CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM:
IMPLEMENTATION PLAN
Jack Franscioni Elementary School

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.

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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

> Jack Franscioni Elementary School
>
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>
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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 Jack Franscioni Elementary, we chose to become a community school because we understand that true learning happens when the whole child and the whole community is supported. Addressing barriers such as food insecurity, housing instability, and limited access to healthcare requires more than academics, it demands a school that nurtures every aspect of a child's well-being. Our community school strategy is rooted in racial equity, relationship-centered practices, and inclusive engagement. We are building a culture where every student, family, and staff member is seen, heard, and valued. Guided by the California Community Schools Framework, we are intentionally fostering shared decision-making, classroom-community connections, and continuous improvement. Our efforts are anchored in trust-building and equity-driven engagement. This includes authentic partnerships with families, a deep commitment to culturally responsive practices, and a relentless focus on dismantling the systemic barriers that prevent our students from thriving socially, emotionally, and academically.

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 move into the implementation phase of our Community School model, Jack Franscioni Elementary is deepening its needs and asset assessment to engage all stakeholders in identifying shared priorities and a collective vision. We utilize a variety of inclusive tools—such as the California Healthy Kids Survey, the Single Plan for Student Achievement, the California School Dashboard, and the MRA (Multiple Results Assessment) survey—to gather meaningful input from our school community. Through surveys, focus groups, and listening sessions, we actively engage administrators, certificated and classified staff, students, families, and community partners. The strong participation we received from students, parents, and staff in the Measurable Results Assessment survey has provided invaluable insights, helping us align our strategies with the real needs and voices of our community. Certificated and classified staff participate in professional learning circles and structured input sessions aligned to Multi-Tiered System of Supports and Positive Behavioral Interventions and Supports data. Students share their thoughts and experiences through the MRA survey and regular wellness check-ins. This helps us understand how they feel about school—what's going well and what needs improvement. Their voices play an important role in shaping decisions that support their learning, safety, and overall well-being. We will prioritize equitable access for historically marginalized families—particularly English Learners (38.6%), students with disabilities (13.4%), and homeless students (8.2%)—by offering translated materials, in-person outreach, and flexible engagement options. Cafecitos, School Site Council meetings, English Learner Advisory Committee-led forums, and home visits elevate family voice and cultural knowledge. These engagement efforts play a key role in shaping school priorities and guiding responses to student academic performance data. Community partners, including health and safety organizations, will participate in feedback sessions to align services and modify wraparound supports. Feedback allows for continuous improvement and to help track progress like attendance (20.9% chronic absenteeism) and school climate. This inclusive process ensures that every voice contributes to the evolving vision of our community school.

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 focused academic support in reading, writing, English Language Development, and Math during after-school hours to help students build essential foundational skills and enhance overall academic achievement.	- Increase student engagement and confidence in core subjects by creating a supportive learning environment where students receive individualized attention and encouragement, helping them feel more successful and motivated in reading, writing, English Language Development, and math. - Strengthen connections between after-school support and classroom instruction through regular collaboration between after-school tutors and classroom teachers, ensuring that academic interventions align with grade-level goals and reinforce daily learning. - Offer after-school tutoring for each grade level to help students strengthen basic skills in reading,writing, English Language Development, and math. These sessions will support what students are learning in class and help fill in any learning gaps.

Implement practices that prevent, reduce, and eliminate exclusionary discipline -such as restorative practices and peer mediation-while also prioritizing mental health supports for students and families	- To support student wellness, we will provide resources for our social worker to lead monthly wellness workshops in collaboration with our full wellness team, which includes the school counselor, family liaison, and Community Schools Coordinator. This cross-departmental approach ensures a coordinated effort to address students' social-emotional needs through engaging, supportive programming . These sessions will focus on helping students manage emotions, build healthy peer relationships, and practice self-reflection using restorative practices. - We aim to create welcoming, inclusive spaces during and after school where all students feel safe, valued, and supported. These environments will help build a stronger school community and address the root causes of conflict in a proactive way. - We will offer a variety of sports and clubs to give students positive, structured activities that encourage teamwork, build school pride, and help prevent behavioral issues by keeping students engaged.

Increase access to free enrichment programs for all students, including those already enrolled in afterschool programs and those who are not, with a particular emphasis on academics, to help reduce and address chronic absenteeism	- We will offer a variety of free enrichment programs open to all students, including those not enrolled in after-school care, to ensure every student has equal access and opportunity to participate. - These programs will include both individual and team-based activities that help students build leadership, collaboration, and personal development skills. - Students will also have opportunities to represent our school in academic and athletic competitions, fostering school spirit and motivation. - To promote responsibility and engagement, students will be encouraged to maintain positive academic performance, good behavior, and regular attendance in order to fully benefit from enrichment program opportunities. These programs are designed to support all students, especially those who may need additional motivation, structure, or connection to thrive. - During the school day, we will offer a variety of engaging enrichment activities—such as academic-based Bingo (e.g., vocabulary or math bingo), creative writing and journaling sessions, STEM-focused slime-making, and hands-on art workshops. These activities, held during lunch or other designated times, are designed to reinforce classroom learning in fun, low-pressure ways. To support student well-being and school climate, we will also incorporate wellness activities like hot cocoa and popcorn days, sensory breaks, and mental health check-ins. Together, these offerings aim to increase student participation, foster a love of learning, strengthen school connections, and reduce chronic absenteeism by making school a more supportive and enjoyable place to be. - To help address absenteeism, we will focus on chronically absent students by offering personalized check-ins, attendance rewards, and targeted invitations to enrichment programs that help them reconnect with school.

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
Deepen educators understanding of students cultural and community contexts	● Gather input from students and families through surveys to better understand cultural practices, values, and community needs. This information will help guide instructional planning and ensure learning experiences are relevant and inclusive. ● Encourage teachers to actively engage in local cultural events, festivals, and neighborhood activities to deepen their understanding of the communities they serve and build stronger, more meaningful connections with students and families.
Integrate Culturally Relevant Content into Curriculum & Classroom	● Create classroom environments that celebrate the cultural diversity of our students by including inclusive visuals, diverse literature, and meaningful artifacts that honor a wide range of backgrounds and lived experiences. ● Throughout the year, host cultural heritage events and student-led projects that highlight and educate others about the many identities represented in our school. These experiences will foster pride, promote inclusivity, and deepen student engagement across the community.

<u>Strategy 3:</u> 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
Foster meaningful partnerships with community organizations to expand support and opportunities.	- Engage community partners—including local police, fire departments, Emergency Medical Technicians, and other first responders—in school events such as meet-and-greets, career days, family nights, and student workshops. These interactions help build positive relationships, increase their presence and visibility on campus, and foster trust and connection between students, families, and community service providers. - Conduct annual evaluations of each partnership by gathering feedback from staff, students, families, and the partners themselves to ensure the collaboration remains effective, aligned, and mutually beneficial. - Identify and engage local organizations, businesses, and service providers whose missions support the needs of our school community in areas like health, education, mental wellness, the arts, and career readiness.
Promote Shared Decision-Making with Students and Families	- Jack Franscioni will regularly gather input from families and students through activities like monthly Cafecitos, the Family Advisory Council meetings, English Learner Advisory Committee, School Site Council, California Student Aid Commission, lunch circles, student leadership forums, and peer discussions. These opportunities help make sure school decisions reflect the real needs of our community. - We will continue to support parent advisory groups that help with school planning, events, and community projects, encouraging shared leadership. - Parents will have flexible volunteer options based on their strengths—like translating, gardening, mentoring, or providing tech support—either at school or from home. - We will celebrate and highlight parent contributions through newsletters, bulletin boards, and school events to build pride and boost participation. - We'll also offer workshops where parents can lead and share their skills in areas like cooking, crafts, trades, reading strategies, and cultural traditions.

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):

- **Principal:** Provides site-level leadership, ensures alignment between Community School strategies and instructional priorities, and promotes coherence across all governance bodies.
- **Community School Coordinator:** Serves as a vital connector between school leadership, families, students, and community partners. Plays a key role in implementing the Community School model and ensuring initiatives are responsive, inclusive, and equity-driven.
- **School Site Council (SSC):** Reviews and approves the Single Plan for Student Achievement (SPSA) and site budget priorities. Composed of parents, teachers, and classified staff to reflect diverse school community voices.
- **Community Schools Advisory Committee:** Offers input on Community School strategies, aligning family, staff, and community perspectives with site-wide goals and ensuring collaborative decision-making.
- **English Learner Advisory Committee (ELAC):** Focuses on the needs, strengths, and success of English Learners. Provides guidance to the SSC and school leadership to ensure language equity and culturally responsive support.
- **Staff Teams:** Includes Professional Learning Communities (PLCs), Coordination of Services Team (COST), Instructional Leadership Team (ILT), and the Wellness Team. These groups collaborate to support student learning, equity, and access to wraparound services.
- **Student Leadership:** Engages students in grades 4–6 through leadership councils, classroom forums, and SEL-based initiatives. Empowers student voice and fosters a sense of belonging, responsibility, and agency.

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
Maintain Site-Level Community School Coordinator	- Sustain a Dedicated Community School Coordinator at the Site Level: ensure continued support and coordination of community school efforts by maintaining a full-time on-site coordinator. - Empower the Community School Coordinator to collaborate with district personnel and advocate for the school's unique needs, ensuring alignment of resources, services, and support with site-level goals. - Support the Community School Coordinator in leading ongoing professional development focused on trauma-informed care, facilitative leadership, and culturally responsive practices to build staff capacity and sustain high-quality implementation of the Community School strategy.
Develop and Implement a Long-Term Sustainability Plan for funding CSL role	- Leverage braided funding sources, including LCAP, Title I, federal mental health grants, and community partnerships. - Integrate Community Schools priorities into the SPSA and district budgeting cycle to institutionalize positions and services.

Key Staff/Personnel:

Community Schools Coordinator	Oversees the implementation of the Community Schools strategy; coordinates partnerships, programs, and services aligned to the school's needs and assets assessment; facilitates the Community Schools Advisory Committee; and supports data collection, reporting, and grant compliance.
Principal	Provides overall site leadership; ensures alignment between instructional goals and Community School strategies; supervises staff and schoolwide programs; and leads collaboration across all governance bodies (e.g., SSC, ELAC, CSAC).
Counselor/ Social Worker	Delivers individual and group counseling services; supports social-emotional learning and wellness initiatives; provides crisis intervention and mental health referrals; and partners with families to support student well-being.
Director of Student and Family Services	Oversees district-wide student support services; ensures alignment of site-based efforts with district policies and resources; supports cross-agency collaboration and access to wraparound services for families.
District Intervention Coordinator	Supports Multi-Tiered System of Supports (MTSS) implementation; assists in identifying students needing academic, behavioral, or attendance interventions; and provides coaching and coordination of services at the site level.

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

Jack Franscioni Elementary is committed to sustaining our community school model beyond the life of the implementation grant by focusing on capacity building, strategic alignment, and diversified funding.

1. Capacity Building: Continued training for staff, families, and partners in key areas such as restorative practices, shared leadership, and continuous improvement. By building internal capacity across roles not just in grant-funded positions, we ensure long-term ownership of community school strategies.

2. Strategic Alignment: Align with the Single Plan for Student Achievement, Local Control and Accountability Plan, and Multi-Tiered System of Supports frameworks to ensure community school practices are embedded in core systems. For example, Positive Behavioral Interventions and Supports, SEL, and literacy goals are integrated into daily instruction, professional learning, and schoolwide planning, ensuring these supports remain essential beyond the grant period.

3. Diversified Funding: Continued research of braided funding approaches using Title I, Extended Learning Opportunities Programs, and state mental health funds to support extended learning, counseling, and family engagement. Partnerships with local organizations (e.g., Daybreak Health, Dragonfly) to share costs and extend services.

4. Evidence-Based Advocacy: Improve on documenting impact, such as improved attendance, academic growth, and reductions in behavioral incidents to advocate for continued district investment. This data will also support grant writing and partnership expansion.

Through these strategies, Jack Franscioni is laying the foundation for a sustainable, community-rooted model that supports whole-child success long after the grant ends.

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
Goal 1: Strengthen Academic Achievement Aligned with LCAP Goal 2: Improve Student Achievement Leverage strategic community partnerships to enhance academic support, expand enrichment opportunities, and reinforce classroom learning. Partnerships will be aligned with instructional goals to help improve student outcomes in literacy, math, and overall academic performance.	Enhance literacy and math outcomes by partnering with community organizations to provide targeted small-group interventions, expanded tutoring services, and co-hosted Family Literacy/Math Nights that empower families to support academics at home.
Goal 2: Promote a Positive and Safe School Climate Aligned LCAP Goal 3: Provide a Safe, Supportive, and Inclusive Environment Foster a welcoming and supportive school climate by collaborating with community partners to expand mental health and wellness services, implement restorative practices, and strengthen student engagement. These partnerships will support school-wide efforts to reduce suspensions, chronic absenteeism, and promote positive behavior through shared leadership and coordinated initiatives.	Foster a positive school climate by expanding Positive Behavioral Interventions and Supports (PBIS), restorative practices, and Social Emotional Learning (SEL) instruction. Promote whole-child wellness through collaboration with community partners and access to a full-time counselor, social worker, and a coordinated wellness team. Community-based organizations will support school efforts by providing mental health services, mindfulness programming, and family wellness workshops, extending emotional support into the broader school community.

Goal 3: Strengthen Family Engagement Aligned LCAP Goal 4: Improve Parent and Community Engagement Promote meaningful family engagement by partnering with community organizations to support culturally responsive outreach, bilingual communication, and inclusive events. Efforts will include collaboration with the School Site Council, English Learner Advisory Committee, and parent-led initiatives such as Cafecitos and family leadership workshops ensuring all families have opportunities to participate, lead, and connect with the school community.	Increase family involvement by organizing consistent monthly Cafecitos, hosting Community School Advisory meetings, offering bilingual workshops, and supporting parent committee initiatives. Collaborate with community-based organizations to co-facilitate sessions, provide culturally relevant resources, and extend outreach to historically underrepresented families, ensuring all voices are welcomed and valued in the school community.

Site-Level Goals & Action Steps

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:

At Jack Franscioni Elementary, partnerships are essential to advancing our community school goals and meeting the needs of students, families, and staff. Our collaborations align with key priorities: improving academics, supporting student wellness, and strengthening family engagement.

The Family Resource Center serves as a vital hub for families, offering referrals and direct support for basic needs, housing assistance, hygiene kits, clothing, and more.

We partner with Daybreak Health and Dragonfly Forward to provide mental health and counseling services, addressing issues such as chronic absenteeism and behavior challenges identified through student and family surveys. These providers work closely with our counselor, social worker, and wellness team to support student emotional well-being.

To boost academics for English Learners and socioeconomically disadvantaged students, we focus on culturally responsive instruction and family engagement. We are also exploring new partnerships to expand tutoring, increase book availability, and host family events.

We collaborate with local law enforcement and fire departments to promote safety and build community trust, aligning with our School Safety Plan. Our Family Liaison strengthens these efforts by organizing Cafecitos, workshops, and health-focused events. Additional partners include the Monterey County Rape Crisis Center, Central Coast Center for Independent Living, Braga Fresh Foods, Ecology Action, Food Bank for Monterey County, Go Green BMX, Coach Al's Mindset Academy, Girls Health in Girls Hands, and Girls Inc.

Our site team meets regularly with the ELOP department to align after-school enrichment with student needs and avoid service duplication. These efforts support expanded learning and long-term program sustainability.

All partnerships reflect our commitment to equity, whole-child support, and shared leadership, shaped by ongoing feedback from students, families, and staff through surveys, advisory groups, and open forums.

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