

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: BARDIN ELEMENTARY SCHOOL IMPLEMENTATION PLAN

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the *Capacity-Building Strategies: A Developmental Rubric*.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

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

The *Developmental Rubric* can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

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

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces (Relationship Focus)
2. Shared power (Shared input)
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

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

Bardin Elementary's response to the question, "Why a community school for our school?" reflects a shared belief among students, families, staff, and community partners that education must address the academic, social, and emotional needs of every child. Through ongoing conversations and engagement opportunities, our community has expressed the need for stronger coordination of supports, increased family voice in decision making, and more relevant learning experiences for students. As a school serving a diverse population including English Learners, students with disabilities, and families facing economic challenges, Bardin recognizes the community school model as a meaningful approach to creating equitable access to opportunities and support systems.

Our understanding of community schools aligns closely with the California Community Schools Framework's Overarching Values. Bardin is committed to creating **racially-just, relationship-centered spaces** by prioritizing trust, inclusion, and belonging. This is reflected in efforts such as implementing social emotional learning practices, creating student affinity spaces, and increasing opportunities for family connection through culturally responsive events and outreach. These actions help ensure that students and families feel welcomed and respected as integral members of the school community.

In demonstrating **shared power**, Bardin is expanding opportunities for authentic participation in decision making. The school is working to strengthen structures such as advisory groups, listening sessions, and surveys that elevate the voices of families and staff who may not traditionally participate. By intentionally creating multiple entry points for engagement, Bardin aims to ensure that decisions reflect the perspectives and priorities of the entire school community.

Through **classroom-community connections**, Bardin is building stronger links between instruction and students' lived experiences. Teachers are beginning to incorporate project based learning opportunities that allow students to explore topics such as community health, environmental awareness, or local history. Partnerships with community organizations are also being developed to provide enrichment opportunities, mentorship, and expanded learning beyond the school day.

A strong **focus on continuous improvement and possibility thinking** guides Bardin's approach to implementation. Staff regularly review attendance, behavior, and academic data alongside feedback from families and students to identify areas for growth. This reflective process supports ongoing adjustments to programs and services, ensuring that efforts remain responsive and effective.

To ensure these values are consistently reflected in our community schools work, Bardin is developing several key systems and strategies. The school is building a more formalized collaborative leadership structure that includes representation from all stakeholder groups and clearly defined roles in guiding the work. Plans are underway to expand professional learning for staff focused on equity, culturally responsive teaching, and effective family engagement practices. Bardin is also working to strengthen partnerships with local service providers to increase access to resources such as mental health support, after school programming, and family workshops.

Additionally, the school is creating clearer systems for communication and feedback, including regular community updates, accessible meeting opportunities, and multilingual outreach to ensure inclusivity. Data collection and progress monitoring processes will continue to be refined so that decisions are grounded in both quantitative outcomes and community input.

Through these developmental plans, Bardin Elementary is building the foundation for a sustainable community school model, one that is inclusive, collaborative, and responsive to the evolving needs of its students and families.

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 Bardin Elementary moves into the implementation phase of the community schools grant, the school is committed to deepening its needs and asset assessment process to ensure that priorities and vision are shaped by the entire community. While initial data has provided a strong starting point, Bardin recognizes the importance of expanding engagement efforts to gather more inclusive, meaningful input that reflects the diverse experiences of its stakeholders.

To accomplish this, Bardin will implement a variety of engagement strategies tailored to different groups. **Administrators and certificated staff** will participate in structured data discussions, collaborative planning sessions, and professional learning communities where they will analyze student data alongside feedback from families and students. These conversations will help identify key areas of need and inform strategic planning.

Classified staff will be engaged through small group discussions and listening sessions, recognizing their unique perspectives and daily interactions with students. Their input will help identify barriers to student success and opportunities to strengthen school climate and support systems.

Students will play an active role through surveys, classroom conversations, and student leadership opportunities. Focus groups and forums will be used to better understand student experiences, including their sense of belonging, engagement, and overall well being.

Families will be engaged through multiple pathways, including surveys, community meetings, cafecitos, and targeted focus groups. Bardin will provide flexible meeting times, childcare, and translation services to reduce barriers to participation. When needed, individual outreach will be conducted to ensure a broader range of voices is heard.

Community members and partners will be involved through meetings, interviews, and collaborative planning sessions to identify existing resources and strengthen partnerships that support students and families.

Bardin is especially committed to engaging **historically marginalized groups**, including English Learner families and those facing housing or economic challenges. The school will use culturally responsive outreach strategies such as multilingual communication, trusted community liaisons, and smaller, relationship-based engagement opportunities to create safe and welcoming spaces for participation.

Across all groups, Bardin will use a combination of surveys, focus groups, interviews, and community forums to gather input. Findings will be shared transparently with the community to build trust and ensure accountability.

Through this expanded approach, Bardin Elementary will ensure that its community schools implementation is inclusive, responsive, and grounded in the voices and strengths of its entire 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
Proficiency Scores: By May 2027, at least 80% of Bardin Elementary students will meet or exceed their typical annual growth targets in reading as measured by the i-Ready diagnostic assessment.	Bardin will prioritize improving literacy achievement across all grade levels, with a focused emphasis on early literacy and support for English Learners. This includes strengthening Tier 1 instruction, expanding targeted interventions, and increasing access to literacy resources both in school and at home. The school will also promote family engagement in literacy through workshops and take-home strategies, ensuring that students build strong reading and writing skills as a foundation for long-term academic success.
Chronic Absenteeism: Reduce chronic absenteeism rate by 10% by the end of the 2026–2027 school year through data-driven interventions, targeted family engagement, and school-wide attendance initiatives.	Bardin aims to address chronic absenteeism by identifying root causes and implementing proactive, supportive strategies. This includes strengthening attendance monitoring systems, increasing family outreach, and providing incentives and recognition for improved attendance. The school will also collaborate with community partners to address barriers such as transportation, health needs, or family challenges, with the goal of improving consistent student attendance and overall engagement.
School Climate: Bardin will increase satisfaction and engagement through professional development, recognition programs, and opportunities for collaboration, as well as build strong relationships between the school and the wider community.	Bardin will continue to build a positive, inclusive school climate where all students feel safe, supported, and connected. This priority includes expanding restorative practices, strengthening social emotional learning, and increasing opportunities for student voice and leadership. By fostering strong relationships and a sense of belonging, Bardin aims to improve student behavior, well being, and overall school culture. These priorities will continue to be refined through ongoing engagement with students, staff, families, and community partners to ensure alignment with the community’s evolving needs and vision.

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
Strengthen educators' understanding of students' cultural, linguistic, and community assets to support meaningful Community Based Learning (CBL).	Action Steps: 1. Offer ongoing professional learning opportunities focused on culturally responsive practices, including concepts such as funds of knowledge, community cultural wealth, and relationship centered instruction. 2. Establish consistent practices such as student interest surveys, family engagement conversations, and classroom community building activities to help educators learn more about students' backgrounds, experiences, and strengths. Measures of Progress: • Evidence of student and family assets reflected in lesson design and instructional planning (e.g., lesson plans, PLC collaboration notes). • Increased staff participation in professional development and growth in confidence when applying culturally responsive strategies (measured through surveys and feedback).
Expand the use of Community Based Learning by connecting academic instruction to real world experiences and community contexts.	Action Steps: 1. Provide support for teachers to design and implement at least one Community Based Learning project per grade level that aligns with academic standards and incorporates relevant community based topics. 2. Build and maintain partnerships with local organizations and community members to enhance learning through guest speakers, field based experiences, and service learning opportunities. Measures of Progress: • Increase in the number of CBL projects implemented across classrooms and documentation of student work connected to real life applications. • Improved student engagement and relevance of learning, as reflected in student feedback, participation, and classroom observations.

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
Strengthen inclusive and representative shared leadership structures at the school site.	Action Steps: 1. Conduct a mapping process of all existing leadership and decision making groups (e.g., School Site Council, ELAC, grade level teams, family groups) to identify purpose and gaps in representation. 2. Revise and expand the site based leadership structure to ensure meaningful participation from all stakeholder groups, including students, families, certificated and classified staff, and community partners. Measures of Progress: • Increased diversity and representation within leadership groups. • Clear roles, responsibilities, and decision making processes established and communicated to the school community.
Build the capacity of stakeholders to actively engage in shared decision making.	Action Steps: 1. Offer learning opportunities and resources that build the leadership skills of students, families, and staff, including how to engage in collaborative decision making and interpret school data. 2. Create consistent and structured opportunities such as community forums, listening sessions, and advisory groups for stakeholders to share input and help guide school decisions. Measures of Progress: • Growth in the number of stakeholders participating in leadership opportunities and school decision making processes. • Documentation showing that stakeholder feedback is regularly collected, reviewed, and used to inform school plans and actions.

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):

At the **system level**, the Community Schools Core Planning Teams provide overall guidance and alignment for implementation. These teams include Community School Coordinators, Parent Education Specialists, principals, assistant principals, counselors, social workers, literacy coaches/TOSAs, and other designated core planning members. Together, they review data, identify systemwide needs, coordinate resources, and support alignment to the California Community Schools Framework. This structure ensures shared responsibility for planning, implementation, and continuous improvement across school sites.

At the **site level**, Bardin Elementary utilizes an integrated shared leadership structure that connects existing governance bodies with expanded community school teams. This includes the School Site Council (SSC), English Learner Advisory Committee (ELAC), and other grade level or program based teams. These groups are intentionally aligned to strengthen collaboration and reduce silos across initiatives and programs.

To deepen shared leadership, Bardin is developing a Community Schools Leadership Team, which serves as the primary site based decision making body for community school implementation. This team includes representatives from administration, certificated and classified staff, families, students (when appropriate), and community partners. The team is responsible for reviewing multiple sources of data, identifying priorities, planning actions, and monitoring progress toward schoolwide goals.

The structure is supported by ongoing engagement and feedback loops, including family forums (such as Cafecitos), student voice opportunities, staff collaboration meetings, and community partner engagements. Input gathered from these spaces is brought forward to the Community Schools Leadership Team to inform planning and decision making.

Decision making flows bidirectionally: system level Core Planning Teams provide guidance and support, while site level feedback and data inform broader system coordination and improvement efforts. This ensures that Bardin's community schools implementation is both locally responsive and aligned with districtwide priorities and practices.

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
Align staffing and recruitment practices to better reflect and respond to the needs of the student population.	Action Steps: 1. Implement targeted recruitment efforts to attract and hire a diverse, multilingual workforce that reflects the cultural and linguistic backgrounds of the school community. 2. Clarify and coordinate staff roles across certificated and classified positions to ensure services are effectively aligned in supporting English Learners, students with disabilities, and students facing socioeconomic challenges. Measures of Progress: • Growth in the number and proportion of multilingual and culturally responsive staff hired and retained over time. • Improved alignment of staff supports, demonstrated through coordinated service delivery, collaboration structures, and reduced duplication of efforts.
Develop and sustain long term staffing structures and funding strategies to support ongoing community schools implementation.	Action Steps: 1. Maintain a site level Community School Coordinator to lead implementation, coordinate services, and strengthen family and community partnerships at the school site. 2. Develop a sustainability plan in collaboration with district leadership that identifies long term funding sources, including braided funding strategies, grants, and alignment with district LCAP priorities to sustain key positions and services over time. Measures of Progress: • Establishment and retention of core community schools staffing positions (e.g., Coordinator roles) across implementation years. • Completion and annual updating of a sustainability plan outlining funding sources and staffing commitments to maintain community school initiatives.

Key Staff/Personnel

Describe the plans or steps you are considering to build sustainability beyond the life of your Strategy
5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Build and sustain a strong network of community partners that are actively engaged in supporting student, family, and school needs.	Action Steps: 1. Identify, recruit, and formalize partnerships with local organizations that align with priority areas such as literacy, attendance, mental health, after school enrichment, and family support services. 2. Develop structured partnership agreements (e.g., MOUs) that clearly outline roles, responsibilities, and shared goals to ensure consistency, accountability, and long term collaboration. Measures of Progress: • Increase in the number of active, sustained community partnerships supporting Bardin Elementary. • Documented partner participation in school initiatives such as events, student programs, and collaborative planning meetings.
Strengthen systems that integrate community partners into ongoing planning, implementation, and continuous improvement of the community school model.	Action Steps: 1. Include community partners as active members of school level leadership structures, such as the Community Schools Leadership Team, to ensure their input is embedded in decision making processes. 2. Establish regular cycles of collaboration (e.g., quarterly planning meetings and data sharing sessions) to review progress, identify needs, and refine partnership efforts. Measures of Progress: • Evidence of partner participation in leadership meetings and decision making processes. • Use of partner feedback and shared data to inform program adjustments and schoolwide planning decisions.

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:

Bardin Elementary has established a growing network of community partnerships that directly support the academic, social emotional, and basic needs of students and families. These existing partners include Scholastic, the Read to Me Project, and Salinas Area Reading for Fun, which strengthen literacy development and foster a love of reading both in school and at home. To support student wellness and family stability, Bardin also partners with the Monterey County Health Department, Salinas Valley Health, Harmony at Home, Effective School Solutions, and Sun Street Centers, which provide mental health services, counseling supports, and wellness resources. In addition, the Monterey County Food Bank helps address food insecurity, while the District Attorney's Office contributes to prevention education and community safety initiatives.

These partnerships are intentionally aligned to the needs and priorities identified through Bardin's community engagement process, particularly in the areas of literacy development, chronic absenteeism, and positive school climate. For example, literacy focused partners expand access to books, reading engagement opportunities, and family literacy support. Health and wellness partners help remove barriers to attendance by addressing mental health needs, family stressors, and access to basic resources. School climate partners contribute to building a safer, more supportive environment through counseling services, prevention programs, and restorative supports.

Moving forward, Bardin plans to expand its network of partnerships to further strengthen these priority areas. Future partnerships will be intentionally selected to deepen support for literacy achievement, including additional reading intervention programs, tutoring organizations, and culturally relevant literacy initiatives. To address chronic absenteeism, Bardin will seek partnerships with organizations that provide attendance supports such as transportation assistance, family outreach services, and wraparound case management. To enhance school climate, the school will pursue additional mental health providers, youth development programs, and restorative practice organizations that can support student belonging, behavior, and well being.

Bardin Elementary's partnership strategy is designed to build a cohesive support system that strengthens student success, removes barriers to learning, and reflects the strengths and needs of the community it serves.

Site Level Goals and Measures of Progress

Goals	Action Steps
Strengthen and align community partnerships to directly reduce chronic absenteeism by addressing barriers to attendance.	Action Steps: 1. Coordinate with existing health, wellness, and social service partners (Monterey County Health Department, Salinas Valley Health, Harmony at Home, Sun Street Centers, Effective School Solutions, and Monterey County Food Bank) to develop a structured referral and response system for students with attendance concerns. 2. Implement regular data sharing and coordination meetings with partners and school staff to identify attendance trends early and connect families to targeted supports such as counseling, food assistance, and basic needs resources. Measures of Progress: ● Reduction in chronic absenteeism rates as reflected in monthly and annual attendance data. ● Increased number of students and families connected to partner provided supports (e.g., counseling, food assistance, health services, case management). ● Improved timeliness of intervention, measured by how quickly students identified with attendance concerns receive support services.

Expand and deepen partnerships that increase student engagement, strengthen school climate, and support academic success.	Action Steps: 1. Enhance partnerships with literacy organizations (Scholastic, Read to Me Project, Salinas Area Reading for Fun) by expanding reading incentives, family literacy events, and access to culturally relevant books to increase student connection to school. 2. Recruit additional partners that support positive school climate and engagement, including tutoring programs, youth development organizations, and restorative practice providers that promote student belonging and consistent attendance. Measures of Progress: ● Increased student participation in literacy based and enrichment programs supported by community partners. ● Growth in family engagement at literacy events, workshops, and school community activities. ● Improved student engagement and sense of belonging as measured through surveys, attendance at school events, and classroom participation.
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Developed by the California Department of Education and State Transformational Assistance Center, April 2024.