes about themselves, others, and school</li> <li>● Improved interpersonal relationships</li> <li>● Increased ability to work as a team</li> <li>● Increase student physical activity</li> <li>● Monitor well-being indicators in SWIS and Aeries</li> </ul>

## Key Staff/Personnel

<p>Sherrie Vann Director of Educational Community Schools</p>	<p>The Director of Community School is a full-time position designed to lead the planning and development of a community school program for each site in the Esparto Unified School District. The Director of Community School will ensure the establishment of community schools that will bring together and align essential resources to support students and their families in a safe, healthy, and culturally relevant environment, advancing dynamic, community partnerships aligned with the Local Control and Accountability Plan (LCAP) goals.</p>
<p>Juan Juarez Coordinator of Educational Community Schools</p>	<p>The Community School Coordinator's role is to partner with the principal, teachers, school staff, parents, community members, and students to design and implement programs and services at the school that meets the needs of students, their families and the community</p>
<p>Marlen Cervantes Parent Liaison and Community Schools Secretary</p>	<p>The Parent Liaison/Secretary is here to facilitate parent-school communication, facilitate community agency referrals, encourage parent and family involvement in the school, foster trust between parents and the educational community, and foster higher academic achievement through collaboration with school personnel. This position provides secretarial support to the Director of Community Schools and Community School Coordinator.</p>

## Sustainability

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

<p>Local Control Accountability Plan (LCAP)</p>	<p>Gradually include an increase in LCAP funding for Community Schools</p>
<p>Expanded Learning Opportunities Program (ELOP)</p>	<p>Funding for the Expanded Learning Opportunities pillar of Community Schools</p>
<p>After School Education and Safety (ASES)</p>	<p>Funding for the Expanded Learning Opportunities pillar of Community Schools</p>
<p>Learning Recovery Block Grant</p>	<p>Funding for the Expanded Learning Opportunities pillar of Community Schools</p>
<p>Community Partnerships (in-kind)</p>	<p>Example: Communicare Dental Services</p>
<p>State and Federal Grant Opportunities</p>	<p>To be determined</p>
<p>Yocha DeHe Wintun Nation</p>	<p>Community Fund</p>

While earning the Community Schools Implementation grant would be an asset in our early years as a community school we recognize the need for ongoing funding beyond the limitations of the grant calendar. We are leveraging a number of funding sources to establish sustainability for our community schools including Local Control Accountability Plan (LCAP), Expanded Learning Opportunities Program (ELOP), After School Education and Safety (ASES), Learning Recovery Block Grant, in-kind support from community partnerships, state and federal grant opportunities, and fiscal support from the Yocha DeHe Wintun Nation. Annually we plan to increase Local Control Accountability Plan funding to maintain resources for program initiatives. We will work to assure we are aligned with the Community School Growth Chart when it is released by the California Department of Education.

## **Priority 6: Strategic Community Partnerships**

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

## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Develop community partnerships that provide an integrated focus on academics, health and social services, youth and community development, and community engagement.</p>	<ol style="list-style-type: none"> <li>1. Formalize services with Memorandums of Understanding with community partners</li> <li>2. Seek out partnerships to further the goals of the Community Schools Team and fill gaps based on input from the needs assessment</li> <li>3. Evaluate partnerships for growth opportunities</li> <li>4. Participate in the Esparto Agency Collaborative</li> </ol>	<p>Outcomes/Indicators</p> <ul style="list-style-type: none"> <li>● Broaden student experiences</li> <li>● Build awareness of the community school within the community</li> <li>● Shared responsibility</li> <li>● Reduce and eliminate barriers to services</li> <li>● Improved student outcomes</li> <li>● Improved student attendance</li> <li>● Improved school climate and culture</li> <li>● Memorandums of Understanding with community partners.</li> </ul>
<p>Partner with Yolo County Board of supervisors and the Yolo County Office of Education to effectively coordinate an interactive asset map of the services, supports, and opportunities that children, youth, and their families need to thrive in our area.</p>	<ol style="list-style-type: none"> <li>1. Outline the existing assets in the community</li> <li>2. Create a map for each of the five Yolo County Supervisorial districts to allow viewers to understand the type and location of current assets</li> <li>3. Categorize assets into six domains</li> <li>4. Host a community engagement session from 5:30-7:30 pm on February 28, 2023,</li> <li>5. Create a basis for the community online tool</li> <li>6. YCOE will conduct a needs assessment to identify areas in which the community should invest to help support children, youth, and families.</li> <li>7. EUSD will utilize the asset map and our cycle of community focus groups to identify gaps</li> </ol>	<p>Outcomes/Indicators</p> <ul style="list-style-type: none"> <li>● Reduce economic and educational disparities</li> <li>● Building resiliency for vulnerable children and their families</li> <li>● Leverage partnerships for the betterment of our community</li> <li>● Inform the long-term, collaborative efforts of organizations and agencies across our community</li> <li>● Asset map and interactive tool</li> </ul>

### **Rural Innovation in Social Economics**

RISE, Inc. is a local non-profit agency with a vision to build healthy strength based communities, where everyone's talents and gifts are shared. RISE's vision is to foster communities where all individuals feel connected and valued. The Esparto Unified School District works with RISE, Inc staff and our programs are tightly woven together.

- Esparto Unified had an MOU with RISE, Inc. to provide three mental health clinicians to the district.
- SunRise Preschool started in 2017-18. The SunRISE Preschool provides a service to families who do not qualify for free or subsidized programs but cannot afford the average cost of \$1,200 for a full-day preschool/childcare. The program is operated on an Esparto Unified School District campus in addition to our State Preschool program.
- RISE, Inc. operates our after-school program with the ASES grant and in partnership with our community school to provide a whole-child approach with an integrated focus on academics, social-emotional learning, and enrichment.

### **Yocha DeHe Wintun Nation**

Guided by traditional values of giving and sharing, Yocha Dehe Wintun Nation is dedicated to building healthy communities through engaged philanthropy and strategic alliances. Emphasizing partnerships to drive sustainable outcomes, the Tribe operates two programs, each with distinct priorities and goals. The Community Fund provides philanthropic support to community organizations throughout the region, state, and nation, with a significant focus on programs within Yolo County. Doyuti T'uhkama invests in projects and initiatives that positively impact the community, under their inherent cultural, environmental, economic, or social value. The Tribe has been a long-standing partner with Esparto Unified Schools district. EUSD awarded its Doyuti T'uhkama partnership in 2016. They provided \$2.6 million to fund critical maintenance and infrastructure improvements for the Esparto Unified School District. Over the years EUSD and Yocha DeHe Wintun Nation have partnered on essential community projects including the Esparto Regional Library and the Tuli Mem Aquatic Park.

### **Concilio of Yolo County**

El Concilio is a non-profit, community-focused organization that seeks to help Latinx residents support their families, contribute to society and appreciate their cultural significance in the community. El Concilio strives to assist members of our community with the attainment of resources and basic needs in order to strengthen individuals and families. Their vision is a thriving Latinx Community, equipped to preserve distinct cultural identities within the broader community. El Concilio supports the students of Esparto High School by awarding multiple scholarships and helping Latinx students access college.

### **Esparto Lions Club**

Lions serve and it has been since they first began in 1917. The Esparto chapter is a place where individuals join together to give their valuable time and effort to improving the community. Esparto Lions Club serves Madison, Esparto, Capay, Brooks, Guinda and Rumsey. The Lions host a Student Speakers Contest, the purpose of which is to provide an opportunity for competitive public speaking on a topic of vital interest to the community. Our local chapter hosts an event for Esparto High Schools students and the participants have the opportunity to earn thousands of dollars in scholarships.

### **Esparto Agency Collaborative**

The Esparto Agency Collaborative was established over twenty ago. The Collaborative meets on the third Friday of every month. The goal of this Collaborative is to bring various agencies and County resources out to our rural community. RISE Inc. hosts the meetings and keeps all of the participants up to date on various services and resources available to our community. There are over 20 individuals representing 12-15 different agencies across Yolo County as part of our Esparto Community Collaborative. Agencies include; Winters Health Foundation, Communicare, Esparto Family Practice, Empower Yolo, Yolo County Children's Alliance, Yolo County Office of Education, Planned Parenthood, Yolo Housing Authority, Capay Valley Vision, Yolo

County Library, First 5 Yolo, RISE Inc., etc. The Collaborative is open to other organizations serving our rural community.

### **CommuniCare**

CommuniCare's oral health outreach program, Smile Savers provides essential dental services to children enrolled at Esparto Elementary School. Services include dental screenings and exams; fluoride treatments and dental sealants to prevent cavities; referrals to specialists, and education for both children and parents. Smile Savers services are free and provided in collaboration with Esparto Unified School District. We are excited to be currently collaborating to expand dental services to the Esparto High School.

### **Early Academic Outreach Program**

The Early Academic Outreach Program (EAOP) was established in 1976 by the University of California (UC) to increase the number of students from underserved schools and communities who have the opportunity to achieve a college education. EAOP offers our students academic, practical financial guidance and tools. They provide whole-school services and workshops to Esparto High School. We also collaborate to provide a weekend workshop for parents and students to inform them about college preparation and affordability they may not have known otherwise.

### **California Mini-Corps**

The California Mini-Corps Program (CMC) is a statewide program designed to provide direct instructional services for migrant students through a cadre of trained college tutors. The California Mini-Corps Program is patterned after the Peace Corps Program. The approach engages a corps of college students with rural migrant backgrounds and recruits them to work as teacher assistants in migrant impacted schools. The Mini-Corps students became role models which raised the aspirations of migrant students. The CMC program encompasses two major goals. They provide direct instructional tutorial services to increase migrant student academic achievement through a framework of trained college tutors and they develop a cadre of future bilingual-bicultural, credentialed teachers that will be better equipped to work with migrant students. Our partnership is symbiotic as our students benefit from the support services and we work with our alumni to expose them to job opportunities as the next generation of CMC tutors and mentors.

### **WYORCA**

Tuli Mem Park opened in May 2019. In 2001, a group of community volunteers, formally known as the Western Yolo Recreation Center Association (WYORCA), envisioned building a public swimming pool and recreational facility to serve the communities of the Capay Valley. The project gained footing in March 2012 with a \$2.9 million grant from the California Department of Parks and Recreation. In 2015, via Proposition 218 proceedings, the community approved an assessment to help fund and support the park's maintenance and operations. Now, with additional monetary contributions from Yolo County, the Yocha Dehe Wintun Nation, and the Esparto Unified School District, and through the dedication and hard work of residents and volunteers with WYORCA, the park is open to the public. Our Director of Community Schools is a member of the WYORCA board. EUSD Community Schools staff work with WYORCA, Yolo County, YMCA, and the Esparto Service District to maximize the utilization of the Tuli Mem Pool and Park with programs, swim lessons, recreational swimming, etc.

### **YMCA**

Inspiring all people to a healthy life - in spirit, mind, and body is the mission that guides the work of the YMCA of Superior California. The YMCA is dedicated to the positive development of youth, healthy living for people of all ages, and social responsibility in addressing the critical needs of the communities we serve. EUSD and the YMCA work together to hire and train community members to staff the Tuli Mem Pool for positions as lifeguards, swim instructors, pool managers, etc.

### **Empower Yolo**

Empower Yolo's purpose is to provide 24 hour crisis intervention, emergency shelter, confidential counseling, training, legal assistance, and other services for individuals and families affected by domestic violence, sexual

assault, stalking, human trafficking, and child abuse; resource centers for community services to improve the health, social, educational and economic outcomes of Yolo County residents; and community outreach and educational programs about available resources to promote health, stability, and self-sufficiency for individuals and families. All services are to be provided in a manner that appreciates, enhances, and utilizes the strengths of Empower Yolo's clients and honors their cultural practices and traditions. At Esparto High School Empower Yolo provides counseling support for those students who have experienced family trauma. The main goal is to support the student and family with coping strategies and mechanisms to manage that trauma. They also provide community outreach and educational programs about available resources to promote health, stability, and self-sufficiency for individuals and families.

### **Career Technical Education Partners**

- Durst Organic Farm
- Esparto Chamber of Commerce
- Lucy's Cafe and Farm Stop
- Full Belly Farm
- Yolo Food Bank
- Seka Hills
- Distinctive Decor
- Kimzey Welding Works
- Center for Land Based Learning
- Bayer
- Cache Creek Casino
- Woodland Community College
- UC Davis
- Taber Ranch Winery

### **Catholic Charities**

In recent years the Esparto area has been confronted with natural disasters that included the 2020 LNU Complex Fires and recent flooding. Our partnership with Catholic Charities has a primary focus on disaster preparedness and a secondary focus on our migrant farmworker families. Our partnership is new and we are planning our first event, a resource fair for families returning to the Madison Migrant Center. There will be resource and information sessions for families including re-enrollment in school and after-school programs, immigration council, CalFresh, etc. Our school district is providing the venue, transportation, and hosting sessions.

### **Capay Valley Health**

The new Capay Valley Health and Community Center (CVHCC) will host multiple services in one location for people living in Esparto and throughout the Capay Valley. The new 28,000 sq. ft. building will be a hub for health and social services and will allow the people on the western side of Yolo County to access services in their community. The health center is scheduled to open in the coming year and we will be working together to provide health services on campus including physical and vaccinations.

# Priority 7: Professional Learning

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

## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Professional Development on culturally relative practices of elevating identity, voice, supportive environment, situational appropriateness, and data for equity.</p>	<ol style="list-style-type: none"> <li>1. Participation in the CA-Integrated Supports Project               <ol style="list-style-type: none"> <li>a. 2023 Six modules facilitated by PCOE</li> <li>b. 2024 Two modules facilitated by PCOE and support for PBIS Tier 1 team for four modules</li> <li>c. 2025 Six Modules facilitated by PBIS Tier 1 Team</li> <li>d. 2026 Continue facilitating modules based on site data</li> </ol> </li> <li>2. Community Partner participation in professional development</li> </ol>	<p>Positive school climate has been linked to</p> <ul style="list-style-type: none"> <li>● stronger social-emotional competence</li> <li>● risk prevention</li> <li>● improved development</li> </ul> <p>California Healthy Kids Survey - Improved percentage of students feeling engaged and supported</p> <p>SWIS Data - Reduced discipline referrals for all subgroups</p> <p>Reduced rate of chronic absenteeism</p>
<p>Social Emotional Learning</p>	<ol style="list-style-type: none"> <li>1. Participation in Professional Development on Social Emotional Learning               <ol style="list-style-type: none"> <li>a. administers screener three times per year to identify students in need of support</li> <li>b. Establish and utilize student wellness center</li> <li>c. Community Partner participation in professional development</li> </ol> </li> </ol>	<p>Outcomes:</p> <ul style="list-style-type: none"> <li>● social and emotional skills</li> <li>● positive attitudes about self</li> <li>● school and civic engagement</li> <li>● social behaviors</li> <li>● academic performance</li> <li>● reduce emotional distress</li> </ul> <p>California Healthy Kids Survey - Improved results for school disciplinary environment</p> <p>Social Emotional Learning Screener Data</p>

<p>Rural Math Collaborative (4-years)</p>	<ol style="list-style-type: none"> <li>1. Create a system of support to better use our Instructional Coach to improve math instruction</li> <li>2. Lesson Study professional development to support teachers in thoughtfully implementing change in their classrooms</li> <li>3. Improve student-centered instructional practices</li> </ol>	<p>Outcomes:</p> <ul style="list-style-type: none"> <li>● focus on collaborative planning</li> <li>● focus on 8 mathematical practices</li> <li>● enhance critical thinking</li> </ul> <p>Improved student outcomes on STAR Math assessments (local data) and CAASPP state assessments</p>
<p>Professional Learning Communities</p>	<ol style="list-style-type: none"> <li>1. Participate in the Professional Learning Communities at Work conference</li> <li>2. Department Teams develop collaborative action steps</li> <li>3. Community Schools PLC group</li> <li>4. Participate in district-wide professional growth through the Instructional Leadership Council</li> </ol>	<p>Outcomes:</p> <ul style="list-style-type: none"> <li>● focus on learning</li> <li>● build a collaborative culture</li> <li>● results orientation</li> </ul> <p>Action plans for improved student outcomes</p> <p>After Action Review Reports</p>

<p>Parent Academy Series</p>	<ol style="list-style-type: none"> <li>1. Provide interactive parent enrichment sessions</li> <li>2. Childcare and Dinner provided</li> <li>3. Program             <ol style="list-style-type: none"> <li>a. Parent Digital Tools Guidance</li> <li>b. Student Digital Learning Guidance</li> <li>c. California Kids Investment and Development Savings Program (CalKIDS)</li> <li>d. Strategies for Coping with Stress, Anxiety, and Depression</li> <li>e. Supporting Parents with PBIS at Home</li> </ol> </li> <li>4. Parent and Community input for ongoing program</li> <li>5. Program and session evaluation</li> </ol>	<p>Outcomes:</p> <ol style="list-style-type: none"> <li>1. Parents have information they need to help their child be successful at school as measures by parent responses to our annual LCAP survey</li> <li>2. Utilization of programs such as             <ol style="list-style-type: none"> <li>a. CalKIDS</li> <li>b. Mental Health Services</li> <li>c. PBIS</li> <li>d. Digital Tools for Parents and Students</li> </ol> </li> <li>3. Over time we will see:             <ol style="list-style-type: none"> <li>a. Higher Attendance Rates</li> <li>b. Higher Graduation Rates</li> <li>c. Lower Teacher Turnover</li> <li>d. Lower Rates of Bullying</li> <li>e. Higher Self-Control</li> <li>f. Higher Scores</li> </ol> </li> </ol>
<p>Community Schools Professional Development</p>	<ol style="list-style-type: none"> <li>1. Participate in the State Transformational Assistance Center Professional Development Opportunities             <ol style="list-style-type: none"> <li>a. Learning Collective</li> <li>b. Grantee Community of Practice</li> </ol> </li> <li>2. Community Schools Summit</li> </ol>	<p>Outcomes:</p> <ol style="list-style-type: none"> <li>1. Climate and discipline</li> <li>2. Attendance and chronic absence</li> <li>3. Student and family engagement</li> <li>4. Stability in staffing and enrollment</li> <li>5. Academic growth and deeper learning</li> <li>6. Graduation rates and college/career readiness</li> </ol>

# Priority 8: Centering Community-Based Curriculum and Pedagogy

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

## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Strengthen connection to language, literature, and culture of Latinx students	<ol style="list-style-type: none"> <li>1. Recruit and Retain Diverse Teachers</li> <li>2. Incorporate bilingual books for high school students</li> <li>3. Use multicultural text and novel studies</li> <li>4. Train staff in cultural competency (SEL)</li> </ol>	<p>Outcomes and Indicators:</p> <ol style="list-style-type: none"> <li>1. Provide culturally diverse role models for students</li> <li>2. Parents have the ability to read in their own language and learn English with their children.</li> <li>3. Vocabulary development</li> <li>4. Parents are learning side by side with their students</li> <li>5. Make connections between cultures</li> <li>6. Improved parent engagement</li> </ol>
Enrichment of local history	<ol style="list-style-type: none"> <li>1. Yolo County Office of Education has been working with local California Indian educators, scholars, and community members to identify and develop resources for teaching and learning about the local Wintun homeland.</li> <li>2. Participate in professional learning and share curriculum resources with staff.</li> </ol>	<p>Outcomes and Indicators:</p> <ol style="list-style-type: none"> <li>1. Development of curriculum for our local history</li> <li>2. Students will have a better understanding of their community</li> <li>3. Strengthening of our community connection</li> </ol>

<p>Involve students in civic projects and provide opportunities for student voice</p>	<ol style="list-style-type: none"> <li>1. Funding from Prop 68 is intended to fund projects that plan, develop, and implement climate adaptation and resiliency projects, including those that create or rehabilitate state or local parks, provide flood protection, protect natural resources and water supply, and improve water quality.</li> <li>2. The Esparto community has been awarded two grants for projects at Tuli Mem Aquatic Park and Esparto Park.</li> <li>3. Work with community agencies for students' voices to be a part of the planning for the renovations at Esparto Park.</li> <li>4. Increase student voice and civic opportunities for students</li> <li>5. Students participate in shared governance       <ol style="list-style-type: none"> <li>a. PBIS Team</li> <li>b. Student Council</li> <li>c. School Site Council</li> <li>d. English Language Advisory Committee</li> <li>e. Community Schools Team</li> <li>f. EUSD Board of Trustees</li> </ol> </li> </ol>	<p>Outcomes and Indicators:</p> <ol style="list-style-type: none"> <li>1. Student's voice supports school improvement efforts</li> <li>2. Students are proactive</li> <li>3. Students take initiative to explore new concepts</li> <li>4. Develop student capacity for empathy</li> <li>5. Students learn to relate to and appreciate people with lived experiences different from their own.</li> <li>6. Students gain professional skills       <ol style="list-style-type: none"> <li>a. communication</li> <li>b. research</li> <li>c. presenting ideas</li> <li>d. organizing meetings and events</li> <li>e. collaborating between different groups</li> </ol> </li> </ol>
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# Priority 9: Progress Monitoring and Collective Problem-Solving

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

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

Goals	Action Steps	Outcome/Indicators
Implement our evaluation plan for our community school with a Plan-Do-Study-Act (PDSA) inquiry cycle based on improvement science	<ol style="list-style-type: none"> <li>1. Develop evaluation questions</li> <li>2. Select indicators and data sources</li> <li>3. Engage partners for their role in the evaluation process</li> <li>4. Plan to share what was learned from the evaluation</li> <li>5. Update Community Schools plan as necessary</li> </ol>	Outcomes <ul style="list-style-type: none"> <li>● Learn from our successes</li> <li>● Identify our current challenges</li> <li>● Plan our future efforts</li> <li>● Collaborative leadership and shared responsibility with all community partners and PLC groups</li> </ul>
Gather program evaluation data and report annually	<ol style="list-style-type: none"> <li>1. Demonstrated progress improvements on school measures and goals</li> <li>2. Align with the School Plan for Student Achievement and the Local Control Accountability Plan</li> <li>3. Collaborate with our Regional Technical Assistance Center</li> </ol>	Indicators <ul style="list-style-type: none"> <li>● California Healthy Kids Survey has been board approved to be administered annually as a measure of student well-being</li> <li>● SEL Screener</li> <li>● School Attendance Data on chronic absenteeism and average daily attendance</li> <li>● Local Assessments such as the STAR Assessment Suite</li> <li>● Behavior data from our School-Wide Information System (SWIS)</li> <li>● Participation Rates in our CTE Program</li> <li>● Parent participation rates is school events such as Parent Academies, field trips, advisory groups</li> </ul>

