CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

Instructions

This CCSPP Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 2 implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support California Community School Partnership Program (CCSPP) grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The LEA is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites are encouraged to work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a "whole-child" approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and asset-building school transformation program.

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

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

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

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

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

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

Implementation Growth Chart Overview

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

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

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Grapevine Elementary School

Vista Unified School District

630 Grapevine Road

Vista, CA 92083

(760) 724-8329

Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

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

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Bridging to Existing Community Schools within the District:

During the first year of the community school implementation grant, five schools in Vista Unified piloted best practices for gathering needs and assets from each school site. Schools engaged students, staff, families, and community members in the Community School strategy. The comprehensive needs and assets assessment launch coincided with parent teacher conferences and prior to the launch, diverse teams personalized a common survey for each site. Auxiliary groups actively participated in the creation of the questionnaire. At conferences, teachers passed out flyers with QR codes in both Spanish and English and invited parents to take the survey. Additional staff and administrators invited parents to access the surveys using the school Chromebooks. The next week, teachers sent home paper surveys in both languages with the option for families to indicate that they had already taken the survey or to fill out the paper survey. Although anonymous, teachers were able to check off engagement through these tracking means. Incentives were offered for students to return the engagement papers and for teachers to keep track. Principals were heavily

involved in encouraging and reminding all groups. Within three weeks, all cohort 1 elementary schools reached over 75% engagement with these strategies.

Diverse teams analyzed the surveys by looking for common themes. Community school site leads and administrators brought the themes to all groups including PTA, ELAC, Coffee, volunteers, staff, and leadership. The groups further discussed the themes and added more detail about possible meaning and next steps/solutions.

Counselors infused student focus groups into regular weekly schedules. Site leads continued focus groups with parent and staff groups. Site leads treated 1:1 interactions as empathy interviews and included that information in the overall needs.

The Superintendent's Council on Equity conducted equity focus groups separately for students and families and LCAP student forums all provided information for the needs and assets assessment. All of the themes gathered were synthesized for root causes and brought back to all groups in a continuous cycle of improvement and refinement of the community school improvement plans.

Comprehensive Needs and Assets Assessment for Grapevine:

To ensure systemic collection data occurs input from all educational interest-holders will be solicited. Multiple methods of data gathering will be employed to ensure all voices are heard.

We will use Google Form **Surveys** in both English and Spanish. Teachers will discuss and share the forms with stakeholders in person at parent-teacher conferences. The surveys will be available both digitally and paper based. In addition, our community liaison will hold "office hours" where stakeholders can come in to complete the surveys and use school chromebooks. Engagement will be monitored to reach a minimum 75% response rate. The response rate will be 75% of families so therefore we will track households that complete the survey rather than individual students to account for siblings.

The surveys will be communicated in multiple ways. Besides being shared in person as mentioned before, they will be prominently displayed on our website, posted on social media, sent in our weekly newsletter email, and texted to all parents through the Remind app.

School town-hall meetings will be conducted at Back to School Night and during the school year to further inform the parents/guardians and community and engage them in review of our school data and systems to identify strengths, assets and needs.

Staff surveys will be created aligned to The Key Conditions of Learning and The Core Cornerstone Commitments. Certificated staff and classified members will be given time during their working hours to complete the surveys.

Through **focus groups**, including School Site Council, English Learner Advisory Committee, Parent Teacher Association, Student Leadership Teams, Staff Leadership Teams, staff meetings, and Principal's Coffee Talks, we will dig deeper into the strengths and assets of our families and community partnerships in addition to our school, to ensure that we are drawing upon the collective value of our entire community. We will also dig deeper into the current needs of our families and

students, aligned to the Four Pillars, to broaden our needs analysis from the initial survey.

Our Community Liaisons will conduct **empathy interviews** with individual parents/guardians to delve even more deeply into the lived experiences of families in our school and ensure that our plan is specifically aligned to tapping into their strengths and prioritized needs.

Data Analysis and Goal Setting:

Using a Plan-Do-Study-Act process, our Community Schools Advisory Council will begin by analyzing the data to identify priority topics and uncover root causes. Wildly Important Goals (WIGS) will target these root causes and we will co-create a continuous improvement action plan with lead and lag measures at school, grade level, classroom and student levels. We will also benefit from feedback and support from the district Community Schools Steering Committee, who will analyze the priority topics and root causes across all schools and develop structures to address system-level issues that span multiple school sites through strategic collaboration with community partners on the core priorities that emerge.

Priority 2: Shared Understanding

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

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

Shared Understanding Built Around Core Cornerstone Commitments

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. Indicate how your site's understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

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

Overall Deep Engagement:
In the fall of 2021, the Vista Unified School District Board of Education and the Superintendent, launched a collaborative process with the Vista community to develop a long-term vision for public education in Vista. Interviews, focus groups, surveys, and town halls gathered the deep needs and assets of our community to design our vision for the future. Our vision is the result of the combined opinions, research, and design work of more than 540 community members, including students, family members, business partners, local and regional elected officials, community partners, district staff, and school board members. Our vision is *Every student graduates from Vista Unified as a resilient, agile, learner and creative problem solver who navigates the world with confidence and kindness and eagerly embraces local and global challenges.* Our vision seeks to promote equity, collaboration, trust, kindness, and respect, providing students real-world experiences and strong academic preparation. In this vision of the future, the Vista Unified Community created Learner, Adult, and System Portraits that outline the conditions and expectations for every child and adult to be supported, challenged, and inspired by engaging learning experiences. The **Learner Portrait** envisions the outcomes for students. It describes the community's aspirations for what learners will know, be, and be able to do, in order to thrive in their lives and careers. The **Adult Portrait** articulates the qualities that *all* adults working in the school district - not just classroom teachers - will demonstrate in order to support each student's journey toward realizing the Learner Portrait. The **System Portrait** outlines what the system needs to do to create the conditions that will enable the adults in the system to support every student to successfully attain the Learner Portrait. The intentional engagement of our educational partners in creating our vision established new norms for working with our community and launched our pathway to designing our schools with our community instead of for our community. Our school sites and family and community groups collectively use the vision and portraits to design learning environments that are responsive to lived experiences of each unique school community.

Engagement at Grapevine:
We have engaged stakeholders to identify our top community school priorities. We communicate in weekly family newsletters with information about the prospect of becoming a Community School. A presentation and video for our community to view on what Community Schools are was included in both in English and Spanish to the newsletters. The topic of Community Schools was discussed during "Coffee with the Principal" where parents had the opportunity to ask questions and provide input on our priorities. In addition, information was presented to our Leadership Team and to the entire faculty staff at a meeting to gather the input of our certificated teachers.

Plans are in place for sharing this information to engage students in community school priorities as well as all staff (certificated and classified) and all parent groups.

Through our continued work in PBIS Tier 1, Tier 2, Equity Centered Environments and trauma informed restorative practices, we will continue to co-create a safe school climate that embraces our families and the cultural diversity they exemplify within our community. The initiatives and programs that we will continue to expand are No Place for Hate, family school events as well as parent informational nights. We will also continue to expand participation within our Dual Language Academy (TK-5) as we invite community stakeholders to take part in this expansion process through

family events, informational nights, as well as local community events.

Assets-Driven and Strengths-Based Practice:
For the past 12 years, Grapevine has worked to implement a dual language immersion program, PBIS and GLAD. All of these initiatives are student-centered and aligned to core curriculum standards. It builds on each student's strengths, interests, and values. Students learn grade level standards and skills while integrating with classroom transdisciplinary themes and inclusion of all students. A strengths based approach is a core philosophy, and we relish in sharing talents, cultures, and experiences.

Teacher teams collaborate weekly to reflect on and refine the core curriculum to reflect students strengths and assets and develop culturally relevant lessons that focus on the whole child.

We value getting to know each student on a personal level and know that relationships are the predecessor to academic achievement. All teachers, using a data feedback cycle, gather data on their students that goes beyond academic data and focuses on care, connection, and well being. Through our PBIS Tiers of support, teachers identify students that are not connected to school and who they do not have connections with. Then, with the assistance of the PBIS Tier 2 team, an action plan is developed to improve a student's connection to school based on their strengths and interests.

Our campus embraces a culture of inclusion that celebrates students strengths and needs. We have 2 social emotional academic support classes of students with moderate to severe social-emotional needs, and we continue to improve these programs guidance from the Special Education Department.

Racially Just and Restorative School Climates:
We have a partnership with PBIS and restorative justice practitioners. This team provides inservice and professional development to both our teachers and classified staff, and we have made PBIS/restorative practices the foundation of our positive behavior management system. During the current school year, we have offered multiple PBIS/restorative justice professional development. The most recent professional development was on the implementation of PBIS Tier 2 strategies schoolwide. This training aimed to equip staff with tools to respond to students in supportive and nurturing ways, even during the toughest moments. We facilitated conversations to gain a deeper understanding of the factors that influence our behavior, so that we may navigate them more effectively. Last year, Grapevine Elementary was recognized by the San Diego County Office of Education and the CA PBIS Coalition at the silver seal level for successfully implementing PBIS Tier 1 strategies. We are in the process of becoming certified at the golden seal level for implementing PBIS tier 2 strategies. Our staff will continue to participate in professional development, collect data, design protocols and communicate our journey with stakeholders.

Trauma-Informed Practices - We have been engaging in professional development to deepen our understanding of trauma-informed practices. As a community we recognize that behavior is a form of communication and oftentimes, our students come to us with adverse experiences that impact them when they are in school.

Equity - As a staff we have started to educate ourselves on the topic of equity. Our district's value of equity is one of our key beacons: "Valuing diversity and providing equitable access and resources across the district for all students and adults to reach their full potential". We have worked on

recognizing blind spots, identifying implicit bias, and applying this knowledge to our everyday classroom experiences.

Powerful, Culturally Proficient and Relevant Instruction
Dual Language Immersion - Our Dual Language Immersion program provides opportunities for higher academic achievement, linguistic proficiency in Spanish and English, and sociocultural competence in both languages. The program builds upon students strengths, and, by increasing their proficiency in their home language, enables students to acquire a second language. Research shows bilingualism has many benefits including improved cognitive skills, memory, decision making, and focus.

Inquiry Based Learning - Our teachers' pedagogy and lesson design includes centers on inquiry based learning. It includes teaching methods built on students' individual knowledge and interests and emphasizes how to learn and how to find information. Teachers are viewed as facilitators and not distributors of knowledge, encouraging students to investigate, explain, and make connections. Learning is constructed in a way that is differentiated or that is specific to the needs of each learner within the classroom. We will continue this learning to include the Deeper Learning Framework that our district is engaging in with Michael Fullan.

Shared Decision Making and Participatory Practices
We have a strong, collaborative leadership structure that we will grow together with community partners who are currently actively involved in the development and continuous improvement of our school. We will utilize our School Site Council (SSC) as our core group. This group will grow tentacles that reach out and gather input from our other existing partner groups. In order to include the voice of our English Learner population with the help of our ELD Resource teacher. Additionally, our PTA, ELAC and SSC committees will partner together, plan together, and meet together to discuss continuous improvement of our school. These meetings will continue with the assistance of our community liaison.

Priority 3: Collaborative Leadership

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

Site Level Wildly Important Goals and Measures of Progress

Adult Action If we do this,	Goals then this will happen.	Leading Measures daily, weekly-Formative	Lagging Measures Summative
If we create a community school advisory council	a structure will be established to actively involve the community in the planning and continuous improvement of the community school	-meeting agendas -meeting with regular frequency -meeting notes from various auxiliary groups	Community School Plan
If we have regular communication with auxiliary groups	the voice of many stakeholders will be heard	-notes and agendas from auxiliary group meetings regarding input on school improvement (PTA, student focus group, staff leadership team, ELAC, etc) -ownership of shared responsibility for the priorities school improvement	Community School Plan

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):

Community School Collaborative Leadership in VUSD for the past two years:
Launching VUSD Community Schools was methodical and intentional, building internal momentum and capacity across diverse groups. Starting two years ago with our Community School Design Team included the Superintendent, two Governing Board members, staff representatives (administrator, social worker, counselor, teacher, family/community liaison), Educational Enrichment Systems (EES) preschool staff, community organization representatives from Universidad Popular and Vista Community Clinic, as well as city officials. With the support and guidance of Tauheedah Jackson, the Director of Place Based Strategy and Community School Initiatives, the committee established a common understanding of the purpose and intent of Community Schools, drafted a common definition and charge for VUSD Community Schools, and set a timeline and plan for identifying and establishing the schools.

VUSD Community School Definition: A family-centered, equity-driven hub that serves every

child and strengthens our community through partnerships that provide comprehensive integration of services in health, wellness, and education.

VUSD Community School Charge: To see and embrace each student with a comprehensive community support system of integrated services that are equity-driven, inclusive, and impactful.

To ensure a coherent and effective implementation of our plan for cohort 1 schools, district matching funds support a District Community Schools Coordinator. The Coordinator engages Community Schools and their educational partners in the process of school transformation in a variety of ways, including facilitating a district level Community School Steering Committee and supporting facilitation of school-level Community School Advisory Councils. Coordinated and collaborative leadership is key to leading this transformation process. The Community School Steering Committee, including district, school and community partners, engages in asset mapping, gap analysis, professional learning and action planning to ensure a coherent implementation of our plan. School-level Community School Advisory Councils (CS Advisory Council), including administration, school counselors, teachers, students, parents, community liaisons and community partners, oversees the transition of the site from a traditional school to a Community School.

Collaborative Leadership at Grapevine:
We will build a coherent program based on input and decision making from all stakeholders. Our current site based leadership system will be transformed into our **community school advisory council.**

We currently have a School Site Council that is composed of administration, classified staff, certificated staff and parents. This collaborative leadership group would be expanded to weave community schools into the structure. We would include students and community partners in these meetings and increase the frequency of meetings to address the 9 Phase-Specific Implementation Strategies.

To support this overarching group, we would have workgroups outside of these meetings to gather and present input from other leadership groups. These would include: Site Based Leadership Team, English Language Advisory Committee, PBIS implementation team, and PTA.

Priority 4: Coherence: Policy and Initiative Alignment

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

Site Level Wildly Important Goals and Measures of Progress

Adult Action If we do this,	Goals then this will happen.	Leading Measures daily, weekly-Formative	Lagging Measures Summative
If the district and schools implement a comprehensive system to engage students, staff, parents/guardians and community members in a process to update the district Framework for the Future, including the mission, vision, values, board goals, learner portraits, adult portraits and systems portraits,	then Grapevine Elementary School will have clear outcomes and goals designed to meet the whole-child needs of the students in our district.	‣ Strategic Plan and LCAP Community, Staff, and Student Forums. ‣ Updated Framework for the Future: Mission, Vision, Values, Learner Portraits, Adult Portraits, Systems Portraits. ‣ Revised Board Goals. ‣ School level workshops to engage staff, students, parents/guardians and community members to understand and socialize the new Framework for the Future.	Revised VUSD Framework for the Future that clearly articulates the vision for our students and community and is representative of collective engagement of all interest-holders.
If our Grapevine Elementary School Community School Advisory Council (CSAC) aligns the priority topics, root causes and resulting action steps to the VUSD Framework for the Future and Strategic Plan,	then we will be able to monitor our progress toward removing barriers and increasing opportunities for students and families to reach district goals to promote equity, collaboration, trust, kindness, respect and academic achievement.	‣ Grapevine Elementary CSAC Agendas ‣ Strengths, assets, needs data collected from surveys, community forums, focus groups and empathy interviews. ‣ School-specific priority topics, root causes and action plans. ‣ Process & product evidence of alignment to Framework for the future. ‣ School-level evidence of prioritization of resources to enact the school-level action plan through the SPSA and other school systems.	Alignment of SPSA and Community Schools Implementation plan to the new Framework for the Future.

If the VUSD Community Schools Steering Committee (CSSC) collects and analyzes the priority topics, root causes, and resulting action steps across all schools and rolls up findings to the School Board and Executive Cabinet,	then the district will be able to align district resources and action plans and seek additional partnerships to support the schools, reducing barriers and increasing access to achieve the outcomes identified in the VUSD Framework for the Future for all students and families.	• CSSC Agendas • Results from CSSC analysis of school plans • Reports and recommendations to the School board and Executive Cabinet • Revisions to LCAP and policies	Alignment of district plans and policies to the needs and priorities from the Community School Advisory Committee

Priority 5: Staffing and Sustainability

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

Site Level Wildly Important Goals and Measures of Progress

Adult Action If we do this,	Goals then this will happen.	Leading Measures daily, weekly-Formative	Lagging Measures Summative
If VUSD expands the roll of the District Community School Coordinator,	then Beaumont will benefit from the existing CS structures and systems and contribute to the broader CS strategy	• Successful school level implementation plans • Increased 2-way communication and collaboration across schools, departments and community partners	Cohesive network of interdependent community schools that involve all interest-holders
If VUSD recruits and hires diverse, multilingual staff, and provides high quality professional development for culturally sensitive practices, implicit bias, trauma-informed and restorative practices,	then our actions will be aligned to our Equity Board Policy and Regulations 0415 and meet the needs of our Community School student populations and their families	• Recruitment postings • Selection process • Professional development opportunities and attendance rosters • Prioritization of staffing in district priorities and plans	Community School staff will be able to engage effectively and appropriately with students, families and community members. Interest-holders will report feeling heard, valued and included.
If Grapevine adds an additional full time Family and Community Liaison funded through the Community School Grant,	then we will have a dedicated Community School leader who will focus on increasing participation and involvement from our families and community.	• Schedules and calendars • Coordinated services meeting agendas • Action plans • Parent/community involvement	By the end of the 23/24 school year we will see substantial growth in the area of family and community engagement.
If Grapevine funds another full time School Counselor through the Community School Grant,	then this will allow us to offer more support to meet the current level of need, with emphasis on our students with the highest levels of need.	• Schedules and calendars • Coordinated services meeting agendas • Aeries Interventions data to show tiered services in Social-Emotional, Academic and College/Career • Pre/Post Assessments from large and small group lessons	By the end of the 23/24 school year we will see substantial growth in the area of SEL interventions and community engagement. Mid- and End-Year School Counseling Reports will document program impact Decrease in office referrals for discipline. Decrease in suspensions

Key Staff/Personnel

Principal (district funded)	The Principal will work closely with the Community School Lead/Community Liaison and the District Community Schools Coordinator to align and support all communications, scheduling and facilitation of interest-holder engagement and allocation of resources related to a single school plan. The Principal will co-facilitate the Community Schools Advisory Council.
Assistant Principal (district funded)	The Assistant Principal will serve as a support to the Principal and will work closely with the various community providers and supplemental school staff to implement priorities identified by the Community Schools Advisory Council.
Additional School Counselor (grant funded)	The school counselor is a staff member who is professionally trained in guidance and counseling. Provides pupil personnel services to pupils, parents, staff and to the community. All services provided by the counselor are pupil centered and should include adequate educational, vocational, personal and social guidance for all students. The counselor should assist both students and teachers to understand, develop and provide those human relation experiences, which are involved in problems of adjustment. Counselors should provide data about students, which is necessary for developmental curriculum planning.
Enrichment/Intervention Teacher (grant funded)	A resource teacher provides support to the principal and teaching staff in the implementation of Common Core Standards, and strategies in direct instruction to ensure all children learn at high levels. This position will support embedded enrichment and intervention opportunities.
Community School Site Lead: Community Liaison (district in-kind for grant)	The purpose of a Community Liaison is to improve communication and student achievement by promoting parent and community involvement in the educational process; refer and provide information on services available to students and families; convey and interpret information regarding school and/or District activities, policies, goals, and procedures; plan, organize, and coordinate a variety of events and activities in support of the District's educational program; and work a flexible schedule as needed by the position.

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

Many of the structures we would need for the community school implementation are already in place. We have a strong foundation in the four community school pillars: integrated student supports, extended learning time and opportunities, active family and community engagement, and collaborative leadership practices. The grant will allow us to strengthen each of those areas and then continue them beyond the life of the grant by creating systems now.

We have a bilingual community liaison that excels at family and community engagement and bringing in integrated student support. She has built many positive relationships with parents and has a good rapport with the community. She helps to bring resources on campus such as One Sight program for glasses, Assistance League for shoes, A+ Dental Vista Community Clinic, and Got You Back food assistance program. In order to sustain the systems after the grant is over, this position would take on the responsibilities of the community school site lead. In this capacity, the liaison would

co-facilitate the community school council meetings. She would also attend the auxiliary meetings and bring information and input back to the council. This would include: ELAC, Coffee Talks, PTA, SSC.

Our Single Plan for Student Achievement, SPSA, currently sets similar WIGS as this Implementation Plan. The goal is for the community school plan and the SPSA to be in alignment as identified by need and become one plan.

We have a site based leadership team that engages in collaborative leadership. The teacher-leader team is composed of grade level leads, specialists, ELD Resource teacher, counselor and administration. We also have an active PTA and ELAC that meet regularly. In addition, our site utilizes "Action Teams". Every staff member volunteers for an action team for the year that interests them.

Priority 6: Strategic Community Partnerships

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

Site Level Wildly Important Goals and Measures of Progress

Adult Action If we do this,	Goals then this will happen.	Leading Measures daily, weekly-Formative	Lagging Measures Summative
If we conduct regular needs assessments with our community	then we will identify where our site needs additional community resources and partnerships	-surveys -check-ins with counselor -check-ins with grade level teams -check-ins with community liaison	-Community School Plan
If we identify new partnerships based on the needs and assets assessment	then students will be proactively served	-outreach based on needs	-new MOUs and contracts -number of students receiving services

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Partnerships will be created based on the results of the needs and assets assessment and priorities as identified as a collective.
We are eager to continue the partnerships we currently have and then strengthen and expand relationships with other organizations. There has not traditionally been a structure by which to bring in these community resources. Through the community school council, we will focus on recruiting more community partners to meet the diverse needs of our learners.

Established Partnerships:

PBIS Tier 2 - mentoring, counseling, social skills, and academic support for a caseload of 30 students grades 3-5.

Tri City Pantry: Monthly fresh food and vegetable distribution to families

Dinosaur School for Parents: A preventative, early intervention program that helps parents find positive solutions to common behavior.

Parent Institute for Quality Education: Classes for parents that focus on how to help prepare their children for the future, including STEM and college series.

OneSight Program- Once a year free eye exams and two pairs of eyeglasses to students who are

referred by our nurse and staff

Palomar Family Counseling Services - They are on site once a week providing students with mental health services.

ERMHS Counseling Services- They are on site once a week providing students with mental health services.

Vista Community Clinic- We have their Dental Mobile Clinic come out and provide dental services to our students.

Food for Thought Farmer's Market- They provide fresh produce and educational presentation for students K-5 once a year

Restorative Practices and PBIS Consultants- SDCOS consultants from the PBIS/Restorative Justice Program have provided at least one professional development to the entire staff and have coached the PBIS Tier 2 Team this year focusing on "Love and Belonging", and "Holistic Approach to Supporting Students."

Priority 7: Professional Learning

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

Site Level Wildly Important Goals and Measures of Progress

Adult Action If we do this,	Goals then this will happen.	Leading Measures daily, weekly-Formative	Lagging Measures Summative
If we continue to provide relevant professional development for all staff, student, families and communities	then all stakeholders will deepen their understanding of school needs and understand learning through an equity lens	-observations in the classroom (culturally affirming, asset-based) -input from Leadership Team	–PD delivered
If we create an embedded professional learning system for staff that parallels embedded enrichment for students	then ongoing data analysis, SMART Goal development, content and strategy learning and action planning will improve	• Professional learning schedule and agendas • Data analysis • PD Slides/Resources	• Improved evidence of Plan-Do-Study-Act and MTSS within and across schools
If we establish a PBIS Leadership Team and engage in annual professional development to design and implement each of the Tiers	then we will increase a positive culture and reduce the number of suspensions and expulsions and increase effective other means of correction	• PBIS Leadership Team • PD Agendas and Schedules • Reductions in Referrals	• Decrease in suspensions and expulsion • Increase effective positive behavior interventions
Provide training to develop expertise and implementation of Restorative Practices.	Scholars will have an increase in belonging on campus and miss less class time for discipline (in or out of school).	• Number of staff trained • Number of restorative interventions held	• Discipline trends compared to prior to community schools implementation. • Scholar, teacher, and family interviews and focus groups to reflect on implementation, gaps, and opportunities.

Priority 8: Centering Community-Based Curriculum and Pedagogy

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

Site Level Wildly Important Goals and Measures of Progress

Adult Action If we do this,	Goals then this will happen.	Leading Measures daily, weekly-Formative	Lagging Measures Summative
If we provide weekly collaboration opportunities	then grade levels will have the opportunity to discuss and explore the integration of community schools strategies in their classrooms	-minutes and agendas from grade level PLC meetings -unit planners with lessons -analyze assessments classroom lessons -classroom discussions -student's culture represented	-Student Achievement data -Completed student work showcasing community-based learning PD completed
If we provide professional learning and support systems to implement community-based curriculum and pedagogy	then our students will have increased opportunities to apply their learning and develop leadership schools at the school and in the community	● Professional development agendas ● CBL opportunities	● Student surveys and feedback related to CBL opportunities ● Students report increased confidence and feel that they have a positive impact at school and in the community

Priority 9: Progress Monitoring and Collective Problem-Solving

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

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

Site Level Wildly Important Goals and Measures of Progress

Adult Action If we do this,	Goals then this will happen.	Leading Measures daily, weekly-Formative	Lagging Measures Summative
If we employ the actions of our implementation plan	then we will see an increase in services provided to our students	-reduction of behavior referrals -access to counseling -culturally sensitive practices seen in the classroom -access to academic intervention -family events -increased input from stakeholders	-Asset Mapping and Needs Assessment
If we implement the improvement science framework of plan-do-study-act in individual grade levels and across grade levels	then we will see an improvement in student achievement and engagement	PD/Collaboration cycle agendas SMART Goals Progress Monitoring	Achieving goals set in our SPSA/Community Schools Plan to improve student achievement

Developed by the California Department of Education and State Transformational Assistance Center, February, 2023. SMART Goals changed to WIGs by VUSD.