

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM:

JESSE G. SANCHEZ IMPLEMENTATION PLAN

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 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 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: A Developmental Rubric*.

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 Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

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

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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 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 (Relationship Focus)
2. Shared power (Shared input)
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:

At Jesse G. Sánchez Elementary School, our path toward becoming a community school is rooted in a deep commitment to supporting every student's success holistically—academically, socially, emotionally, and physically. While we have made strong progress in prioritizing high-quality, standards-aligned instruction and delivering targeted Tier II and Tier III interventions through our MTSS framework, ongoing collaboration with students, families, staff, and community partners has clarified the importance of expanding this work through a fully integrated community school model. We recognize that effectively meeting the diverse and complex needs of our students requires a coordinated, equity-centered approach that extends learning, supports, and relationships beyond the classroom.

We view the community school model as a natural extension of our commitment to improving student engagement, attendance, and overall success. Our existing focus on data-informed decision-making will be strengthened by this model, enabling us to better understand and respond to the layered challenges faced by students and families, including mental health needs and access to essential community resources. This evolution will help build a stronger sense of belonging, shared responsibility, and continuous growth across the school community, including students receiving Special Education services, English learners, and Homeless and Foster Youth.

1. **Racially just, relationship-centered environments:** At JGS, we are dedicated to addressing inequities and ensuring that every student feels recognized, respected, and safe. We will do this by cultivating authentic, trusting relationships among students, staff, families, and community partners.
2. **Shared decision-making and leadership:** We believe that meaningful and sustainable solutions are created when all stakeholders have an active voice. Our goal is to develop a model where students, families, staff, and partners collaboratively design and lead school initiatives.
3. **Stronger classroom-to-community connections:** We will establish a Community School Design Team with balanced representation from parents, teachers, classified staff, administrators, and community partners to help identify priorities and collectively guide implementation efforts.
4. **Continuous improvement guided by data and innovation:** We are developing a comprehensive data system that monitors not only academic performance, but also attendance, chronic absenteeism, access to support services, family engagement, and community partner contributions. This work will be supported through collaboration between site administration, instructional leaders, and the Community School Coordinator to ensure ongoing reflection and improvement.

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.

About Jesse G. Sanchez Elementary School and Our Community School Journey

Jesse G. Sanchez Elementary School proudly serves approximately 640 students from preschool through sixth grade. Our student body is predominantly Hispanic, with 99% identifying as such, and a significant 72% being English Learners. This demographic profile means we support the largest population of Latino, socio-economically disadvantaged students in our district. Additionally, we serve the most significant number of unhoused students in the district.

In August 2025, the Parent Education Specialist joined Jesse G. Sánchez Community School. This role intentionally prioritized establishing strong relationships among staff, students, and families. This relational foundation is crucial; it enables us to implement collaborative decision-making and effectively use data analysis to ensure all students receive targeted, grade-level instruction.

Jesse G. Sanchez School is committed to using a variety of customized engagement methods to foster genuine collaboration, ensuring they align with how different stakeholder groups prefer to communicate and participate. This will deepen our understanding of needs by actively involving everyone in the community, including marginalized groups, to truly identify the top priorities and vision by focusing on the four pillars of Community School.

Families: We will gather feedback through paper and digital surveys at our Coffee Klutches, SSC meetings, Community School Advisory Council, and forums. To ensure broader input, we'll also facilitate one-on-one listening sessions led by trusted staff and community partners. All engagement opportunities will be offered at various times throughout the day and conducted in both English and Spanish to maximize participation and reduce barriers.

Students: We're committed to gaining deeper insights into the student experience, so we will launch focus groups with our fifth-grade students. These groups are just the beginning; they'll continue to grow and become a fundamental part of how we integrate student perspectives into our decision-making process. In collaboration with the Wellness team, we will initiate a student council to promote leadership development, school spirit, and teaching the importance of giving back to their community.

Administrators, Certificated, and Classified Staff: We're committed to gathering diverse staff insights. We will initiate specific surveys for both certified and classified personnel. We recognize that every staff member's perspective is vital to the success of our community school approach.

Community Members and Partners: We are committed to strengthening our ongoing collaboration with current community members and partners. Additionally, as our school community's needs evolve, we will proactively forge new relationships both within and beyond our school district.

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
School Climate	To cultivate a more collaborative and cohesive school culture, we are launching school-wide events designed to bridge the gap between our classrooms and the broader community. These initiatives embody our dedication to shared leadership and meaningful family engagement, ensuring that expanded learning opportunities are supported by a strong, united network of parents and educators.
Absenteeism	To support student success, we aim to reduce chronic absenteeism by 3% by May 2027. This initiative will leverage collaborative leadership models and integrated student supports to foster a school culture where every student feels a deep sense of belonging and engagement.
Literacy	By May 2027, we aim to achieve a 3% increase in ELA proficiency on the SBAC assessment. This objective will be realized through a holistic framework that aligns integrated student supports with collaborative leadership, ensuring that both school-site expertise and community-family partnerships are leveraged to drive student achievement.

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
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We are committed to establishing a **Community-Based Learning (CBL)** framework designed to foster a dynamic ecosystem of academic excellence. By rooting educational experiences in real-world application and critical inquiry, we ensure that students, families, and educators engage in a collaborative process that prioritizes meaningful reflection and lifelong learning.

Jesse G. Sanchez is dedicated to delivering adult education programs that inspire transformation and empower individuals to better understand their interconnected roles within the community. Through engaging and interactive lessons, participants explore the principles of movement and healing, gaining insight into how physical and emotional well-being are deeply connected. These programs will also offer practical tools for self-care, stress management, and fostering supportive, meaningful relationships—encouraging both personal development and collective growth.

Additionally, these Community-Based Learning (CBL) classes will serve as a platform for creative expression. By offering opportunities to explore a range of artistic mediums, the program encourages participants to discover hidden talents and develop meaningful ways to express themselves. This integration of civic engagement, holistic well-being, and creative exploration equips adult learners with the tools to grow personally while contributing to a stronger, more connected, and resilient community.

Students will continue to have access to culturally relevant activities that support growth in behavior, social skills, and academic achievement. All students—including those receiving Special Education services, English Language Learners, and Homeless and Foster youth—are fully included in every aspect of these efforts.

At Jesse G. Sanchez, our goal is to meaningfully engage all stakeholders in our school community through the implementation of a Community-Based Learning environment (CBL).	This approach directly advances our strategic goal of developing well-rounded, engaged citizens by providing students with meaningful, real-world learning experiences that strengthen their critical thinking, collaboration, and problem-solving skills. It also deepens our connection with the local community, opening the door to greater support and shared resources for the school. We will actively seek input from families, community partners, and school staff to validate and expand our understanding of the community's most pressing needs. Activities, classes, and sessions include: ● Environmental Learning through a Community Garden ● One Book-One School to promote community among all stakeholders, ending the activity with a schoolwide celebration ● Cara y Corazón ● Joven Noble ● Girasol ● Circulos ● Music (mariachi, guitar) ● Folklorico (traditional dance) ● These are among many other Community-Based Learning and culturally relevant opportunities.
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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
Building on last year's work, we aim to strengthen and expand the Community School advisory committee by deepening engagement among parents, staff, administrators, students, the Community School Coordinator, the Parent Education Specialist, and community partners, ensuring more consistent collaboration, broader representation, and a stronger collective impact	Building on these efforts, Jesse G. Sanchez Elementary School will continue to actively engage our entire school community—certified and classified staff, students, families, the School Administrator, Community School Coordinator, Parent Education Specialist, and Community Partners—by strengthening and expanding opportunities for meaningful participation. This year, we will deepen our outreach and increase engagement consistency through Coffee Klatch sessions, regular meetings, focus groups, school events, and parent education classes. We will also refine these efforts by incorporating feedback, broadening participation, and ensuring that all voices are represented in shaping our Community School initiatives.
Building on last year's efforts, we will strengthen collaborative leadership and deepen authentic family engagement by expanding shared decision-making opportunities that center equity and support long-term sustainability.	This year, we will continue to strengthen the following goals: Strengthening Collaborative Leadership: ● Build trust and relationships. ● Establish a shared vision and goals. ● Empower Stakeholders and distribute leadership. ● Foster Effective Communication and Decision-Making. ● Promote Collaboration and Networking. Boosting Genuine Parent Involvement: ● Remove Barriers to Participation. ● Empower Parents as Partners and Leaders. ● Offer Diverse Engagement Opportunities. ● Ensure Equity and Sustainability.
Parent Ambassador (Leadership) Academy	Built to uplift families as essential partners and leaders, this academy will grow their knowledge, confidence, and leadership skills. In doing so, we aim to close the gap between home and school, cultivating a deep, lasting culture of partnership.

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):

The leadership structure at Jesse G. Sanchez Elementary School is designed as a **collaborative, shared-governance model in which decision-making flows through interconnected stakeholder groups rather than through** a top-down system. At the center of the structure is **student success and well-being**, supported by all members of the school community working in alignment.

Center of the Structure:

- **Students and Families**
 - Represent the core focus of all decision-making and planning
 - Provide voice and feedback through surveys, focus groups, Coffee Klatch sessions, and advisory opportunities

Shared Leadership Circle (Surrounding the Center):

These groups collaborate equally to guide school priorities, programs, and initiatives:

- **School Site Administration**
 - Provides overall leadership, coordination, and alignment with district goals
- **Certificated Staff (Teachers & Counselors)**
 - Lead instructional planning and contribute to academic and student support decisions
- **Classified Staff**
 - Support the implementation of programs and contribute operational and student support perspectives
- **Parent Education Specialist**
 - Facilitates family engagement, parent learning opportunities, and communication between home and school
- **Community School Coordinator**
 - Coordinates partnerships, resources, and community-based learning initiatives
- **Community Partners**
 - Provide services, enrichment opportunities, and external resources aligned with student and family needs
- **Students (Student Voice Representatives / Leadership Groups)**
 - Share lived experience and participate in decision-making processes that impact school climate and programs

Collaborative Structures (Connecting All Groups):

These structures ensure shared governance is active, consistent, and inclusive:

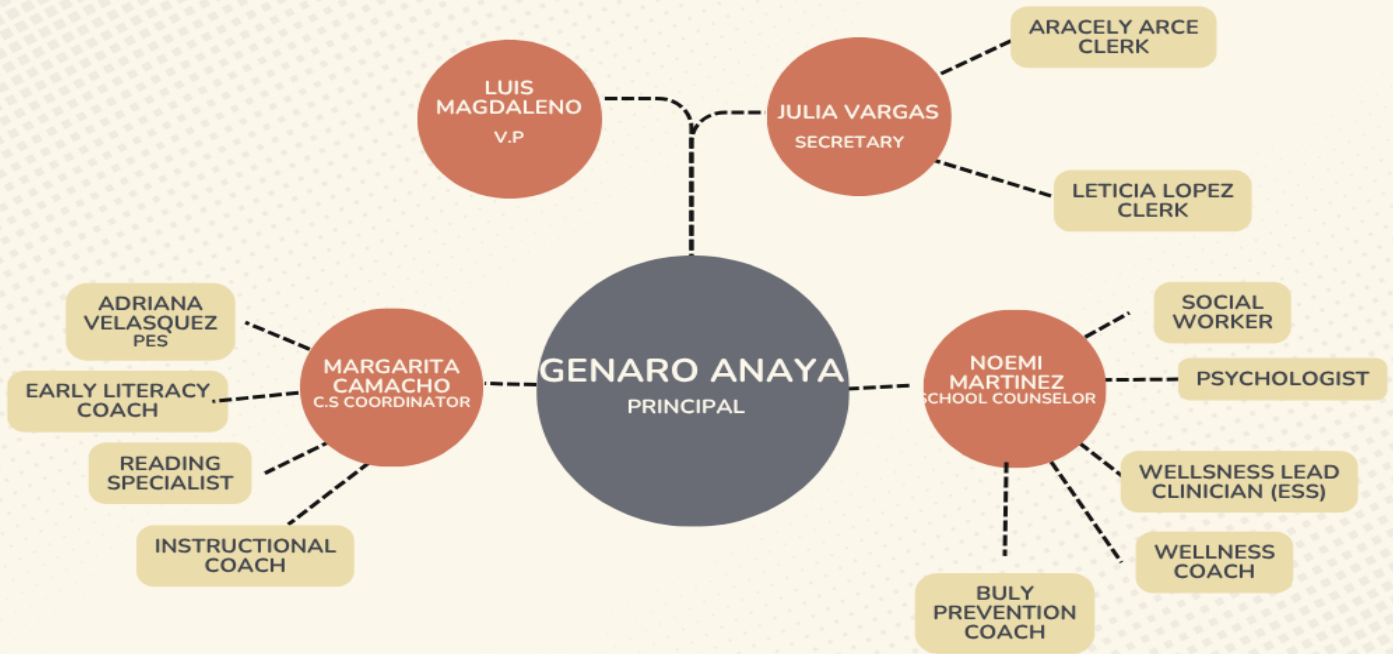
- **Community School Advisory Committee**
 - Primary decision-making and advisory body representing all stakeholder groups
- **Site Leadership Team (SLT)**
 - Focuses on instructional leadership, school improvement planning, and operational coordination
- **Family Engagement & Advisory Groups**
 - Provide ongoing input on school programs, services, and community needs
- **Professional Learning Communities (PLCs)**
 - Teacher-led collaboration focused on instruction, data, and student outcomes
- **Student Leadership Groups**

- Amplify student voice and support school culture and engagement initiatives

Communication & Flow of Decision-Making:

- Information flows **bi-directionally** between all groups
- Decisions are made through **collaborative input, consensus-building, and shared responsibility**
- Feedback loops are maintained through **regular meetings, surveys, forums, and community events**

SCHOOL ORGANIZATIONAL CHART



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 systems that promote staff retention, professional growth, and continuity	Invest in Staff Development and Retention • Provide ongoing professional learning focused on community school strategies, cultural responsiveness, and family engagement • Create opportunities for staff leadership, collaboration, and shared decision-making • Foster a supportive work environment that promotes staff well-being and retention
To support the long-term success of our Community School efforts, we will integrate key strategies and essential supports into the Alisal Union School District's LCAP. This alignment helps ensure continued funding and sustainability beyond the current grant's term.	• Build a clear understanding of how Community School efforts align with LCAP priorities • Prioritize meaningful and ongoing stakeholder engagement • Develop LCAP goals and actions that reflect Community School principles • Ensure alignment between the LCAP and the Community School Implementation Plan • Use data to demonstrate progress, inform decisions, and highlight impact Through these efforts, Jesse G. Sanchez Elementary School will ensure that staffing, resources, and leadership structures remain strong, sustainable, and responsive to the evolving needs of our students and community.

Key Staff/Personnel

Describe the plans or steps you are considering to build sustainability beyond the life of your 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
Build and sustain strong, strategic partnerships that align with identified student, family, and community needs	1. Identify and Align Partnerships to Community Needs • Use data from needs and asset assessments to identify priority areas for partnership support • Select partners whose missions and services align with school goals and Community School priorities • Regularly review and refine partnerships to ensure relevance and impact
Ensure community partners are actively engaged in planning, implementation, and continuous improvement efforts	Engage Partners in Shared Decision-Making • Include community partners in the Community School Advisory Committee and other leadership structures • Provide opportunities for partners to contribute to planning, goal-setting, and evaluation processes • Foster a collaborative environment where partner input is valued and integrated into decision-making
Expand access to culturally responsive programs, services, and resources for students and families	Expand Culturally Responsive Programming and Services • Partner with organizations that reflect the cultural and linguistic diversity of the school community • Provide programs that support academic enrichment, social-emotional learning, health and wellness, and family engagement • Ensure services are accessible, inclusive, and responsive to the needs of all students and families

Establish clear systems for coordination, communication, and accountability between the school and partners	Monitor Impact and Continuous Improvement • Establish metrics to evaluate the effectiveness of partnerships and services • Collect feedback from students, families, staff, and partners to inform improvements • Use data to guide decision-making and strengthen partnership outcomes
Develop sustainable structures that maintain partnerships beyond the life of the grant	Plan for Long-Term Sustainability • Develop multi-year partnership agreements or memorandums of understanding (MOUs) • Identify shared funding opportunities, including grants and community-based resources • Integrate key partnerships into the school and district's long-term planning (e.g., LCAP alignment) • Build internal capacity among staff to sustain partnership coordination over time

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:

Jesse G. Sanchez Elementary School has established meaningful partnerships with community-based organizations that support student learning, wellness, and family engagement. Through culturally responsive programs such as Cara y Corazón, Joven Noble, Girasol, Círculos, mariachi, guitar, and folklórico, we are meeting the diverse needs of our community. Additionally, partnerships with Scholastic and the Read to Me Project help address core literacy needs among our English Learners. Together, these collaborations provide culturally relevant services and targeted academic enrichment that align perfectly with the unique strengths of our students and families.

Moving forward, we will continue to strengthen these relationships by improving coordination, increasing partner participation in shared decision-making, and regularly evaluating program effectiveness. Community partners will remain actively involved through advisory committees, ongoing communication, and collaborative planning efforts.

In addition, we will intentionally develop new partnerships based on evolving needs identified through student data, family input, and community feedback. Priority areas include mental health services,

academic support, and expanded enrichment opportunities. All new partnerships will be selected to ensure they are culturally responsive and aligned with our school's vision and goals.

By strengthening existing partnerships while building new ones, we will maintain a responsive and sustainable network of support that reflects the priorities of our students, staff, families, and community.

Current Community Partners are:

- Monterey County Food Bank: To increase food security for families through school-based food distributions and nutrition education.
- Hartnell College Foundation: Cradle to Career – To expand college and career readiness initiatives and early college exposure.
- National Compadres Network: To integrate culturally rooted healing, mentorship, and family engagement practices, especially for parents impacted by trauma.
- The Rubio Foundation: To align with perfect-attendance efforts, a yearly donation of bikes is made, with bikes given to students every trimester.
- Sergio Ceja Real Estate: To continue our partnership to obtain winter sweaters and jackets for students identified by their teachers.
- Live Well Project – To promote health and wellness through school and community-based initiatives that support physical activity, healthy eating, and well-being.
- Partners for Peace - Offers family education classes throughout Monterey County. Strengthening Families Program, The Parent Project, Loving Solutions, Step Up Mentoring.
- Salinas Valley Health: Typical healthcare services provided through the Salinas Valley Health Mobile Clinic during its weekly community visits include:
 - Annual exams
 - Health education resources to manage chronic medical problems
 - Health screenings
 - Preventive health care
 - Primary care
 - Simple urgent care
 - Sports physicals
 - Women's health
- Taylor Farms: A local industry leader, Taylor Farms offers fresh produce to our families and has donated various items. We plan to continue this valuable partnership next school year.
- Effective School Solution, Sticks and Stones, Monterey County Behavioral Health: These critical partnerships focus on mental health and well-being, providing essential resources, counseling, and support services to students and families, ensuring a safe and supportive learning environment. These vital services will continue.

- Scholastic: Scholastic supports literacy workshops for K–3 families by providing structured, accessible materials that help parents support reading development at home. Through resources from Scholastic, schools can offer take-home books, guided activities, and literacy toolkits aligned with early-grade standards. These materials focus on key skills such as phonics, vocabulary, comprehension, and fluency, and use engaging, culturally relevant texts.

Workshops are interactive and model simple, effective strategies parents can use at home, such as read-aloud practices, asking comprehension questions, and building consistent reading routines. With multilingual support and easy-to-use guides, families leave with both the tools and confidence to actively support their child’s literacy growth.

- Read to Me Project: The Read to Me Project supports an afterschool program called Reader Leader, which provides targeted literacy support for English Learners referred by the Reading Specialist. Through Reader Leader, students receive focused instruction in literature that builds reading comprehension, vocabulary development, and confidence with grade-level texts. The program creates a supportive, small-group environment where students engage in guided reading, discussion, and interactive activities that strengthen both language acquisition and literacy skills. By aligning with school-day instruction and addressing individual learning needs, Reader Leader helps English Learners make meaningful progress while fostering a stronger connection to reading.
- Monterey Bay Union FC: Through our dynamic partnership with Monterey Bay F.C., we are able to bridge the gap between classroom learning and real-world experiences for our students. This collaboration grants our youth access to professional sports culture, community clinics, and stadium events that they might not otherwise have the opportunity to experience. By stepping onto a professional pitch and interacting with athletes and team staff, our students are exposed to new environments, teamwork dynamics, and potential career paths in sports management and athletics, expanding their horizons far beyond the school walls.

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