

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: CREEKSIDE 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

Creekside Elementary School

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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:

Strategies Priorities and Goals

Creekside Elementary: A Hub of Equity, Collaboration, and Community Engagement

At Creekside Elementary, we believe a community school model is non-negotiable because it aligns deeply with our mission to create racially-just, relationship-centered spaces where every student and family feels seen, heard, and supported. It is our goal to inspire life-long learners to achieve their social, emotional and academic potential. Our school community— defined by its cultural richness, resilience and commitment to equity— has long shown a profound desire to partner in transforming students' outcomes. The community schools model provides the necessary framework to amplify these existing strengths.

Creekside Elementary is defined by its vibrant Hispanic/Latino heritage and the hardworking families who sustain our local agriculture. Our Creekside community is predominantly composed of English Learners. While our families often navigate persistent systemic barriers, the community school model provides a roadmap to dismantle them. By integrating support services, expanding learning, and fostering collaborative leadership, we are building a bridge between our classrooms and the broader community — ensuring every student is supported socially, emotionally and academically.

Strategy 1: Shared Commitment, Understanding, and Priorities

Part A: Our developmental plan reflects the Overarching Values of the CA Community Schools Framework:

Racially-Just, Relationship-Centered Spaces

We are exploring restorative practices and enhancing school climate support through our Wellness Team. We prioritize identity-affirming programs and culturally responsive pedagogy to uplift our students' lived experiences and ensure every child is known, respected, and valued. We also have partnerships with STEM 4 Real, to dismantle systematic barriers in education. This partnership will continue through the 2026-2027 school year. The partnership with STEM 4 Real, encourages and supports teachers and classroom staff to use culturally relevant phenomena, integrated support services and with representation & identity. Strengthening the Whole Child Model.

Shared Power	We are expanding shared decision-making through our Coffee Klatches, Family Workshops, SSC/DELAC and Community School Advisory Committee meetings. This is where Students, families, community, community partners and educators collaboratively shape programming. Our Community School Coordinator, in partnership with the Parent Education Specialist, will actively build Student and family leadership. By being intentional and amplifying student, family and community voices while site planning and problem-solving.
Classroom-Community Connections	From Migrant Education to local food bank partnerships, we intentionally bridge the gap between community support and the classroom—turning local resources into long-term educational assets. Our educators move beyond a traditional curriculum to practice culturally responsive pedagogy. Intentionally weaving academic standards into the lived experiences of our students to ensure learning is both meaningful and accessible. Classroom to community connections will be established as a system that teachers and adults in the classroom can easily access.
Continuous Improvement and Possibility Thinking	Our commitment to evidence and high expectations is powered by rigorous data analysis and collaborative coaching. At Creekside, we reject deficit-based thinking; we see our challenges as invitations to innovate, allowing us to strengthen our relationships and redefine what it means for our students to succeed. We work together in always finding ways to refine our work.

Rooted in equity and commitment to the whole child model, our approach goes beyond the classroom. Through essential wraparound services, culturally responsive teaching and a partnership-first leadership model, we are building a community where every student and every family belongs and succeeds.

We believe that sustainable progress is built on authentic partnerships and strong systems. Together with our community, Creekside Elementary is creating a future where all students are empowered to succeed socially,

emotionally, and academically. Our growing community schools vision purposefully aligns with three of Alisal Union School District LCAP goals.

1. Creekside Elementary will cultivate an environment through a comprehensive system of support that promotes social-emotional, behavioral, and physical wellness that advances student learning.
2. All Creekside Elementary students will develop foundational literacy skills necessary to read at grade level by the end of third grade, aligned to the California Comprehensive State Literacy Plan.
3. All students will reduce the chronic absenteeism rate by 25%, with a focus of round service supports, particularly for low-income students, English Language Learners, and Foster Youth.

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.

The vision and mission for Creekside Elementary remains strong in its commitment to community-centered transformation. The realities and resilience of the families we serve power the drive and commitment to do so. With over 95% of our students identified as socioeconomically disadvantaged and eligible for free meals, English learners, 23.4% experiencing homelessness, and 18.8% chronically absent, we recognize the urgency of designing a school experience that is equitable, inclusive, and deeply responsive to the lived experiences of our community.

The data demonstrated the challenges our students face and at the same time it is a reflection of the systemic conditions that call for a school model grounded in assurance, collaboration, partnership, and amplified student and community voice. Moving forward, we will expand our practice of gathering and responding to “street data” as we previously have but also in real time, when possible. We are expanding to include the qualitative insights that come from the daily experiences shared by students, families, staff and the community.

To ensure engagement is a constant rather than an exception, we will formalize feedback loops for shared decision-making. This includes a new multilingual Community School Advisory Council, where families will co-design our engagement approach and inform leadership decisions at every level.

We are strengthening our ties with community partners to better serve underrepresented families and align school supports with student needs. Our goal is clear: to eliminate the systemic hurdles that drive chronic absenteeism and ensure every student stays connected to their school community

To elevate student voice, we will broaden our leadership circles and focus groups to include more grade levels, providing students with authentic power to shape their school environment. The insights gathered will serve as the foundation for our Integrated Student Supports and drive the enrichment goals of our Expanded Learning Opportunities initiative.

Our strategic approach remains closely aligned with the California Community Schools Framework, specifically prioritizing the pillars of Family and Community Engagement and Collaborative Leadership. Grounded in humility and a commitment to equity, we continue to foster trust through authentic partnerships. Ultimately, we are dedicated to creating an environment where every member of our community has the support and agency needed to succeed.

As outlined below, each of our three strategic goals clearly aligns with both the California Community Schools Framework and the Alisal Union School District's Local Control Accountability Plan (LCAP), while also reinforcing all Four Cornerstone Commitments of Community Schools.

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

Reduce chronic absenteeism by 5%	● Maintain a High Attendance Rate: Sustain an overall student attendance rate of 95% through June 2027. ● Reduce Chronic Absenteeism: Decrease chronic absenteeism among McKenny Vento students by 5% by June 2027. ● Increase Participation in Engagement Activities: Boost student participation in attendance incentive programs such as video game truck, raffles, and celebrations. ● Improve Family Communication and Support: Increase the frequency and effectiveness of relationship-based outreach and parent communication. ● Enhanced Support Structures: Expand the use of 1:1 student check-ins and targeted interventions to address barriers to consistent attendance.
Climate and culture increase parent participation by 10%	● School Climate Survey Results: Increase by 7% in responses on the School Climate Survey in student connectedness by June 2027. ● Family Engagement Participation: Growth in the number of families participating in school events, workshops, and decision-making activities (e.g., SSC, ELAC, parent-teacher conferences). ● Student Engagement Metrics: Improvement in student attendance rates and reduction in chronic absenteeism as a reflection of increased engagement and connectedness. ● Student Climate and Culture Feedback: Increase in student-reported satisfaction and sense of collaboration as measured by internal or external culture and climate surveys. ● Community Partnership Growth: Increase in the number and diversity of community partnerships that support student learning, wellness, and enrichment.

Increase proficiency scores 2%	• Creekside wants to leverage science as a lever for improvement of literacy and language; we would like to increase from 24-25 to 45.3 points by next year. • Proficiency Rates: Decrease of points below standard in Math and ELA on state assessments by 3 points by the end of 2026-27. • Subgroup Performance: Reduction in achievement gaps among student subgroups (e.g., English Learners, Students with Disabilities, Socioeconomically Disadvantaged) as measured by state and local assessments. • Formative Assessment Growth: Improvement in student performance on district benchmark and formative assessments in Math and ELA over each assessment window.
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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
Elevate Student Voice & Agency	• Design a transparent, equitable recruitment process for leadership circles that deliberately includes underrepresented students, multilingual learners, and those who may not typically volunteer for traditional student council roles. • Student Leadership; Students in 6th grade will be given the opportunity to participate in Student Leadership • Systematically roll out focus groups and leadership circles to lower grade levels to ensure wider developmental spectrum of student insights. • Create a formal process where themes and insights gathered from student circles are directly delivered to site leadership to shape mental health, behavioral, and academic support frameworks. • Host biannual joint sessions where members of the Student Leadership Circles present their findings and recommendations directly to the multilingual Community School Advisory Committee and school staff.
Solidify Community Schools Advisory Committee by October 2027	• Set a Launch Timeline: Determine a target date and milestone committee. • Define Purpose and Roles: Draft a clear mission, scope, and for the committee. • Identify Key Stakeholders: Select a diverse group of members students, families, staff, community partners, and site lead • Develop Selection Process: Create transparent criteria and an outreach plan to recruit and confirm members. • Establish Meeting Schedule: Set regular meeting dates and develop a shared agenda calendar for the year. • Communicate with the School Community: Announce the formation of the committee and its purpose through school communications. • Track Progress and Feedback: Document committee activities, decisions, and feedback to inform school initiatives and continuous improvement

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
Establish a Community Schools Advisory Committee by October 2026	• Set a Launch Timeline: Determine a target date and milestones for forming the committee. • Define Purpose and Roles: Draft a clear mission, scope, and responsibilities for the committee. Identify Key Stakeholders: Select a diverse group of members, including students, families, staff, community partners, and site leadership. • Develop Selection Process: Create transparent criteria and an outreach plan to recruit and confirm members. • Establish Meeting Schedule: Set regular meeting dates and develop a shared agenda calendar for the year. • Communicate with the School Community: Announce the formation of the committee and its purpose through school communications. Track Progress and Feedback: Document committee activities, decisions, and feedback to inform school initiatives and continuous improvement
Continue and Refine Site Level Collaborative Leadership	• Continue to collaborate with the Administrator to secure access to identified spaces. • Refine communication to assure clarity in the Community School Coordinator Role and contributions to these spaces. • Strengthen team dynamics and mutual trust to drive collaboration and collective impact. • Monitor involvement and contributions to ensure continuous collaboration and alignment with school priorities.

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):

Creekside Elementary follows the District's Collaborative Leadership approach, which is embodied in its monthly Grade Level Professional Learning Teams, the District Instructional Leadership Team, and the Site Instructional Leadership Team.

Creekside Elementary provides release time to each grade level in which teachers can review data bi-weekly, meet once a month with the Professional Learning Team to share lesson plans, and implement District initiatives that are consistent with student needs specific to equity. There are also meetings with a level below and above their grade level to assure vertical articulation. Each Grade Level Team is represented at the District level in the Instructional Leadership Team, which also meets monthly to review data and plan implementation to align student needs with the District's vision of student achievement. The Instructional Leadership Team brings back knowledge from team meetings via presentation at the following staff meeting. At Creekside, it is of high priority to assure the Instructional Leadership Team builds capacity to lead staff meetings.

Creekside is also in the visioning phase of creating a group of key stakeholders who will support important decision-making inside the school; teachers, parents, staff, admin and/or community partners/members. We will invest more time to increase participation in our School-Site Council and Parent Teacher Organization.

Principal is the Lead

Assistant Principal is co-lead

Community School Coordinator leads Community School Work

Parent Education Specialist co leads the Community School work and Family and Community Engagement

The School Site Council, Community Schools Advisory team and other team members contribute to collaborative and shared leadership.

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
Secure long-term funding for Community Schools by embedding staff and strategies into AUSD's LCAP.	• Work with principals and relevant district staff to Identify key goals that will embed the Community School work into the LCAP budget • Support the LCAP survey process by hosting events, listening sessions, home visits, and culturally responsive events to understand and elevate family voices. • Collect and Share Impact Data: • Work with all departments across the school to align efforts and resources. • Engage Site and District Leadership by providing regular updates and inviting leadership to participate in Community School planning and events.

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
Purpose and Vision for Sustainability	• Our goal is to create lasting impact for our most vulnerable students and families by sustaining the transformation initiated through the Community Schools model. • This proposal outlines a strategy to integrate these efforts into daily operations, leveraging core funding streams like Title I and LCAP for long-term success.
2. Strategic Alignment with LCAP Priorities	• Increase Academic Achievement: Expanded tutoring and targeted SEL. • Engage Families and Communities: Multilingual outreach, resource centers, and Community School staff. • Strengthen School Climate: Mental health services, wraparound support.
3. Establish a Community Schools Advisory Committee by October 2026	• The advisory committee will guide implementation, foster stakeholder collaboration, and ensure alignment with student, family, and community needs. • Determine a target date and milestones for forming the Committee. • Draft a clear mission, scope, and responsibilities for the Committee. • Identify Key Stakeholders: Select a diverse group of members, including students, families, staff, community partners, and site leadership. • Develop Selection Process: Create transparent criteria and an outreach plan to recruit and confirm members. • Establish Meeting Schedule: Set regular meeting dates and develop a shared agenda calendar for the year. • Communicate with the School Community: Announce the formation of the committee and its purpose through school communications. • Track Progress and Feedback: Document committee activities, decisions, and feedback to inform school initiatives and continuous improvement

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:

Creekside Elementary has established partnerships and plans to establish additional partnerships to show a well-rounded ecosystem. This includes but is not limited to; local colleges/universities, museums, after-school programs, STEM organizations, mental health providers, local food banks, local businesses, local non-profits and cultural centers that represent all student demographics.

To assure that the partnerships will be responsive to the vision and priorities of students, staff, families and community members we have created a student council, collected feedback via surveys, professional learning communities, staff climate surveys, PTO involvement, created family forums, and plan to establish a Community School Advisory Committee as well as a neighborhood asset mapping.

Site Level Goals and Measures of Progress

Goals

Action Steps

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