CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM:
IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework (CA CS Framework), and the Capacity-Building Strategies: A Developmental Rubric. To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of Capacity any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

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

CA CS Framework Overview

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

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

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

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

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

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

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

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

Capacity-Building Strategies Overview

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

1. Shared understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

MONROE ELEMENTARY - Fernando Duran, Ph.D., Principal fernando.duran@sausd.us

Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

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

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

The developmental plans for ensuring the values outlined in the community school grant application are reflected in the work of Monroe Elementary.

Monroe Elementary launched a Dual Language Immersion program in the 2019-20 school year. Currently, we offer Dual Language Immersion in grades TK-4, and next year we will have all grades TK-5 receiving dual language education. The Monroe Dual Language Immersion Program stands as a shining example of a school community that aligns with the values of racially-just, relationship-centered spaces within the framework of community schools.

We view the language of our students and families, Spanish, as a vital asset to be uplifted. We cultivate the three pillars of dual language education: 1) Bilingualism and Biliteracy; 2) Grade Level Academic Achievement; and 3) Cross-Cultural Understanding. Instruction in Spanish and English is connected to the community in the sense that we build on the culture and assets of our students and families so that our students will be prepared for college and career.

In addition, the staff at Monroe are committed to empowering students to become bilingual and biliterate as well as being science and technology competent. We have set goals to further develop our dual language immersion program by integrating community, project-based learning. We also have an emphasis on Science, Technology, Engineering, Arts, and Math (STEAM) and we are one of the first schools in the nation to provide the Project Lead The Way (PLTW) curriculum in Spanish.

The collaborative leadership at Monroe ensures the provision of integrated student supports, expanded learning opportunities, and active family and community engagement – essential pillars of community schools. By authentically valuing diverse cultures, perspectives, and strengths, Monroe cultivates an environment where students, families, educators, and community partners come together to build trusting relationships. Monroe Elementary also has an excellent Family and Community Engagement Center, further strengthening our ties with the community. This center serves as a hub for resources, support, and collaborative initiatives that involve families and community partners in the educational journey of our students.

These well established initiatives create an environment that not only fosters academic growth but also nurtures the social, emotional, and cultural development of every student. As we continue to embrace and expand upon these initiatives, Monroe Elementary remains solid in its pursuit of a holistic and community-driven approach to education.

As part of our needs assessment, we administered an anonymous Monroe Shared Understanding and Commitment Survey to assess the preparedness, willingness, and commitment of our staff to embark on the Community Schools initiative. The complete survey is included in our Assets/Needs Gap Analysis Artifact. 95% (43 out of 45 certificated and classified staff members) completed the survey, with results overwhelmingly indicating strong support for the transition to a community school model.

1. **Racially-just, relationship-centered spaces:**

At the core of our commitment, our PBIS system embodies racially just, relationship-centered spaces.Our commitment to enhancing the Positive Behaviors Interventions and Supports system is underway, thanks to a grant from the Orange County Department of Education. A dedicated Socio-Emotional Learning team has been established, working diligently to fortify the socio-emotional fabric of our school. Following our PBIS Platinum Recognition in 2023, which acknowledged the integration of restorative and trauma-informed practices into our Multi-Tier System of Supports, we are actively addressing various forms of inequity. Our goal is to empower both students and adults to collaboratively create a school environment that is safe, healthy, and just.

Monroe Shared Understanding and Commitment Survey Results:

Question: Are you committed to creating Racially-Just, relationship-centered spaces?

Responses: Yes: 91% - Need More Information: 9%

Survey Quotes: Our school embodies the collaborative approach to decision-making. We believe in a shared ownership system in which all voices are heard. We believe in linking classroom instruction to the broader community, and we work together in a cycle of reflection by doing data chats, family and community engagement, and by bringing people together through dual language instruction and other school initiatives.

The school's dual language program helps improve connections with the community.

2. **Shared power:**

Our school exemplifies shared decision-making, our Community School Leadership Council (CSLC) will further shape our cohesive educational community. The integration of the Community School Leadership Council with key entities like the School Site Council, English Learner Advisory Committee, Instructional Leadership Team, Parent-Teacher Organization, and Student Council underscores our commitment to inclusive decision-making and collaborative governance. These groups, in constant communication and alignment, will work collectively to shape our educational landscape, ensuring all stakeholders' perspectives are considered in the decision-making processes of our community school.

Monroe Shared Understanding and Commitment Survey Results:

Question: Are you committed to upholding shared power between all stakeholders?

Responses: Yes: 91% - Need More Information: 9%

Survey Quotes:

Our school welcomes families to participate and collaborate with staff and teachers in making crucial decisions in the development of new programs.

We have trusting relationships among all staff members, with a democratic system in place. and with our dual language program, we provide a culturally relevant, racially just, curriculum.

Monroe reflects a racially-just and relationship-centered space by its diverse student population. Our parents' involvement in PTO and the Student Council with staff creates positive relationships in support of the students' education. Parent workshops hosted by our Family and Community Engagement Liaison also are aimed to improve relationships between parents and students such as parenting classes. The Student Council is also a good example of shared power at our school. Students' participation in field trips and cultural events here at Monroe reflects a classroom-community connection

3. Classroom-community connections:

Our Dual Language Immersion program reflects the school's commitment to equitable, relationship-focused education. Emphasizing the value of Spanish, directly connects our school to the language, culture and values of our community. By embracing diversity and building trust,

Monroe fosters an inclusive and equitable learning environment for students, families, educators, and community partners.

Monroe plans to enhance our Dual Language Program with community and project-based learning, building on our current STEAM program to empower students to discover and explore interests, imagine and design solutions to real-world challenges, and become independent, confident problem solvers members of our community.

Monroe Shared Understanding and Commitment Survey Results:

Question: Are you committed to linking classroom instruction to the broader community?

Responses: Yes: 86% - Need More Information: 14%

Survey quotes:

Our school embodies the collaborative approach to decision-making. We believe in a shared ownership system in which all voices are heard. We believe in linking classroom instruction to the broader community, and we work together in a cycle of reflection by doing data chats, family and community engagement, and by bringing people together through dual language instruction and other school initiatives.

Our school is committed to offering personalized learning both online and in person to our students, challenging our advanced students and providing interventions to our struggling ones. At Monroe we do value diverse cultures, in addition; building a positive school climate is a highlight of our school. We do have the belief that Monroe belongs to students, parents, and staff. Our instruction is engaging and we strive for high-quality education for all students.

4. A focus on continuous improvement:

As an integral part of this initiative, professional development sessions will focus on the Plan-Do-Study-Act (PDSA) process, empowering CSLC members with the skills needed to effectively contribute to the decision-making processes.The sessions will delve into the core principles and practical applications of the PDSA cycle, emphasizing its significance in guiding continuous improvement efforts within the context of community schools

Monroe Shared Understanding and Commitment Survey Results:

Question: Are you committed to continually participating in continuous improvement cycles?

Responses: Yes: 86% - Need More Information: 14%.
Survey Quotes:

Our school is committed to focus on continuous improvement and finding new ways to teach, interacting with students and integrating real life problems from the classroom into real life.

Working together to find solutions in continuous improvement so that our school feels safe and does not have many issues when it comes to maintenance and operations.

We have a well articulated professional development plan to inform all stakeholders including those who need more information of the community schools overarching values and pillars. Our plan provides professional development to ensure that 100% of the staff is on board and informed. Our detailed plan is included in section 7, Professional Learning.

The community school grant sought in this application will play a pivotal role in supporting the implementation of these professional development initiatives to address the needs of the whole child.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

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

At Monroe Elementary, stakeholders have thoroughly examined both qualitative and quantitative data. A diverse range of methodologies were employed, such as surveys, one-on-one interviews, focus groups, and interactive sessions with certificated and classified staff.

The School Site Council actively participates in a continuous improvement cycle, regularly evaluating data. The principal conducts frequent discussions with grade levels to analyze data and collaborates with community partners to pinpoint essential priorities and achievable objectives. Moreover, the principal ensures transparent communication by sharing data openly during staff and parent meetings, actively seeking input from the school community.

Within the framework of a community school grant, efforts will be made to engage students and families through awareness campaigns, visioning exercises, and open communication channels. Seeking wider community involvement, town hall meetings will be organized in collaboration with our community partners. For historically marginalized groups such as Low-Income, English Language Learners, and Foster Youth, tailored surveys and culturally responsive meetings will capture their unique needs.

Our overarching aim is to create a shared vision reflecting the diverse perspectives within the school community.

Through our assets mapping, we have identified key community and school assets to leverage for successful community school development.

IDENTIFIED COMMUNITY ASSETS

Crucial to our community school's success are several assets that will help us achieve our goals. These organizations include the Delhi Center, Santa Ana Early Learning Initiative, Orange County Head Start, and Santa Ana Early Childhood Education.

Delhi Center: A private non-profit organization established in 1969, operates next to our school, offering various programs in health, education, financial stability, and community engagement. Outreach activities include support for senior citizens, food distribution, income support, assistance with utilities, youth anti-bullying initiatives, youth leadership, community engagement, and summer and winter camps.

Orange County Head Start: Adjacent to our school, serves over 3,000 pregnant mothers, infants, toddlers, preschoolers, and families in Orange County. The organization provides Head Start and Early Head Start services, catering to diverse circumstances, including homelessness, foster care, special needs, and those at or below the federal poverty line.

Santa Ana Early Learning Initiative (SAELI): utilizes the Delhi Center for many activities and myTwo-Generation Model, SAELI supports parents and children to enhance the economic stability of families and focuses on early childhood education, particularly for children aged 0-to-3.

The SAUSD Early Childhood Education Department: Situated on our campus, is dedicated to

ensuring children enter Kindergarten healthy and ready to learn. Using a whole-child approach, the department collaborates with partners like the California Department of Education and First 5 Orange County to provide high-quality preschool programs and support services. The commitment of these assets reinforces our community school's foundation, ensuring it authentically mirrors the diverse aspirations and priorities of its constituents.

IDENTIFIED SITE ASSETS

We identified the following assets at our school:

- Dual Language Immersion Model (Preschool-5th grade): fosters bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages.
- We have a STEAM Lab at school that is run by our Future Ready Coach who collaborates with teachers in planning and delivering curriculum aligned to the Next Generation Science Standards using Project Lead the Way, and Mystery Science curricula.
- FACE Liaison who has established many partnerships with organizations with valuable organizations such as Santa Ana College, Children of Orange County Hospital, Olive Crest, Second Harvest (Mobile Pantry), Latino Health Access, Vietnamese American Cancer Foundation, and PBIS SoCal.
- Coordination Of Services (COST): Provides comprehensive service coordination, including triaging and needs assessment, service planning, referral, and monitoring for students and their families so that they are linked to the appropriate services by utilizing a variety of engagement strategies including individual and family meetings, and home visits.
- PTO: Gives parents and teachers the opportunity to work together to supplement and enrich the educational experience.
- Engage 360: Offers expanded learning opportunities before and after school such as STEM projects, art, music (including Mariachi and Ukulele), dancing, singing, girl empowerment, crafts, and social-emotional learning skill building.Provides after-school care, academic support, and health and wellness activities, including physical fitness.
- Counselor: Provides counseling services to students within a multi-tiered support system. Facilitates ongoing support for teachers in implementing the Second Step social-emotional curriculum and
- Full Inclusion Model: Provides all students with the opportunity to develop friendship skills, peer models, problem solving skills, positive self-image, and respect for others.
- PBIS system receiving a 2023 Platinum recognition for our implementation of restorative and trauma informed practices.

IDENTIFIED SCHOOL AND COMMUNITY NEEDS

Our needs assessment reveals a complex set of challenges that underscore the urgency of addressing the academic and socio-emotional needs of our student population.

A substantial 85% of our students are at the poverty level, with 59% classified as English language learners and 21% identified as McKinney Vento, homeless students.

Academic performance indicators, such as the Measure of Academic Progress (MAP) test, demonstrate that in most grades, less than 50% of students are meeting their target growth in reading and math. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test, administered in third grade, further highlights a critical gap, with only 22% of students scoring at the core level.

Data from the Panorama survey indicates a concerning decline in the percentage of students and adults reporting feelings of safety, dropping from 76% in Spring 2022 to 54% in Spring 2023. Additionally, the measure of a growth mindset, the belief in the ability to enhance talents through effort, saw a decrease from 67% in Spring 2022 to 57% in Spring 2023. Finally, a small percentage of students are meeting or exceeding standards in the Smarter Balanced Academic Consortium Test (SBAC) in both English Language Arts and Math.

The pandemic's impact during the 2020-21 school year, coupled with persistent chronic absenteeism, has exacerbated these challenges. Chronic absenteeism, which was 40% in the 2021-22 school year, improved to 21% in the 2022-23 school year but remains a concern in the current academic year (2023-24).

The community school grant, if awarded, will be instrumental in providing the necessary resources to address these educational inequities and uplift our students' overall well-being.

PRENATAL TO 5-YEAR-OLD EDUCATION NEEDS

This grant proposal seeks support for a comprehensive program that utilizes the Early Developmental Index (EDI) to enhance early childhood development in our target community. By addressing the needs of families with children aged prenatal to 5 years old, we aim to create a foundation for academic success, improve developmental outcomes, and inform evidence-based policies for the benefit of our community's youngest members.The full Monroe EDI report is included as an artifact within the Assets/Needs Assessment.

The Early Developmental Index (EDI) identifies the percentage of Kindergarten children who are at risk or vulnerable by developmental domain.

The recent Early Developmental Index (EDI) survey conducted at Monroe at the beginning of the 2021-22 school year unveiled significant insights into the developmental competencies of kindergarten students in our community. Survey results indicate a critical need for targeted interventions and support to ensure a more robust foundation for academic success, as children begin their schooling in kindergarten:

Physical Health: 7% at risk or vulnerable
Social Competence: 29% at risk or vulnerable
Emotional Maturity: 20% at risk or vulnerable
Language and Cognitive Development: 74% at risk or vulnerable
Communication Skills and General Knowledge: 21% at risk or vulnerable
Across All Domains: 87% at risk or vulnerable

The insights derived from the recent Early Developmental Index (EDI) survey will guide targeted outreach to families of prenatal to 5 year olds to address the identified vulnerabilities in our kindergarten students. In light of these findings, we have secured collaboration with key community partners, including the Santa Ana Early Learning Initiative, Santa Ana Early Childhood Center, Orange County Head Start, and the Delhi Center. This grant will be instrumental in enhancing our ability to provide holistic support to families with children aged prenatal to 5 years old

Community-Wide Outreach: Our initiative focuses on reaching every child through extensive outreach, including Early Childhood Education families, Orange County Head Start preschool families, and daycare centers. This inclusive strategy is designed to address the developmental needs of all children. Concurrently, we stress the importance of parental involvement through training sessions that cover various aspects identified by the Early Development Instrument (EDI), fostering a holistic approach to child development in our community.

Early Intervention Strategies: Leveraging the predictive capabilities of the EDI, the initiative will implement early intervention strategies to ensure that children are better prepared to start school. This includes targeted interventions for specific developmental domains identified as areas of vulnerability.

Home Visits for Hard-to-Reach Families: To ensure inclusivity and reach all families, especially those deemed hard to reach, the program will incorporate home visits conducted by school staff. These visits will serve as a personalized approach to provide support, address specific needs, and foster a collaborative relationship between school and home.

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

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

Draft Collective Priority	Outcome/Indicators you aim to improve

Whole Child and Family Supports: Health Screening and Services (vision, dental, hearing, neurological, physical health) Mental health Screening and Services Nutrition Services and Support By September 2025 our focus on prenatal to 5 year old strategies aims to reduce the overall percentage of children classified as "at risk or vulnerable" across all developmental domains, as identified by the Early Developmental Index (EDI), in our target community by 20% when compared to the last administration in September of 2022.	Early Developmental Index Indicators (EDI): ● Physical Health ● Social Competence ● Emotional Maturity ● Language and Cognitive Development ● Communication Skills and General Knowledge
Whole Child and Family Supports: Integrated Student Support and Services/Academic Support June 2025, newcomers from Latin America in our community school will achieve a 5% increase in their overall academic proficiency benefiting from participating in our comprehensive Dual Language Immersion Program. Our program, rooted in a whole-child and family support approach, will address linguistic, cultural and socio-emotional needs.	● Redacted COST Minutes and Records ● Measures of Academic Progress (MAP) test scores (English and Spanish) ● Panorama Social-Emotional Learning (SEL) data ● Spanish proficiency assessment ● English Language Proficiency Assessments for California (ELPAC) levels
Whole Child and Family Supports: Integrated Student Support and Services/Academic Support By June 2025, at promise students will receive integrated supports: tutoring, specialist, etc., mental health services, and health screenings as determined by the Coordination of Services.	● Redacted Coordination of Services Team (COST) Minutes and Records ● MAP scores ● Panorama SEL data

Whole Child and Family Supports: Integrated Student Support and Services/Academic Support By June 2025, English and Spanish literacy will increase by 5% using the indicators on the right.	• 2025 Spring Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment data for Third Grade English • mCLASS Spanish literacy for Grades TK-5 Spanish • 2025 MAP data (Spring 2024 to Spring 2025 comparison) ○ Language Arts (Spanish and English) ○ Math • ELPAC
Whole Child and Family Supports: Positive and Restorative School Climate/Positive Behavioral Supports By June 2025, the chronic absenteeism rate will decrease by 5% from the percent in 2024.	• Comparing chronic absenteeism rates, June 2024 and June 2025
Whole Child and Family Supports: Community and Family Engagement/Multiple Modes of Family Involvement By June 2025, Monroe school staff and families will participate in 2 community-based activities during the academic school year to empower and build capacity in parent leadership and strengthen the cultural connection between school and community By June 2025, 20% of parents will engage in a leadership role and/or participate in an activity on campus and/or a community school event	• Distributed, flyers, photographs, and social media posts • Records of the number of families who participate

Whole Child and Family Supports: Expanded and Enriched Learning Time/During School Pathways By June 2025, 100% of students will participate in three PLTW units with a focus on NGSS Science, Technology, Engineering, Art and Math (STEAM) collaboratively taught by our Future Ready Coach and classroom teachers By June 2025, 30% of students will participate in expanded learning opportunities tailored toward relevant student interests with a focus on Next Generation Science Standards (NGSS)	● Teacher lesson plans ● PLTW module project showcase ● STEAM module project showcases ● Student engagement surveys
Whole Child and Family Supports: Community-Based Curriculum and Pedagogy/Personalized Learning Plan By June 2025, all classes in 3rd through 5th grade will have students participate in self-directed independent research projects based on self-selected inquiry.	● Teacher lesson plans ● Research project showcase samples and videos
Whole Child and Family Supports: Community Based Curriculum and Pedagogy/Community Based Curriculum, Pedagogy, and Projects By June 2025, all classes in TK- 5th grade will participate in a community-based, project-based learning activity	● Teacher lesson plans ● Community Based, Project Based Learning showcase with project samples and videos ● Student surveys

Whole Child and Family Supports: Community Based Curriculum and Pedagogy/Community Based Curriculum, Pedagogy, and Projects By June 2025, 50% of students will participate in one enrichment activity outside of the instructional day	• Student participation logs. • Enrichment activity schedule and attendance records
Whole Child and Family Supports: Positive Behavioral Supports **Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)** **Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices**) By June 2025, the percentage of students and adults who report feeling safe at school and around school will increase by 5% when compared to the percentage in 2024. By June 2025, the percentage of students who have a growth mindset will increase by 5% when compared to the percentage in 2024.	• Panorama survey responses

Strategy 3: Collaborative Leadership

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

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

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Monroe's shared leadership model will be fully implemented through the Community School Leadership Council (CSLC) using Plan-Do-Study-Act (PDSA) strategies to identify and address assets and needs assessments.	● Arrange for expert facilitators or trainers with expertise in PDSA methodology to conduct comprehensive training sessions for CSLC members. (By December 2024). ● Community School Leadership Council (CSLC) will undergo comprehensive training in the principles, goals, and components of the community schools model. (By December 2024). ● Establish lines of communication from CSLC to the school community to support shared power. (By December 2024). ● Collaborate with the Director of Community Schools to develop a comprehensive training curriculum that covers the principles, goals, and components of the community schools model. (By December 2024) ● Organize interactive workshops that provide hands-on learning experiences, incorporating group discussions, case studies, and real-world examples to deepen understanding of community schools. (By December 2024). ● Provide professional development to CSLC members in the PDSA process. (By February 2025). ● Design and implement interactive workshops that provide hands-on experience in applying the PDSA cycle to real-world scenarios relevant to community schools. (By February 2025).

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

The Community School Leadership Council (CSLC) provides a platform for shared leadership and accountability.
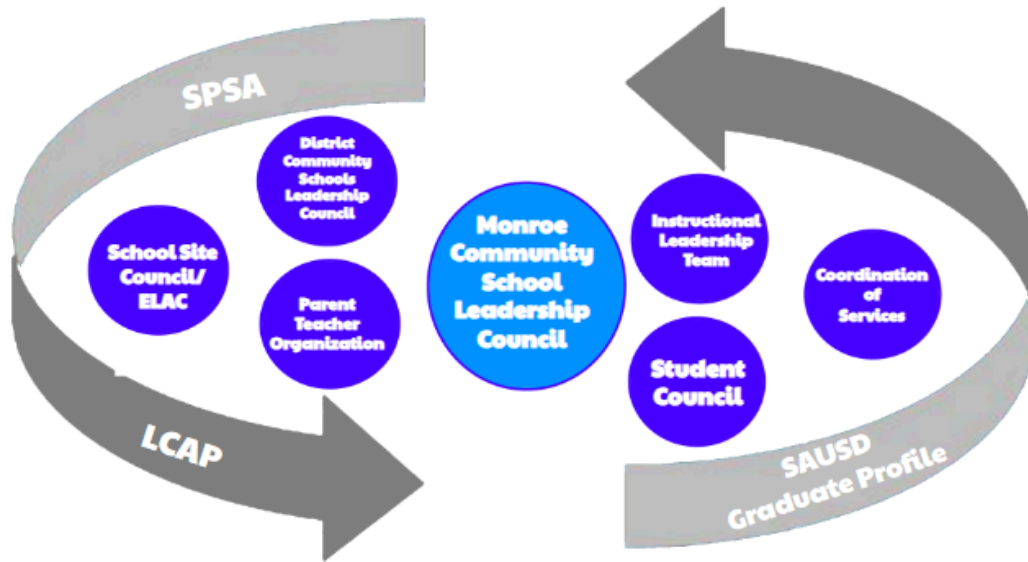
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Our collaborative leadership structure embodies a transformative approach to education, where democratic engagement and inclusive decision-making processes are central to major decisions. At the heart of this structure is the Community School Leadership Council, a diverse group of school staff, parents, students, and community organizations, that ensures the voices of all interest holders are heard, fostering a culture of shared accountability and continuous improvement.

In this collaborative framework, major decisions are not made unilaterally but through democratic engagement, where each stakeholder has a voice. This approach ensures that decisions are representative of the diverse perspectives within our community. The data and communication channels operate in multidirectional flows, facilitating transparent and inclusive dialogue among various groups.

The Community School Council, at the core of our collaborative leadership structure, is committed to democratic decision-making, ensuring that major decisions are reflective of the collective voice of the community. This council will establish robust communication channels and alignment with key school leadership groups, fostering a cohesive and interconnected educational community. The seamless integration of the Community School Council with entities such as the School Site Council, English Learner Advisory Committee, Instructional Leadership Team, Parent-Teacher Organization, and Student Council is foundational to our commitment to inclusive decision-making and collaborative governance. Through continuous communication and alignment, these groups will work collectively to shape the educational landscape, ensuring that the perspectives of all stakeholders are considered in the decision-making processes of our community school.

The Community School Leadership Council (CSLC) will undergo comprehensive training on the Plan-Do-Study-Act (PDSA) Cycle as an integral component of our community school grant application. This training will equip the council with a systematic approach to continuous improvement, aligning with our commitment to collaborative leadership and shared decision-making.

Monroe Community School Collaborative Leadership

School Teams	How does this team support your Community School model?
Community School Leadership Council (CSLC)	• Responsible for the Community School Grant program planning and monitoring. • The CSLC is committed to democratic decision-making, ensuring that major decisions are reflective of the collective voice of the community. • The team is developing the CCSPP Implementation Plan by analyzing the current school assets and conducting a needs Gap Analysis.
Coordination of Services Team (COST)	• The COST Team identifies, monitors, and applies strategic interventions for "At Promise Students" in academic, behavioral, social-emotional, developmental, and attendance supports. • The team assesses the suggested interventions based on quantitative and qualitative data and determines appropriate services and programs to support students and families.
ILT/GLL/AVID TEAM	• The Instructional Leadership Team plans, supports, and oversees the instructional program in each grade-level classroom by providing professional development and utilizing student data to analyze and

	target focused areas of instruction to meet varying academic needs of students in every classroom. ● The team facilitates and ensures implementation of the AVID program (K-5) providing support for utilizing AVID strategies in the classrooms, analyzes and monitors program implementation, and sets goals for continued student growth.
SSC (School-Site Council)	● SSC is the collaborative governing body for the school in planning, advising, and giving suggestions to ensure the school fosters a safe environment where all students learn. ● SSC oversees the School Plan for Student Achievement (SPSA) and focuses on specific areas of need of students (academic, emotional, developmental, behavioral) with targeted and measurable SMART goals based upon student data. ● Goals are progress monitored with qualitative and quantitative data. These goals are analyzed throughout the school year and modifications to programs and resources may be adjusted based on effectiveness or lack of.
English Language Acquisition Committee (ELAC)	● The English Language Acquisition Committee supports the academic development and goals of English Language Learners in the SPSA by monitoring student data and providing feedback on programs and resources for ELL students.
Positive Behavioral Interventions and Support Team (PBIS)	● The Positive Behavioral Interventions and Supports Team (PBIS) provides a systematic model to foster an environment that addresses student behavior expectations, utilizing a Multi-Tiered System of Support (MTSS) for student needs. ● Establishes procedures, activities, and programs to foster student engagement, behavioral, and academic success.
Parent Teacher Organization	● The Parent Teacher Organization (PTO) provides advice to our Family and Community Liaison on supports and trainings that families need ● It organizes fundraiser activities to support the school with supplemental educational materials and experiences, plans social events, family-oriented activities, and collaborative projects that bring staff and families together.
Student Council	● The student council shares ideas, interests, and concerns with teachers and administrators.

	● Student council representatives help with school-wide activities such as fundraising, social events, and community service. ● Student council members also engage in activities centered on leadership development, government, and democracy.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools "de-silos" all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Monroe staff will develop and implement an integrated community school strategy that aligns with all existing school-wide strategic plans, including LCAP, SPSA, and the Santa Ana USD Graduate Profile, creating a unified and coherent approach.	● Conduct a comprehensive review of the community school strategy, existing school-wide plans, LCAP, SPSA, and the Santa Ana USD Graduate Profile. (Ongoing). ● Identify common objectives and outcomes across these plans. (By December 2024). ● Form a Cross-Functional Task Force (CFTF) involving representatives from these plans and our leadership groups into one comprehensive strategy. (By December 2024). The Cross-Functional Task Force (CFTF) will accomplish the following actions: ● Develop a shared vision and mission. (By December 2024). ● Solicit feedback from the school community through surveys and focus groups to develop an integrated plan. (Ongoing) ● Create a detailed timeline for the development and implementation of an integrated strategy. (By December 2024). ● Meet quarterly to assess progress, to address challenges, and ensure that the integrated strategy remains aligned with the goals of the LCAP, SPSA, and Graduate Profile. (Ongoing).

Strategy 5: Staffing and Sustainability

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Monroe will initiate a staff and sustainability plan designed to increase our capacity to implement and sustain a high functioning community school.	- Form a hiring committee of diverse representatives, including school administrators, teachers, parents, and community partners, to oversee the recruitment and selection process (By August 2025). - Organize input sessions or forums to gather feedback from stakeholders regarding the desired qualities and expectations for the Community School Coordinator (By August 2025). - Monroe will hire a Community School Coordinator (By September 2024). - Utilize the CSLC to determine staffing and professional development needs to support community school implementation and sustainability (By September 2024). - Provide training to all members of the CSLC on the Community School Model and sustainable practices, funding sources and long-term planning (Ongoing).

Key Staff/Personnel

CCSPP Pillar: *Collaborative leadership and practices* Dr. Fernando Duran, Principal	- Guides the Implementation of Core Commitments - Facilitates the Community School Leadership Council - Ensures Alignment of Core Commitments With Goals, Objectives, and Activities - Analyzes SMART Goals, Yearly GAP Analysis - Provides Clarity to our Community School Leadership Council (CSLC) - Fosters Dynamic and Authentic Leadership - Transforms School Culture Focused on an Integrated System of Supports - Leads the incorporation of a Dual Language Immersion Program into the Community School Initiative with a specific focus on integrating community-based, project-based learning curricula. - Ensures implementation of the Collaborative for Academic, Social and Emotional Learning (CASEL) competencies to promote student academic and social-emotional growth.
CCSPP Pillar: *Collaborative leadership and practices*	- Facilitates Coordination of Services Team - Ensures Alignment and Integration of CCSPP goals and School Plan of Student Achievement - Co-Facilitates the Coordination of Support Services for "At Promise"

Dr. Alvaro Quezada, Teacher on Special Assignment (TOSA)	Students through the School COST System ● Addresses Learning Barriers ● Co-Organizes Professional Development for School Staff on Restorative and Trauma Informed Practices

CCSP Pillars:
● *Collaborative leadership and practices*
● *Extended Learning Time and Opportunities*
 	
Jesus Silva, Future Ready Instructional Coach
	● Collaborates with TK-5th grade teachers to plan out Science instructional materials and provide math and reading interventions in both English and Spanish.
	● Organizes STEAM lab
	● Introduces new programs and technology
	● Preps lab materials for investigations
	● Creates and supplement Science curriculum materials/modules that can be used on an ongoing basis by TK-5th teachers throughout the year.
	● Runs a 3D printer/Tinkercad Club
	● Facilitates instruction of Google Suite for 3rd graders: Google Slides and Google Docs
	● Creates websites to share district, community, and school resources and services
	● Provides technology and curriculum support for staff
	● Assists and collaborates with teachers to implement reading and math interventions
	● Creates videos for Social Media to promote our school
	● Manages Science inventory:
	   ○ PLTW
	   ○ Mystery Science

CCSPP Pillars:
● *Integrated Supports*
● *Family and Community Engagement*
● *Collaborative leadership and practices*
● *Extended Learning Time and Opportunities*
 	
To Be Hired, Community School Coordinator
	● Builds Relationships with Community Agencies
	   ○ Liaison for Agencies to Partner with the School
	● Conducts Asset Assessments
	   ○ Identify Gaps and Build on Existing Supports
	● Promotes and Develops Services that are Maximized
	   ○ Asset Mapping
	● Implements CCSPP with Administration, School Stakeholders, and CCSPP Shared Decision Council
	● Coordinates Community Resources
	   ○ Alignment to School Goals
	● Coordination of Programs During and Beyond the School Day and Instructional School Year
	● Co-Facilitates the Coordination of Support Services for "At Promise" Students through the School COST System
	● Develops Student Support Plan for "At Promise Students"
	   ○ Goal, Objective, Monitors Growth/Outcome
	● Engages the Community in Critical Physical Needs of Students and Families
	● Coordinates Student Led "Real World Application" Projects
	● Facilitates Parent Leadership on Campus and in the Community

	● Addresses Physical Barriers of Families Inhibiting Student Attendance - Creates Individual Student/Family Plan with Resources ● Ensures Families Cultures are Embedded in Instruction and Respected 　○ Facilitates Cultural Celebrations on Campus and In the Community ● Facilitates the School's Cultural Presence in the Community 　○ Leads Parents and School Staff in Community Celebrations and Activities ● Strengthens Communal Wellness 　○ Advocates for Community and Building Strong Relationships 　○ Facilitates Resource Distribution 　○ Ensure Resource Accessibility through our Wellness Center on Campus 　○ Facilitates Referrals for Community Agencies
CCSP Pillar: *Integrated Support Services* Jesica Yoo, School Counselor	● Co-Organizes Professional Development for School Staff on Restorative and Trauma Informed Practices ● Facilitates Professional Development and Ongoing Support of Social-Emotional Curriculum (Second Step) for Teachers ● Ongoing Counseling Services within the Multi-Tiered Level of Support ● Ensure Alignment of SEL Core Commitments With Goals, Objectives and Activities ● Co-Analyzes SEL and Attendance SMART Goals, Yearly GAP Analysis ● Facilitates and Monitors Student Leadership Opportunities Focused on Student Empowerment and Agency ● Emotional Supports are Accessible for Students and Families
CCSP Pillar: *Family and Community Engagement* Maria Vera, Family and Community Engagement Liaison	● Builds Relationships with Community Agencies ● Coordinates Community Resources ● Engages the Community in Critical Physical Needs of Students and Families (Housing, Food, Clothing, Medical, Referral to Any Needed Community Services) ● Co-Facilitates the Coordination of Support Services for "At Promise" Students through the School COST System ● Facilitates Parent Leadership on Campus and in the Community ● Addresses Physical Barriers of Families Inhibiting Student Attendance - Creates Individual Student/Family Plan with Resources ● Ensures Families Cultures are Embedded in Instruction and Respected ● Facilitates the School's Cultural Presence in the Community ● Strengthens Communal Wellness ● Facilitates and Coordinates Professional Development/Engagement for Families

	● Coordinates activities with the Santa Ana Early Learning Initiative (SAELI) 　○ Building Parent Leaders 　○ Empower Other Parents to Share Their Skills
CCSP Pillars: ● *Family and Community Engagement* ● *Extended Learning Time and Opportunities* Patricia Maya, Lead Preschool Teacher	● Facilitates Preschool Programs for Students Ages 2.9 to 5 in the Community ● Focuses on Foundational Developmental Skills - Cognitive, Social, Emotional, Behavioral Support ● Participates in the Coordination of Integrated Support Services for Families and Students "At Promise" - Physical, Emotional, Social, Behavioral Support ● Participates in SAELI Parent Led Workshops/Resource Events for Families in the Community ● Ensures Families' Cultures are Embedded in Instruction and Respected ● Participates and Co-Coordinates Cultural Celebrations on Campus and In the Community ● Participates and Co-Coordinates the School's Cultural Presence in the Community
CCSP Pillars: ● *Extended LearningTime and Opportunities* Alyssa Alcaraz - Engage 360 Extended Learning Site Supervisor	● Facilitate After-School Programming to all Students to Participate in Enrichment Programs 　○ STEM Projects, Art, Music (Mariachi and Ukulele), Dancing, Singing, Girl Empowerment, Crafts, SEL Skill Building 　○ Student Clubs (Crafts, Culture, Soccer, Basketball, Cooking, etc.) ● Coordinate After-School Care for "At Promise" Students 　○ Academic Support 　○ Health and Wellness (SEL, Physical Fitness) 　○ Physical Need - Supper Snacks ● Family Nights Ensure Families Cultures are Embedded in Instruction and Respected

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

SAUSD has created a Community Schools Department that includes the Community Schools Director and key staff. The Director will provide direct support to community schools, guiding them in the development of their Community School Model and assist in planning for sustainability long after grant funds have been expended. Looking ahead, our vision includes a transition into a sustainable model where the district provides continued support for community schools. We will work with the SAUSD Director of Community Schools, who will oversee and coordinate community school efforts at the district level. This leadership position will be crucial in maintaining the momentum and impact of community schools in the long term.

Santa Ana Unified School District is in the process of establishing a District Community School Leadership Council (DCSLC). The DCSLC, which will be facilitated by the CS Director, will be composed of key stakeholders, including parents, educators, community members, and administrators. This council will play a pivotal role in shaping the future of community schools. The council's primary responsibilities will involve determining key positions within community schools, fostering collaboration among various stakeholders, and advocating for necessary funding to sustain the community school strategy. We will respond to feedback from the DCSLC as we move our vision forward.

Monroe Elementary plans to employ a Community School Coordinator who will be responsible for implementing the grant and strengthening the school's ability to achieve the outlined goals. The coordinator with support from the school community will establish efficient systems within the school organization, to ensure that the plan continues even after the grant period ends. The specific focus areas for the coordinator are listed in the table above, under Key Staff Personnel. Our Community School Coordinator will play a pivotal role in ensuring the day-to-day operations of our community school, driving initiatives, and maintaining the continuity of programs initiated during the grant period. By embedding the community school model within each school initiative, we aim to create a sustainable structure that can adapt and thrive beyond the grant's duration.

A key pillar of our sustainability plan is the cultivation of strong and enduring partnerships with community organizations. By the end of the grant period, we anticipate solidified relationships with key partners such as Delhi, Santa Ana Early Learning Initiative, Orange County Head Start, and Santa Ana Early Childhood Education. These organizations will continue to be integral collaborators, contributing resources, expertise, and support to sustain the initiatives pioneered during the grant.

As part of our commitment to the ongoing development of our school community, we are actively exploring opportunities to engage with new partners. Seeking additional partnerships will further enrich our community school fabric, bringing in diverse perspectives, skills, and resources that will contribute to the overall success of our educational programs.

Our dedication to the four pillars of community schools—collaborative leadership, integrated systems of support, expanded learning opportunities, and family and community engagement—will remain. Staff members will be well-trained in these pillars, and the district's robust support structure in these areas will continue to be instrumental in our sustainability plan. We are investing in ongoing professional development to ensure that our staff remains at the forefront of best practices, making them valuable contributors to the sustained success of community schools. As a result of this grant, our staff will develop additional expertise in critical areas, including Dual Language Education, culturally relevant and racially just education, classroom community connections, and a commitment to continuous improvement.

All our teaching staff are bilingual/biliterate and are lifelong learners. They are committed to providing the best instruction by continuously improving their teaching craft in the areas of culturally relevant pedagogy, restorative practices, dual language education and establishing connections with families and the community. They will be the driving force behind the community school initiative. .

In summary, our sustainability plan encompasses aligning our efforts with District support and guidance, expanding long term partnerships, and cultivating staff capacity. Through these concerted efforts, we are committed to building a sustainable community school model that extends well beyond the initial implementation grant, contributing to the long-term success and well-being of our students and community.

Strategy 6: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Monroe staff will establish a collaborative planning model that is responsive to our community school's objective of preparing young minds for their future education with the evolving needs of our community from prenatal through age 5 children needs.	● Design and disseminate surveys, in collaboration with community partners, to gather information about families with young children in the community.(By December 2024). ● Establish a community outreach plan utilizing neighborhood outreach teams to reach different neighborhoods and communities surrounding Monroe.(By December 2024). ● Monroe Elementary will establish an active and ongoing collaboration framework with our key community partners -(SAELI, Delhi Center, OC HeadStart, CA State Preschool and Santa Ana Early Childhood Education) to identify prenatal to 5-year old children in our community and jointly develop and continuously improve comprehensive early childhood programs.(By December 2024).
Community partnerships will be fostered in order to provide resources to empower our parents so that they build their capacity to support the literacy, nutrition, and socio-emotional development of their children.	● Partner through our community partners with local experts, such as nutritionists, child psychologists, and early childhood educators, to facilitate training sessions.(By December 2024). ● Provide monthly parenting sessions through our partners (SAELI, Olive Crest, Latino Health Access, Second Harvest (Mobile Food Pantry) literacy,nutrition and socio emotional learning. (Ongoing).

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

We have established the following core partnerships with organizations in our community: Delhi Center, Santa Ana Early Learning Initiative, OC Head Start, and Santa Ana Early Childhood Education.

Our partnerships are designed to align with our school community's overarching vision and priorities, ensuring a holistic and responsive approach that caters to the diverse needs of students, staff, families, and community members.

Collaborating with our key entities (Delhi Center, Santa Ana Early Learning Initiative, OC Head Start, and Santa Ana Early Childhood Education) will allow us to create a collective vision and mission in a community-centric educational environment. By integrating these partnerships we leverage their resources, expertise, and community outreach capabilities to address the specific needs identified in our comprehensive needs assessment.

- **Delhi Center:**
    - Offers programs in health, education, financial stability, and community engagement.
    - Activities include senior citizen support, food distribution, income assistance, utilities support, anti-bullying initiatives, youth leadership, community engagement, and seasonal camps.
- **Orange County Head Start:**
    - Serves over 3,000 pregnant mothers, infants, toddlers, preschoolers, and families in Orange County.
    - Provides Head Start and Early Head Start services, addressing diverse circumstances, including homelessness, foster care, special needs, and families below the federal poverty line.
- **Santa Ana Early Learning Initiative (SAELI):**
    - Operates on a Two-Generation Model, supporting parents and children to enhance economic stability.
    - Focuses on early childhood education, particularly for children aged 0-to-3.
- **SAUSD Early Childhood Education Department:**
    - Dedicated to ensuring children enter Kindergarten healthy and ready to learn.
    - Collaborates with partners like the California Department of Education and First 5 Orange County.
    - Provides high-quality preschool programs and support services, employing a whole-child approach.

We will also continue to address our community needs by leveraging existing partnerships facilitated through our Family and Community Center. These valued partnerships include collaborations with Santa Ana College, Children of Orange County Hospital, Olive Crest, Second Harvest (Mobile Pantry), Latino Health Access, Vietnamese American Cancer Foundation, and PBIS SoCal.

For example, the training programs designed for parents with children aged prenatal to 5 years old directly address the recognized priorities of improving early literacy, nutrition, and socio-emotional practices. By working closely with experts in education, nutrition, and mental health, these collaborations will provide valuable perspectives, ensuring that the training initiatives are customized to address the specific requirements of our school community.

Specialized outreach efforts and culturally sensitive communication, especially for those identified as McKinney Vento or facing economic hardships, will ensure that their voices are not only heard but

also valued throughout the planning and implementation processes.

In essence, these partnerships are not just instrumental in achieving specific goals but are interwoven into the very fabric of our community school vision. They embody our commitment to inclusivity, diversity, and responsiveness, collectively paving the way for a community school that authentically reflects and addresses the diverse aspirations and priorities of its constituents.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps
All stakeholders in the Monroe community school system will participate in tailored professional learning, promoting shared leadership.	- Develop and administer surveys to assess the current understanding and readiness of administrators, educators, classified staff, families, and community partners regarding shared leadership and the reimagined educational framework of Monroe as a community school (By August 2024). - Organize interdisciplinary workshops that bring together all stakeholders, fostering collaboration and providing a shared learning experience (Ongoing).
Foster a learning community within the school system, encouraging stakeholders to share experiences, ideas, and resources related to the targeted areas.	- Engage in collective community vision building in order to foster collaborative learning communities within the school system, encouraging stakeholders to share experiences, ideas, and resources related to the targeted areas (By September 2024). - Provide workshops and training sessions facilitated by experts in the fields of relationship-centered approaches, cultural relevance, asset-based teaching, and community-based practices (Ongoing).
Increase the awareness and proficiency through professional learning of all stakeholders regarding relationship-centered approaches, cultural relevance, asset-based teaching, and community-based practices.	- Collaborate with external experts and educational consultants to provide specialized training sessions (By September 2024). - Organize regular workshops for teachers, staff, and administrators focused on relationship-centered approaches, cultural relevance, asset-based teaching, and community-based practices (Ongoing).

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
All Monroe teaching staff will increase their capacity to expand and enhance the existing Dual Language Program to incorporate real-world and project-based learning opportunities.	- Develop assessment tools that align with project-based and culturally responsive learning goals (By August 2024). - Provide ongoing professional development sessions for educators focused on integrating project-based learning and culturally responsive practices (Ongoing).
All Monroe teaching staff will build their capacity to provide a Social Emotional Learning (SEL) curriculum within their classrooms that will foster student SEL proficiency development and support a positive school climate.	- Administer a needs assessment to identify specific areas within the CASEL's SEL framework that require emphasis or additional training (By August 2024). - All staff will have completed the training series in the Collaborative for Academic and Social Learning (CASEL) SEL framework: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (By June 2025).
All Monroe teaching staff will increase their capacity to engage students in Generation Science Standards (NGSS) and Science, Technology, Engineering project based learning utilizing units to be collaboratively taught by both our dedicated Future Ready Coach and classroom teachers.	- Our Future Ready Coach will collaborate with teachers in implementing three PLTW modules that align with grade-level Next Generation Science Standards (NGSS) standards and cater to the diverse learning needs of our students.(By December 2024). - All Monroe teaching staff will participate in three Project Lead The Way (PLTW) units, emphasizing the integration of Next Generation Science Standards (NGSS). These units will be collaboratively taught by both our dedicated Future Ready Coach and classroom teachers.(By June 2025).

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The CSLC will develop and implement an evaluation plan for the community schools initiative, rooted in local data and measures that embrace diverse community-based definitions of success.	● Conduct a comprehensive review of existing local data sources, including academic performance, attendance records, community surveys, and socio-economic indicators.	● Develop key metrics and indicators that will be included in the progress monitoring reports, ensuring they align with our LCAP and SPSA.
The Community School Leadership Council (CSLC) will establish a transparent and accessible system for reporting and sharing progress.	● Develop clear and comprehensive reporting guidelines outlining the structure, content, and frequency of progress reports to ensure consistency and clarity. ● Provide training on the importance of transparency, accessibility, and consistency in progress reporting.	● Conduct periodic collaborative analysis of key metrics and indicators.

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