

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 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

W.R. Nelson Elementary School
14392 Browning Ave, Tustin, CA 92780

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
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:

Nelson Elementary School is committed to implementing the community school strategy to realize a vision where all students are empowered to flourish. We are especially focused on supporting our most vulnerable populations, including English Language Learners, students from low-income households, students with disabilities, and students experiencing homelessness or foster care.

At the heart of our work is a dedication to fostering relationship-centered environments. This year, professional development has centered on social emotional learning, family engagement and using street data from our parents, students and community to guide decision making. Staff engaged in several professional learning opportunities focused on early childhood practices related to social emotional and behavior support. Additionally, a group of staff attended a training on family engagement to create strong home school partnerships.

At Nelson Elementary, school leaders recognized that traditional data—like test scores and attendance rates—only told part of the story. To truly understand the needs of their students and families, they turned to *street data*: the on-the-ground voices and lived experiences of those within the school community.

Through listening circles, home visits, and informal conversations during family workshops, staff began gathering powerful insights from students, parents, and community members. One recurring theme was that many families felt disconnected from the school—not because they didn't care, but because they didn't always feel seen or heard.

Using this street data, Nelson redesigned its approach to family engagement. They offered more culturally relevant parent workshops, increased home visits for new families, and built in more opportunities for two-way communication. These changes led to stronger relationships, deeper trust, and improved student outcomes—demonstrating that when schools listen to the people closest to the challenges, meaningful transformation is possible.

To strengthen family engagement efforts, Nelson Elementary designated two Community School Lead Teachers to help implement the community school strategy and champion family engagement practices across the campus. These lead teachers participated in specialized trainings focused on effective family engagement strategies and met monthly with the Community School Specialist to reflect, plan, and explore new approaches tailored to their classroom communities. They piloted these strategies—such as personalized family outreach, classroom events, and communication tools—and documented their impact on student and family connection. The lead teachers then shared their insights, successes, and challenges with the broader Nelson staff during staff meetings and professional learning sessions, helping to build a culture of shared learning and continuous improvement around family-school partnerships.

To promote shared leadership and community voice, Nelson Elementary continued to use a Community School Advisory Council composed of staff, parents, and community members. The council convened quarterly in our school's community room. In its early meetings, the group learned about the Community School Framework and the Four Pillars of Community Schools. Members shared their hopes and aspirations for students, the school, and the broader community. In subsequent sessions, the council analyzed data from the Needs and Asset School Survey, reviewed existing school systems and student programs, and provided input on potential partnerships and community collaborations. Moving forward, the council plans to expand its membership to include student representatives and additional family members to ensure more inclusive representation.

In response to parent feedback and needs identified through the schoolwide Needs and Asset Survey, Nelson Elementary formed strategic partnerships to expand learning opportunities for families. Beginning in fall 2025, Nelson will collaborate with Tustin Adult School to offer on-site English as a Second Language (ESL) classes for parents and caregivers seeking to strengthen their English language skills. Additionally, Nelson partnered with Santa Ana College to provide computer literacy classes designed to help family members build essential digital skills for navigating online platforms, supporting their children's education, and accessing community resources. These partnerships reflect Nelson's commitment to empowering families through adult education, enhancing both individual growth and meaningful family engagement in the school community.

The Community School Advisory Council continues to serve as a driving force for continuous improvement and innovation. With representation from school leadership, certificated and classified staff, community partners, families, and students, the council meets quarterly to review data, assess the effectiveness of schoolwide systems, and evaluate programs and partnerships aimed at improving student and family outcomes. This year, the council played a key role in identifying school priorities based on Needs and Asset Survey responses and used this data to inform decision-making and guide CCSPP grant funding requests.

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.

Nelson Elementary uses several strategies to engage the community in identifying top community school priorities.

Meetings: Nelson Elementary utilizes several established school groups to identify school priorities, identify the needs of students and families, and reflect on current programs and services. These groups include:

School Site Council, English Language Advisory Committee, Parent Teacher Association, and the Community Advisory Council. Part of the meeting agenda for each of these groups includes time to share school and student needs, school goals, and a vision for the school. These groups are composed of:

- Classified Staff
- Certificated Staff
- Parent/guardian
- Community partners
- School administrators
- Students

Student Groups/Student Interviews:

At the beginning of the school year, each classroom of students met with the school's community specialist and school counselor to answer the questions, "What do you love about Nelson?" and "What would you change about Nelson?" Each student was able to share their response with the group. Student responses were recorded and shared with the Community School Advisory Council when talking about hopes and dreams for the school.

In addition, student interviews were conducted to gather street data exploring the connection between chronic absenteeism and students' sense of belonging at school, with a particular focus on English Language Learners. These firsthand insights provided a deeper understanding of the challenges ELL students face and informed strategies to strengthen relationships, increase engagement, and reduce absenteeism.

Focus Groups: One way Nelson plans to engage historically marginalized student and family groups is to establish focus groups in the first trimester of the 2025-26 school year. We will meet with small groups of people including:

- Students
- Parents/guardians

By meeting with individuals that we do not often hear from, we are hoping to gain new perspectives and insights on school priorities and a vision from the parent and student lens.

Surveys:

Local Control Accountability Plan (LCAP) - This survey is administered to students, parents, school staff, teachers, and educational partners to help inform and guide the development of the Single School Plan for Student Achievement (SPSA).

Needs and Asset Assessment - A process used to gather input from families to better understand both the challenges (needs) they face and the strengths (assets) they bring to the school community.

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
Provide ESL classes for parents and family members at the school site through the Tustin Adult Education School.	• Offer a multilevel ESL class for parents and family members to improve English skills. • Partner with a nearby school (Beswick Elementary) to offer these classes one semester at one school site, the next semester at the partner school's site. • Track the number of parents/family members that attend ESL classes using sign in sheets and shared school data tracking form. • Collect feedback from parents on ESL classes through 1:1 interviews, surveys, and group meetings.
Provide computer literacy classes for parents and family members at the school site through Santa Ana College.	• Offer a computer literacy class for parents and family members to improve basic computer skills. • Track the number of parents/family members that attend computer literacy classes using sign in sheets and shared school data tracking form. • Collect feedback from parents on computer literacy classes through 1:1 interviews, surveys, and group meetings.
Provide after school enrichment and intervention programs for students.	• Offer after school enrichment classes for students ○ Sports ○ Chess • Offer after school intervention class for Kindergarten and 1st grade students below grade level to improve literacy and math skills • Track the number of students that participate using sign in sheets and enrollment forms • Collect feedback from staff, parents and students on the after school programs through 1:1 interviews and surveys.

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
Host an Multicultural Family Festival Learning Event for students and families.	• School staff will partner with the PTA to organize a Multicultural Family Festival at Nelson • Host a parent/family informational meeting to brainstorm ideas for the event • Share a sign-up sheet to the school community for parents and staff to sign up for a country to share information on that country • The school will provide materials to the family to host a booth or table for their country • Share an RSVP invitation to families to attend the event
Provide families with the opportunity to participate in The Latino Family Literacy Project with staff members.	• Two Nelson staff members will teach The Latino Family Literacy Project curriculum. • Two lead staff members will coordinate the dates of the program and share information on the program through the school's communication system, Aeries Parent Square • Staff members will host the 10 workshop meetings in room 3, the community room. Each session parents will receive a copy of a bilingual book to read to their students at home. Staff members will use a bilingual model to review the book in English and Spanish. Parents and family members will learn a new literacy skill at each workshop session. • Parents will create a family album to share with their student at the end of the program. • Hold a celebration for the end of the program where families will reflect on their learning and the program

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.

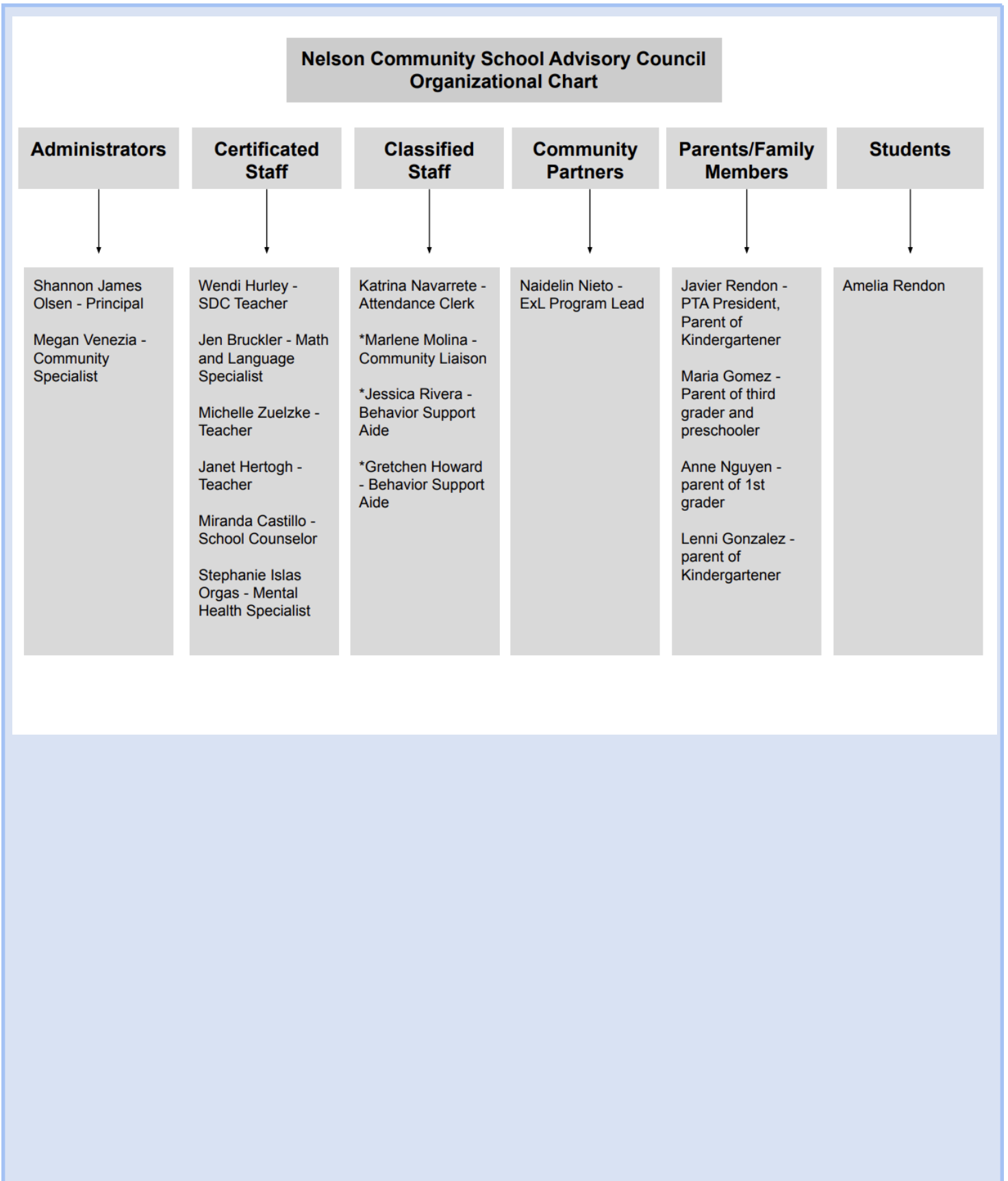
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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
Increase the number of parents and students that attend the Community School Advisory Meeting	• Send communication to all Nelson families on the school's Community School Advisory Council. Give information on the goals of the group, meeting dates, and the location of the meeting. • Advertise for the meetings to recruit additional participants by sharing information about the council at the School Site Council, ELAC, and PTA meetings. • Make personal phone calls to families to invite them to the meetings. • Share information with the school's student leadership team about the advisory council. Organize a schedule for the student leadership team to have two representatives at each meeting.
Strengthen communication and transparency	• Establish regular, accessible communication between the CSAC and the broader school community (e.g., newsletters, community forums, multilingual updates). • Use multiple methods to share council discussions and decisions, promoting trust and transparency.

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):



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
Implement and evaluate the effectiveness of the shared Attendance Clerk position to strengthen school-wide attendance initiatives.	• Hire a new Attendance Clerk to be shared between two sites (50% at each site). • Onboard the shared Attendance Clerk and provide training on school-specific attendance procedures, systems, and expectations. • Establish a shared work schedule and communication protocol between the two school sites to ensure consistent support. • Set clear performance goals and deliverables aligned with attendance improvement strategies at both sites. • Monitor and document the impact of the Attendance Clerk on attendance data, intervention follow-ups, and parent outreach. • Conduct monthly check-ins with site administrators and the Attendance Clerk to review progress, identify challenges, and adjust workflows. • Collect feedback from staff, students, and families on the effectiveness of the position. • Use data and feedback to evaluate the position's success and determine future staffing needs or role adjustments.

Develop and implement a comprehensive organizational chart that clearly defines the key roles, responsibilities, and lines of communication among all staff members supporting the Community School Model to enhance coordination, accountability, and service delivery.	1. Conduct a Needs Assessment: Identify all current staff positions involved in supporting the Community School Model, including site administration, support staff, and community partners. Gather input from stakeholders (staff, families, students, community partners) to understand role clarity, existing overlaps, and service gaps. 2. Define Roles and Responsibilities: Draft clear descriptions of roles, responsibilities, and primary functions for each position involved in the Community School Model. Ensure alignment with the pillars of the Community School framework (integrated student supports, expanded learning time, family and community engagement, and collaborative leadership practices). 3. Create the Organizational Chart: Design a visual organizational chart that illustrates reporting structures, collaboration pathways, and communication protocols. Include both school-site and district-level supports, as well as any partnerships with external agencies. 4. Review and Validate: Share the draft chart with key stakeholders (staff, community partners, School Site Council, Community School Advisory Council) for feedback and validation. Make revisions based on feedback to ensure the chart is accurate, inclusive, and functional. 5. Communicate and Disseminate: Present the finalized organizational chart to all school community members through meetings, email, and staff handbooks. Provide guidance and context on how to use the chart to improve communication and collaboration. 6. Integrate into Onboarding and Training:
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	Incorporate the organizational chart into onboarding materials for new hires and professional development sessions for existing staff. Use it as a tool for role clarification and team-building exercises. 7. Monitor and Update Annually: Review the organizational chart annually or as staffing and roles evolve. Solicit feedback and update the chart to reflect any structural or personnel changes to maintain its relevance and usefulness.
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Key Staff/Personnel

Megan Venezia	Community School Specialist
Marlene Molina	Community Liaison
TBD	Attendance Clerk

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

To ensure long-term sustainability, alignment, and continuous improvement of the Community School strategy, Nelson Elementary will implement the following multi-step approach:

1. Clarify Staff Roles Aligned to School Goals and Priorities

- Clearly define how each Community School staff member contributes to the school's strategic goals and priorities.
- Develop and maintain a comprehensive organizational chart that includes:
 - Key roles and responsibilities of Community School staff
 - Lines of communication and collaboration between school, district, and community partners
- Share the organizational chart with all stakeholders, including staff, families, and community partners, to ensure transparency and role clarity.

2. Collect and Analyze Impact Data

- Systematically collect data that reflects progress toward school goals and community school priorities, including:
 - Participation in family workshops and engagement events
 - Survey results from families, staff, and students

- Number of phone calls, home visits, or referrals to outside services
 - Testimonials from students, parents, or staff
 - Student enrollment and engagement in afterschool and expanded learning programs
- Analyze the data regularly to monitor outcomes and identify areas for improvement.

3. Communicate Progress to Stakeholders

- Share data and progress updates with all stakeholders each trimester using the following communication channels:
 - School and Community Newsletter
 - Staff meetings
 - School Site Council (SSC), English Learner Advisory Committee (ELAC), and Community Advisory meetings

4. Document and Showcase Community School Work

- Document the ongoing work of Community School staff using a variety of formats, such as:
 - Photographs
 - Completed forms or logs
 - Narratives or case stories
- Highlight and celebrate the work each staff member is doing to support school goals and student success by sharing documentation through:
 - Community School Newsletters
 - Share-outs during SSC, ELAC, and Community Advisory meetings
 - Staff meetings
 - School assemblies and student recognition events

5. Engage Stakeholders for Feedback and Continuous Improvement

- Create structured opportunities for stakeholders—students, families, staff, and community members—to provide input on the effectiveness of the Community School strategy through:
 - Surveys
 - Focus groups
 - One-on-one interviews
 - School events
- Use feedback to refine strategies, adjust programming, and strengthen alignment with evolving school priorities.

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

Establish and sustain a partnership with Tustin Adult Education to provide on-site ESL (English as a Second Language) classes for parents and family members, enhancing family engagement and supporting language development to strengthen home-school connections.

- 1. Initiate and Formalize the Partnership**
 - Contact Tustin Adult Education to explore collaboration opportunities.
 - Schedule a planning meeting to align goals, program structure, and logistics.
 - Develop an agreement outlining responsibilities, scheduling, and resource sharing.
- 2. Assess Needs and Interests**
 - Survey families to determine interest, preferred class times, and specific language needs.
 - Use data to inform class scheduling, level placement (beginner/intermediate), and childcare support needs.
- 3. Coordinate Logistics**
 - Identify available school facilities to host the classes.
 - Arrange for materials, technology, and any necessary custodial or security support.
 - Promote classes through flyers, newsletters, social media, and personal outreach in families' home languages.
- 4. Implement and Support ESL Classes**
 - Launch ESL classes on-site in collaboration with Tustin Adult Education.
 - Offer childcare and/or enrichment activities for children during class times, if needed, to increase access.
 - Provide community school coordinator to support communication between families and program staff.
- 5. Monitor Participation and Gather Feedback**
 - Track attendance and participation rates.
 - Collect feedback from participants through short surveys or informal conversations to assess satisfaction and identify areas for improvement.
- 6. Celebrate and Recognize Progress**
 - Highlight participant stories and successes in newsletters, events, and community meetings.
 - Host a recognition ceremony or open house to celebrate learners and promote the program to new families.
- 7. Evaluate and Sustain the Program**

	○ Meet with Tustin Adult Education each trimester to review outcomes and address any challenges. ○ Use evaluation data to make program adjustments and plan for ongoing or expanded offerings in the next school year. ○ Explore additional partnerships or grant opportunities to support program sustainability and growth.
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Establish a partnership with Santa Ana College to provide on-site computer literacy classes for parents and family members, empowering families with essential digital skills to support student learning, access resources, and engage more effectively with the school community.

1. Initiate and Formalize Partnership

- Connect with Santa Ana College's Continuing Education or Community Education department to explore collaboration opportunities.
- Schedule planning meetings to co-design a program that meets the specific digital literacy needs of school families.
- Develop and sign a partnership agreement outlining roles, responsibilities, scheduling, and resource commitments.

2. Assess Family Needs and Interests

- Conduct a needs assessment or survey to identify the digital skill levels, preferred times/days for classes, and specific areas of interest.
- Identify language needs to ensure instruction is accessible (bilingual instruction or translation support).

3. Plan and Coordinate Logistics

- Identify appropriate space on the school site equipped with internet and devices.
- Determine if additional support services (e.g., child care, refreshments, translation) are needed to reduce barriers to participation.
- Promote the program through multiple channels: flyers, school newsletter, personal outreach, and community partners.

4. Launch and Support the Program

- Begin classes in collaboration with Santa Ana College, ensuring alignment with adult education standards and family engagement goals.
- Designate a school-based liaison (e.g., Community Liaison) to support communication, coordination, and participant needs.

5. Monitor Participation and Collect Feedback

- Track attendance, completion, and engagement throughout the course.

	○ Collect feedback from participants to evaluate the course's effectiveness, accessibility, and relevance. ○ Use mid-course check-ins to make real-time adjustments. 6. Celebrate and Showcase Success ○ Highlight participant achievements through school newsletters, social media, and family engagement events. ○ Host a graduation or recognition ceremony to celebrate participants and promote the program to other families. 7. Evaluate and Plan for Sustainability ○ Meet with Santa Ana College and school stakeholders at the end of the program to review outcomes and identify improvement areas. ○ Explore opportunities to offer more advanced or topic-specific digital literacy classes based on participant interest. ○ Identify funding, grants, or additional partners to support the ongoing sustainability and growth of the program.
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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:

Nelson Elementary has established several partnerships that support the vision and priorities of students, staff, families, and community members.

For the past two years, Nelson Elementary has partnered with Irvine Valley College to provide career development education for parents and family members, in direct response to needs identified through the school's Needs and Asset Survey. One of the key areas highlighted in the survey was the desire among families for increased access to career development opportunities. In collaboration with Irvine Valley College's Career Center Coordinator, Nelson's Community Specialist helped design a program that would equip families with valuable workforce skills and knowledge. During the 2024–25 school year, this ongoing partnership resulted in a 10-session career development workshop series led by an Irvine Valley College Career Counselor. The workshops were held in both English and Spanish in the school's community room to ensure accessibility for all families. Topics included employability skills, resume writing, interview techniques, and other key areas of workforce readiness. To maximize participation, families were informed about the workshops in advance through flyers, ParentSquare notifications, and personal phone calls. The program concluded with an invitation for families to attend a job fair hosted by Irvine Valley College, providing a direct link to employment opportunities and community resources. This collaboration has empowered parents and caregivers with practical skills, increased confidence, and a clearer pathway toward future career opportunities. Over the past two years, this partnership has become a valuable asset to the Nelson Elementary community, supporting long-term family engagement and self-sufficiency.

Nelson Elementary is proud to maintain a meaningful partnership with Mariners Church OC Rescue Mission, whose ongoing support has provided vital resources and services to our students and families. This partnership has played a key role in addressing identified needs within our school community and has strengthened our capacity to serve families holistically. Through our Community Schools Needs and Asset Assessment, food insecurity and access to donations for basic needs emerged as a significant area of concern among our families. In direct response to these findings, Mariners Church OC Rescue Mission have stepped in to provide targeted support aligned with these priorities. Before the start of the school year, staff from Mariners Church partnered with Nelson Elementary staff for a school beautification service day. Volunteers assisted with gardening, painting, and general campus cleanup, helping to create a clean, welcoming environment that reflects pride in our school and supports student well-being. During the Thanksgiving season, Mariners Church responded to the identified need for food support by donating 100 bags of food to Nelson families. These donations helped ensure that families had access to nutritious meals during the holiday season, addressing a critical gap identified in our assessment. In December, the church continued its support by organizing a holiday toy drive, providing gifts to children from families facing financial hardship. This initiative not only brought joy to students but also helped reduce economic stress for caregivers during the holiday season. This partnership directly supports Nelson Elementary's strategic goals related to family engagement, student wellness, and equitable access to resources. Mariners Church OC Rescue Mission has become an essential partner in advancing our Community School strategy, ensuring that our students and families have the foundational supports they need to thrive both inside and outside the classroom.

Nelson Elementary is committed to creating a welcoming and inclusive environment that reflects the needs, voices, and aspirations of our students, families, staff, and community. In alignment with this vision, the school is establishing a partnership with Tustin Adult Education in 2025-26 to offer on-site English as a Second Language (ESL) classes for parents and family members. This initiative directly responds to feedback gathered through the school's Needs and Asset Assessment, which identified language access and family engagement as top priorities for our community. By providing accessible ESL instruction on campus, Nelson aims to break down language barriers, empower parents to more actively engage in their children's education, and build stronger, more confident home-school connections. Classes will be offered in a welcoming, supportive setting that values adult learners and respects their diverse experiences. Through this partnership, Nelson Elementary is not only meeting a demonstrated need but also advancing its broader vision of equity, inclusion, and community-driven support.

Another partnership Nelson Elementary School is planning for the 2025-26 school year is with Santa Ana College. In response to input gathered through our Needs and Asset Assessment, which identified digital access and technology support as a key area of need, Nelson is partnering with Santa Ana College to provide on-site computer literacy classes for parents and family members. This partnership will equip families with essential digital skills—such as using educational platforms, accessing online resources, and supporting students with technology-based assignments. By building parents' confidence and capacity in navigating digital tools, we aim to strengthen home-school communication, promote equitable access to learning, and enhance overall family engagement. This initiative reflects Nelson Elementary's commitment to empowering families as active partners in student success and ensuring every member of our community has the tools they need to thrive in today's digital world.

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