

## **Community School Implementation Plan**

La Mesa - Spring Valley is seeking funding via the California Community Schools Partnership Program. Each school has a detailed plan for their community schools work aligned with the broader community schools vision of the district and community. The schools are as follows:

<b>TABLE OF CONTENTS</b>	<b>Page #</b>
<b>Avondale Elementary</b>	<b>2</b>
<b>Bancroft Elementary</b>	<b>7</b>
<b>Casa de Oro Elementary</b>	<b>12</b>
<b>Highlands Elementary</b>	<b>17</b>
<b>Kempton Street Literacy Academy</b>	<b>22</b>
<b>La Mesa Dale Elementary</b>	<b>27</b>
<b>La Presa Elementary</b>	<b>33</b>
<b>Loma Elementary</b>	<b>38</b>
<b>Rancho Elementary</b>	<b>44</b>
<b>Rolando Elementary</b>	<b>50</b>
<b>STEAM Academy</b>	<b>55</b>
<b>Spring Valley Academy</b>	<b>60</b>
<b>Sweetwater Springs Elementary</b>	<b>65</b>

## **Avondale Elementary School (Principal: John Ashley)**

**Goals and Priorities:** Avondale Elementary School is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

### **School Overview, Needs and Assets:**

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 7.3% African-American, 77.1% Hispanic, 0.3% Native American
- 85.1% eligible for free or reduced lunch (socioeconomically disadvantaged)
- 29.9% English learners
- 21% students with IEPs
- 0.9% foster youth

We have invested significantly in our school model to support these student populations and have the following systems of support in place:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented effectively.
- Full-time social worker to support students experiencing challenging personal and academic situations
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day, all classes participate in implementing the entire Second Step program
- We are in the process of becoming a PBIS school, working with the county to provide professional development to staff and implement a school-wide program to help our students
- Dinosaur School from San Diego Youth Services is here two days a week to provide skills training for students

However, we continue to have significant needs that we must address holistically:

- Significant increase in students who have experienced trauma/ACES since 2019
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals)
- School wide attendance average - 91.93% (8/10/23-02/02/24)
- Student SEL and mental health screener results demonstrate significant needs in student emotional wellbeing
  - Approximately 25% of students responded unfavorably to questions about culture and climate.

Parent and Staff Survey Results indicate lack of a sense of engagement and a significant number have a negative view of school climate.

AVONDALE ELEMENTARY	
Parents (n=46)	Staff (n=19)
Family Engagement/School Climate <sup>1</sup>	
School Places Importance on Family Engagement (47% Agree, 11% Disagree)	School Places Importance on Family Engagement (42% Agree, 21% Disagree)
I Have Strong Positive Relationships with My Child's School (59% Agree, 4% Disagree)	I Have Strong Positive Relationships with My Student's Families (47% Agree, 0% Disagree)
Families Feel Welcome in Our School (52% Agree, 7% Disagree)	Families Feel Welcome in Our School (42% Agree, 16% Disagree)
Families Feel They Have a Voice at Our School (39% Agree, 7% Disagree)	Families Feel They Have a Voice at Our School (16% Agree, 16% Disagree)

**Core Commitments:**

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- **Assets-Driven and Strength-Based Practice:** We recognize that our community has significant strengths alongside needs. Students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment.
- **Racially Just and Restorative School Climates:** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community.
- **Powerful, Culturally Proficient and Relevant Instruction:** We have actively worked towards recruiting and onboarding staff who mirror the demographic composition of our student body. Avondale underwent an audit conducted by the National Center for Urban School Transformation (NCUST, February 2023) to assess the alignment of classroom teachings with the cultural, social, and personal contexts of our students. The purpose was to identify areas for improvement in facilitating student access to effective instruction and enhancing overall student learning outcomes. Our entire staff participated in professional development activities aimed at fostering instructional practices that are culturally relevant and responsive, with a specific focus on supporting English learners.
- **Shared Decision Making and Participatory Practices:** Our school has a dedicated Instructional Leadership Team composed of teachers and essential staff members. All crucial data and decisions pertaining to instruction undergo thorough review by this team. Furthermore, we have a devoted Behavior Leadership Team committed to ongoing improvement in areas such as school

---

1

climate, culture, student and adult relationships, and the school's response to and support of students involved in behavior that hinders their own or others' learning. Additionally, we've enlisted highly involved parents to serve on our School Site Council.

### **Measurable Goals and Activities:**

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time Community Services Facilitator to serve as a liaison between parents, students and the community, and to assist in the implementation of community school programs, services, and activities
- Ongoing professional development and training that builds the capacity of staff to effectively engage input and leadership from students, families, and community members in decision making to ensure alignment and commitment to the core aspects of our community school practices (includes internal and external training opportunities).
- Professional development and staff time for building, strengthening, and sustaining connections between staff, students, and families such as positive home visitation programs and strengths-based student-family-teacher conferences .
- Comprehensive social-emotional growth program that promotes development of critical SEL skills and high quality evidence based tiered strategies and interventions for all students
- Professional development and staff time for participation in and utilization of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- Expanded diverse learning and enrichment opportunities to motivate, engage and provide access to all students

### **We have established clear, measurable goals in support of our plan:**

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I social emotional wellbeing support on a weekly basis beginning with a weekly emotional check-in, and expand into social-emotional skill-building.
- 100% of students will have access to high quality Tier II and Tier III interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.

- 100% of teachers will be trained in the fundamentals of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- 100% of students will have access to expanded diverse learning and enrichment opportunities

**Key Staff:**

**The following roles are designated as leaders of the community school approach at our school:**

- Community Schools Implementation Leader: Community Services Facilitator and School Site Principal
- Leadership Team: Community Services Facilitator, school administrator, social worker/counselor, staff member (classified and certificated), parent, student leader, community partner
- Planned Implementation Structures
  - Weekly implementation meeting of key roles and leadership team
  - Monthly progress updates to Instructional Leadership Team
  - Quarterly progress updates to all staff

**Coherence Policy and Initiative - LCAP Connections:** Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

- **LCAP Goal 2: ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being.**
  - **Action 2.2 Social-Emotional Support, Programs, & Partnerships:** Site social workers will provide resources and supports for site staff, students and families to ensure students' social and emotional needs are met.
  - **Action 2.3 Cultural Proficiency for All Staff:** Professional learning focused on cultural proficiency for all staff and site leaders will be facilitated from experts in the field. This will allow us to honor the assets that students come to us with and remove any barriers that keep them from achieving at higher levels
  - **Action 2.5 Alternatives to Suspension:** Alternatives to suspension will provide alternative responses for students who would have otherwise been suspended for offenses such as fighting, bullying, or alcohol/drug offenses, and will instead provide avenues to facilitate proactive strategies for identifying better responses, avoiding triggers, and reducing the possibility of suspension for similar offenses in the future.
  - **Action 2.7 School Attendance Rates:** As student attendance patterns become concerning, every school and the district attendance team will maintain a regular focus on attendance rates, specifically focused on chronic absenteeism. The district attendance team will engage with the family and the team at the school to problem-solve solutions for the barriers that are leading to absences so that regular attendance can be attained by the student.

- **Action 2.12 Parent Education:** The district will provide frequent, quality, and effective workshops designed specifically to assist parents in supporting their children's learning. Language interpreters and translation of communications will be provided at parent workshops as needed

### **Strategic Community Partnerships:**

We plan to partner with the following organizations to implement our vision:

- **Sown To Grow**, a comprehensive SEL and training partner that supports student emotional wellbeing, MTSS, and our community schools model (Partnership MOU is attached as a required artifact.)
- **County of San Diego Health and Human Services Agency** - provide health education/promotion activities; assist families with self-sufficiency program application
- **Family Health Centers**- Federally Qualified Health Center provides comprehensive medical services to local community members
- **Grossmont-Cuyamaca Community College District** - an educational organization that is providing quick access to classes that will provide the skills necessary for adults to move into better careers
- **Spring Valley Community Alliance** - a non-profit organization that is working to improve the quality of life in the Spring Valley community
- **Spring Valley Collaborative** - monthly meeting with multiple community organizations to share the populations they work with and what events are happening in the community
- **Grossmont Adult Education** - connected to Grossmont-Cuyamaca Community College District and offers more ESL classes for parents and other recreational and vocational type offerings
- **San Diego Youth Services** - this organization is currently working at some of our sites with mental health and positive parenting strategies for students and families; they also offer after school mental health enrichment if requested
- **San Diego State University** - partnership to train and supervise in the Social Work program
- **Feeding SD** - provide food for underserved communities
- **Lion's Club** - provide support for glasses and other vision related services
- **Family Health Centers (SV Mental Health)** - provide on-site mental health services to students who attend schools in Spring Valley
- **Kidz to Pros** - provides sports programming after school for students
- **Monie and Mo's** - provides food for families in our District
- **Common Ground** - faith based organization that provides food for families sometimes
- **Mount Miguel High School** - we collaborate on events and they send volunteers to help our students at events and, at times, in classrooms.
- **University of California, San Diego** - they have partnered with us on a school-wide beautification project and provide classroom interns.

## **Bancroft Elementary (Principal: Nathan Saucedo)**

**Goals and Priorities** Bancroft Elementary is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

### **School Overview, Needs and Assets:**

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 6.2% African-American, 79.2% Hispanic
- 89.3% eligible for free or reduced lunch (socioeconomically disadvantaged)
- 39.9% English learners
- 09.3% students with IEPs
- 1% foster youth

We have invested significantly in our school model to support these student populations and have the following systems of support in place:

- Student Attendance Team
- Safe School Ambassadors
- Student Behavior Prevention and Intervention Team
- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Full-time social worker and school counselor to support students experiencing challenging personal and academic situations
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day

However, we continue to have significant needs that we must address holistically:

- Significant increase in students who have experienced trauma/ACES since 2019
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals)
- Results of the SEL CORE Survey of all 4th, 5th and 6th grade students demonstrate significant needs in student emotional wellbeing
  - Nearly one in three students responded unfavorably to questions about culture and climate.

- Parent and Staff Survey Results indicate lack of a sense of engagement and a significant number have a negative view of school climate.

<b>BANCROFT ELEMENTARY</b>	
<b>Parents (n=42)</b>	<b>Staff (n=20)</b>
<b>Family Engagement/School Climate</b>	
School Places Importance on Family Engagement (42% Agree, 12% Disagree)	School Places Importance on Family Engagement (45% Agree, 15% Disagree)
I Have Strong Positive Relationships with My Child's School (47% Agree, 9% Disagree)	I Have Strong Positive Relationships with My Student's Families (70% Agree, 0% Disagree)
Families Feel Welcome in Our School (56% Agree, 7% Disagree)	Families Feel Welcome in Our School (45% Agree, 30% Disagree)
Families Feel They Have a Voice at Our School (47% Agree, 12% Disagree)	Families Feel They Have a Voice at Our School (15% Agree, 25% Disagree)

**Core Commitments:**

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- **Assets-Driven and Strength-Based Practice:** We recognize that our community has significant strengths alongside needs. Students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment.
- **Racially Just and Restorative School Climates:** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community.
- **Powerful, Culturally Proficient and Relevant Instruction:** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices. Aligning NCUST (the National Center for Urban School Transformation) equity audits to prioritize structures, systems, and practices that lead all groups of students to excellent learning outcomes.
- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Further, we have recruited highly engaged parents to lead our School Site Council



### **Measurable Goals and Activities:**

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time Community Services Facilitator to serve as a liaison between parents, students and the community, and to assist in the implementation of community school programs, services, and activities
- Ongoing professional development and training that builds the capacity of staff to effectively engage input and leadership from students, families, and community members in decision making to ensure alignment and commitment to the core aspects of our community school practices (includes internal and external training opportunities).
- Professional development and staff time for building, strengthening, and sustaining connections between staff, students, and families such as positive home visitation programs and strengths-based student-family-teacher conferences .
- Comprehensive social-emotional growth program that promotes development of critical SEL skills and high quality evidence based tiered strategies and interventions for all students
- Professional development and staff time for participation in and utilization of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- Expanded diverse learning and enrichment opportunities to motivate, engage and provide access to all students

### **We have established clear, measurable goals in support of our plan:**

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I social emotional wellbeing support on a weekly basis beginning with a weekly emotional check-in, and expand into social-emotional skill-building.
- 100% of students will have access to high quality Tier II and Tier III interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.
- 100% of teachers will be trained in the fundamentals of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- 100% of students will have access to expanded diverse learning and enrichment opportunities

### **Key Staff:**

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader: Community Services Facilitator and School Site Principal
- Leadership Team: Community Services Facilitator, school administrator, social worker/counselor, staff member (classified and certificated), parent, student leader, community partner
- Planned Implementation Structures
  - Weekly implementation meeting of key roles and leadership team
  - Monthly progress updates to Instructional Leadership Team
  - Quarterly progress updates to all staff

**Coherence Policy and Initiative - LCAP Connections:** Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

- **LCAP Goal 2: ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being.**
  - **Action 2.2 Social-Emotional Support, Programs, & Partnerships:** Site social workers will provide resources and supports For site staff, students and families to ensure students' social and emotional needs are met.
  - **Action 2.3 Cultural Proficiency for All Staff:** Professional learning focused on cultural proficiency for all staff and site leaders will be facilitated from experts in the field. This will allow us to honor the assets that students come to us with and remove any barriers that keep them from achieving at higher levels
  - **Action 2.5 Alternatives to Suspension:** Alternatives to suspension will provide alternative responses for students who would have otherwise been suspended for offenses such as fighting, bullying, or alcohol/drug offenses, and will instead provide avenues to facilitate proactive strategies for identifying better responses, avoiding triggers, and reducing the possibility of suspension for similar offenses in the future.
  - **Action 2.7 School Attendance Rates:** As student attendance patterns become concerning, every school and the district attendance team will maintain a regular focus on attendance rates, specifically focused on chronic absenteeism. The district attendance team will engage with the family and the team at the school to problem-solve solutions for the barriers that are leading to absences so that regular attendance can be attained by the student.
  - **Action 2.12 Parent Education:** The district will provide frequent, quality, and effective workshops designed specifically to assist parents in supporting their children's learning. Language interpreters and translation of communications will be provided at parent workshops as needed

### **Strategic Community Partnerships:**

We plan to partner with the following organizations to implement our vision:

- **Sown To Grow**, a comprehensive SEL and training partner that supports student emotional wellbeing, MTSS, and our community schools model (Partnership MOU is attached as a required artifact.)
- **County of San Diego Health and Human Services Agency** - provide health education/promotion activities; assist families with self-sufficiency program application
- **Family Health Centers**- Federally Qualified Health Center provides comprehensive medical services to local community members
- **Grossmont-Cuyamaca Community College District** - an educational organization that is providing quick access to classes that will provide the skills necessary for adults to move into better careers
- **Spring Valley Community Alliance** - a non-profit organization that is working to improve the quality of life in the Spring Valley community
- **Spring Valley Collaborative** - monthly meeting with multiple community organizations to share the populations they work with and what events are happening in the community
- **Grossmont Adult Education** - connected to Grossmont-Cuyamaca Community College District and offers more ESL classes for parents and other recreational and vocational type offerings
- **San Diego Youth Services** - this organization is currently working at some of our sites with mental health and positive parenting strategies for students and families; they also offer after school mental health enrichment if requested
- **San Diego State University** - partnership to train and supervise in the Social Work program
- **Feeding SD** - provide food for underserved communities
- **Lion's Club** - provide support for glasses and other vision related services
- **Family Wellness Centers (LM Mental Health)** - provide on-site mental health services to students who attend schools in the city of La Mesa
- **Kidz to Pros** - provides sports programming after school for students
- **LIFT Enrichment** - provides cooking classes after school for students
- **Monie and Mo's** - provides food for families in our District
- **Common Ground** - faith based organization that provides food for families sometimes

## **Casa de Oro Elementary (Principal: Ryan Eisenhower)**

**Goals and Priorities** Casa de Oro Elementary is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

### **School Overview, Needs and Assets:**

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 10% African-American, 60.8% Hispanic
- 80% eligible for free or reduced lunch (socioeconomically disadvantaged)
- 23.1% English learners
- 20.8% students with IEPs
- 0.3% foster youth

We have invested significantly in our school model to support these student populations and have the following systems of supports in place:

- Foundational MTSS systems where a multi-skilled Intervention Team along with the classroom teacher collaborate to support students with Tier 1/Tier 2 interventions.
- Full-time social worker to support students who are experiencing interpersonal, social and academic challenges in an individual, group and classroom setting.
- Trauma-informed practices and PBIS training for all staff members.
- Staff utilizes resources such as Second Step, Actor's Toolbox and Restorative Practices to support students' SEL developmental needs on a daily basis.
- Students receive academic support via an ELA/ELD intervention teacher, Extended Learning Opportunities (ELOP) teacher, daily ELD instruction, and on-going formative assessment tools (ex. Wonders, iReady, MobyMax).

However, we continue to have significant needs that we must address holistically:

- Significant increase in students who have experienced trauma/ACES since 2019
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals)
- Results of the SEL CORE Survey of all 4th, 5th and 6th grade students demonstrate significant needs in student emotional wellbeing
  - Nearly one in five students responded unfavorably to questions pertaining to culture and climate.
- Parent and Staff Survey Results indicate lack of a sense of engagement and a significant number have a negative view of school climate.

Casa de Oro Elementary	
Parents (n=45)	Staff (n=23)
<b>Family Engagement / School Climate</b>	
School Places Importance on Family Engagement (85% Agree, 2.6% Disagree)	School Places Importance on Family Engagement (77% Agree, 0% Disagree)
Families Feel Welcome in Our School (82% Agree, 8% Disagree)	I Have Strong Positive Relationships with My Student's Families (77% Agree, 0% Disagree)
I Have Strong Positive Relationships with My Child's School (83% Agree, 5% Disagree)	Families Feel Welcome in Our School (63% Agree, 0% Disagree)
Families Feel They Have a Voice at Our School (73% Agree, 8% Disagree)	Families Feel They Have a Voice at Our School (47% Agree, 0% Disagree)

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- **Assets-Driven and Strength-Based Practice:** We recognize that our culturally diverse community has significant strengths alongside needs. Students and families demonstrate incredible resilience in the face of challenges, while remaining true to their culture, values and beliefs. Casa de Oro embraces, values and acknowledges the diversity of our community. We understand and accept others for who they are and are eager to use this asset to strengthen our school community. As we focus on the strengths that our diverse student population brings to the classroom, we will strive to ensure equity amongst our students and view their differences as assets rather than deficits. As a school, we seek to extend that strength to the academic environment.
- **Racially Just and Restorative School Climates:** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community. At Casa de Oro, the Safe School Ambassadors program provides an opportunity for the next generation of student leaders to help foster a more positive school climate, where all students thrive socially-emotionally and academically. As a school community, we strive to increase student efficacy and promote a restorative school climate that allows students to become problem solvers as students progress throughout their years at Casa de Oro.
- **Powerful, Culturally Proficient and Relevant Instruction:** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices. Aligning NCUST (the National Center for Urban School Transformation) equity audits to prioritize structures, systems, and practices that lead all groups of students to excellent learning outcomes. Our

school library intentionally maintains a broad collection of books that are current and reflective of our diverse student population. In addition, staff members engage in professional learning. As a result, a school culture exists where teachers share resources, observe each other and reflect on teaching practices to ensure that instruction is powerful, culturally proficient and relevant.

- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. The Instructional Leadership Team assists the principal in the presentation of best practices for our culturally diverse student population. These conversations allow for all voices to be heard and be a part of the decision making process that is in support of student learning. Further, we have recruited highly engaged parents to lead our School Site Council. Lastly, parents participate in ELAC meetings to learn about and support the needs of our ELLs.

### **Measurable Goals and Activities:**

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time Community Services Facilitator to serve as a liaison between parents, students and the community, and to assist in the implementation of community school programs, services, and activities
- Ongoing professional development and training that builds the capacity of staff to effectively engage input and leadership from students, families, and community members in decision making to ensure alignment and commitment to the core aspects of our community school practices (includes internal and external training opportunities).
- Professional development for building, strengthening, and sustaining connections between staff, students, and families such as positive home visitation programs and strengths-based student-family-teacher conferences .
- Comprehensive social-emotional growth program that promotes development of critical SEL skills and high quality evidence based tiered strategies and interventions for all students
- Professional development and staff time for participation in and utilization of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- Expanded diverse learning and enrichment opportunities to motivate, engage and provide access to all students

### **We have established clear, measurable goals in support of our plan:**

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I social emotional wellbeing support on a weekly basis beginning with a weekly emotional check-in, and expand into social-emotional skill-building.
- 100% of students will have access to high quality Tier II and Tier III interventions based on their determined needs. We will expand our MTSS system to include

emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.

- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.
- 100% of teachers will be trained in the fundamentals of positive behavioral interventions, restorative practices, and trauma-informed approaches
- 100% of students will have access to expanded diverse learning and enrichment opportunities

### **Key Staff:**

**The following roles are designated as leaders of the community school approach at our school:**

- Community Schools Implementation Leader: Community Services Facilitator and School Site Principal
- Leadership Team: Community Services Facilitator, school administrator, social worker/counselor, staff member (classified and certificated), parent, student leader, community partner
- Planned Implementation Structures
  - Weekly implementation meeting of key roles and leadership team
  - Monthly progress updates to Instructional Leadership Team
  - Quarterly progress updates to all staff

### **Coherence Policy and Initiative - LCAP Connections:**

Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

- **LCAP Goal 2: We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being.**
  - **Action 2.2 Social-Emotional Support, Programs, & Partnerships:** Site social workers will provide resources and supports For site staff, students and families to ensure students' social and emotional needs are met.
  - **Action 2.3 Cultural Proficiency for All Staff:** Professional learning focused on cultural proficiency for all staff will be facilitated from experts in the field. This will allow us to honor the assets that students come to us with and remove barriers that keep them from achieving at higher levels
  - **Action 2.5 Alternatives to Suspension:** Alternatives to suspension will provide alternative responses for students who would have otherwise been suspended for offenses such as fighting, bullying, or alcohol/drug offenses, and will instead provide avenues to facilitate proactive strategies for identifying better responses, avoiding triggers, and reducing the possibility of suspension for similar offenses in the future.

- **Action 2.7 School Attendance Rates:** As student attendance patterns become concerning, every school and the district attendance team will maintain a regular focus on attendance rates, specifically focused on chronic absenteeism. The district attendance team will engage with the family and the team at the school to problem-solve solutions for the barriers that are leading to absences so that regular attendance can be attained by the student.
- **Action 2.12 Parent Education:** The district will provide frequent, quality, and effective workshops designed specifically to assist parents in supporting their children's learning. Language interpreters and translation of communications will be provided at parent workshops as needed

### **Strategic Community Partnerships:**

We plan to partner with the following organizations to implement our vision:

- **Sown To Grow**, a comprehensive SEL and training partner that supports student emotional wellbeing, MTSS, and our community schools model (Partnership MOU is attached as a required artifact.)
- **County of San Diego Health and Human Services Agency** - provide health education/promotion activities; assist families with self-sufficiency program application
- **Family Health Centers**- Federally Qualified Health Center provides comprehensive medical services to local community members
- **Grossmont-Cuyamaca Community College District** - provides quick access to classes that provide the skills necessary for adults to move into better careers
- **Spring Valley Community Alliance** - a non-profit organization that is working to improve the quality of life in the Spring Valley community
- **Spring Valley Collaborative** - monthly meeting with multiple community organizations to share the populations they work with and what events are happening in the community
- **Grossmont Adult Education** - offers ESL classes for parents and other recreational and vocational type offerings
- **San Diego Youth Services** - this organization is currently working at some of our sites with mental health and positive parenting strategies for students and families; they also offer after school mental health enrichment if requested
- **San Diego State University** - partnership to train and supervise in the Social Work program
- **Feeding SD** - provide food for underserved communities
- **Lion's Club** - provide support for glasses and other vision related services
- **Family Wellness Centers (LM Mental Health)** - provide on-site mental health services to students who attend schools in the city of La Mesa
- **Kidz to Pros** - provides sports programming after school for students
- **Spring Valley Kiwanis** - partnership to implement a K-Kids student leadership club at Casa de Oro
- **Heartlight Dance** - builds student self-confidence and esteem through dance
- **Cougar Choir Club** - builds student self-confidence and esteem through weekly choir lessons that are facilitated by a choral director



## Highlands Elementary (Principal: Melynda Pezone)

**Goals and Priorities:** Highlands Elementary is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

### **School Overview, Needs and Assets:**

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 11.1% African-American, 60.3% Hispanic, 0.2% Native American
- 78.6% eligible for free or reduced lunch (socioeconomically disadvantaged)
- 22% English learners
- 14.7% students with IEPs

We have invested significantly in our school model to support these student populations and have the following systems of support in place:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Full-time social worker to support students experiencing challenging personal and academic situations
- Full-time intervention teacher to support student academic needs through small group instruction in Reading
- Full-time ELOP intervention teacher to support student growth in foundational reading skills in 3rd - 6th grade
- Designated SEL time and resources built into the day. Second Step SEL Curriculum is used in every classroom.
- A monthly Food Pantry available to families who are experiencing food insecurity. Our full-time School Social Worker collaborates regularly with community partners (Monie and Moe's, Common Ground) to provide this monthly support.
- Partnership with San Diego Youth Services Prevention and Early Intervention Program (SDYS PEI Dinosaur School) to support early intervention for students with additional social emotional needs.

However, we continue to have significant needs that we must address holistically:

- Significant increase in students who have experienced trauma/ACES since 2019
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals)
- Student's access to affordable enrichment activities (e.g., music, visual arts, sports) at the school site and in the community are lacking.
- Results of the SEL CORE Survey of all 4th, 5th and 6th grade students demonstrate significant needs in student emotional wellbeing

- Approximately one quarter of students responded unfavorably to questions pertaining to culture and climate.
- Parent and Staff Survey Results indicate lack of a sense of engagement and a significant number have a negative view of school climate.

HIGHLANDS ELEMENTARY	
Parents (n=60)	Staff (n=26)
<b>Family Engagement/School Climate</b>	
School Places Importance on Family Engagement (47% Agree, 17% Disagree)	School Places Importance on Family Engagement (35% Agree, 4% Disagree)
I Have Strong Positive Relationships with My Child's School (65% Agree, 3% Disagree)	I Have Strong Positive Relationships with My Student's Families (54% Agree, 4% Disagree)
Families Feel Welcome in Our School (43% Agree, 8% Disagree)	Families Feel Welcome in Our School 50% Agree, 12% Disagree)
Families Feel They Have a Voice at Our School (50% Agree, 8% Disagree)	Families Feel They Have a Voice at Our School (35% Agree, 8% Disagree)

**Core Commitments:**

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- **Assets-Driven and Strength-Based Practice:** We recognize that our community has significant strengths alongside needs. Students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment.
- **Racially Just and Restorative School Climates:** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community. As a school community, we have adopted the core values of R.I.S.E. - Respect, Inspire, Succeed and Empathize to create a common language around behavioral expectations.
- **Powerful, Culturally Proficient and Relevant Instruction:** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices. Aligning NCUST (the National Center for Urban School Transformation) equity audits to prioritize structures, systems, and practices that lead all groups of students to excellent learning outcomes.
- **Shared Decision Making and Participatory Practices:** Our school has both a committed Instructional Leadership Team and PBIS/Safety Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction, behavior and social emotional needs are vetted through these two leadership teams. Further, we have recruited highly engaged parents to lead our School Site Council.

### **Measurable Goals and Activities:**

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time Community Services Facilitator to serve as a liaison between parents, students and the community, and to assist in the implementation of community school programs, services, and activities
- Ongoing professional development and training that builds the capacity of staff to effectively engage input and leadership from students, families, and community members in decision making to ensure alignment and commitment to the core aspects of our community school practices (includes internal and external training opportunities).
- Professional development and staff time for building, strengthening, and sustaining connections between staff, students, and families such as positive home visitation programs and strengths-based student-family-teacher conferences .
- Comprehensive social-emotional growth program that promotes development of critical SEL skills and high quality evidence based tiered strategies and interventions for all students
- Professional development and staff time for participation in and utilization of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- Expanded diverse learning and enrichment opportunities to motivate, engage and provide access to all students

### **We have established clear, measurable goals in support of our plan:**

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I social emotional wellbeing support on a weekly basis beginning with a weekly emotional check-in, and expand into social-emotional skill-building.
- 100% of students will have access to high quality Tier II and Tier III interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.
- 100% of teachers will be trained in the fundamentals of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- 100% of students will have access to expanded diverse learning and enrichment opportunities

### **Key Staff:**

**The following roles are designated as leaders of the community school approach at our school:**

- Community Schools Implementation Leader: Community Services Facilitator and School Site Principal
- Leadership Team: Community Services Facilitator, school administrator, social worker/counselor, staff member (classified and certificated), parent, student leader, community partner
- Planned Implementation Structures
  - Weekly implementation meeting of key roles and leadership team
  - Monthly progress updates to Instructional Leadership Team
  - Quarterly progress updates to all staff

### **Coherence Policy and Initiative - LCAP Connections:**

Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

- **LCAP Goal 2: ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being.**
  - **Action 2.2 Social-Emotional Support, Programs, & Partnerships:** Site social workers will provide resources and supports For site staff, students and families to ensure students' social and emotional needs are met.
  - **Action 2.3 Cultural Proficiency for All Staff:** Professional learning focused on cultural proficiency for all staff and site leaders will be facilitated from experts in the field. This will allow us to honor the assets that students come to us with and remove any barriers that keep them from achieving at higher levels
  - **Action 2.5 Alternatives to Suspension:** Alternatives to suspension will provide alternative responses for students who would have otherwise been suspended for offenses such as fighting, bullying, or alcohol/drug offenses, and will instead provide avenues to facilitate proactive strategies for identifying better responses, avoiding triggers, and reducing the possibility of suspension for similar offenses in the future.
  - **Action 2.7 School Attendance Rates:** As student attendance patterns become concerning, every school and the district attendance team will maintain a regular focus on attendance rates, specifically focused on chronic absenteeism. The district attendance team will engage with the family and the team at the school to problem-solve solutions for the barriers that are leading to absences so that regular attendance can be attained by the student.
  - **Action 2.12 Parent Education:** The district will provide frequent, quality, and effective workshops designed specifically to assist parents in supporting their children's learning. Language interpreters and translation of communications will be provided at parent workshops as needed

### **Strategic Community Partnerships:**

We plan to partner with the following organizations to implement our vision:

- **Sown To Grow**, a comprehensive SEL and training partner that supports student emotional wellbeing, MTSS, and our community schools model (Partnership MOU is attached as a required artifact.)
- **County of San Diego Health and Human Services Agency** - provide health education/promotion activities; assist families with self-sufficiency program application
- **Family Health Centers**- Federally Qualified Health Center provides comprehensive medical services to local community members
- **Grossmont-Cuyamaca Community College District** - an educational organization that is providing quick access to classes that will provide the skills necessary for adults to move into better careers
- **Spring Valley Community Alliance** - a non-profit organization that is working to improve the quality of life in the Spring Valley community
- **Spring Valley Collaborative** - monthly meeting with multiple community organizations to share the populations they work with and what events are happening in the community
- **Grossmont Adult Education** - connected to Grossmont-Cuyamaca Community College District and offers more ESL classes for parents and other recreational and vocational type offerings
- **San Diego Youth Services** - this organization is currently working at some of our sites with mental health and positive parenting strategies for students and families; they also offer after school mental health enrichment if requested
- **San Diego State University** - partnership to train and supervise in the Social Work program
- **Feeding SD** - provide food for underserved communities
- **Lion's Club** - provide support for glasses and other vision related services
- **Family Wellness Centers (LM Mental Health)** - provide on-site mental health services to students who attend schools in the city of La Mesa
- **Kidz to Pros** - provides sports programming after school for students
- **LIFT Enrichment** - provides cooking classes after school for students
- **Monie and Mo's** - provides food for families in our District
- **Common Ground** - faith based organization that provides food for families

## Kempton Street Literacy Academy (Principal: Janet Josa)

**Goals and Priorities:** Kempton Street Literacy Academy is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

### **School Overview, Needs and Assets:**

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 6% African-American, 86.2% Hispanic
- 89.3% eligible for free or reduced lunch (socioeconomically disadvantaged)
- 46.4% English learners
- 13.2% students with IEPs
- 0.2% foster youth

We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- Support Team (Rtl) Meetings to provide tiered support for students in-class and school-wide.
- Full-time social worker and counselor to support students experiencing challenging personal, emotional, and academic situations
- Positive Behavior Interventions and Supports to address the tiered behavior supports in and out of the classroom
- Designated SEL/Community Circle time is built into the school day, daily.
- Designated SEL time and resources like Dinosaur School are built into the day.

However, we continue to have significant needs that we must address holistically:

- Significant increase in students who have experienced trauma/ACES since 2019
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals)
- Results of the SEL CORE Survey of all 4th, 5th and 6th grade students demonstrate significant needs in student emotional wellbeing
  - Approximately one quarter of students responded unfavorably to questions pertaining to culture and climate.
- Parent and Staff Survey Results indicate lack of a sense of engagement and a significant number have a negative view of school climate.

<b>KEMPTON ELEMENTARY</b>	
<b>Parents (n=66)</b>	<b>Staff (n=18)</b>
<b>Family Engagement/School Climate</b>	
School Places Importance on Family Engagement (53% Agree, 2% Disagree)	School Places Importance on Family Engagement (61% Agree, 0% Disagree)

I Have Strong Positive Relationships with My Child’s School (61% Agree, 2% Disagree)	I Have Strong Positive Relationships with My Student’s Families (44% Agree, 6% Disagree)
Families Feel Welcome in Our School (52% Agree, 6% Disagree)	Families Feel Welcome in Our School (44% Agree, 0% Disagree)
Families Feel They Have a Voice at Our School (45% Agree, 6% Disagree)	Families Feel They Have a Voice at Our School (33% Agree, 0% Disagree)

**Core Commitments:**

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- **Assets-Driven and Strength-Based Practice:** We recognize that our community has significant strengths alongside needs. Students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment.
- **Racially Just and Restorative School Climates:** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community.
- **Powerful, Culturally Proficient and Relevant Instruction:** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices. Aligning NCUST (the National Center for Urban School Transformation) equity audits to prioritize structures, systems, and practices that lead all groups of students to excellent learning outcomes.
- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Further, we have recruited highly engaged parents to lead our School Site Council and English Language Advisory Committee.

**Measurable Goals and Activities:**

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time Community Services Facilitator to serve as a liaison between parents, students and the community, and to assist in the implementation of community school programs, services, and activities
- Ongoing professional development and training that builds the capacity of staff to effectively engage input and leadership from students, families, and community members in decision making to ensure alignment and commitment to the core

aspects of our community school practices (includes internal and external training opportunities).

- Professional development and staff time for building, strengthening, and sustaining connections between staff, students, and families such as positive home visitation programs and strengths-based student-family-teacher conferences .
- Comprehensive social-emotional growth program that promotes development of critical SEL skills and high quality evidence based tiered strategies and interventions for all students
- Professional development and staff time for participation in and utilization of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- Expanded diverse learning and enrichment opportunities to motivate, engage and provide access to all students

**We have established clear, measurable goals in support of our plan:**

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I social emotional wellbeing support on a weekly basis beginning with a weekly emotional check-in, and expand into social-emotional skill-building.
- 100% of students will have access to high quality Tier II and Tier III interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.
- 100% of teachers will be trained in the fundamentals of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- 100% of students will have access to expanded diverse learning and enrichment opportunities

**Key Staff:**

**The following roles are designated as leaders of the community school approach at our school:**

- Community Schools Implementation Leader: Community Services Facilitator and School Site Principal
- Leadership Team: Community Services Facilitator, school administrator, social worker/counselor, staff member (classified and certificated), parent, student leader, community partner



- Planned Implementation Structures
  - Weekly implementation meeting of key roles and leadership team
  - Monthly progress updates to Instructional Leadership Team
  - Quarterly progress updates to all staff

**Coherence Policy and Initiative - LCAP Connections:**

Our community school goals are fully aligned with our district’s LCAP, specifically under the following objectives and goals:

- **LCAP Goal 2: ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being.**
  - **Action 2.2 Social-Emotional Support, Programs, & Partnerships:** Site social workers will provide resources and supports For site staff, students and families to ensure students' social and emotional needs are met.
  - **Action 2.3 Cultural Proficiency for All Staff:** Professional learning focused on cultural proficiency for all staff and site leaders will be facilitated from experts in the field. This will allow us to honor the assets that students come to us with and remove any barriers that keep them from achieving at higher levels
  - **Action 2.5 Alternatives to Suspension:** Alternatives to suspension will provide alternative responses for students who would have otherwise been suspended for offenses such as fighting, bullying, or alcohol/drug offenses, and will instead provide avenues to facilitate proactive strategies for identifying better responses, avoiding triggers, and reducing the possibility of suspension for similar offenses in the future.
  - **Action 2.7 School Attendance Rates:** As student attendance patterns become concerning, every school and the district attendance team will maintain a regular focus on attendance rates, specifically focused on chronic absenteeism. The district attendance team will engage with the family and the team at the school to problem-solve solutions for the barriers that are leading to absences so that regular attendance can be attained by the student.
  - **Action 2.12 Parent Education:** The district will provide frequent, quality, and effective workshops designed specifically to assist parents in supporting their children's learning. Language interpreters and translation of communications will be provided at parent workshops as needed

**Strategic Community Partnerships:** We plan to partner with the following organizations to implement our vision:

- **Sown To Grow**, a comprehensive SEL and training partner that supports student emotional wellbeing, MTSS, and our community schools model (Partnership MOU is attached as a required artifact.)
- **County of San Diego Health and Human Services Agency** - provide health education/promotion activities; assist families with self-sufficiency program application

- **Family Health Centers**- Federally Qualified Health Center provides comprehensive medical services to local community members
- **Grossmont-Cuyamaca Community College District** - an educational organization that is providing quick access to classes that will provide the skills necessary for adults to move into better careers
- **Spring Valley Community Alliance** - a non-profit organization that is working to improve the quality of life in the Spring Valley community
- **Spring Valley Collaborative** - monthly meeting with multiple community organizations to share the populations they work with and what events are happening in the community
- **Grossmont Adult Education** - connected to Grossmont-Cuyamaca Community College District and offers more ESL classes for parents and other recreational and vocational type offerings
- **San Diego Youth Services** - this organization is currently working at some of our sites with mental health and positive parenting strategies for students and families; they also offer after school mental health enrichment if requested
- **San Diego State University** - partnership to train and supervise in the Social Work program
- **Feeding SD** - provide food for underserved communities
- **Lion's Club** - provide support for glasses and other vision related services
- **Family Wellness Centers (LM Mental Health)** - provide on-site mental health services to students who attend schools in the city of La Mesa
- **Kidz to Pros** - provides sports programming after school for students
- **LIFT Enrichment** - provides cooking classes after school for students
- **Monie and Mo's** - provides food for families in our District
- **The House of Music, San Diego**- provides free Latin Percussion Lessons for our students
- **Art Reach**- provides free art lessons for our students during school hours that align to SEL Framework
- **Common Ground** - faith based organization that provides food for families sometimes
- **Next Steps Service Dogs**- therapeutic assistance facility dog on campus, twice a week, to provide therapy to students, teachers, staff, and families.

## **La Mesa Dale Elementary School (Principal: Tammie Babbitt)**

**Goals and Priorities** La Mesa Dale Elementary School is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

### **School Overview, Needs and Assets:**

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 15.6% African-American, 48.9% Hispanic, 0.2% Native American
- 71.9% eligible for free or reduced lunch (socioeconomically disadvantaged)
- 15.6% English learners
- 15.8% students with IEPs
- 0.2% foster youth

We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates regularly throughout the year to ensure appropriate supports and tiered interventions are implemented effectively
- Full-time school social worker to support students experiencing challenging personal and academic situations
- Trauma-informed practices training for all staff members
- Designated SEL curriculum across all grade levels with time for SEL lessons and resources built into the school day
- Safe School Ambassadors program
- Dino School, a school-engagement class provided through San Diego Youth Services, for Preschool through 2nd grade students

However, we continue to have significant needs that we must address holistically:

- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals)
- The SEL CORE Survey of all 4th, 5th and 6th grade students shows:
  - 39% of La Mesa Dale students expressed not having self-efficacy skills such as the ability to learn hard topics or earn good grades.
  - Only 68% of students claimed to have social awareness skills such as seeing things from other people's perspective and getting along with students who were different from themselves.
- The California Healthy Kids Survey Data of 5th grade students whose parents granted them to participate found that 29% of 5th grade students surveyed reported they never felt motivated to learn.

- Parent and Staff Survey Results indicate lack of a sense of engagement and a significant number have a negative view of school climate.

La Mesa Dale Elementary	
Parents (n=79)	Staff (n=17)
Family Engagement / School Climate	
School Places Importance on Family Engagement (89% Agree, 1% Disagree)	School Places Importance on Family Engagement (94% Agree, 0% Disagree)
Families Feel Welcome in Our School (71% Agree, 6% Disagree)	I Have Strong Positive Relationships with My Student's Families (88% Agree, 0% Disagree)
I Have Strong Positive Relationships with My Child's School (88% Agree, 2% Disagree)	Families Feel Welcome in Our School (88% Agree, 0% Disagree)
Families Feel They Have a Voice at Our School (72% Agree, 4% Disagree)	Families Feel They Have a Voice at Our School (77% Agree, 0% Disagree)

**Core Commitments:**

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPF Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- **Assets-Driven and Strength-Based Practice:** We recognize that our community has significant strengths alongside needs. For example, students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment.
- **Racially Just and Restorative School Climates:** We have invested in a positive behavioral interventions and support system over several years, including a full year of training (2022-2023 school year) for classified and certificated staff on restorative practices with Dominique Smith, author of Restorative Practices Playbook, to support students in conflict, discipline and community.
- **Powerful, Culturally Proficient and Relevant Instruction:** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; for example, 32% of teachers identify as persons of color. La Mesa Dale participated in an audit through the National Center for Urban School Transformation (February 2023) to determine to what extent classroom lessons were responsive to the cultural, social, and personal backgrounds of the students they served and the next steps we can take to improve student access to effective instruction resulting in student learning. All staff members engage in professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices, particularly in support of English learners.
- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Additionally, we have a committed Behavior Leadership Team

made up of classified and certificated staff that is dedicated to continuous improvement as it relates to school climate and culture, student and adult relationships, and school's response to and support of students engaging in behavior that impedes the learning of themselves or others. Further, we have recruited highly engaged parents to lead our School Site Council

**Measurable Goals and Activities:**

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time Community Services Facilitator to serve as a liaison between parents, students and the community, and to assist in the implementation of community school programs, services, and activities
- Ongoing professional development and training that builds the capacity of staff to effectively engage input and leadership from students, families, and community members in decision making to ensure alignment and commitment to the core aspects of our community school practices (includes internal and external training opportunities).
- Professional development and staff time for building, strengthening, and sustaining connections between staff, students, and families such as positive home visitation programs and strengths-based student-family-teacher conferences .
- Comprehensive social-emotional growth program that promotes development of critical SEL skills and high quality evidence based tiered strategies and interventions for all students
- Professional development and staff time for participation in and utilization of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- Expanded diverse learning and enrichment opportunities to motivate, engage and provide access to all students

**We have established clear, measurable goals in support of our plan:**

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I social emotional wellbeing support on a weekly basis beginning with a weekly emotional check-in, and expand into social-emotional skill-building.
- 100% of students will have access to high quality Tier II and Tier III interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.

- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.
- 100% of teachers will be trained in the fundamentals of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- 100% of students will have access to expanded diverse learning and enrichment opportunities

### **Key Staff:**

**The following roles are designated as leaders of the community school approach at our school:**

- Community Schools Implementation Leader: Community Services Facilitator and School Site Principal
- Leadership Team: Community Services Facilitator, school administrator, social worker/counselor, staff member (classified and certificated), parent, student leader, community partner
- Planned Implementation Structures
  - Weekly implementation meeting of key roles and leadership team
  - Monthly progress updates to Instructional Leadership Team
  - Quarterly progress updates to all staff

### **Coherence Policy and Initiative - LCAP Connections:**

Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

- **LCAP Goal 2: ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being.**
  - **Action 2.2 Social-Emotional Support, Programs, & Partnerships:** Site social workers will provide resources and supports For site staff, students and families to ensure students' social and emotional needs are met.
  - **Action 2.3 Cultural Proficiency for All Staff:** Professional learning focused on cultural proficiency for all staff and site leaders will be facilitated from experts in the field. This will allow us to honor the assets that students come to us with and remove any barriers that keep them from achieving at higher levels
  - **Action 2.5 Alternatives to Suspension:** Alternatives to suspension will provide alternative responses for students who would have otherwise been suspended for offenses such as fighting, bullying, or alcohol/drug offenses, and will instead provide avenues to facilitate proactive strategies for identifying better responses, avoiding triggers, and reducing the possibility of suspension for similar offenses in the future.
  - **Action 2.7 School Attendance Rates:** As student attendance patterns become concerning, every school and the district attendance team will maintain a regular focus on attendance rates, specifically focused on

chronic absenteeism. The district attendance team will engage with the family and the team at the school to problem-solve solutions for the barriers that are leading to absences so that regular attendance can be attained by the student.

- **Action 2.12 Parent Education:** The district will provide frequent, quality, and effective workshops designed specifically to assist parents in supporting their children's learning. Language interpreters and translation of communications will be provided at parent workshops as needed

### **Strategic Community Partnerships:**

We plan to partner with the following organizations to implement our vision:

- **Sown To Grow**, a comprehensive SEL and training partner that supports student emotional wellbeing, MTSS, and our community schools model (Partnership MOU is attached as a required artifact.)
- **County of San Diego Health and Human Services Agency** - provide health education/promotion activities; assist families with self-sufficiency program application
- **Family Health Centers**- Federally Qualified Health Center provides comprehensive medical services to local community members
- **Grossmont-Cuyamaca Community College District** - an educational organization that is providing quick access to classes that will provide the skills necessary for adults to move into better careers
- **Spring Valley Community Alliance** - a non-profit organization that is working to improve the quality of life in the Spring Valley community
- **Spring Valley Collaborative** - monthly meeting with multiple community organizations to share the populations they work with and what events are happening in the community
- **Grossmont Adult Education** - connected to Grossmont-Cuyamaca Community College District and offers more ESL classes for parents and other recreational and vocational type offerings
- **San Diego Youth Services** - this organization is currently working at some of our sites with mental health and positive parenting strategies for students and families; they also offer after school mental health enrichment if requested
- **San Diego State University** - partnership to train and supervise in the Social Work program
- **Feeding SD** - provide food for underserved communities
- **Lion's Club** - provide support for glasses and other vision related services
- **Family Wellness Centers (LM Mental Health)** - provide on-site mental health services to students who attend schools in the city of La Mesa
- **Kidz to Pros** - provides sports programming after school for students
- **Monie and Mo's** - provides food for families in our District
- **Common Ground** - faith based organization that provides food for families sometimes
- **Hope Alliance** - Local leaders from Government, Education, Law Enforcement, Business, Faith Communities, and Nonprofits, meet regularly to identify community needs and create opportunities for community-wide service and

neighbor to neighbor assistance to encourage each other to engage, care, and serve within the community of La Mesa, including La Mesa Dale Elementary School.

- **San Diego Center for Children** - Social worker makes referrals to individual therapists allowing students to access free counseling services at the school site or at SDCC's office
- **Fleet and Family Services** - Counseling services for military related families
- **Restoration 225** - Services for foster youth and kinship families in need of tangible emergency items provided through referral from Social Worker
- **East County Boys & Girls Clubs** - Provides after school care for students in grades 1-5 (for a fee). Also allows LMD free use of space for events and parent education.
- **La Mesa Police Department** - School resource officer specifically designated to serve and consult on school issues
- **Helix Edge** - Helix High School Edge Education Pathway provides high school students who are interested in pursuing a career in education opportunities for field trips and internships in classrooms at La Mesa Dale. They also provide volunteers for school-wide events like Family Reading Night and Family Math and Science Night



## La Presa Elementary School (Principal: Eddie Iriqui)

**Goals and Priorities** La Presa Elementary School is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

### **School Overview, Needs and Assets:**

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 8.1% African-American, 69.9% Hispanic, 0.3% Native American
- 89.5% eligible for free or reduced lunch (socioeconomically disadvantaged)
- 29.8% English learners
- 22.6% students with IEPs
- 1.3% foster youth

We have invested significantly in our school model to support these student populations and we have the following systems of support in place:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented.
- Full-time social worker to support students experiencing challenging personal and academic situations.
- Designated SEL time and resources built into the school day.

However, we continue to have significant needs that we must address holistically:

- Significant increase in students who have experienced trauma/ACES since 2019.
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals).
- Student SEL and mental health screener results demonstrate significant needs in student emotional wellbeing.
  - 23% of students say that they do not feel like they belong at school.
- Results of the SEL CORE Survey of all 4th, 5th and 6th grade students demonstrate significant needs in student emotional wellbeing
  - Approximately one quarter of students responded unfavorably to questions pertaining to culture and climate.
- Parent and Staff Survey Results indicate lack of a sense of engagement and a significant number have a negative view of school climate.

La Presa ELEMENTARY	
Parents (n=42)	Staff (n=12)
Family Engagement/School Climate	

School Places Importance on Family Engagement (62% Agree, 5% Disagree)	School Places Importance on Family Engagement (58% Agree, 8% Disagree)
I Have Strong Positive Relationships with My Child’s School (62% Agree, 2% Disagree)	I Have Strong Positive Relationships with My Student’s Families (58% Agree, 0% Disagree)
Families Feel Welcome in Our School (64% Agree, 5% Disagree)	Families Feel Welcome in Our School (42% Agree, 8% Disagree)
Families Feel They Have a Voice at Our School (45% Agree, 12% Disagree)	Families Feel They Have a Voice at Our School (25% Agree, 25% Disagree)

**Core Commitments:**

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- **Assets-Driven and Strength-Based Practice:** We recognize that our community has significant strengths alongside needs. Students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment.
- **Racially Just and Restorative School Climates:** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community.
- **Powerful, Culturally Proficient and Relevant Instruction:** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices. Aligning NCUST (the National Center for Urban School Transformation) equity audits to prioritize structures, systems, and practices that lead all groups of students to excellent learning outcomes.
- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Further, we have recruited highly engaged parents to lead our School Site Council

**Measurable Goals and Activities:**

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time Community Services Facilitator to serve as a liaison between parents, students and the community, and to assist in the implementation of community school programs, services, and activities

- Ongoing professional development and training that builds the capacity of staff to effectively engage input and leadership from students, families, and community members in decision making to ensure alignment and commitment to the core aspects of our community school practices (includes internal and external training opportunities).
- Professional development and staff time for building, strengthening, and sustaining connections between staff, students, and families such as positive home visitation programs and strengths-based student-family-teacher conferences .
- Comprehensive social-emotional growth program that promotes development of critical SEL skills and high quality evidence based tiered strategies and interventions for all students
- Professional development and staff time for participation in and utilization of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- Expanded diverse learning and enrichment opportunities to motivate, engage and provide access to all students

**We have established clear, measurable goals in support of our plan:**

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I social emotional wellbeing support on a weekly basis beginning with a weekly emotional check-in, and expand into social-emotional skill-building.
- 100% of students will have access to high quality Tier II and Tier III interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.
- 100% of teachers will be trained in the fundamentals of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- 100% of students will have access to expanded diverse learning and enrichment opportunities

**Key Staff:**

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader: Community Services Facilitator and School Site Principal

- Leadership Team: Community Services Facilitator, school administrator, social worker/counselor, staff member (classified and certificated), parent, student leader, community partner
- Planned Implementation Structures
  - Weekly implementation meeting of key roles and leadership team
  - Monthly progress updates to Instructional Leadership Team
  - Quarterly progress updates to all staff

**Coherence Policy and Initiative - LCAP Connections:**

Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

- **LCAP Goal 2: ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being.**
  - **Action 2.2 Social-Emotional Support, Programs, & Partnerships:** Site social workers will provide resources and supports For site staff, students and families to ensure students' social and emotional needs are met.
  - **Action 2.3 Cultural Proficiency for All Staff:** Professional learning focused on cultural proficiency for all staff and site leaders will be facilitated from experts in the field. This will allow us to honor the assets that students come to us with and remove any barriers that keep them from achieving at higher levels
  - **Action 2.5 Alternatives to Suspension:** Alternatives to suspension will provide alternative responses for students who would have otherwise been suspended for offenses such as fighting, bullying, or alcohol/drug offenses, and will instead provide avenues to facilitate proactive strategies for identifying better responses, avoiding triggers, and reducing the possibility of suspension for similar offenses in the future.
  - **Action 2.7 School Attendance Rates:** As student attendance patterns become concerning, every school and the district attendance team will maintain a regular focus on attendance rates, specifically focused on chronic absenteeism. The district attendance team will engage with the family and the team at the school to problem-solve solutions for the barriers that are leading to absences so that regular attendance can be attained by the student.
  - **Action 2.12 Parent Education:** The district will provide frequent, quality, and effective workshops designed specifically to assist parents in supporting their children's learning. Language interpreters and translation of communications will be provided at parent workshops as needed

**Strategic Community Partnerships:** We plan to partner with the following organizations to implement our vision:

- **Sown To Grow**, a comprehensive SEL and training partner that supports student emotional wellbeing, MTSS, and our community schools model (Partnership MOU is attached as a required artifact.)

- **County of San Diego Health and Human Services Agency** - provide health education/promotion activities; assist families with self-sufficiency program application
- **Family Health Centers**- Federally Qualified Health Center provides comprehensive medical services to local community members
- **Grossmont-Cuyamaca Community College District** - an educational organization that is providing quick access to classes that will provide the skills necessary for adults to move into better careers
- **Spring Valley Community Alliance** - a non-profit organization that is working to improve the quality of life in the Spring Valley community
- **Spring Valley Collaborative** - monthly meeting with multiple community organizations to share the populations they work with and what events are happening in the community
- **Grossmont Adult Education** - connected to Grossmont-Cuyamaca Community College District and offers more ESL classes for parents and other recreational and vocational type offerings
- **San Diego Youth Services** - this organization is currently working at some of our sites with mental health and positive parenting strategies for students and families; they also offer after school mental health enrichment if requested
- **San Diego State University** - partnership to train and supervise in the Social Work program
- **Feeding SD** - provide food for underserved communities
- **Lion's Club** - provide support for glasses and other vision related services
- **Family Wellness Centers (LM Mental Health)** - provide on-site mental health services to students who attend schools in the city of La Mesa
- **Kidz to Pros** - provides sports programming after school for students
- **Monie and Mo's** - provides food for families in our District
- **Common Ground** - faith based organization that provides food for families sometimes
- **Spring Valley Lions Club** - Supports local children and schools through scholarships, recreation and mentoring.

# Loma Elementary School (Principal: Tara Bernal)

## Goals and Priorities

Loma Elementary School is actively seeking funding to advance our vision of establishing a whole-child-focused community school. We understand that the foundation of a thriving community school lies in integrated student support, fostering family and community engagement, embracing collaborative leadership practices, and providing extended learning time and opportunities. With a commitment to nurturing the holistic development of each student, our plan aims to create a dynamic educational environment that not only educates but also supports the diverse needs of our students. By investing in this comprehensive approach, Loma Elementary School aspires to cultivate a strong sense of community, ensuring that every child receives the support and resources necessary for their academic, social, and emotional growth.

## School Overview, Needs, and Assets:

We cater to a wonderfully diverse community, encompassing substantial populations of students who have historically lacked adequate representation and support

- 13.1% African-American, 56.9% Hispanic, 0.4% Native American
- 76.7% eligible for free or reduced lunch (socioeconomically disadvantaged)
- 27.6% English learners
- 19.1% of students with IEPs
- 0.7% foster youth

We have invested significantly in our school model to support these student populations. We aim to continue creating an inclusive and supportive educational environment that caters to the diverse needs of our student population. We have developed a comprehensive set of strategies to support diverse student populations. These include:

- **Foundational MTSS Systems:** Implementing systems for Multi-Tiered Systems of Support (MTSS) to identify students' needs, fostering collaboration to provide targeted support, and implementing tiered interventions to address academic and restorative practices to support behavioral and cultural norms.
- **Full-Time Social Worker:** Employing a full-time social worker dedicated to supporting families and students facing challenging personal and academic situations, providing crucial emotional and social support to ensure their well-being.
- **Trauma-Informed Practices Training:** Ensuring all staff members undergo training in trauma-informed practices, creating a sensitive and understanding environment that addresses the diverse needs of students who may have experienced trauma.
- **Designated SEL Time and Resources:** Incorporating Social-Emotional Learning (SEL) time and resources into the school day, fostering the development of essential life skills such as self-awareness, social skills, and responsible decision-making.

However, we continue to have significant needs that we must address holistically:

- Since 2019, there has been a notable rise in the number of students who have undergone trauma or adverse childhood experiences (ACES).
- The aftermath of the pandemic has posed a particular challenge for our students regarding social-emotional learning and resilience, as evidenced by increased behavior referrals.
- The outcomes of student social-emotional learning (SEL) and mental health screenings consistently reveal pressing concerns regarding emotional well-being.
  - 29% feel they are not a part of the school
- Results of the SEL CORE Survey of all 4th, 5th and 6th grade students demonstrate significant needs in student emotional wellbeing
  - Approximately one quarter of students responded unfavorably to questions pertaining to culture and climate.
- Parent and Staff Survey Results indicate lack of a sense of engagement and a significant number have a negative view of school climate.

<b>LOMA ELEMENTARY</b>	
<b>Parents (n=42)</b>	<b>Staff (n=12)</b>
<b>Family Engagement/School Climate</b>	
School Places Importance on Family Engagement (62% Agree, 5% Disagree)	School Places Importance on Family Engagement (58% Agree, 8% Disagree)
I Have Strong Positive Relationships with My Child's School (62% Agree, 2% Disagree)	I Have Strong Positive Relationships with My Student's Families (58% Agree, 0% Disagree)
Families Feel Welcome in Our School (64% Agree, 5% Disagree)	Families Feel Welcome in Our School (42% Agree, 8% Disagree)
Families Feel They Have a Voice at Our School (45% Agree, 12% Disagree)	Families Feel They Have a Voice at Our School (25% Agree, 25% Disagree)

**Core Commitments:**

As a team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- **Assets-driven and Strength-Based Practice:** Recognizing the considerable strengths within our community alongside identified needs, our students and families exhibit remarkable resilience in the face of challenges, and our mission is to extend this strength seamlessly into the academic environment.
- **Racially Just and Restorative School Climate:** Loma Elementary has devoted several years to investing in positive behavioral interventions and support systems, incorporating restorative practices to guide students through conflicts, disciplinary matters, and community-building initiatives.

- **Powerful, Culturally Proficient, and Relevant Instruction:** We have proactively undertaken efforts to recruit and hire staff members mirroring the demographic profile of our students. All staff members actively participate in ongoing professional development, ensuring instructional practices align with culturally relevant and responsive approaches. Moreover, Loma Elementary aligns with NCUST (the National Center for Urban School Transformation) equity audits to prioritize structures, systems, and practices leading all student groups to excellent learning outcomes.
- **Shared Decision-making and Participatory Practices:** Our school boasts a dedicated Instructional Leadership Team, inclusive of teachers and core staff members, ensuring that all significant data and decisions related to instruction undergo thorough vetting. Additionally, we have engaged highly committed parents to lead our School Site Council, further promoting collaborative decision-making processes.

### **Measurable Goals and Activities:**

Using these grant funds, our school will invest in the following throughout our five-year plan:

- Full-time Community Services Facilitator to serve as a liaison between parents, students, and the community, and to assist in the implementation of community school programs, services, and activities
- Ongoing professional development and training that builds the capacity of staff to effectively engage input and leadership from students, families, and community members in decision-making to ensure alignment and commitment to the core aspects of our community school practices (including internal and external training opportunities).
- Professional development and staff time for building, strengthening, and sustaining connections between staff, students, and families such as positive home visitation programs and strengths-based student-family-teacher conferences.
- Comprehensive social-emotional growth program that promotes the development of critical SEL skills and high-quality evidence-based tiered strategies and interventions for all students
- Professional development and staff time for participation in and utilization of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- Expanded diverse learning and enrichment opportunities to motivate, engage, and provide access to all students

### **We have established clear, measurable goals in support of our plan:**

- All teachers will undergo comprehensive training encompassing the core principles of our community school practices, ensuring a deep understanding of how new roles and partnerships will enhance whole-child support, aiming for 100% participation.



- Every student will be provided with access to high-quality Tier I social-emotional well-being support every week, initiating a weekly emotional check-in and expanding into skill-building activities, to reach 100% coverage.
- All students will have access to high-quality Tier II and Tier III interventions tailored to their identified needs. The expansion of our Multi-Tiered Systems of Support (MTSS) will integrate emotional well-being inputs, with a commitment to promptly responding to these inputs, and fostering collaborative partnerships with families throughout the process.
- Students' social-emotional learning capacity will improve, measured through pre-and-post assessments on an annual SEL survey. By grade 6, the objective is for 80% or more of students to demonstrate improvement or exhibit high levels of capacity in Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, and Relationship Skills.
- Aiming to enhance students' sense of belonging, measured through pre-and-post assessments on an annual SEL survey, the goal is for 80% or more of students in grade 6 to exhibit improvement or high levels of capacity in measures of Sense of Belonging.
- All teachers will receive training in the fundamentals of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches, ensuring 100% proficiency in these critical areas.
- Every student will enjoy expanded access to diverse learning and enrichment opportunities, ensuring that 100% of the student body benefits from these experiences.
- All teaching staff will undergo comprehensive training in essential positive behavioral interventions, restorative practices, and trauma-informed instructional approaches, ensuring 100% proficiency in these critical areas.
- Ensuring equitable access, 100% of students will be provided with expanded opportunities for diverse learning and enrichment, fostering a more inclusive and enriched educational experience for the entire student body.

**Key Staff:**

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader: Community Services Facilitator and School Site Principal
- Leadership Team: Community Services Facilitator, school administrator, social worker/counselor, staff member (classified and certificated), parent, student leader, community partner
- Planned Implementation Structures
  - Weekly implementation meeting of key roles and leadership team
  - Monthly progress updates to the Instructional Leadership Team
  - Quarterly progress updates to all staff

**Coherence Policy and Initiative - LCAP Connections:** Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

**LCAP Goal 2: ENGAGE - We will engage our students and the learning community to ensure the skills and support necessary for social, emotional, and physical well-being.**

- **Action 2.2 Social-Emotional Support, Programs, & Partnerships:** Site social workers will provide resources and support for site staff, students, and families to ensure students' social and emotional needs are met.
- **Action 2.3 Cultural Proficiency for All Staff:** Professional learning focused on cultural proficiency for all staff and site leaders will be facilitated by experts in the field. This will allow us to honor the assets that students come to us with and remove any barriers that keep them from achieving at higher levels
- **Action 2.5 Alternatives to Suspension:** Alternatives to suspension will provide alternative responses for students who would have otherwise been suspended for offenses such as fighting, bullying, or alcohol/drug offenses, and will instead provide avenues to facilitate proactive strategies for identifying better responses, avoiding triggers, and reducing the possibility of suspension for similar offenses in the future.
- **Action 2.7 School Attendance Rates:** As student attendance patterns become concerning, every school and the district attendance team will maintain a regular focus on attendance rates, specifically focused on chronic absenteeism. The district attendance team will engage with the family and the team at the school to problem-solve solutions for the barriers that are leading to absences so that regular attendance can be attained by the student.
- **Action 2.12 Parent Education:** LMSVSD will provide frequent, quality, and effective workshops designed specifically to assist parents in supporting their children's learning. Language interpreters and translation of communications will be provided at parent workshops as needed

**Strategic Community Partnerships:** We plan to partner with the following organizations to implement our vision:

- **Sown To Grow** is a comprehensive SEL and training partner supporting student emotional wellbeing, MTSS, and our community schools model (Partnership MOU is attached as a required artifact.)
- **County of San Diego Health and Human Services Agency** - provide health education/promotion activities; assist families with self-sufficiency program application
- **Family Health Centers-** Federally Qualified Health Center provides comprehensive medical services to local community members
- **Grossmont-Cuyamaca Community College District** - an educational organization that provides quick access to classes that will provide the skills necessary for adults to move into better careers
- **Spring Valley Community Alliance** - a non-profit organization that is working to improve the quality of life in the Spring Valley community
- **Spring Valley Collaborative** - monthly meeting with multiple community organizations to share the populations they work with and what events are happening in the community

- **Grossmont Adult Education** - connected to Grossmont-Cuyamaca Community College District and offers more ESL classes for parents and other recreational and vocational type offerings
- **San Diego Youth Services** - this organization is currently working at some of our sites with mental health and positive parenting strategies for students and families; they also offer after-school mental health enrichment if requested
- **San Diego State University** - partnership to train and supervise in the Social Work program
- **Feeding SD** - provide food for underserved communities
- **Lion's Club** - provides support for glasses and other vision-related services
- **Family Wellness Centers (LM Mental Health)** - provide on-site mental health services to students who attend schools in the city of La Mesa
- **Kidz to Pros** - provides sports programming after school for students
- **LIFT Enrichment** - provides cooking classes after school for students
- **Monie and Mo's** - provides food for families in our District
- **Common Ground** - a faith-based organization that at times, provides food for families in need.

## **Rancho Elementary School (Principal: Stibaly Johnson)**

**Goals and Priorities** Rancho Elementary School is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

### **School Overview, Needs and Assets:**

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 13% African-American, 66.5% Hispanic
- 79.5% eligible for free or reduced lunch (socioeconomically disadvantaged)
- 25.7% English learners
- 17.9% students with IEPs

We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Full-time social worker to support students experiencing challenging personal and academic situations
- Designated SEL time and resources built into the school day
- Dino School to teach weekly SEL lessons to grades TK - 2nd. Dino School is a Prevention and Early Intervention Program and they also teaches small groups of students about coping strategies, anger management, social skills, and expression of feelings.
- Safe School Ambassador (SSA) Program is focused on Creating a safe and inclusive school community and is one of numerous ways to prevent bullying and violence. Safe School Ambassadors is designed to help schools engage and empower students to work with adults. By cultivating this connection staff and students work together to create and maintain a positive culture across campus. SSA compliments other SEL and school climate initiatives including PBIS, Violence Prevention, Youth Empowerment/Youth Voice and Restorative Justice approaches and has a proven track record of reducing school disciplinary actions. SSA equips and engages diverse, socially influential youth as upstanders by providing them with skills to safely resolve conflicts, counter mistreatment, and support isolated and disconnected students. Students are trained to notice and safely act when they see, hear, and know that something is not right and to create healthy connections among their peers.
- Safety Patrol
- Part time English Learner Instructional Coach to support best teaching and learning practices for multilingual learners
- Student Council

However, we continue to have significant needs that we must address holistically:

- Significant increase in students who have experienced trauma/ACES since 2019
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals)
- Student SEL and mental health screener results demonstrate significant needs in student emotional wellbeing
  - 31.07% of students say that they do not feel like they belong at school
- EL Student data shows more need for focus, professional learning and improvement with ELD and the ELD Standards
  - 14 students (14% of ELs) are LTELs
  - 25 students (25% of ELs) are Potential LTELs

### **Core Commitments:**

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- **Assets-Driven and Strength-Based Practice:** We recognize that our community has significant strengths alongside needs. Students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment. Classroom practices, climate, curriculum and instruction respond to the diversity among English learners, recognizing that not all English learners have the same needs. Teachers need to have and use strategies, autonomy and flexibility to respond to the needs of their English learner using developmentally appropriate differentiated scaffolds and supports that allow for equal and full participation and engagement. Students' cultures and languages are valued and affirmed, have a presence in the classroom and are built upon as assets for their learning. Students see themselves reflected in the curriculum and benefit from culturally and linguistically responsive pedagogy. Classrooms are safe, caring, inclusive and affirming - and the socioemotional health of students is always a focus. Teachers build classroom communities that are respectful and support students in developing a strong prideful sense of identity and belonging while they are also learning to value and respect others who may be different from themselves. Educators value and build strong partnerships with families and the community. (English Learner Roadmap Principle #1)
- **Racially Just and Restorative School Climates:** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community.
- **Powerful, Culturally Proficient and Relevant Instruction:** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally

relevant and responsive practices. Aligning NCUST (the National Center for Urban School Transformation) equity audits to prioritize structures, systems, and practices that lead all groups of students to excellent learning outcomes. English learners are provided with rigorous, intellectually rich, relevant, developmentally appropriate standards-based learning experiences with instructional scaffolding that supports comprehension, active engagement and participation, and mastery. They are supported to develop high levels of English language development - in and across the curriculum. Belief in students and high expectations for students are communicated. (from English Learner Roadmap Principle #2)

- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Further, we have recruited highly engaged parents to lead our School Site Council. Teachers collaborate within grade levels and across grade levels to ensure articulation and consistency in supporting students. We are expanding student voice across the system (Long-Term English Learner Goal sheets, student led conferences)

### **Measurable Goals and Activities:**

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time Community Services Facilitator to serve as a liaison between parents, students and the community, and to assist in the implementation of community school programs, services, and activities
- Ongoing professional development and training that builds the capacity of staff to effectively engage input and leadership from students, families, and community members in decision making to ensure alignment and commitment to the core aspects of our community school practices (includes internal and external training opportunities).
- Professional development and staff time for building, strengthening, and sustaining connections between staff, students, and families such as positive home visitation programs and strengths-based student-family-teacher conferences .
- Comprehensive social-emotional growth program that promotes development of critical SEL skills and high quality evidence based tiered strategies and interventions for all students
- Professional development and staff time for participation in and utilization of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- Expanded diverse learning and enrichment opportunities to motivate, engage and provide access to all students

### **We have established clear, measurable goals in support of our plan:**

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.

- 100% of students will have access to high quality Tier I social emotional wellbeing support on a weekly basis beginning with a weekly emotional check-in, and expand into social-emotional skill-building.
- 100% of students will have access to high quality Tier II and Tier III interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.
- 100% of teachers will be trained in the fundamentals of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- 100% of students will have access to expanded diverse learning and enrichment opportunities

**Key Staff:**

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader: Community Services Facilitator and School Site Principal
- Leadership Team: Community Services Facilitator, school administrator, social worker/counselor, staff member (classified and certificated), parent, student leader, community partner
- Planned Implementation Structures
  - Weekly implementation meeting of key roles and leadership team
  - Monthly progress updates to Instructional Leadership Team
  - Quarterly progress updates to all staff

**Coherence Policy and Initiative - LCAP Connections:**

Our community school goals are fully aligned with our district’s LCAP, specifically under the following objectives and goals:

- **LCAP Goal 2: ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being.**
  - **Action 2.2 Social-Emotional Support, Programs, & Partnerships:** Site social workers will provide resources and supports For site staff, students and families to ensure students' social and emotional needs are met.
  - **Action 2.3 Cultural Proficiency for All Staff:** Professional learning focused on cultural proficiency for all staff and site leaders will be facilitated from experts in the field. This will allow us to honor the assets

that students come to us with and remove any barriers that keep them from achieving at higher levels

- **Action 2.5 Alternatives to Suspension:** Alternatives to suspension will provide alternative responses for students who would have otherwise been suspended for offenses such as fighting, bullying, or alcohol/drug offenses, and will instead provide avenues to facilitate proactive strategies for identifying better responses, avoiding triggers, and reducing the possibility of suspension for similar offenses in the future.
- **Action 2.7 School Attendance Rates:** As student attendance patterns become concerning, every school and the district attendance team will maintain a regular focus on attendance rates, specifically focused on chronic absenteeism. The district attendance team will engage with the family and the team at the school to problem-solve solutions for the barriers that are leading to absences so that regular attendance can be attained by the student.
- **Action 2.12 Parent Education:** The district will provide frequent, quality, and effective workshops designed specifically to assist parents in supporting their children's learning. Language interpreters and translation of communications will be provided at parent workshops as needed

**Strategic Community Partnerships:** We plan to partner with the following organizations to implement our vision:

- **Sown To Grow**, a comprehensive SEL and training partner that supports student emotional wellbeing, MTSS, and our community schools model (Partnership MOU is attached as a required artifact.)
- **County of San Diego Health and Human Services Agency** - provide health education/promotion activities; assist families with self-sufficiency program application
- **Family Health Centers**- Federally Qualified Health Center provides comprehensive medical services to local community members
- **Grossmont-Cuyamaca Community College District** - an educational organization that is providing quick access to classes that will provide the skills necessary for adults to move into better careers
- **Spring Valley Community Alliance** - a non-profit organization that is working to improve the quality of life in the Spring Valley community
- **Spring Valley Collaborative** - monthly meeting with multiple community organizations to share the populations they work with and what events are happening in the community
- **Grossmont Adult Education** - connected to Grossmont-Cuyamaca Community College District and offers more ESL classes for parents and other recreational and vocational type offerings
- **San Diego Youth Services** - this organization is currently working at some of our sites with mental health and positive parenting strategies for students and families; they also offer after school mental health enrichment if requested
- **San Diego State University** - partnership to train and supervise in the Social Work program



- **Feeding SD** - provide food for underserved communities
- **Lion's Club** - provide support for glasses and other vision related services
- **Family Wellness Centers (LM Mental Health)** - provide on-site mental health services to students who attend schools in the city of La Mesa
- **Kidz to Pros** - provides sports programming after school for students
- **Monie and Mo's** - provides food for families in our District
- **Common Ground** - faith based organization that provides food for families sometimes
- **Elevo** (comprehensive, turnkey ELO-P model includes thematic enrichment lessons, homework coaching and academic support, rotational sports, and SEL-infused physical activities and games.)

## Rolando Elementary School (Principal: Benjamin Klaus)

**Goals and Priorities** Rolando Elementary School is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

### **School Overview, Needs and Assets:**

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 6.9% African-American, 49% Hispanic, 0.2% Native American
- 69.9% eligible for free or reduced lunch (socioeconomically disadvantaged)
- 12.9% English learners
- 13.6% students with IEPs

We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Full-time social worker to support students experiencing challenging personal and academic situations
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day

However, we continue to have significant needs that we must address holistically:

- Significant increase in students who have experienced trauma/ACES since 2019
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals)
- Results of the SEL CORE Survey of all 4th, 5th and 6th grade students demonstrate significant needs in student emotional wellbeing
  - Approximately one quarter of students responded unfavorably to questions pertaining to culture and climate.
- Parent and Staff Survey Results indicate that staff have a lack of a sense of engagement and a significant number have a negative view of school climate.

<b>Rolando Elementary</b>	
<b>Parents (n=61)</b>	<b>Staff (n=13)</b>
<b>Family Engagement / School Climate</b>	
School Places Importance on Family Engagement (66% Agree, 9% Disagree)	School Places Importance on Family Engagement (40% Agree, 40% Disagree)

Families Feel Welcome in Our School (74% Agree, 5% Disagree)	I Have Strong Positive Relationships with My Student's Families (70% Agree, 0% Disagree)
I Have Strong Positive Relationships with My Child's School (88% Agree, 3% Disagree)	Families Feel Welcome in Our School (80% Agree, 20% Disagree)
Families Feel They Have a Voice at Our School (62% Agree, 3% Disagree)	Families Feel They Have a Voice at Our School (40% Agree, 40% Disagree)

**Core Commitments:**

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- **Assets-Driven and Strength-Based Practice:** We recognize that our community has significant strengths alongside needs. Students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment. Students in the upper grades are engaged in a Safe School Ambassador program that seeks to enhance and develop our students' leadership skills.
- **Racially Just and Restorative School Climates:** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community. We have designated an open room as our Wellness Center whereby students, staff and parents have access to use as a support for their emotional and mental wellbeing.
- **Powerful, Culturally Proficient and Relevant Instruction:** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices. Aligning NCUST (the National Center for Urban School Transformation) equity audits to prioritize structures, systems, and practices that lead all groups of students to excellent learning outcomes. We have made a significant book purchase to enhance our classroom libraries with books that are reflective of our diverse student population.
- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Further, we have recruited highly engaged parents to lead our School Site Council. We also hold regular monthly community workshops and forums in our parent/principal chats

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time Community Services Facilitator to serve as a liaison between parents, students and the community, and to assist in the implementation of community school programs, services, and activities
- Ongoing professional development and training that builds the capacity of staff to effectively engage input and leadership from students, families, and community members in decision making to ensure alignment and commitment to the core aspects of our community school practices (includes internal and external training opportunities).
- Professional development and staff time for building, strengthening, and sustaining connections between staff, students, and families such as positive home visitation programs and strengths-based student-family-teacher conferences .
- Comprehensive social-emotional growth program that promotes development of critical SEL skills and high quality evidence based tiered strategies and interventions for all students
- Professional development and staff time for participation in and utilization of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- Expanded diverse learning and enrichment opportunities to motivate, engage and provide access to all students

**We have established clear, measurable goals in support of our plan:**

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I social emotional wellbeing support on a weekly basis beginning with a weekly emotional check-in, and expand into social-emotional skill-building.
- 100% of students will have access to high quality Tier II and Tier III interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.
- 100% of teachers will be trained in the fundamentals of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- 100% of students will have access to expanded diverse learning and enrichment opportunities

### **Key Staff:**

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader: Community Services Facilitator and School Site Principal
- Leadership Team: Community Services Facilitator, school administrator, social worker/counselor, staff member (classified and certificated), parent, student leader, community partner
- Planned Implementation Structures
  - Weekly implementation meeting of key roles and leadership team
  - Monthly progress updates to Instructional Leadership Team
  - Quarterly progress updates to all staff

### **Coherence Policy and Initiative - LCAP Connections:**

Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

- **LCAP Goal 2: ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being.**
  - **Action 2.2 Social-Emotional Support, Programs, & Partnerships:** Site social workers will provide resources and supports For site staff, students and families to ensure students' social and emotional needs are met.
  - **Action 2.3 Cultural Proficiency for All Staff:** Professional learning focused on cultural proficiency for all staff and site leaders will be facilitated from experts in the field. This will allow us to honor the assets that students come to us with and remove any barriers that keep them from achieving at higher levels
  - **Action 2.5 Alternatives to Suspension:** Alternatives to suspension will provide alternative responses for students who would have otherwise been suspended for offenses such as fighting, bullying, or alcohol/drug offenses, and will instead provide avenues to facilitate proactive strategies for identifying better responses, avoiding triggers, and reducing the possibility of suspension for similar offenses in the future.
  - **Action 2.7 School Attendance Rates:** As student attendance patterns become concerning, every school and the district attendance team will maintain a regular focus on attendance rates, specifically focused on chronic absenteeism. The district attendance team will engage with the family and the team at the school to problem-solve solutions for the barriers that are leading to absences so that regular attendance can be attained by the student.
  - **Action 2.12 Parent Education:** The district will provide frequent, quality, and effective workshops designed specifically to assist parents in supporting their children's learning. Language interpreters and translation of communications will be provided at parent workshops as needed

**Strategic Community Partnerships:** We plan to partner with the following organizations to implement our vision:

- **Sown To Grow**, a comprehensive SEL and training partner that supports student emotional wellbeing, MTSS, and our community schools model (Partnership MOU is attached as a required artifact.)
- **County of San Diego Health and Human Services Agency** - provide health education/promotion activities; assist families with self-sufficiency program application
- **Family Health Centers**- Federally Qualified Health Center provides comprehensive medical services to local community members
- **Grossmont-Cuyamaca Community College District** - an educational organization that is providing quick access to classes that will provide the skills necessary for adults to move into better careers
- **Spring Valley Community Alliance** - a non-profit organization that is working to improve the quality of life in the Spring Valley community
- **Spring Valley Collaborative** - monthly meeting with multiple community organizations to share the populations they work with and what events are happening in the community
- **Grossmont Adult Education** - connected to Grossmont-Cuyamaca Community College District and offers more ESL classes for parents and other recreational and vocational type offerings
- **San Diego Youth Services** - this organization is currently working at some of our sites with mental health and positive parenting strategies for students and families; they also offer after school mental health enrichment if requested
- **San Diego State University** - partnership to train and supervise in the Social Work program
- **Feeding SD** - provide food for underserved communities
- **Lion's Club** - provide support for glasses and other vision related services
- **Family Wellness Centers (LM Mental Health)** - provide on-site mental health services to students who attend schools in the city of La Mesa
- **Kidz to Pros** - provides sports programming after school for students
- **Monie and Mo's** - provides food for families in our District
- **Common Ground** - faith based organization that provides food for families sometimes
- **Kroc Center:** Provides art instruction to all of our students
- **Earth Discovery Institute** - connecting our students and families with nature, including school field trips, after school programming

## **STEAM Academy (Principal: Andrea Radmilovich)**

**Goals and Priorities** STEAM Academy is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation plan to focus on creating a **racially-just and restorative school climate and increased cultural proficiency and humility** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

### **School Overview, Needs and Assets:**

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 10.9% African-American, 69.9% Hispanic, 0.1% Native American
- 81.3% eligible for free or reduced lunch (socioeconomically disadvantaged)
- 24.8% English learners
- 18.2% students with IEPs
- 0.4% foster youth

We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented (SST Team)
- Full-time social worker to support students experiencing challenging personal and academic situations
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day
- Foundational Advisory program that meets 5 times per week and is designed to develop relationships and foster community.
- Boys to Men and FANCY organizations to help students identify leadership qualities in themselves and how to resolve conflicts.

However, we continue to have significant needs that we must address holistically:

- Need for access to health supports: Mental health, medical, dental and optometry support
- Increased access to after-school activities/enrichment opportunities and tutoring
- Expanded parent/family support: basic needs (food, clothing, housing, community resources) as well as places at school for parents to gain access to education including ESL support with babysitting available at a variety of hours and days
- Significant increase in students who have experienced trauma/ACES since 2019
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals)
- Results of the SEL CORE Survey of 6th, 7th, and 8th grade students demonstrate significant needs in student emotional wellbeing

- Approximately one quarter of students responded unfavorably to questions pertaining to culture and climate.
- Parent and Staff Survey Results indicate that staff lack a sense of engagement and a significant number have a negative view of school climate.

STEAM ACADEMY	
Parents (n=77)	Staff (n=26)
<b>Family Engagement/School Climate</b>	
School Places Importance on Family Engagement (40% Agree, 16% Disagree)	School Places Importance on Family Engagement (15% Agree, 23% Disagree)
I Have Strong Positive Relationships with My Child's School (40% Agree, 8% Disagree)	I Have Strong Positive Relationships with My Student's Families (50% Agree, 8% Disagree)
Families Feel Welcome in Our School (42% Agree, 9% Disagree)	Families Feel Welcome in Our School (35% Agree, 19% Disagree)
Families Feel They Have a Voice at Our School (40% Agree, 9% Disagree)	Families Feel They Have a Voice at Our School (15% Agree, 31% Disagree)

**Core Commitments:**

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- **Assets-Driven and Strength-Based Practice:** We recognize that our community has significant strengths alongside needs. Students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment.
- **Racially Just and Restorative School Climates:** We are investing in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community.
- **Powerful, Culturally Proficient and Relevant Instruction:** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices. Aligning NCUST (the National Center for Urban School Transformation) equity audits to prioritize structures, systems, and practices that lead all groups of students to excellent learning outcomes.
- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Further, we have recruited highly engaged parents to lead our School Site Council and ELAC meetings.



### **Measurable Goals and Activities:**

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time Community Services Facilitator to serve as a liaison between parents, students and the community, and to assist in the implementation of community school programs, services, and activities
- Ongoing professional development and training that builds the capacity of staff to effectively engage input and leadership from students, families, and community members in decision-making to ensure alignment and commitment to the core aspects of our community school practices (includes internal and external training opportunities).
- Professional development and staff time for building, strengthening, and sustaining connections between staff, students, and families such as positive home visitation programs and strengths-based student-family-teacher conferences .
- Comprehensive social-emotional growth program that promotes the development of critical SEL skills and high-quality evidence-based tiered strategies and interventions for all students
- Professional development and staff time for participation in and utilization of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- Expanded diverse learning and enrichment opportunities to motivate, engage and provide access to all students .

### **We have established clear, measurable goals in support of our plan:**

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high-quality Tier I social emotional well-being support on a weekly basis beginning with a weekly emotional check-in, and expand into social-emotional skill-building.
- 100% of students will have access to high-quality Tier II and Tier III interventions based on their determined needs. We will expand our MTSS system to include emotional well-being inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By grade 8, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By grade 8, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.
- 100% of teachers will be trained in the fundamentals of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches.
- 100% of students will have access to expanded diverse learning and enrichment opportunities.

### **Key Staff:**

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader: Community Services Facilitator and School Site Principal
- Leadership Team: Community Services Facilitator, school administrator, social worker/counselor, staff member (classified and certificated), parent, student leader, community partner
- Planned Implementation Structures
  - Weekly implementation meeting of key roles and leadership team
  - Monthly progress updates to Instructional Leadership Team
  - Quarterly progress updates to all staff

### **Coherence Policy and Initiative - LCAP Connections:**

Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

- **LCAP Goal 2: ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being.**
  - **Action 2.2 Social-Emotional Support, Programs, & Partnerships:** Site social workers will provide resources and supports For site staff, students and families to ensure students' social and emotional needs are met.
  - **Action 2.3 Cultural Proficiency for All Staff:** Professional learning focused on cultural proficiency for all staff and site leaders will be facilitated from experts in the field. This will allow us to honor the assets that students come to us with and remove any barriers that keep them from achieving at higher levels
  - **Action 2.5 Alternatives to Suspension:** Alternatives to suspension will provide alternative responses for students who would have otherwise been suspended for offenses such as fighting, bullying, or alcohol/drug offenses, and will instead provide avenues to facilitate proactive strategies for identifying better responses, avoiding triggers, and reducing the possibility of suspension for similar offenses in the future.
  - **Action 2.7 School Attendance Rates:** As student attendance patterns become concerning, every school and the district attendance team will maintain a regular focus on attendance rates, specifically focused on chronic absenteeism. The district attendance team will engage with the family and the team at the school to problem-solve solutions for the barriers that are leading to absences so that regular attendance can be attained by the student.
  - **Action 2.12 Parent Education:** The district will provide frequent, quality, and effective workshops designed specifically to assist parents in supporting their children's learning. Language interpreters and translation of communications will be provided at parent workshops as needed

### **Strategic Community Partnerships:**

We plan to partner with the following organizations to implement our vision:

- **Sown To Grow**, a comprehensive SEL and training partner that supports student emotional wellbeing, MTSS, and our community schools model (Partnership MOU is attached as a required artifact.)
- **County of San Diego Health and Human Services Agency** - provide health education/promotion activities; assist families with self-sufficiency program application
- **Family Health Centers**- Federally Qualified Health Center provides comprehensive medical services to local community members
- **Grossmont-Cuyamaca Community College District** - an educational organization that is providing quick access to classes that will provide the skills necessary for adults to move into better careers
- **Spring Valley Community Alliance** - a non-profit organization that is working to improve the quality of life in the Spring Valley community
- **Spring Valley Collaborative** - monthly meeting with multiple community organizations to share the populations they work with and what events are happening in the community
- **Grossmont Adult Education** - connected to Grossmont-Cuyamaca Community College District and offers more ESL classes for parents and other recreational and vocational type offerings
- **San Diego Youth Services** - this organization is currently working at some of our sites with mental health and positive parenting strategies for students and families; they also offer after school mental health enrichment if requested
- **San Diego State University** - partnership to train and supervise in the Social Work program
- **Feeding SD** - provide food for underserved communities
- **Lion's Club** - provide support for glasses and other vision related services
- **Family Wellness Centers (LM Mental Health)** - provide on-site mental health services to students who attend schools in the city of La Mesa
- **Rachel's Challenge**- bullying and school violence protection
- **Boys to Men** - mentorship to help build positive relationships, community service, etc.
- **FANCY** - mentorship for girls of color to establish positive relationships, get involved in the community, etc.

## Spring Valley Academy (Principal: Elizabeth Loether)

**Goals and Priorities** Spring Valley Academy is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

### **School Overview, Needs and Assets:**

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 15.3% African-American, 63.5% Hispanic, 0.3% Native American
- 81.3% eligible for free or reduced lunch (socioeconomically disadvantaged)
- 26.2% English learners
- 25.6% students with IEPs
- 0.3% foster youth

We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented using Teacher collaboration time.
- Full-time social worker to support students experiencing challenging personal and academic situations
- Trauma-informed and Restorative practices training for all staff members
- Designated SEL time and resources built into the school day
- Foundational Advisory program that meets 1 time per week and is designed to develop relationships, foster community.
- Providing SEL /Mentoring groups for identified students through staff, student, parent referrals.

However, we continue to have significant needs that we must address holistically:

- There is an increased need for students to develop their social-emotional learning capacity
- Mental health and behavioral issues continue to increase significantly and be a challenge for our students (e.g., counseling and behavior referrals)
- California Healthy Kids Survey (CHKS) results demonstrate significant needs in student emotional wellbeing. The areas of need are:
  - School Connectedness - 61% of students say that they do not feel like they belong at school
  - School Safety - 37% of students have experienced harassment in school
  - Social Emotional Health - 28% of students experienced chronic sadness/hopelessness

### **Core Commitments:**

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- **Assets-Driven and Strength-Based Practice:** We recognize that our community has significant strengths alongside needs. Students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment.
- **Racially Just and Restorative School Climates:** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community.
- **Powerful, Culturally Proficient and Relevant Instruction:** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices. Aligning NCUST (the National Center for Urban School Transformation) equity audits to prioritize structures, systems, and practices that lead all groups of students to excellent learning outcomes.
- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Further, we have recruited highly engaged parents and students to lead our School Site Council and ELAC teams.

### **Measurable Goals and Activities:**

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time Community Services Facilitator to serve as a liaison between parents, students and the community, and to assist in the implementation of community school programs, services, and activities
- Ongoing professional development and training that builds the capacity of staff to effectively engage input and leadership from students, families, and community members in decision making to ensure alignment and commitment to the core aspects of our community school practices (includes internal and external training opportunities).
- Professional development and staff time for building, strengthening, and sustaining connections between staff, students, and families such as positive home visitation programs and strengths-based student-family-teacher conferences .
- Comprehensive social-emotional growth program that promotes development of critical SEL skills and high quality evidence based tiered strategies and interventions for all students

- Professional development and staff time for participation in and utilization of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- Expanded diverse learning and enrichment opportunities to motivate, engage and provide access to all students

**We have established clear, measurable goals in support of our plan:**

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I social emotional wellbeing support on a weekly basis beginning with a weekly emotional check-in, and expand into social-emotional skill-building.
- 100% of students will have access to high quality Tier II and Tier III interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By grade 8, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By grade 8, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.
- 100% of teachers will be trained in the fundamentals of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- 100% of students will have access to expanded diverse learning and enrichment opportunities

**Key Staff:**

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader: Community Services Facilitator and School Site Principal
- Leadership Team: Community Services Facilitator, school administrator, social worker/counselor, staff member (classified and certificated), parent, student leader, community partner
- Planned Implementation Structures
  - Weekly implementation meeting of key roles and leadership team
  - Monthly progress updates to Instructional Leadership Team
  - Quarterly progress updates to all staff

**Coherence Policy and Initiative - LCAP Connections:**

Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

- **LCAP Goal 2: ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being.**
  - **Action 2.2 Social-Emotional Support, Programs, & Partnerships:** Site social workers will provide resources and supports For site staff, students and families to ensure students' social and emotional needs are met.
  - **Action 2.3 Cultural Proficiency for All Staff:** Professional learning focused on cultural proficiency for all staff and site leaders will be facilitated from experts in the field. This will allow us to honor the assets that students come to us with and remove any barriers that keep them from achieving at higher levels
  - **Action 2.5 Alternatives to Suspension:** Alternatives to suspension will provide alternative responses for students who would have otherwise been suspended for offenses such as fighting, bullying, or alcohol/drug offenses, and will instead provide avenues to facilitate proactive strategies for identifying better responses, avoiding triggers, and reducing the possibility of suspension for similar offenses in the future.
  - **Action 2.7 School Attendance Rates:** As student attendance patterns become concerning, every school and the district attendance team will maintain a regular focus on attendance rates, specifically focused on chronic absenteeism. The district attendance team will engage with the family and the team at the school to problem-solve solutions for the barriers that are leading to absences so that regular attendance can be attained by the student.
  - **Action 2.12 Parent Education:** The district will provide frequent, quality, and effective workshops designed specifically to assist parents in supporting their children's learning. Language interpreters and translation of communications will be provided at parent workshops as needed

**Strategic Community Partnerships:** We plan to partner with the following organizations to implement our vision:

- **Sown To Grow**, a comprehensive SEL and training partner that supports student emotional wellbeing, MTSS, and our community schools model (Partnership MOU is attached as a required artifact.)
- **County of San Diego Health and Human Services Agency** - provide health education/promotion activities; assist families with self-sufficiency program application
- **Family Health Centers**- Federally Qualified Health Center provides comprehensive medical services to local community members
- **Grossmont-Cuyamaca Community College District** - an educational organization that is providing quick access to classes that will provide the skills necessary for adults to move into better careers
- **Spring Valley Community Alliance** - a non-profit organization that is working to improve the quality of life in the Spring Valley community

- **Spring Valley Collaborative** - monthly meeting with multiple community organizations to share the populations they work with and what events are happening in the community
- **Grossmont Adult Education** - connected to Grossmont-Cuyamaca Community College District and offers more ESL classes for parents and other recreational and vocational type offerings
- **San Diego Youth Services** - this organization is currently working at some of our sites with mental health and positive parenting strategies for students and families; they also offer after school mental health enrichment if requested
- **San Diego State University** - partnership to train and supervise in the Social Work program
- **Feeding SD** - provide food for underserved communities
- **Lion's Club** - provide support for glasses and other vision related services
- **Family Wellness Centers (LM Mental Health)** - provide on-site mental health services to students who attend schools in the city of La Mesa
- **Kidz to Pros** - provides sports programming after school for students
- **Monie and Mo's** - provides food for families in our District
- **Common Ground** - faith based organization that provides food for families sometimes
- **Spring Valley Academy PSTA** (Kathryn Golden President) - Provides support for school activities, community support, and engagement support.
- **Boys to Men** - mentorship to help build positive relationships, community service, etc.
- **FANCY** - mentorship for girls of color to establish positive relationships, get involved in the community, etc
- **No Place for Hate** - Provides student leadership opportunities related to inclusive cultural practices.
- **Kiwanis Club** - Provides Herman E. Anderson \$1500 Scholarship to promoting 8th graders
- **Safe School Ambassadors** - Provide training for peer mentoring and bullying prevention.
- **Real Matters Inc.** - Camp Lead mentoring program.



# Sweetwater Springs Elementary School (Principal: Kelli Maringer)

**Goals and Priorities** Sweetwater Springs Elementary School is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

## **School Overview, Needs and Assets:**

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 11.7% African-American, 52.9% Hispanic
- 69.2% eligible for free or reduced lunch (socioeconomically disadvantaged)
- 19.1% English learners
- 21.1% students with IEPs
- 0.2% foster youth

We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Full-time social worker to support students experiencing challenging personal and academic situations
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day
- Alignment of staffing and resources to support English Learner newcomers.
- Zones of Regulation training for staff members.
- Training in calm down corners and calm down kits.
- School Attendance Team meets regularly, identifies barriers to attendance, and provides families resources and supports.

However, we continue to have significant needs that we must address holistically:

- Significant increase in students who have experienced trauma/ACES since 2019
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals) particularly the students in our lower primary grades (prek-1).
- Results of the SEL CORE Survey of all 4th, 5th and 6th grade students demonstrate significant needs in student emotional wellbeing
  - Approximately one quarter of students responded unfavorably to questions pertaining to culture and climate.
- Need for access to health supports: Mental health, medical, dental and optometry support.

- Updates and improvements to the school grounds and infrastructure including, but not limited to: playground play structure, fencing, outdoor learning areas, shade structures etc.
- Increased access to after school activities/enrichment opportunities (music, art, robotics, language classes, performing arts, and tutoring).
- Expanded parent/family support: basic needs (food, clothing, housing, community resources) as well as places at school for parents to gain access to education including ESL support with babysitting available at a variety of hours and days

**Core Commitments:** As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- **Assets-Driven and Strength-Based Practice:** We recognize that our community has significant strengths alongside needs. Students and families demonstrate incredible resilience in the face of challenges. Our school's parent and family involvement has increased over the last few years. We seek to extend that strength to support our school's academic program.
- **Racially Just and Restorative School Climates:** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community. Restorative practices, paired with appropriate consequences, allow the site to address behaviors using several alternatives to suspension. The overall number of students suspended at our site has decreased. This includes the overall number of students suspended who are in student groups that are historically underserved. Sweetwater Springs has adopted five core values to guide students to expected behaviors: Perseverance, Respect, Ownership, Unity and Discipline. We are Skyhawks P.R.O.U.D.
- **Powerful, Culturally Proficient and Relevant Instruction:** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices. Aligning NCUST (the National Center for Urban School Transformation) equity audits to prioritize structures, systems, and practices that lead all groups of students to excellent learning outcomes. Significant efforts have been made to expose students to multicultural assemblies and celebrations that are then linked to instruction (Units on Holidays Around the World, Dia De Los Muertos, Black History Museum, Folklorico Dancers, etc).
- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. We have a school Culture/Safety committee that reviews discipline data, examines the daily climate of the school, and facilitates the Safe School Ambassador program. Further, we have recruited highly engaged parents

to lead our School Site Council and English Learner Advisory Committees. We try to involve members from both SSC and ELAC along with our PTA at various meetings throughout the year.

**Measurable Goals and Activities:**

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time Community Services Facilitator to serve as a liaison between parents, students and the community, and to assist in the implementation of community school programs, services, and activities
- Ongoing professional development and training that builds the capacity of staff to effectively engage input and leadership from students, families, and community members in decision making to ensure alignment and commitment to the core aspects of our community school practices (includes internal and external training opportunities).
- Professional development and staff time for building, strengthening, and sustaining connections between staff, students, and families such as positive home visitation programs and strengths-based student-family-teacher conferences .
- Comprehensive social-emotional growth program that promotes development of critical SEL skills and high quality evidence based tired strategies and interventions for all students
- Professional development and staff time for participation in and utilization of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- Expanded diverse learning and enrichment opportunities to motivate, engage and provide access to all students

**We have established clear, measurable goals in support of our plan:**

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I social emotional wellbeing support on a weekly basis beginning with a weekly emotional check-in, and expand into social-emotional skill-building.
- 100% of students will have access to high quality Tier II and Tier III interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By grade 6, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.

- 100% of teachers will be trained in the fundamentals of positive behavioral interventions, restorative practices, and trauma-informed instructional approaches
- 100% of students will have access to expanded diverse learning and enrichment opportunities

### **Key Staff:**

The following roles are designated as leaders of the community school approach:

- Community Schools Implementation Leader: Community Services Facilitator and School Site Principal
- Leadership Team: Community Services Facilitator, school administrator, social worker/counselor, staff member (classified and certificated), parent, student leader, community partner
- Planned Implementation Structures
  - Weekly implementation meeting of key roles and leadership team
  - Monthly progress updates to Instructional Leadership Team
  - Quarterly progress updates to all staff

### **Coherence Policy and Initiative - LCAP Connections:**

Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

- **LCAP Goal 2: ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being.**
  - **Action 2.2 Social-Emotional Support, Programs, & Partnerships:** Site social workers will provide resources and supports For site staff, students and families to ensure students' social and emotional needs are met.
  - **Action 2.3 Cultural Proficiency for All Staff:** Professional learning focused on cultural proficiency for all staff and site leaders will be facilitated from experts in the field. This will allow us to honor the assets that students come to us with and remove any barriers that keep them from achieving at higher levels.
  - **Action 2.5 Alternatives to Suspension:** Alternatives to suspension will provide alternative responses for students who would have otherwise been suspended for offenses such as fighting, bullying, or alcohol/drug offenses, and will instead provide avenues to facilitate proactive strategies for identifying better responses, avoiding triggers, and reducing the possibility of suspension for similar offenses in the future.
  - **Action 2.7 School Attendance Rates:** As student attendance patterns become concerning, every school and the district attendance team will maintain a regular focus on attendance rates, specifically focused on chronic absenteeism. The district attendance team will engage with the family and the team at the school to problem-solve solutions for the barriers that are leading to absences.
  - **Action 2.12 Parent Education:** The district will provide frequent, quality, and effective workshops designed specifically to assist parents in

supporting their children's learning. Language interpreters and translation of communications will be provided at parent workshops as needed

**Strategic Community Partnerships:** We plan to partner with the following organizations to implement our vision:

- **Sown To Grow**, a comprehensive SEL and training partner that supports student emotional wellbeing, MTSS, and our community schools model (Partnership MOU is attached as a required artifact.)
- **County of San Diego Health & Human Services** - provide health promotion activities; assist families with self-sufficiency program application
- **Family Health Centers**- Federally Qualified Health Center provides comprehensive medical services to local community members
- **Grossmont-Cuyamaca Community College District** - an educational organization that is providing quick access to classes that will provide the skills necessary for adults to move into better careers
- **Spring Valley Community Alliance** - a non-profit organization that is working to improve the quality of life in the Spring Valley community
- **Spring Valley Collaborative** - monthly meeting with multiple community organizations to share the populations they work with and what events are happening in the community
- **Grossmont Adult Education** - connected to Grossmont-Cuyamaca Community College District and offers more ESL classes for parents and other recreational and vocational type offerings
- **San Diego Youth Services** - this organization is currently working at some of our sites with mental health and positive parenting strategies for students and families; they also offer after school mental health enrichment if requested
- **San Diego State University** - partnership to train and supervise in the Social Work program
- **Feeding SD** - provide food for underserved communities
- **Lion's Club** - provide support for glasses and other vision related services
- **Family Wellness Centers (LM Mental Health)** - provide on-site mental health services to students who attend schools in the city of La Mesa
- **Kidz to Pros** - provides sports programming after school for students
- **LIFT Enrichment** - provides cooking classes after school for students
- **Monie and Mo's** - provides food for families in our District
- **Common Ground** - faith based organization that provides food for families
- **Safe School Ambassadors** - Teachers and students are trained as Safe School Ambassadors. Ambassadors are training in conflict resolution and how to speak up against bullying and conflicts around school. Students and staff meet periodically as families to discuss issues around our school. Ambassadors also help younger students on the playground at recess time.
- **Sweetwater Springs Parent Teacher Association (PTA)** - Our PTA has provided input and is interested in supporting implementation of various different programs aligned with the grant. We will partner with our PTA to ensure that supplemental supplies or programs have funding and/or volunteers as needed.