

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

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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.

Goal 1: Strengthen Coordination of Care (COC) and Schoolwide Positive Behavioral Interventions and Supports (PBIS)

Process Goal:

Develop a comprehensive, student-centered system of support that promotes academic success, social-emotional well-being, positive behavior, and regular attendance through coordinated services and interventions.

Action Steps:

- Conduct regular Coordination of Care (COC) meetings to identify and monitor students requiring additional academic, behavioral, attendance, and social-emotional supports.
- Utilize multiple data sources, including attendance, behavior referrals, SAEBRS/mySAEBRS screening data, academic performance, and teacher referrals to inform interventions.
- Implement and strengthen schoolwide PBIS practices, including behavior expectations, student recognition systems, and restorative approaches.
- Provide targeted interventions and referrals to school-based and community-based support services.
- Collaborate with families and community partners to address barriers impacting student success.
- Monitor student progress and adjust interventions through ongoing data review and continuous improvement cycles.

Goal 2: Enhance Family and Community Engagement Through Meaningful Partnerships

Process Goal:

Increase family participation and strengthen school-community connections by creating accessible opportunities for engagement, education, and leadership.

Action Steps:

- Offer parent workshops focused on social-emotional wellness, parenting strategies, academic support, attendance awareness, and navigating school systems.
 - Expand opportunities for family participation through school events, performances, exhibitions, and student showcases.
 - Partner with community organizations to provide resources and services that support students and families.
 - Collect family feedback through surveys, meetings, and informal conversations to guide program development and continuous improvement.
 - Develop communication systems that ensure families receive timely and accessible information regarding school programs and resources.
 - Increase awareness of available community services and supports through outreach efforts and resource-sharing events.
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Goal 3: Build Staff Capacity Through Collaborative Leadership and Professional Partnerships

Process Goal:

Develop staff knowledge, skills, and leadership capacity to support the implementation and sustainability of Community Schools practices.

Action Steps:

- Facilitate collaborative planning opportunities among teachers, support staff, administrators, and community partners.
 - Engage external partners, including **Palomar Family Counseling Services (PFCS), Rady Children's Hospital, and The Elizabeth Hospice**, to provide specialized expertise, consultation, and services.
 - Provide professional learning opportunities focused on trauma-informed practices, social-emotional learning, restorative practices, and family engagement.
 - Establish structures for shared decision-making and collective problem-solving.
 - Promote cross-department collaboration to align resources and services with identified student and family needs.
 - Utilize data and stakeholder feedback to evaluate program effectiveness and identify areas for growth.
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Goal 4: Strengthen Strategic Community Partnerships for Long-Term Sustainability

Process Goal:

Develop sustainable partnerships that align community resources with student and family needs while supporting the long-term success of the Community Schools initiative.

Action Steps:

- Formalize partnerships through regular communication, planning meetings, and clearly defined roles and responsibilities.
- Collaborate with community organizations to provide counseling, wellness services, enrichment opportunities, and family support programs.
- Engage partners in planning, implementation, and evaluation processes.
- Identify additional community resources and funding opportunities to expand services and supports.
- Develop a sustainability plan that incorporates partner engagement, resource alignment, and continuous improvement practices.
- Regularly assess partnership effectiveness through stakeholder feedback and outcome data.

Current Community Partners Include:

- Palomar Family Counseling Services (PFCS)
- Rady Children's Hospital
- The Elizabeth Hospice
- Mindful Mural
- Tierra Caliente Studio
- Vista Historical Society & Museum
- MiraCosta College
- Kainga Music/Solemar
- Mindful Murals
- Moonlight Amphitheater

These goals align with the California Community Schools Framework by promoting integrated supports, family and community engagement, collaborative leadership, and expanded learning opportunities.

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 Maryland Elementary School, our response to the question, “*Why a Community School for our school?*” is rooted in our commitment to ensuring that every student and family has equitable access to the academic, social-emotional, health, and community resources needed to thrive. Through engagement with students, families, staff, community partners, and district leaders, we have identified a shared vision of creating a school environment where relationships, collaboration, and collective responsibility drive student success.

Our understanding of the Community Schools Framework reflects a commitment to creating racially-just, relationship-centered spaces by fostering a welcoming and inclusive school culture that honors the strengths, identities, languages, and experiences of our diverse student population. Through expanded social-emotional supports, restorative practices, family engagement opportunities, and culturally responsive enrichment programs such as Ballet Folklórico, students and families experience a strong sense of belonging and connection to the school community.

Maryland Elementary values shared power by actively seeking input from students, families, staff, and community partners in decision-making processes. Through surveys, community school meetings, Coordination of Care (COC) teams, parent workshops, and collaborative planning structures, stakeholders help identify needs, establish priorities, and contribute to continuous improvement efforts. Families are viewed as essential partners whose voices help shape programs and services that support student success.

Our Community School approach strengthens classroom-community connections by intentionally partnering with organizations such as Palomar Family Counseling Services, Rady Children’s Hospital, Elizabeth Hospice, Mindful Mural, local arts organizations, and community-based service providers. These partnerships extend learning beyond the classroom, provide access to critical resources, and create meaningful opportunities for students and families to engage with their broader community while supporting academic achievement and social-emotional well-being.

Maryland Elementary is committed to continuous improvement and possibility thinking by regularly reviewing student outcome data, attendance trends, family engagement metrics, school climate data, and stakeholder feedback to assess progress and identify areas for growth. The school uses a cycle of inquiry and reflection to guide decision-making and adapt services to meet emerging needs. By leveraging community partnerships and building the capacity of staff and families, we continuously explore innovative approaches that expand opportunities and remove barriers for students.

Moving forward, Maryland Elementary will continue developing structures that ensure these overarching values remain embedded in all aspects of Community School implementation. This includes expanding family leadership opportunities, strengthening community partnerships, increasing stakeholder participation in planning and evaluation processes, enhancing culturally responsive practices, and utilizing data-driven decision-making to refine programs and services. Through these efforts, Maryland Elementary aims to build a sustainable Community School model that promotes equity, belonging, and success for every student and family.

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.

As we continue implementing our Community Schools strategy, we will deepen our needs and asset assessment process by engaging a broad range of educational partners in identifying priorities, strengths, and a shared vision for our school community. Building on existing relationships and data collection efforts, we will utilize multiple methods to ensure meaningful participation from administrators, certificated staff, classified staff, students, families, community members, and community partners.

Administrators, teachers, and classified staff will participate in staff meetings, professional learning communities, surveys, and collaborative planning sessions to identify schoolwide strengths, challenges, and opportunities for improvement. Students will have opportunities to share their perspectives through student surveys, classroom discussions, leadership groups, and focus groups designed to gather feedback on school climate, engagement, wellness, and enrichment opportunities.

Families will be engaged through surveys, informational workshops, parent meetings, community forums, and one-on-one conversations. We will provide opportunities for participation in both English and Spanish and offer flexible meeting times to reduce barriers to engagement. Community partners and local organizations will contribute through partnership meetings, Coordination of Care (COC) discussions, and collaborative planning sessions focused on identifying community resources and support systems.

Special attention will be given to engaging historically marginalized student and family groups, including English Learners, students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged families. We will use targeted outreach, culturally responsive engagement practices, translation services, and trusted community liaisons to ensure these voices are represented and included in decision-making processes.

Through surveys, focus groups, meetings, forums, and ongoing stakeholder feedback opportunities, we will continue to build a shared vision that reflects the diverse needs, assets, and priorities of our school community while strengthening the Four Pillars of Community Schools: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership and Practices, and Expanded and Enriched Learning Opportunities.

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.

Priority 1: Strengthen Student Wellness and Social-Emotional Supports

Expand a coordinated system of social-emotional, behavioral, and mental health supports that promotes student well-being, school connectedness, and academic success. Through partnerships with community-based organizations and school-based interventions, Maryland Elementary will increase access to prevention, early intervention, counseling services, and wellness resources for students and families. Particular attention will be given to supporting students experiencing social-emotional challenges, attendance concerns, and barriers to learning.

Priority 2: Increase Family Engagement and Shared Leadership

Develop meaningful opportunities for families to actively participate in their children's education and contribute to school decision-making. Maryland Elementary will strengthen family-school partnerships through parent workshops, community events, leadership opportunities, and two-way communication systems that honor the diverse voices, cultures, and experiences of our families. The goal is to empower families as valued partners in shaping school programs and improving student outcomes.

Priority 3: Expand Community Partnerships and Enrichment Opportunities

Leverage community assets and partnerships to provide students and families with increased access to academic enrichment, arts education, health services, and community resources. Maryland Elementary will continue building partnerships with local organizations, service providers, and educational institutions to create learning experiences that connect classroom instruction with real-world opportunities while addressing the holistic needs of students and families.

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
Positive Behavior Support and Counseling and Mental Health Services	Coordination of Care: Through Positive Behavior Supports, counseling services, and mental health supports, we aim to improve student attendance, increase student engagement, strengthen social-emotional well-being, reduce behavioral concerns, and promote a positive school climate. By providing coordinated interventions and connecting students and families to appropriate resources, we seek to ensure that students receive the support they need to be successful both academically and socially.
Family Engagement, Parenting Workshops: How to Support your child in Elementary School	Family Engagement: Through parenting workshops and informational sessions focused on supporting children in elementary school, we aim to increase parent participation, strengthen family-school partnerships, improve communication between home and school, and increase parents' knowledge of strategies and resources that support student success. These efforts are intended to empower families to become active partners in their children's education while fostering a greater sense of connection and belonging within the school community.

We will continue to build staff capacity through collaboration, engagement with outside contractors	Staff capacity through collaboration Our school's goal is to continue building staff capacity through collaboration and engagement with outside contractors in order to strengthen staff knowledge, improve student supports, and enhance overall school effectiveness. The development of this goal was informed by the school's needs and assets assessment process, which identified the importance of ongoing professional growth, collaboration, and access to specialized support services for staff. Through the assessment process, the school recognized several strengths, including dedicated staff members, a collaborative school culture, and strong partnerships with community agencies and outside service providers. At the same time, the assessment highlighted the need for continued professional development, increased staff support in addressing students' academic, behavioral, and social-emotional needs, and stronger coordination with community-based resources and experts.
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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
Continue to Strengthen the Implementation of Coordination of Care (COC) Meetings and School-Wide Positive Behavioral Interventions and Supports (PBIS)	• Utilize COC meetings to identify student strengths, family assets, cultural backgrounds, and community resources that can support student success. • Incorporate student and family perspectives into intervention planning and support services. • Strengthen PBIS practices by fostering relationship-centered environments that promote belonging, cultural responsiveness, and positive student engagement. • Review attendance, behavioral, and social-emotional data to identify barriers to learning and develop targeted supports. •
Enhance Parent and Community Involvement Through Informational Workshops	• Offer workshops that help families understand school programs, student supports, and opportunities for engagement. • Create opportunities for families to share their cultural knowledge, experiences, and community resources as valuable assets for student learning. • Conduct surveys, focus groups, and community forums to gather family input on school priorities and student needs. • Partner with community organizations to provide resources and learning opportunities that reflect the diverse backgrounds of students and families. •
Continue to Build Staff Capacity Through Collaboration and Engagement with Outside Contractors	• Provide professional learning on Community-Based Learning, culturally responsive practices, and approaches. • Partner with outside contractors, community organizations, and cultural experts to expand students' lived experiences and community assets. • Facilitate collaborative planning opportunities for staff to integrate community connections and experiences into instruction and school-wide practices. • Encourage staff reflection on strategies that promote student voice, agency, and meaningful connections. •

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
Coordination of Care (COC) Meetings and School-Wide Positive Behavioral Interventions and Supports (PBIS)	Collaboration and continuous improvement are central to the district’s professional learning model. Educators work together in professional learning communities to analyze student assessment data, design high-quality instructional plans, and create targeted interventions and enrichment opportunities that address the diverse needs of each learner. Professional development in special education is enhancing communication, instructional delivery, and capacity-building. Through coordinated training, administrators, special education teachers, and paraprofessionals develop expertise and collaborate as equitable partners in inclusive learning environments. Behavior Support staff further support this work by providing training in Positive Behavioral Interventions and Supports (PBIS), helping schools maintain supportive and inclusive environments for all students.

Building Staff Capacity Through Collaboration and Engagement with Outside Contractors	Collaboration is an essential area in our Maryland professional learning community. Our teachers meet weekly for grade-level collaboration to analyze student work and student data and to design instructional strategies that promote high achievement for all. Professional Development is also provided through Collaboration sessions, including GLAD Training and instructional strategies (Guided Language Acquisition Design), UDL (Universal Design for Learning) in partnership with Novak Consulting, and the creation of engaging math experiences (Math Transformations), which increase student engagement and involvement during instruction.
Family and Community Engagement	Maryland's School Site Council (SSC) comprises staff and parents and oversees the school's improvement program. Our English Learner Advisory Committee (ELAC) guides with programs designed to support English learners. We have a Community Liaison who is instrumental in garnering parent involvement. Additionally, our Parent-Teacher Association (PTA) supports our school's campus and instructional programs. We host various events throughout the year to engage parents and students, including Family Literacy Nights and Family Math Nights. Classroom volunteers are always welcome and can coordinate volunteering with classroom teachers or our front office.

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

Our community school utilizes a shared governance model that promotes collaborative leadership, collective decision-making, and continuous improvement aligned with the Four Pillars of Community Schools: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership and Practices, and Expanded and Enriched Learning Opportunities.

At the site level, leadership begins with the Principal, who provides overall direction and ensures alignment with district priorities and CCSPP implementation. The administrative team works in partnership with school counselors, instructional leaders, and classified staff to support schoolwide systems and initiatives.

The School Leadership Team serves as the primary shared governance structure and includes administrators, teacher representatives across grade levels, classified staff, and support personnel. This team engages in ongoing review of academic, behavioral, attendance, and climate data to guide schoolwide decisions and continuous improvement efforts.

Coordination of Care (COC) meetings function as a key integrated student supports structure, bringing together school staff, counselors, and community partners to coordinate services and interventions for students and families. These meetings ensure shared responsibility for addressing student needs and connecting families to resources.

School-wide Positive Behavioral Interventions and Supports (PBIS) teams support the development and monitoring of behavior systems, expectations, and school climate initiatives. Staff collaboration and professional learning communities further strengthen instructional alignment and shared practices across grade levels.

Family and community voice is incorporated through parent workshops, surveys, school events, and community partnerships, ensuring that families and community members contribute to decision-making and school improvement efforts.

Together, these structures create a collaborative system of shared governance that supports transparency, equity, and collective responsibility for student success.

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
Ensure staffing effectively serves the target student population and reflects the diversity, languages, and cultural backgrounds of the school community.	- Analyze student demographic data to ensure staffing assignments align with student needs, including English Learners, students with disabilities, foster youth, and socioeconomically disadvantaged students. - Advocate for and prioritize the recruitment and retention of diverse, multilingual staff that reflects the cultural and linguistic backgrounds of students and families. - Strengthen partnerships with the LEA to support targeted hiring practices and pipelines for bilingual educators, classified staff, and community support personnel. - Provide ongoing professional learning focused on culturally responsive practices and community-based learning to ensure all staff are prepared to meet student needs.
Strengthen district and site-level coordination structures to support Community Schools implementation.	- Collaborate with the LEA to ensure the assignment of a Community School Director/Coordinator who supports coordination of services, partnership development, and implementation of CCSPP initiatives. - Maintain and support a site-level coordination structure that includes administrators, counselors, and staff leads for COC, PBIS, family engagement, and enrichment programs. - Develop clear role definitions and communication structures to ensure alignment and shared responsibility across all staffing roles.
Develop and implement sustainability plans to ensure long-term Community Schools staff resources.	- Identify and document current funding sources supporting Community Schools initiatives, including grant funding, district allocations, and community partnerships. - Develop a multi-year sustainability plan to maintain core staffing positions, including coordination roles and student support personnel. - Explore long-term funding opportunities, including blended funding strategies, community partnerships, and district budget alignment. - Monitor progress annually to ensure staffing structures remain stable and responsive to evolving student and community needs.

Key Staff/Personnel

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

Strategy 5: Strategic Community Partnerships

To ensure sustainability beyond the life of Strategy 5, our school is focused on building strong systems, shared leadership structures, and long-term partnerships that can continue to support students and families beyond grant funding. Key staff members, including administrators, counselors, teachers, classified staff, and community partners, will play an active role in maintaining and strengthening these collaborative efforts.

We will continue to integrate community partnerships into existing school structures such as Coordination of Care (COC) meetings, PBIS teams, family engagement activities, and school leadership teams. By embedding partnership coordination into ongoing school processes, we can ensure that services and supports remain a regular part of school operations.

Our school will work closely with district leadership and community organizations, including Palomar Family Counseling Services (PFCS), Rady Children's Hospital, and The Elizabeth Hospice, to maintain relationships that provide mental health, wellness, family support, and enrichment services. We will establish clear communication systems, partnership agreements, and annual partnership reviews to support continuity and effectiveness.

To further strengthen sustainability, we will build staff capacity by training multiple staff members to coordinate partnerships, facilitate family engagement activities, and connect students and families to resources. We will also seek additional funding opportunities, leverage district resources, and explore community-based grants to support ongoing partnership activities.

Through shared ownership, collaborative leadership, and strategic planning, our school aims to sustain a coordinated network of supports that continues to meet the evolving needs of students, families, and the broader school community while advancing the goals of the Community Schools framework.

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 Strategic Community Partnerships Through Active Collaboration and Shared Decision-Making	- Engage community partners in the planning, implementation, and evaluation of Community Schools initiatives through regular Coordination of Care (COC) discussions, and stakeholder opportunities. - Include community partners, such as Palomar Family Services (PFCS), Rady Children's Hospital, The Elizabeth Hospice, and other local organizations, in identifying student and family needs, reviewing data, and developing strategies to address them. - Establish ongoing communication structures to gather input and ensure alignment between school goals and community needs. - Invite community partners to participate in family work events, resource fairs, and student support activities to build connections with students and families. - Conduct annual partnership reviews to assess the effectiveness of services, identify areas for growth, and refine collaboration. - Develop opportunities for community partners to contribute to professional learning, staff training, and community-based experiences that enhance student outcomes.

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 community school has established and will continue to strengthen partnerships that support the academic, social-emotional, behavioral, health, and enrichment needs of students and families. These partnerships are guided by ongoing input from students, staff, families, and community members and are aligned with the Four Pillars of Community Schools: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership and Practices, and Expanded and Enriched Learning Opportunities.

Key partnerships include Palomar Family Counseling Services (PFCS), Rady Children's Hospital, and The Elizabeth Hospice, along with other community-based organizations, family support agencies, higher education institutions, arts and cultural organizations, and local businesses. These partners provide services such as individual and group counseling, mental health and wellness supports, grief support services, parent education workshops, mentoring, attendance interventions, enrichment opportunities, leadership development, and family resource referrals.

Through Coordination of Care (COC) meetings, family engagement activities, surveys, workshops, and stakeholder feedback sessions, we continuously assess community needs and identify opportunities to expand partnerships that address emerging priorities. Community partners play an active role in supporting student success by providing direct services, participating in school events, and collaborating with school staff to address barriers to learning.

Our partnerships are designed to be responsive to the diverse cultural, linguistic, and socioeconomic backgrounds of our school community. Particular attention is given to ensuring equitable access to resources and services for English Learners, students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged families.

As implementation continues, we will deepen existing partnerships and seek new collaborations that reflect stakeholder priorities, increase access to supports and opportunities, strengthen family engagement, and enhance student learning experiences. Through these collaborative efforts, we aim to create a coordinated network of support that promotes student well-being, academic success, and a strong sense of belonging for all members of our school community.

Site Level Goals and Measures of Progress

Goals	Action Steps
Strengthen Integrated Student Supports Through Community Partnerships	• Increase the number of students and families connected to support through partnerships with Palomar Family Counseling Services, Children's Hospital, The Elizabeth Hospice, and other community organizations. • Monitor participation in counseling, wellness, and support programs. • Reduce chronic absenteeism rates and improve overall student attendance. • Increase the number of students discussed and supported through Coordination of Care (COC) meetings.
Enhance Family and Community Engagement	• Increase family participation in informational workshops, school events, and family engagement activities. • Improve parent survey results related to school connectedness and access to resources. • Increase the number of community partnerships supporting student success. • Expand opportunities for families to participate in school leadership and decision-making processes.

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