

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

Rose Ferrero 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.

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:

At Rose Ferrero Elementary School, our community school strategy is centered on creating racially just, relationship-driven spaces where all voices are valued and all members of our school community—students, families, and staff—are actively engaged in shared decision-making. We are committed to building strong, meaningful connections between our school and the wider community.

A primary goal of the Rose Ferrero Elementary School Implementation Grant is to cultivate an environment where students and families feel welcomed, respected, supported, and truly engaged. This grant supports ongoing professional learning for all staff in culturally proficient pedagogy and trauma-informed practices, reinforcing our belief that every student deserves to learn in a nurturing, inclusive environment.

We are intentionally building trust through parent engagement opportunities that emphasize shared power, strengthen classroom-community relationships, and promote a culture of continuous improvement. We recognize that our responsibility extends beyond academics. By removing barriers to success, we help students reach their full potential—academically, socially, and emotionally.

Through strong student and family engagement, collaborative leadership, expanded learning opportunities, and a culture rooted in belonging and safety, we are able to address the diverse needs of our student body and deepen our ties with the community.

The support and resources provided through this grant will create lasting, positive change in the lives of our students and families—empowering them to thrive both inside and outside the classroom.

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.

Rose Ferrero Elementary School serves a richly diverse student population, including English learners, socioeconomically disadvantaged students, newcomers, multiracial students, and those who are chronically truant. Nearly 92% of our student body identifies as Hispanic/Latino, 0.9% as Asian, 0.37% as Black or African American, and 3% as White, with the remaining percentage comprising students from other racial and ethnic backgrounds, including those identifying as multiracial.

Approximately 68% of our students are socioeconomically disadvantaged, 9% have an intellectual disability, and 3% are experiencing homelessness. Understanding our school's demographics and their associated needs is essential to establishing the priorities and vision for our community school strategy.

Collaborative Partnerships and Support Services

Rose Ferrero Elementary benefits greatly from strategic partnerships with Soledad Unified School District and the Family Resource Center. These organizations are instrumental in delivering student support services through programs such as the Homeless Children and Youth Services Program, Foster Youth Services Program, Migrant Education, and the Early Learning Program.

Our collaboration with the Family Resource Center has been especially impactful, providing students and families with critical resources such as backpacks, hygiene kits, food, toiletries, school supplies, clothing, gift cards, rental assistance, workshops for parents/guardians. These supports are vital in removing barriers to student learning and engagement.

Building a Strong Educational Partnership

In addition to external partnerships, Rose Ferrero Elementary is committed to building a strong internal network of support. The site principal, teachers, and school staff are actively engaged in developing shared goals and objectives aligned with the community school strategy. Through monthly staff meetings, strategic planning sessions, and surveys, we have fostered collaboration that informs our understanding of student needs, identifies learning barriers, and gathers input to shape effective strategies.

Engaging Families and the Broader Community

We acknowledge the challenges of engaging families, particularly those who have traditionally been disconnected from the educational process. To strengthen these relationships, we prioritize personal connections—greeting parents during morning and afternoon drop-off, extending individual invitations to attend our new *Cafecito* meetings, inviting parents personally to participate in school workshops and ensuring they are aware of upcoming events and extracurricular activities.

To accommodate working families, we provide events during evening hours and maintain consistent communication through ParentSquare, emails, phone calls, and special invitations. These efforts have deepened our engagement with families and increased participation in key forums such as the School Site Council, *Cafecito*, LCAP meetings, and the Community School Advisory Committee.

Looking Ahead

As we move forward with the implementation grant process and secure additional site-level resources, Rose Ferrero Elementary School is more committed than ever to deepening our community assessment efforts. Together, we will engage every stakeholder—students, families, staff, and community partners—in identifying our highest priorities and shaping a bold, shared vision for our community school. We believe that building strong, meaningful connections is an ongoing journey, one that we embrace with passion and purpose.

This upcoming school year, we're excited to invite students to join our Advisory Committee and to continue gathering valuable insights through one-on-one interviews, surveys, and meetings. We are also eager to welcome even more parents, guardians, and community members to join our Community School Advisory Committee. Last year, parents were inspired by learning what a community school truly means, and they were amazed by the new programs, workshops, and events we introduced. Building on this enthusiasm, our goal for the year ahead is to ignite even greater participation and collaboration, empowering our entire community to come together and make a lasting impact.

Engaging Historically Marginalized Student and Family Groups

At Rose Ferrero Elementary School, we are committed to ensuring that historically marginalized student and family groups are actively engaged and have a strong voice in our community school initiatives. To achieve this, we will implement culturally responsive outreach strategies that meet families where they are—both literally and figuratively. We will partner with trusted community leaders and organizations who have established relationships with these groups to build trust and encourage participation. Communication will be intentional, using multiple languages and accessible formats to remove barriers. We will offer flexible meeting times, childcare, and transportation support to make involvement feasible for all families.

Our engagement efforts will prioritize creating safe, welcoming spaces where students and families feel respected, heard, and valued. This includes student-centered forums, family focus groups, and listening sessions specifically designed to capture the unique perspectives and needs of marginalized communities. We will also incorporate their input directly into decision-making processes, ensuring their voices shape our programs, policies, and priorities. By fostering an inclusive environment and demonstrating a genuine commitment to equity, we will empower historically marginalized students and families to become active partners in our community school, strengthening our collective impact and advancing educational equity for all.

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**

<p>Implement practices designed to prevent, reduce, and eliminate exclusionary discipline—such as restorative practices and peer mediation—while also prioritizing mental health and providing additional supports to students and their families</p>	<ul style="list-style-type: none"> ● Providing sports for students to provide a space for reintegration into the community, offering opportunities for healing and building positive relationships with peers and coaches. ● Starting in the 2025–2026 school year, our Community School Coordinator will offer the Jovel Noble, Girasole, and Cara y Corazón programs, grounded in the Los Compadres Network philosophy. These culturally rooted programs honor ancestral teachings that emphasize sacred values, traditions, and interconnected relationships as the foundation of community and personal strength. These programs will support students and families through healing, empowerment, and cultural connection.
<p>Provide focused academic support in reading (english & spanish) and math during after-school hours to help students build essential foundational skills and enhance overall academic achievement</p>	<ul style="list-style-type: none"> ● Offer structured tutoring sessions tailored to individual student needs in reading and math. ● Support bilingual literacy development by providing reading instruction in both English and Spanish. ● Reinforce grade-level math concepts while addressing gaps in basic math skills. ● Decreased number of students identified as performing below grade level in reading/math
<p>Expand access to free enrichment opportunities for all students—including those already participating in afterschool programs and those who are not—in order to reduce and address chronic absenteeism, improve student engagement, and promote equitable learning experiences beyond the school day</p>	<ul style="list-style-type: none"> ● Increase in student participation in afterschool enrichment programs. ● Decrease in the percentage of students missing 10% or more of school days

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
Integrate Culturally Relevant Content into Curriculum & Classroom	<ul style="list-style-type: none"> • Incorporate diverse perspectives, histories, and authors into the curriculum to reflect the cultures and communities of the students. Ensure that the content is not stereotypical and highlights the richness and cultures. • Decorate the classroom with materials and visuals that reflect the diversity of students' cultures. Include books, posters, and artifacts that celebrate a range of cultures and experiences.
Deepen Educators' Understanding of Students' Cultural and Community Contexts	<ul style="list-style-type: none"> • Collaborate with community leaders and organizations. Partner with local community leaders, organizations, and cultural institutions to gain a deeper understanding of the community's history, values, and resources. Invite guest speakers or community members to the classroom to provide firsthand accounts and cultural knowledge. • Conduct surveys or interviews with students ~Use surveys or informal interviews to gather insights from students about their cultural backgrounds, interests, and challenges they may face at home or in the community. • Conduct "Getting to Know You" activities, empathy interviews, or student-led identity projects early in the school year to help educators understand students' cultural backgrounds, interests, and values.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase genuine parent involvement by empowering their existing knowledge and skills	<ul style="list-style-type: none"> • Recognize the skills, experiences, and cultural knowledge that parents bring to the table. • Provide resources that help parents understand the school system, the curriculum, and how they can best support their child's learning. • Develop multiple communication methods that fit the needs of different families. • Involve parents in leadership and decision-making processes.
Establish Inclusive and Representative Leadership Structures	<ul style="list-style-type: none"> • Conduct research efforts to underrepresented groups to ensure equitable participation • Identify and invite diverse representatives from students, staff, families, and community members to participate in system-level and site-level leadership groups.

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):

Rose Ferrero Elementary, led by Principal Tommy Frank and supported by the Soledad Unified School District, operates under a shared governance model that values collaboration and community voice. All staff members have opportunities to provide feedback to administration, while parents and community members participate through several leadership groups.

Key structures include the School Site Council (SSC) and English Learner Advisory Committee (ELAC), all of which include parent representatives and contribute to decision-making around school initiatives and budget planning. Monthly cafecito meetings also provide a space for parents and guardians to stay informed and engaged.

The newly formed Community School Advisory Council brings together staff, parents, and community partners to guide the implementation of the Community School Strategy and co-develop a shared school vision. Despite challenges in parent participation, increasing parent and student leadership remains a school priority, with strong support from the principal and the Community School Coordinator.

Community partnerships with organizations like the Monterey County Office of Education (R-TAC) and the Family Resource Center play a vital role in service delivery and leadership collaboration, strengthening the school's inclusive and community-driven approach.

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
Prioritize staff retention, enhance recruitment strategies, and hire diverse, multilingual personnel to effectively support site-level operations	<ul style="list-style-type: none"> • Collaborate with the Human Resources Department to advertise and recruit multilingual and multicultural staff. • Provide ongoing professional development and collaborative learning opportunities to help staff internalize, implement, and take ownership of the "Community School Strategy" • Recognize the strengths of all staff members and collaborate by sharing school interests and ideas
Align Staffing with the Needs of the Target Student Population	<ul style="list-style-type: none"> • Conduct an annual needs assessment at each school to identify the student population's academic, social-emotional, and linguistic needs. • Align staffing decisions (e.g., counselors, family liaisons, mental health providers) with identified student needs. • Prioritize hiring personnel with experience or training in trauma-informed practices, restorative justice, bilingual education, and culturally responsive pedagogy.

Key Staff/Personnel

Community School Coordinator	<ul style="list-style-type: none"> • Conduct a needs assessment by working with school administrators, teachers, partner agencies, parents, and students to identify barriers to learning, available resources, and service gaps. • Identify, engage, and recruit partners to offer programs and services for students and families based on the community's needs assessment. • Develop the continuum of services for the students, families, and community members within the school neighborhood
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	<ul style="list-style-type: none"> ● Advocate for students, families, and community members within the school neighborhood ● Coordinate all services that are part of the community school strategy and occur during and beyond the school day. Services can include, but are not limited to, expanded learning opportunities, health services, mental health services, parent/family engagement, and direct material assistance ● Create opportunities for families and teachers to build trusting relationships and partnerships to support student success ● Increase the number of formal and informal family and community opportunities to support student learning and enrichment, as measured by School Site Council participation, ELAC participation, town hall meetings, workshop attendance, and survey responses ● Assess for improvement and shared accountability between partnerships ● Compiles, prepares, and maintains reports as necessary ● Manage the California Community School Partnership Program Grant, including budget management, and assist the Business Office in operational budget reporting ● Create and implement a community school plan in coordination with site administrators and the Advisory Council
Principal	<ul style="list-style-type: none"> ● Provide overall leadership and direction to the community school ● Lead the interconnectedness of all school priorities, targets, and goals with the Community School strategy ● Engage staff, parents, and students in shared-decision making of school initiatives, programs, and services ● Act as an ambassador of the Community School with outside agencies and the community ● Actively seek partnerships with community partners, non-profit organizations, and others that can contribute to the community school ● Provide support to the Community School Coordinator to ensure the alignment of programs and initiatives

<p>District Wide Intervention Program Coordinator</p>	<ul style="list-style-type: none"> • Coordinates and facilitates student intervention and support groups • Offers training to parents on academic initiatives by implementing workshops • Identifies areas of need in the community and works collaboratively with District staff to meet those needs • Act as a liaison between the District and outside agencies • Coordinates community events that serve students and parents in the District
<p>Director of Student & Family Services</p>	<ul style="list-style-type: none"> • Responsible for coordinating services related to the multi-tiered coordinated system of student support • Oversee counseling services, interventions, coordinated COST processes, Soledad Family Resource Center, and other support services involving the student support system and shared resources • Act as an ambassador of the Community School with outside agencies and the community • Actively seek partnerships with community partners, non-profit organizations, and others that can contribute to the community school • Budget professional development for sites

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

Rose Ferrero Elementary School aims to sustain its grant-funded programs by strengthening community partnerships and pursuing new funding opportunities. The school is committed to continuing trauma-informed practices, social-emotional learning, restorative justice, parent engagement, and culturally proficient services. Core offerings such as medical and dental care, as well as expanded learning opportunities, will be embedded into school operations. The Expanded Learning Opportunities Program (ELOP) and the After School Education and Safety (ASES) program will play a key role in sustainability by providing after school enrichment and safety programs that support student growth beyond regular school hours. By institutionalizing these practices, seeking diverse funding, and aligning with the school's long-term vision, we will ensure the ongoing success and impact of these initiatives beyond the life of the grant.

Current In-Partnerships and Programs

- Food Bank for Monterey County: Collaborates to end hunger and improve community health through good nutrition.
- Blue Zones: Promotes well-being and healthy living in the school community.
- Community School Coordinator (Starting 2025-2026): Will offer Joven Noble, Girasol, and Cara y Corazon programs year-round at no cost to students and families, enhancing social-emotional and cultural support.

Long-Term Financial Sustainability

- Local Control and Accountability Plan (LCAP): Prioritizes school goals and objectives to align with funding and strategic initiatives.
- Grant Development System: Establish a structured process for identifying and applying for federal, foundation, and other grants that support the community school strategy.
- After School Education and Safety (ASES) and Expanded Learning Opportunities Program (ELOP): Serve as ongoing sources of funding and programming, providing after school enrichment and safety to sustain key initiatives.

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
Strengthen family and community engagement through culturally relevant supports and services	Use data and community feedback to evaluate partnership impact and make adjustments to programming and resource allocation.
Ensure community partners are actively engaged in decision-making processes to co-create and adapt programming and resources.	Establish a community partnership advisory committee, including representatives from community organizations, families, educators, and students, to guide the planning and implementation of initiatives.

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:

The Rose Ferrero Elementary School Community School Coordinator conducted a Comprehensive Needs Assessment and found that there are some critical areas of need. The results of the needs assessment, highlighted significant needs in the following areas:

- Access to Basic Needs: Survey results determined that many students and families need essential resources such as food, housing, clothing, and personal hygiene support.
- Access to Mental Health Services: Data indicated that there is a need for mental health support for both students and families.
- Access to Extended Day Academic and Enrichment Opportunities: There was a high demand for additional no cost programs that support and enhance academic learning through extended-day activities.
- Access to academic tutoring afterschool for English, math and writing to support student success.

Our Community School Coordinator has effectively forged strategic partnerships with many community-based organizations in response to these identified needs reported. These partnerships aim to address the gaps emphasized in the needs assessment and detailed below:

Established Partnerships

1. Family Resource Center:
 - This center serves as a hub for accessing a variety of essential services and support for students and families, including assistance with referral to other organizations.
2. Girls Inc:

- Provides programming on decision-making, assertiveness, and communication skills.
3. Berenice Regalado:
 - As a dance fitness instructor, Berenice creates a variety of choreographies that are both challenging and modifiable for parents and students. Berenice provided afternoon dance fitness classes for parents and students to maintain a healthy lifestyle.
 4. Monterey County Blue Zones Project:
 - This partnership has motivated parents to go on walks in the mornings and has given them information on healthy lifestyle choices, nutrition, self-awareness, and mental and physical health.
 5. National Compadres Network:
 - The National Compadres Network invited our Community School Coordinator to participate in their certification training for Joven Noble, Cara y Corazón, and Girasoles programs. The Coordinator is now a certified facilitator, qualified to deliver these powerful and culturally rooted curricula to students who identify as male or female, as well as to parents.
 6. Sunstreet Centers Soledad:
 - Sunstreet Center in Soledad provides families with valuable insights into emerging trends among students, including informative presentations on vaping.
 7. Mindset Academy (Boys Empowerment Group)~4 Sessions
 - Mindset Academy engaged 20 male students in grades 5–6 in a four-session empowerment series focused on personal growth, identity development, and navigating life transitions. The program provided a safe, supportive space for students to explore the different phases of their lives and build positive peer relationships. Based on the success of this initial offering, we plan to bring Mindset Academy back next school year to continue supporting the social-emotional development and leadership skills of our male students
 8. Laura Valdez (Motivando Corazones/CAPC Monterey County)
 - Laura Valdez is the CEO of Motivando Corazones and offers a variety of parent education classes. This year we obtained 8 free sessions of positive discipline classes for parents who were interested in learning how they can better communicate with their children. We had a successful 8 sessions and parents would like to attend more parenting classes in the next school year.

Future Partnerships

1. NorthCal Futsal
 - The Northcal Futsal FC program focuses on students' holistic development as a soccer player and promotes fitness. The program's expert coaches are committed to teaching students advanced techniques and strategies, helping them elevate their game to a whole new level. Students will learn to play the game in a completely different light, gaining valuable skills and insights that will set them apart on the field. For the 2025–2026 school year, we will be offering Northcal Futsal to all grade levels, organized by cohorts.
2. Wonderwood Ranch
 - Wonderwood Ranch offers equine therapy to bring hope and healing to students impacted by trauma. We would like to bring this service to Rose Ferrero Elementary to introduce students to the benefits of animal-assisted therapy, providing them with a unique and meaningful path to emotional growth and healing.

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