

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

San Vicente 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:

The community school strategy at San Vicente Elementary is rooted in the vision of building racially just, relationship-centered spaces where every member of the school community feels seen, heard, and valued. At the heart of this vision is inclusive, shared decision-making and a strong partnership between the school and its surrounding community.

A key objective of the San Vicente Elementary School Implementation Grant is to foster a welcoming, supportive, and engaging environment where students and families feel connected and empowered. The grant supports professional development for all staff, with a focus on culturally responsive teaching and trauma-informed practices—ensuring that the school is equipped to meet the needs of all learners with empathy and respect.

We are intentionally creating a culture of trust by expanding opportunities for meaningful parent and family engagement, promoting shared leadership, and strengthening connections between classrooms and the broader community. By recognizing that our responsibility extends beyond academics, we are committed to removing barriers to student success and ensuring equitable access to resources that support the whole child.

Through this grant, we aim to uplift and unite students, families, and staff—maximizing the potential of each individual. We believe that when students and families are engaged and supported, and staff are empowered, everyone thrives.

As part of our efforts, we are introducing programs that not only meet needs but also inspire participation. By offering incentives and creating engaging opportunities, we hope to encourage active involvement from students, families, and staff alike. These programs will open doors for everyone in our school community to contribute, connect, and grow—further strengthening the foundation of a vibrant, inclusive, and resilient school culture.

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.

San Vicente Elementary School serves a vibrant and diverse student population, many of whom face significant challenges. The majority of our students come from socioeconomically disadvantaged backgrounds, with nearly 60% identified as English learners. Our school community also includes newcomers, students identifying as multiracial, children with justice-involved parents, and those experiencing chronic absenteeism. Demographically, approximately 98% of our student body identifies as Hispanic/Latino, 1% as African American, and 1% as other racial and ethnic backgrounds, including students of two or more races.

Understanding these demographics and the complex needs that accompany them is at the heart of our community school strategy. It shapes our priorities, informs our vision, and drives our commitment to equity, access, and inclusion.

Our strong partnership with the Soledad Unified School District and the Family Resource Center serves as the backbone of our support system. These partners provide critical wraparound services such as Homeless Children and Youth Services, Foster Youth Services, Migrant Education, and Early Learning Programs. The Family Resource Center, in particular, has played a pivotal role in breaking down barriers to education by providing essentials like backpacks, hygiene kits, food, clothing, school supplies, toiletries, gift cards, and rental assistance for families in crisis.

Beyond these foundational partnerships, San Vicente Elementary has focused on building a culture of collaboration within the school. San Vicente Elementary fosters collaboration among the principal, teachers, classified staff, and support personnel to align collective efforts around shared goals for student success.. This collaborative approach ensures that all stakeholders have a voice in shaping the direction and impact of our community school initiatives.

Building on our first two years of stakeholder engagement, we will now deepen this work by implementing new processes such as targeted student focus groups and community listening sessions. Staff across all levels—administration, certificated, and classified—have been consistently involved through monthly staff meetings, reflective surveys, and strategic planning sessions. These efforts have not only fostered stronger communication and trust but also surfaced valuable insights about the needs, strengths, and untapped assets within our school community.

This collaborative model has empowered us to co-create effective and sustainable strategies that address real challenges, eliminate barriers to learning, and promote a more inclusive, equitable, and supportive educational environment. As we move forward, we remain committed to refining our practices, expanding partnerships, and ensuring every student and family feels seen, supported, and empowered to thrive.

We recognize that engaging families in the educational experience can be a challenge, especially when some parents may feel disconnected from the school community. At San Vicente Elementary, we are committed to strengthening these relationships by creating meaningful, personal connections with every family. This starts with small but impactful actions—greeting parents during morning drop-off and afternoon pick-up, extending personal invitations to attend *Cafecito with the Principal*, and ensuring they are informed about school events, sports programs, and extracurricular activities.

To accommodate our working families, especially those in agriculture or other jobs with long or irregular hours, we offer events in the evenings to ensure greater access and participation. Our communication efforts are consistent and multifaceted, utilizing ParentSquare, email, phone calls, and face-to-face conversations to keep families connected and informed. Additionally, we encourage families to visit our on-site Family Resource Center, where they can receive support services, attend workshops, and participate in community events.

Beyond outreach, we aim to build a culture of shared leadership by involving parents in decision-making bodies such as the School Site Council, *Cafecito* gatherings, the Local Control and Accountability Plan (LCAP) meetings, and the Community School Advisory Committee. These platforms give families a voice and ensure their input directly shapes our school's priorities and initiatives.

As San Vicente Elementary School continues advancing through the Community School Implementation Grant, our focus is on expanding these efforts and deepening our understanding of the community's needs and strengths. With new site-level resources, we will enhance our assessment processes to identify priorities that reflect the lived experiences of our students and families. Engaging all educational partners is not a one-time task—it is a continuous, collaborative journey. Together, we are building a school where students and families feel supported, empowered, and deeply connected.

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**

San Vicente Elementary is committed to implementing strategies that prevent, reduce, and eliminate exclusionary discipline—such as restorative practices and peer mediation—while also expanding access to mental health supports for students and families.

- Offer a variety of student sports and clubs to promote positive behavior, teamwork, and school engagement—giving students constructive outlets that build a sense of belonging and reduce behavioral issues.
- Support our social worker's efforts to implement restorative practices by funding supplies and materials for *Wellness Wednesday* activities, which focus on emotional regulation, peer connection, and self-reflection.
- Create inclusive spaces during and after school where students feel safe, seen, and supported—fostering a positive school climate that proactively addresses the root causes of conflict.

Improve academic achievement in English, Spanish, and mathematics by providing targeted, small-group instruction and extended learning opportunities for students performing below grade level.

- Provide targeted academic support through after-school tutoring sessions for each grade level, focusing on foundational skills in both English (including Spanish for dual language learners) and math. These sessions are designed to reinforce classroom instruction and address specific learning gaps.
- Offer a dedicated Summer Academy tailored for students performing below grade level in English and math. The program provides small-group instruction and individualized support to help students build confidence and catch up academically before the new school year.
- Looking ahead, we aim to expand these academic interventions by integrating targeted support into the regular school day. This would allow us to reach more students consistently, reduce barriers to access, and create additional opportunities for personalized instruction aligned with classroom goals.

Expand access to no-cost enrichment opportunities for all students, regardless of after-school program enrollment status, with a targeted focus on literacy development as a means to address and reduce chronic absenteeism.	• Offer a wide range of free enrichment programs for all students, including those not currently enrolled in after-school care, to ensure equitable access and participation. • Include both individual and team-based enrichment opportunities that allow students to develop leadership, collaboration, and personal skills. • Provide opportunities for students to compete in academic and athletic events against other schools, helping build school pride and motivation. • Incentivize participation based on positive academic performance, good behavior, and consistent attendance to encourage student accountability. • Host fun, school-day enrichment activities like Lotería, Bingo, and art-based "Draw Days" during lunch or designated times to increase engagement and build community. • Directly address absenteeism by identifying and supporting chronically absent students with personalized check-ins, attendance incentives, and tailored enrichment invitations to increase motivation and school connection.
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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
Integrate Culturally Relevant Content into Curriculum & Classroom	- Design classroom environments that reflect and celebrate the cultural diversity of the student body by incorporating inclusive visuals, literature, and meaningful artifacts that honor a variety of backgrounds and lived experiences. - Host cultural heritage events and student-led projects throughout the year that celebrate and educate about the identities represented in the school community, strengthening pride, inclusivity, and engagement.
Deepen Educators' Understanding of Students' Cultural and Community Contexts	- Use student and family surveys to gather information about cultural practices, values, and community needs that can inform instructional planning. - Encourage teachers to participate in local cultural events, festivals, or neighborhood activities to gain firsthand experience and build relationships.

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	• Host skill-sharing workshops and events where parents can lead sessions based on their expertise (e.g., cooking, crafts, trades, literacy strategies, and cultural traditions), fostering mutual respect and peer learning. Created a parent advisory group that has a real voice in school decisions, event planning, and community initiatives, emphasizing shared leadership. • Offer bilingual leadership and advocacy training for parents to increase confidence in engaging with school systems and supporting their children's education. • Provide flexible volunteer opportunities tied to parents' strengths (e.g., translation, gardening, mentoring, tech support) during school hours or at home. • Highlight parent contributions publicly—through newsletters, bulletin boards, or events—to build pride and encourage broader participation.
Establish and strengthen partnerships that align with the needs of the school community and enhance student and family outcomes.	• Invite partners to participate in school events and programs, such as career days, family nights, and student workshops, to build visibility and trust. • Evaluate partnerships annually by collecting feedback from staff, students, families, and partners to ensure the relationship remains effective and mutually beneficial. • Identify and engage local organizations, businesses, and service missions align with school community needs in areas such as mental wellness, the arts, and career readiness.

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):

1. Principal

Leads the school's vision and ensures alignment between academic goals, student needs, and community school strategies.

- Serves as the key decision-maker and works collaboratively with all site leadership bodies.

2. School Site Staff

Includes teachers, support staff, and classified personnel who contribute to daily operations and student support.

- Actively participate in decision-making through advisory meetings and providing feedback through ongoing programs. .

3. Parent Trainings

Workshops and informational sessions designed to empower families with tools to support student learning and well-being.

- Builds parent capacity in leadership, advocacy, and home-school connection.

4. PTO (Parent Teacher Organization)

A parent-led group that supports school events, fundraising, and building school spirit.

- Encourages collaboration between families and school staff in enhancing school culture.

5. ELAC (English Learner Advisory Committee)

Advises the principal and staff on programs and services for English Learners.

- Ensures the voices of multilingual families are represented in decision-making.

6. School Site Council (SSC)

A shared decision-making body made up of parents, staff, and the principal that oversees the SPSA (School Plan for Student Achievement).

- Reviews budgets and ensures academic plans reflect the needs of all students.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure staffing structures effectively serve the needs of the school community by maintaining the Community School Coordinator (CSC) position, recruiting diverse and multilingual staff, and developing sustainable funding plans at both site and district levels.	maintain and fund the CSL position by advocating with District to prioritize the role as essential to school-community partnership support.
Explore long-term funding options	including Local Control Funding Formula (LCFF), Title I, or other funds—to sustain the CSL role beyond the Community School grant.
Collaborate with the Human Resources department	to recruit and hire staff who reflect the cultural and linguistic diversity of the student population, including bilingual and bicultural personnel.
Engage site stakeholders in sustainability planning	collecting input and identifying key staffing priorities aligned with student support goals.

Key Staff/Personnel

Community School Lead	Supports the implementation of the Community School strategy, manages the grant, coordinates partnerships, and ensures alignment with school and district goals
Principal	Oversees daily school operations, ensures instructional quality, manages staff, and leads school wide initiatives to support academic and social-emotional growth.
Counselor	Provides academic, social-emotional, and behavioral counseling services for students. Supports families with resources and referrals as needed.
Certificated Staff	Includes teachers and credentialed specialists who provide instruction, interventions, and leadership in academic and enrichment programs.
Classified staff	Supports school operations through roles such as office staff, instructional aides, custodial, nutrition services, and supervision to maintain a safe and welcoming environment.

Social Worker	Connects families to community resources, provides crisis and mental health support, and collaborates with staff to remove barriers to student success.
PTO President	Leads the parent organization, facilitates meetings, mobilizes volunteers, and communicates school needs to the wider parent community.
Family	Plays a central role in student success by engaging in learning at home, participating in school events, and providing input in school decisions through various parent committees.

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

To build a culture of continuous improvement, we plan to support our school's leadership teams and parent committees in using data to monitor progress and adjust strategies. This approach will help demonstrate real impact and strengthen long-term support from the district and potential funders. We aim to strengthen existing parent and community leadership structures such as the School Site Council, PTO, and ELAC by providing the necessary tools, training, and facilitation support. This will allow these groups to continue advocating for school priorities and funding opportunities beyond the scope of the Community Schools initiative. Our long-term goal is to prioritize compensation for our own staff including teachers, aides, and support personnel to lead tutoring, enrichment, and family engagement activities. By strategically reallocating site and district funds, we can reduce reliance on outside agencies, ensure continuity, and build a sustainable model that empowers staff to continue this work into the future.

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
Create ongoing collaboration and shared decision-making with partners	Host quarterly partner collaboration meetings to assess data, surface real-time needs, and co-develop responses that reflect the evolving priorities of the school community.
Embed partners into school culture and daily operations	Create a shared calendar that includes community partner activities and services to ensure they are integrated with school initiatives and accessible to families.

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:

San Vicente Elementary School: Community Needs & Strategic Response

As part of our ongoing commitment to support the whole child and their families, the Community School Coordinator at San Vicente Elementary conducted a comprehensive needs assessment. The findings revealed several critical areas where additional support is essential:

Identified Areas of Need:

- **Access to Basic Necessities:** Survey results showed that many students and families are in need of fundamental resources, including food, clothing, housing, and hygiene supplies.
- **Mental Health Services:** Data highlighted a growing need for mental health support for both students and their families.
- **Extended-Day Academic and Enrichment Opportunities:** Families expressed a strong interest in no-cost after-school programs that provide academic support and opportunities for students to participate in sports and enrichment activities.

Strategic Partnerships and Programs

In response to these needs, San Vicente Elementary has cultivated meaningful partnerships and implemented a wide range of programs aimed at closing these gaps and promoting student success.

Family Resource Center

The center functions as a vital access point for families, offering referrals and direct services for basic needs, housing support, hygiene kits, clothing, and more.

Girls Inc.

This organization partners with the school to deliver youth empowerment programming that fosters decision-making skills, self-confidence, and effective communication, particularly for girls.

After-School Tutoring

Five dedicated teachers currently volunteer their time to provide targeted tutoring in English and math. This academic support helps students strengthen foundational skills and work toward grade-level proficiency.

Enrichment and Sports Programs

We've expanded opportunities for students to engage in structured, positive activities after school, including:

- **Flag Football (Co-Ed):**
Served 60 students from 1st to 6th grade, focusing on teamwork, fitness, and foundational football skills.
- **Girls Volleyball:**
A competitive team made up of 24 girls in grades 4–6, coached by a dedicated trio of staff. The team practices regularly and participates in local tournaments.
- **Running Club (Co-Ed):**
Open to all grade levels, this club engages between 25–50 students in fitness, goal-setting, and community building through regular runs and wellness activities.
- **Cheerleading:**
Coordinated by school liaison, this spirited team includes 34 girls from across all grade levels, promoting school pride and performance skills.
- **Dance Team:**
Led by our 6th grade teacher, the dance team consists of 14 girls from grades 3–6, providing an outlet for creative expression and performance.
- **Folklórico (Cultural Dance):**
In collaboration with PTO President, this traditional dance program involved 20 co-ed students, celebrating cultural heritage through performance.
- **Chess Club (Co-Ed):**
Directed by our fifth grade teacher, this intellectually stimulating club includes 14 students, several of whom are tournament-ready and actively competing.
- **Soccer Team (Co-Ed):**
Coached by a passionate team of staff, the soccer program supports 70–80 students from 1st to 6th grade, fostering skill development, discipline, and teamwork.
- **Garden Club:**
Supervised by our 4th grade teacher, this hands-on learning opportunity engages around 20 students throughout the year, promoting environmental awareness and responsibility.

These programs emphasize teamwork, leadership, physical activity, and school spirit—while also acting as incentives tied to strong classroom behavior, academic performance, and attendance.

Hygiene Presentation: We led a student-centered hygiene awareness workshop, showcasing best practices for personal hygiene. The event included a personalized video demonstration created to reinforce good habits in a relatable and engaging way

Wellness Wednesdays

Through funding and supply provision, we've supported weekly wellness activities facilitated by our school social worker. These sessions promote mental and emotional health through mindfulness, restorative practices, and creative expression.

Community & Family Engagement Events

In collaboration with our PTO, we hosted special school wide events such as:

- Loteria Night: 80 Total participants including Parents, Students & Staff
- Bingo Night: 110 Total participants including Parents, Students & Staff

Community Events

- These events were designed to strengthen school-family relationships and build community. Students, families, and staff came together for fun, food, and the chance to win exciting prizes—many of which were generously donated by local businesses.
- We proudly partnered with a local barbershop, which offered free haircuts to students. Teachers selected recipients based on academic effort and improvement, adding a meaningful reward system to student achievement.

Coordinated School Events and Competitions

To foster a sense of pride and school spirit while building student confidence, San Vicente has hosted and participated in several inter-school events:

- Volleyball Tournament: We hosted a successful tournament at the middle school with two other elementary schools. The event had a great turnout with over 100 parents showing up to support.
- Chess Tournament: We partnered with the middle school to hold a chess competition, providing students with an academic-based enrichment opportunity. Several parents attended to cheer on participants.

What we plan in the future:

Future partnerships will focus on expanding mental health access and family education and empowerment programs that support long-term stability and engagement.

Looking Ahead: Strengthening Programs for the Future

As we continue to deepen our impact, future partnerships will focus on expanding access to mental health services, family education, and empowerment programs that promote long-term stability and engagement. We are also planning to enhance academic programming by introducing events such as a schoolwide spelling bee, AR top reader awards, and math competitions to increase student motivation and celebrate academic excellence.

Additionally, we are committed to strengthening our after-school tutoring by creating a more structured, effective system that includes small-group interventions, consistent progress monitoring, and alignment with

classroom instruction. We will explore ways to compensate teachers for this work using site or district funds to ensure program sustainability and reduce reliance on outside agencies.

We also recognize the vital role that local businesses play in supporting our school. Moving forward, we will continue to build relationships with community partners and invite them to participate in school events, donate supplies or services, and collaborate in meaningful ways. Our goal is to establish long-lasting partnerships that can continue seamlessly even after the Community Schools grant concludes, with ongoing coordination provided through the school site and designated liaisons.

Through these collective efforts, we aim to build a self-sustaining model that empowers staff, students, and families while creating a vibrant and connected school community.

Equity Through Sports and Investing in Our Educators

At San Vicente Elementary, we recognize that many students miss out on the opportunity to participate in organized sports and extracurricular activities due to financial barriers. Our after-school sports and enrichment programs are designed to be completely free of charge, offering students a chance to be part of a team, develop new skills, and build self-confidence—without placing additional financial strain on their families.

For example, local cheerleading programs can cost families over \$1,000, making them inaccessible to many. At our school, students can join cheer, dance, soccer, and more at no cost. This approach ensures that every student, regardless of background or income, has the chance to participate, compete, and shine.

Equally important is recognizing the educators who make these opportunities possible. Many of our teachers and staff volunteer countless hours beyond the school day to tutor, coach, and lead enrichment programs. These educators already know our students, understand their needs, and have built trusted relationships. By prioritizing funding for internal staff over outside agencies, we can ensure stronger program continuity, a deeper sense of community, and a more cost-effective long-term solution.

Moving forward, we are committed to exploring ways to compensate our teachers and staff for their extended efforts. Supporting our own team not only values their time and dedication, but it also builds internal capacity and strengthens the core of our school community.

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