

**POPE VALLEY ELEMENTARY
IMPLEMENTATION PLAN
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POPE VALLEY UNION ELEMENTARY SCHOOL CCSPP IMPLEMENTATION PLAN

School Site Contact Information

Pope Valley Union Elementary School

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Strategies, Priorities and Goals

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities 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. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

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

The overarching values of the California Community Schools Partnership Program is central to Pope Valley Elementary's vision for transformation. These values guide our efforts to create inclusive, relationship- centered spaces, foster shared power, strengthen classroom-community connections, and maintain a focus on continuous improvement.

Here is a break down the development plans we’ve engaged in:

The development of our visioning phase began with a comprehensive needs assessment to understand the priorities and aspirations of students, families, educators and community members. The school's existing strengths such as its small, supportive environment and open communication channels, provide a solid foundation for transformation. Additionally, stakeholders emphasized the need for safety, stability and collaborative partnerships. These priorities for our community school inform the shared vision of a racially- just, relationship centered school that meets the holistic needs of its community.

The development of our engaging efforts of Pope Valley have made significant progress in engaging instructional practices and building the capacity of our educators and staff. A foundational part of this phase was the growth of professional development learning communities, which provided our educators with spaces to collaborate, share best practices, and align their teaching to meet the needs of our diverse learners within our community school.

To address the needs of high- need subgroups, our district prioritized professional development in critical areas, including English Language Arts (ELA), English Language Development (ELD), Math, History, Next Generation Science Standards (NGSS), Multi-Tiered System of Supports (MTSS), Social-Emotional Learning (SEL), data literacy, and culturally responsive pedagogy. These opportunities ensured staff are equipped to support the academic, social-emotional, and behavioral needs of all students. Additionally, observational practices, and collaborative planning sessions are being introduced to foster continuous improvement and collective accountability.

Pope Valley is deeply focused on strengthening the school-community partnerships through collaborative leadership structures and professional development opportunities. Advisory councils and community forums provided spaces for diverse stakeholders, including students, families and educators, to align on goals and priorities. Professional Development opportunities equipped staff with the skills needed to deliver high quality instruction and foster inclusive, supportive environments. These efforts are creating a pathway for implementing strategies rooted in shared power and continuous improvement.

Through our Planning phase here are some examples of professional development in action:
2023- 2024

- MTSS & PBIS Professional Development: Staff received 15 hours of initial PBIS training, along with needs analysis and self-assessments to inform full MTSS rollout.
- Science of Reading: Our teachers participated in three full days of science of Reading and PAF program training in the summer, supplemented 20 hours of literacy coaching from NCOE. A pilot trial of PAF was launched in the spring, leading to early student gains in reading scores.
- We invested in culturally responsive materials to update reading and support materials to include culturally responsive texts that better reflect students' diverse backgrounds.

2024- 2025

- MTSS & PBIS Professional Development: Expand to three days in partnership with NCOE, resulting in the development of behavioral expectations chart and consequences matrix. Ongoing coaching to support the creation of Data Teams. SST/ Interventions manual and protocols.
- Science of Reading: Build upon the first pilot by fully implementing the PAF reading program for teachers to receive 10 hours of monthly literacy coaching from NCOE. We aim to establish MTSS data teams and implement an assessment- for learning- system to identify students receive appropriate Tier 1 and 3 interventions. Additionally, we are curious how family reading and writing nights might strengthen home-school literacy partnerships.
- The district will continue to expand its collection of reading and instructional materials that reflect and affirm students' cultural identities.

In the next implementation phase, we aim to do the following:

- MTSS & PBIS Professional Development: Continue to implement, in partnership with NCOE, the behavioral expectations chart and consequences matrix while ensuring all stakeholders understand how MTSS and PBIS systems enhance academic achievement and student development. Coaching and monitoring of Data Teams will continue to ensure all students are appropriately supported within the tiers of the system. We will prioritize student and family voice by incorporating their feedback into intervention strategies, increasing access to supports through the SST/Interventions model, and fostering a shared understanding of behavioral and academic growth
- Science of Reading: Continue to implement the PAF reading program with fidelity and provide teachers with ongoing literacy coaching from NCOE. Utilize MTSS data teams and the assessment-for-learning system to track student progress and inform instructional practices. To strengthen home-school literacy partnerships, we will actively incorporate student, staff, and family voice by gathering feedback on literacy experiences, ensuring culturally responsive practices, and expanding access to family reading and writing resources that support learning beyond the classroom.
- The district will establish a feedback mechanism to monitor the effectiveness of expanding culturally affirming reading and instructional materials. We will prioritize data-driven decision-making through continuous feedback loops, ensuring student and family voices inform selections and instructional practices. This approach will help refine materials and uphold our commitment to inclusivity and representation.

These collective efforts ensure that professional development is prioritized and aligns with school initiatives and the overarching values of shared power and relationship centered practices!

Part B: 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.

Pope Valley Union Elementary School District is committed to advancing the initial needs and asset assessment by engaging the entire community in more inclusive and comprehensive ways. We will build upon the foundational work from Pope Valley's Revitalize and Rebuild Plan, the LCAP goals focused on engaging educational Partners, and the Toolkit co-designed by Napa County Office of Education and Spark Equity in Action, which is tailored for rural leaders.

Through all these initiatives and tools, we will broaden the stakeholder engagement by, expanding outreach to community groups, including those traditionally underrepresented, such as families of English Learners, migrant families, and low-income households. To increase accessibility, we will offer flexible engagement opportunities, including in person forums, virtual and one-on-one interviews. Our approach will be rooted in inclusivity, utilizing targeted surveys and empathy interviews to understand the unique needs and perspectives of our community. We will facilitate visioning exercises and encourage shared goal settings and collaboration among diverse groups.

Additionally, we will leverage advisory councils by building on the systems established during the planning phase to ensure diverse representation in advisory councils, reflect the socio-economic, cultural and linguistic diversity of the community we serve. We will use ongoing feedback mechanisms to refine goals and strategies continuously.

To engage the entire community in identifying top community school priorities and vision, Pope Valley Union Elementary will continue to build on and implement a collaborative and inclusive approach tailored to each stakeholder group. Administrators will participate in regular leadership meetings to align site level priorities with District and community goals, while collaborative sessions will integrate data and local insights into actionable plans. Classified and Certificated staff will engage in professional development opportunities that strengthen cultural responsiveness, data literacy and instructional strategies, supported by focus groups and collaborative planning sessions to address classroom and operational needs. Students will be centered through empathy interviews, focus groups, and leadership opportunities, empowering them to actively participate in shared decision-making processes. We aim to engage Families through community forums co-hosted with trusted local organizations, as well as home visits, multilingual surveys, and personalized invitations to reduce participation barriers. As part of our district's intentions, Community members and partners will be brought into the process through partnerships with local businesses, organizations, and agencies to identify shared goals and resources, while cultural and community leaders will co-facilitate workshops and events. This integrated approach ensures that all voices are heard, fostering a shared vision for the community school initiative.

Rural School districts face unique challenges, and we recognize the systemic barriers that prevent equitable participation, therefore PVUSED will implement intentional strategies to prioritize engaging historically marginalized groups. To address this, we will collaborate with trusted community members or organizations to connect with families from diverse linguistic and cultural backgrounds, while providing translation and interpretation services to ensure accessibility for all materials, meetings and events. To aim to reduce barriers to engagement by exploring options such as providing childcare, transportation support, and stipends to encourage participation, while scheduling meetings at convenient times and providing virtual options to accommodate busy schedules.

Additionally, we will create safe and empowering spaces by facilitating culturally responsive visioning exercises and affinity group discussions to ensure all voices are heard, while establishing community norms that foster trust, respect, and shared power.

Through these intentional strategies, Pope Valley Union Elementary School District aims to deepen the community's involvement in shaping its community schools initiative. The district recognizes the significant challenges it has faced following deeply troubling events involving a former employee, which have profoundly impacted the school community. In response, PVUESD has worked diligently to prioritize the well-being and safety of students and staff by implementing enhanced safeguarding measures and fostering a secure learning environment.

Because our district experienced a crisis, this period has also been one of collective healing and rebuilding trust. Conversations with school leaders emphasized the importance of a “summer of healing” and reimagining family and community engagement. While initiatives like monthly school events for families—combining food, academic information, and fun—are on the horizon, the district remains mindful of the need to proceed at a pace that prioritizes safety and emotional recovery.

By embracing transparency, strengthening community ties, and fostering resilience, PVUESD is committed to learning from these experiences and ensuring that all voices are heard. Through representation, reduced barriers, and trust-building efforts, the district is creating a culture where historically marginalized groups and all community members have a meaningful role in decision-making, driving equitable outcomes and a renewed sense of belonging.

Part C: 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 a 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 the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority

Outcome/Indicators you aim to improve

Improve Family- School Partnerships and Communication.

Outcome: *To build trust and strengthen collaboration with families and the school to ensure equitable participation in decision making.*

Indicators of Success:

- *Increase family attendance and engagement at key events (Ex: (workshops, forums, PTO Meetings) by 25% within a year, as measured by signs- ins, participation levels and feedback.*
- *At least 50% of families respond to the annual LCAP Survey, reflecting increased engagement in parent communication efforts. Multilingual communication tools are effectively utilized, as demonstrated by higher response rates and feedback.*
- *Ensure active utilization of BrightArrow parent communication system, with at least 75% of families engaging with the platform by the end of the year.*
- *Increase attendance at Parent Teacher conferences, aim for 90% participation across all student groups.*

Enhance School Climate and Safety	Outcome: - Foster a positive, safe, and supportive school environment where students and staff feel valued and respected. Indicator or Success: <i>Results from CHKS or Kelvin show a 10% improvement in students' sense of safety and belonging by the end of the first year.</i> <i>Reduction in behavioral incidents requiring disciplinary action by 15% within year one through restorative practices.</i> <i>Implement the No Bully Program to increase the student understanding of bullying, cyberviolence, and empathy-building. Ensure at least 80% of students in key grades actively participate in SEL programming by the end of the academic year, fostering a safer and more inclusive school culture.</i>
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Expand Access to integrated Student Support	Outcome: • Ensure students and families have equitable access to the resources and services needed for academic, social, and emotional success. Indicator or Success: • <i>Hire a Community Schools Coordinator within the first six months of implementation</i> • <i>Increase in student access to mental health counseling services by 30% within the first year.</i> • <i>Development of at least two new partnerships with local organizations to address transportation and resource needs within the first year.</i> • <i>Implementation of a structured expanded learning program (After school and summer) that goes beyond supervision to provide intentional academic, Social-emotional, and enrichment opportunities, with at least 60% student participation in the first year.</i>
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Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to 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 about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
<i>Strengthen educators' ability to meet individual student needs by equipping them to design personalized learning plans that honor students' cultures, languages, interest and learning styles</i>	• Provide professional development for staff to deliver targeted interventions and effectively monitor progress in individualized learning. • Adopt grade span instructional approaches aligned To common core standards and research based practices to ensure consistency and differentiated support across student learning levels. • Establish and maintain student profiles to support a proactive, school wide MTSS approach. Regularly update profiles to inform instruction, guide interventions and support one- on one student family conferences
Create a Community- Centered, Seamless Learning Environment	• Engaged in a shared decision-making process to select a sustainable student centered pedagogical model that reflects students' needs and assets, fostering a seamless community centered learning • Develop lessons and projects that connect core academic content to real-world issues and community needs, fostering ownership and agency among students. • Implement cross-age tutoring within the ELOP program, where older students with learning difficulties mentor younger peers, fostering confidence, academic growth, and supportive learning community through research-based collaboration

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 coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports 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.

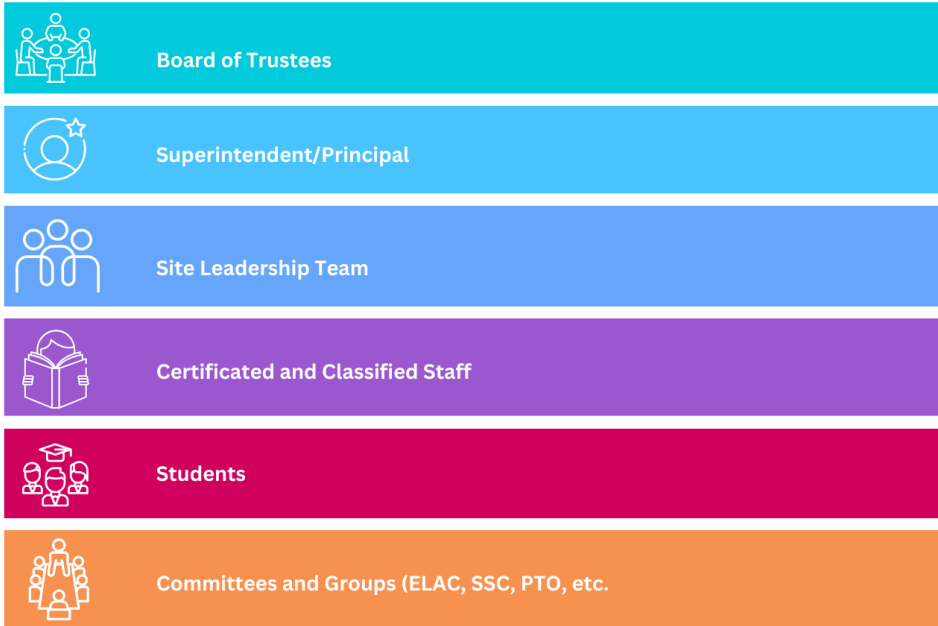
Site Level Goals and Measures of Progress

Goals	Action Steps
Establish a collaborative advisory to ensure shared decision-making and strategic alignment across all levels of the community School Initiative.	- Formalize the Advisory group with diverse representation, ensuring inclusion of educators, families, students, and community partners, local business owners, and community leaders. - Prioritize outreach to historically excluded and hard to reach populations, including Special Education Representatives, ELL families and cultural organizations. Use multiple recruitment channels such as school platforms, direct outreach, and translated materials to ensure accessibility and engagement. - Utilize Research based data and community insights to guide advisory decision making. We will implement transparent communication to keep members informed, ensuring data is accessible. We will establish feedback mechanism for ongoing input and Community need.
Strengthen Site Level shared Leadership structures to Foster inclusive decision-making, amplify underrepresented voices, and sustain collaborative governance within the school site.	- Streamline the leadership structures and meeting by Enhancing the efficiency of classified, certificated and Leadership meetings that align with key priorities, reducing redundancy, and integrating compliance requirements. - Improve site leadership capacity to use data effectively by implementing practical systems and streamlining data collection to drive school improvement - Strengthen site leadership by leveraging the Community Schools Coordinator to engage staff, students and families in meaningful collaboration, Fostering shared decision making and more inclusive school culture.

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

PVUESD operates under a shared governance structure including the above.

Pope Valley Union Elementary Shared Governance



We are an elementary school with fewer than 300 students, therefore we operate a School Site Council with a minimum of six members, as follows:

- *District Admin (Superintendent)*
- *Classified Staff member*
- *Certificated Staff member*
- *PTO representative*
- *DELAC representatives*
- *Community Partner (Non- profits or service providers)*

Strategy 4: Sustaining Staff and Resources

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
Strengthen Recruitment and Retention of staff	- Enhance recruitment efforts by refining selection criteria, prioritizing instructional excellence, and exploring professional networks to attract highly qualified staff. - Support staff retention by expanding meaningful professional development, mentorship that build educator capacity and long-term commitment
Establish a long-term sustainability plan and leveraging strategic funding.	- Engage in Napa County Integrated Leadership team to strengthen collaboration between schools, behavioral health providers, county agencies, and community partners. In the first year, we will explore Sustainable funding models, including a multi-payer Schedule to support student mental health services. - Secure multi-year funding streams through braided funding strategies, leveraging LCFF, Title 1 and community partnerships to sustain long-Term staffing for student support and community School initiative.

Key Staff/Personnel

CCSPP Site Administrator- Superintendent/ Principal, Kim Kern	The Community School Administrator plays a dual leadership role which integrates academic and Community School strategies. The administrator ensures seamless alignment between Local Control Accountability Plan (LCAP) school goals and Community School Goals. They oversee partnerships, align resources, support the site coordinator, use data to inform decisions and foster a collaborative school culture. The administrator ensures the school serves as a hub for student success and family engagement.
Community Schools Coordinator (To Be Determined)	

	The Community School Site Coordinator will lead the overall implementation of Community School processes, partnerships and strategies at the school site. They serve as the primary point of contact, ensuring seamless communication and coordination among students, families, school staff, Family Service Team, and community partners. In this role, they ensure alignment with MTSS, CCSPP, and site-level goals, fostering an integrated approach to student support. A key focus of the position is strengthening family engagement by developing meaningful connections and empowering families as partners in student success.
Community School County Coordinator, Napa County Office of Education Vanessa Rubio- Mabanta	The Community Schools County Coordinator supports the coordination of county-level government agencies, non-profits community-based organizations, and other external partners to support Community Schools implementation. As the Napa COE Community Schools coordinator, they provide technical assistance to foster authentic connections. They serve as the primary link to bringing partners together, facilitating alignment and ensuring resources are effectively integrated. Additionally, they support the shared vision, capacity building and sustainability, with a particular focus on rural districts. Napa COE and the Bay Area RTAC Team provide the following Technical Assistance Support: • Quarterly webinars • Monthly Community of Transformational Practices • Tailored Professional Learning Opportunities • Virtual Office Hours for additional Support • Site Visits

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

To build sustainability, we are focusing on establishing long-term partnerships and securing diversified funding streams. One key strategy is to establish MOUs with local agencies to provide wraparound student and family support services, ensuring that critical resources remain available regardless of grant funding. Also, we are pursuing multi-year funding strategies by leveraging braided funding approaches, including LCFF, Title I, and community partnerships to sustain essential staffing and services.

We are also a member with active participation in the Napa County Integrated Leadership Team which further strengthens collaboration across schools, behavioral health, and county agencies, aligning services for long-term impact. Lastly, we are committed to developing data-driven systems to measure effectiveness and demonstrate impact, ensuring continued investment in community school efforts.

Strategy 5: 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
Strengthen and Formalize Community Partnerships to support student and families	- Community School Coordinator will identify existing partnerships and map their contributions to student and family support - Community School Coordinator will determine the gaps in service and recruit new partners based on identified needs of the community. - Establish MOU's Align partnerships to the Whole Child Supports inventory focused on Mental health, academic Support and enrichment Programs. - Integrate Community Partners into school operations by Including them in site- based leadership meetings. Additionally provided partners with onboarding to help them Understand the school's community school priorities, Student population and cultural context.
Make sure community partners are Actively engaged in feedback loops and Progress monitoring to strengthen our Collaboration efforts, align services with student and family needs, and drive Continuous improvement.	- Host regular partner check-ins to review progress, share data insights and align services based on student and family needs. - Prioritize feedback loops, like surveys, focus groups, or advisory sessions to gather input from community Partners. - Invite partners have a voice in site level planning by inviting them to leadership meeting which discuss LCAP, MTSS and Community Schools alignment.

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:

Our school has established and continues to build a robust network of partnerships to align with the vision and priorities of our community. As a rural school we face unique challenges in accessing resources, engaging partners, and ensuring equitable opportunities. Limited local services, geographical isolation, and workforce constraints have required us to be innovative and intentional in developing partnerships. The following collaborations are how we are bridging gaps to ensure our rural students receive the same opportunities as those in urban settings:

To provide professional development, coaching, and equity focused initiatives we partner with:

- NCOE
- SPARK Equity in Action

- Momentum in Teaching
- Eye2Eye
- StopIt Solutions
- BrightArrow Communications

To create a safe and supportive school environment, we aim to partner with:

- Push Play PE
- NoBully.com
- Aldea Children and Family Services
- On the Move
- UpValley Family Centers
- First 5 Napa
- NEWS

To ensure all students have access to essential support services, we collaborate

- LanguageLine Solutions
- Garcia Interpreting
- PreTrans Translation Services
- TinyEye Therapy Services
- VocoVision
- Stepping Stones

Site Level Goals and Measures of Progress

Goals	Action Steps
Strengthen Collaboration with Local School Districts	• Establish regular coordination meetings with Howell Mountain Elementary, Calistoga Joint Unified, and St. Helena Unified to streamline shared services, including food programs, special education, and transportation.
Strengthen Partnerships to expand access to student supports services in Rural communities	• Align goals and strengthen partnerships with Aldea, On the Move, Up Valley Family Centers and First 5 Napa to increase access to mental health, family support, and early childhood services.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.