

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

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

Glen Speck Elementary School, Irma Vega-Moreno, Community School Coordinator

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 Glen Speck school site was selected by the Board of Trustees back in **2022-23** as the intended school site for implementing the Community School Strategy. That meant that our site had been able to be involved from the very beginning of the district's community schools journey. District administrators started the Community School Initiative campaign. Presentations to staff and district forums began and were taking place throughout our district at school sites, board meetings, parents and teacher organizations.

Early 2023-24 school year, the District Community School Advisory Committee was convened and members of our staff served on the committee and our team was integral to developing the District Community School Master Plan. Unfortunately, our District Advisory Committee is not currently active. We hope to reconvene it in the near future as more schools become eligible to participate. Meanwhile, we will seek to enhance our collaborative leadership and partnership with our District team..

Our Site Steering Committee began in the Fall of 2023 and provided valuable input to the district process and the school site implementation plan. Our plan included the following goals and actions that reflected our commitment to the California Community School Framework overarching values:

Racially-just, Relationship-centered Spaces

Glen Speck has had a long history of collaboration with community and nonprofit agencies as it is located adjacent to the downtown area. Years before we had applied for our CCSPP grant, our district had provided a building adjacent to our Glen Speck campus for the LINK, a non profit family resource center. We also previously had a memorandum of understanding (MOU) with the LINK to provide family advocate services for district students, however, after being granted our grant, First Year of Implementation, that MOU ended due to funding shortage and staff reduction. As a result, the LINK is no longer serving our elementary and high school population. They continue to serve our student age group 0-5 and our middle school students and families; sometimes those families include siblings of our elementary and high school students. Although we no longer have an active MOU, we maintain an ongoing collaborative partnership: the LINK still supports students and families in need when self referred, and we continue to invite LINK representatives to participate on our Steering Committee.

Ensure every student has a trusted adult on campus. Establish a schoolwide commitment that every student has at least once caring adult who intentionally checks in with them, builds a positive relationship, and provides encouragement throughout the year. Supports CCSPP Pillar 2 (Integrated Supports) and Pillar 3 (Active Family and Community Engagement) by fostering belonging and protective relationships. Aligns with California Standards for the Teaching Profession 2 (CSTP): Creating and Maintaining Effective Environments for Student Learning.

Learn about students beyond academics. Encourage staff to intentionally learn at least one non-academic strength, interest, talent, or aspiration for each student and use that knowledge to build authentic connections and engage students in meaningful ways. This supports CCSPP's relationships-centered, asset-based approach and aligns with CSTP 1: Engaging and Supporting All students in Learning and CSTP 2: Creating and Maintaining Effective Environments for Student Learning.

Elevate family and community assets in learning. Invite family members and community volunteers to share their cultures, traditions, careers, hobbies, talents, or lived experiences through classroom

visits, school events, or career exploration activities. This recognizes families as partners and valuable contributors to student learning. Supports CCSPP Pillar 3 (Active Family and Community Engagement) and Pillar 4 (Collaborative Leadership and Practices) while aligning with CSTP 6: Developing as a Professional Educators by partnering with families and the community.

Glen Speck Elementary is committed to creating racially just, relationships-centered spaces where every student and family feels welcomed, respected, and connected. Through strong partnerships and shared leaderships the school continues to build a culture of belonging and equitable access to support and opportunities.

The school partners with the Region 18 Migrant Education Program to provide additional after-school reading intervention for migrant students, helping ensure they receive the support they need to be successful. Guided by its Community schools Asset and Needs Assessment, Glen Speck also continues to offer an on site dental clinic to improve access to care for students and families.

A Community School Steering Committee, made of staff, parents, and community partners, helps guide implementation through collaborative decision making. Committee members have each taken on leadership roles aligned with the school's goals, increasing shared ownership and engagement across the school community.

The Community School Coordinator works closely with students, families, staff, community partners to encourage participation, strengthen relationships, and help ensure Community School efforts continue to reflect the strengths and needs of the Glen Speck community.

Our goals within the implementation plan to strengthen our racially-just relationship center spaces keeps including:

- **Listen to Our Community**

Continue gathering feedback from families, students, staff, and community partners through surveys and engagement opportunities to guide Community School priorities and improve student outcomes.

SMART Goal: By June 2027, at least 80% of families will participate in an asset or needs assessment, and results will be reviewed annually to inform Community School planning.

- **Welcome and Connect New Families:**

Provide a mentoring and orientation program that helps new families and students learn about Glen Speck's Community School, available resources, and opportunities for engagement and shared leadership

SMART Goal: By June 2027, 100% of newly families will receive a community School welcome and orientation, with a t least 75% participating in a family engagement opportunity.

- **Support Successful Transitions**

Provide school readiness activities that help students and families prepare for kindergarten and grade-level transitions through Transitional Kindergarten Camp (TK)/Kindergarten, orientations, family workshops, and school visits.

SMART Goal: By June 2027, at least 80% of participating families will attend one or more school readiness activities and report feeling prepared for the transition.

- **Strengthening Family Partnerships**

Expand parent engagement through home visits, family education, and leadership opportunities that build strong partnerships between home and school.

SMART Goal: By June 2027, family participation in engagement will increase by 20%, as marked by attendance, home visits and/or phone call logs, and family feedback.

- **Expand Student and Family supports**

Work with community partners to increase access to on-campus services, referrals, and family resources that address student and family needs.

SMART Goal: By June 2027, increase active community partnerships and expand access to family resources, as measured by partnership agreements, referrals, and family participation.

- **Build Staff Capacity**

Provide professional learning and collaboration time to help staff plan and implement community-based learning experiences.

SMART Goal: By June , at least 90% of staff will participate in professional learning and implement one community-based learning activity and demonstrated through lesson plans, student work samples, classroom observations, or teacher reflections.

Shared Power:

Building a culture of shared leadership remains a priority for Glen Speck's Community School implementation. The school is intentionally expanding opportunities for staff, families, students, and community partners to participate in meaningful decision-making and share responsibility for advancing Community School goals. This work reflects a shift toward collaborative leadership where diverse voices help shape school improvement efforts.

- **Building Community School Leadership Capacity**

Provides ongoing professional learning for staff, families, students, and Steering Committee members on the Community School Strategy, collaborative leadership, and shared Decision-making.

SMART Goal: By June 2027, at least 90% of Steering Committee members will participate in two or more professional learning opportunities and demonstrate increased understanding of collaborative leadership through meeting participation, reflections, or self-assessment.

- **Expand Diverse Representation**

Recruit and engage parents, students, and community partners whose experiences reflect the diversity of the school community.

SMART Goal: By June, the Community School Steering Committee will include representation from staff, parents, community partners, and student voice (when age appropriate), with at least two new members recruited during the school year.

- **Build Shared Leadership**

Create leadership opportunities that engage staff, families, students (when age appropriate), and community partners in shared decision-making through the Community School Steering Committee and other leadership teams.

SMART Goal: By June 2027, leadership teams will include representation from staff, families, students (when age appropriate), and community partners. At least 90% of meetings will include two or more educational partners, as measured by meeting agendas, sign-ins sheets, and meeting minutes.

- **Support New Staff Success**

Provide a mentoring program that helps new staff understand Glen speak school culture, community School Strategy, and opportunities for collective leadership.

SMART Goal: By June, 100% of new staff will participate in a mentoring and Community School orientation program, with progress measured through orientation records, mentor check-ins, staff surveys, and participation in school teams.

- **Welcome and Engage New Families and Students**

Provide a welcoming mentoring program that introduces new families and students to Glen Speck's Community School vision, school culture, and opportunities for family engagement and shared leadership.

SMART Goal: By June 2027, 100% of newly enrolled families will receive a Community School welcome and orientation, and at least 75% will participate in one or more family engagement or leadership opportunities, as measured by participation records and family surveys.

Classroom-Community Connections:

Glen Speck has and keeps having a long legacy of connection to the local community and its central location keeps allowing students to participate in a variety of field trips and activities that showcase the resources of the town. The areas of focus for the community school implementation grant is to keep providing professional development and time for teachers to develop lessons and activities that incorporate the culture of the students and family and to use the assets that students and families bring to the school. We are still in the process of reaching out to more parents to identify their assets to bring them on board as educational partners.

Our goals of the implementation grant in this area keep including:

- **Build Staff Capacity**

Provide professional development and collaboration time for teachers to develop innovative instructional practices and incorporate students' culture, identities and family experiences into learning and school activities.

SMART Goal: By June 2027, at least 90% of teachers will participate in professional learning and implement culturally responsive lessons or family activity, as measured by PD attendance, lesson plans and teacher reflections.

- **Increase Student Learning Supports**

Expand tutoring opportunities by partnering with school staff and community organizations to provide additional academic support for students.

SMART Goal: By June 2027, Glen Speck will increase student participation in tutoring programs by 20%, with student attendance, program participation, and academic progress used to measure success.

- **Strengthen Collaborative Leadership**

Expand the steering Committee to include diverse representation from school staff, families, students (when appropriate), community partners, organizations, and local agencies to support shared decision making.

SMART Goal: By June, 2027, recruit three new community partners or agencies to actively participate on the Community School Steering Committee, as measured by membership, meeting attendance, and participation in planning.

- **Expand Student and Family Supports**

Work with community partners to increase access to on-campus services, referrals, and resources that meet the academic, social, emotional, and basic needs of students and families.

SMART Goal: By June 2027, Glen Speck will increase access to on-campus support by establishing two or more new partnerships or services, as measured by partnership agreements, referrals, services utilization, and family participation.

A Focus on Continuous Improvement

The PRJUSD Community Schools Master Plan identified continuous improvement as one of five key focus areas. The Master Plan states: “A key feature of community schools is that they use data to establish student and family needs and working with the school and community partners establish strategies to improve student outcomes. Data and results are shared back with the educational partners including students and determination are made regarding effectiveness and impact. The impact on student outcomes is monitored by the community school partners and strategies are maintained, enhanced, modified or discounted. This keeps being a part of the continuous improvement process:

- Plan - identify needs and strategies through the needs assessment process involving all educational partners
- Do - implement the changes
- Check - use data to analyze the results of the changes and determine whether it makes a

difference

- Act - Implement on a wide scale and/or make additional changes and modifications

In addition to implementing a continuous improvement cycle, our community school will continue working to establish a culture of responsiveness so that students and families needs can be met as they arise. The site steering committee still plays an integral role on the current status of families and students so that unanticipated needs can be identified when they occur. The site steering committee can then identify assets and partnerships that can support students and families”

Our school implementation Plan continues to include a commitment to

- **Monitor PROgress Toward Grant Goals**

Develop clear benchmarks aligned with Community School Grant and regularly review progress to guide implementation and improve outcomes for students and families.

SMART Goal: By June 2027, 100% of grant goals will have measurable benchmarks that are reviewed at least twice annually, as measured by implementation reports, Steering Committee meetings, and progress monitoring data.

- **Use Data to Improve Student Outcomes**

Implement continuous improvement cycles that use needs and asset assessment data to identify priorities, monitor progress, and make informed decisions that improve student outcomes.

SMART Goal: By June 2027, the Community School Steering Committee will review needs and assets assessment data at least twice annually and use the findings to update action plans, as measured by meeting agenda, meeting minutes, data review, and revised implementation plan.

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.

Asset and Needs Assessment Process

2022-23

During the 2023-24 school the District Community School Advisory Committee was convened and included parents, district staff, Glen Speck staff, and community agencies. The Committee conducted an Asset and Needs Assessment process using current Glen Speck and district data including: Attendance, Chronic Absenteeism, SBAC performance in English language arts and mathematics, English Language Performance Assessment for California (ELPAC), PASS screener (social emotional health). In addition, the following data was used:

- Administrators, certificated and classified staff - LCAP surveys
- Community members and community partners - focus groups and questionnaires, Students - student surveys (LCAP and PASS screener) and focus groups (based on topics)
- Family members - surveys (LCAP and Title I)
- Parent organizations (PTA/PTO, Site Council, ELAC) - focus groups and parent surveys (LCAP)

The District Community School Advisory Committee determined the following assets for the Glen Speck site:

- Brand new facility at Glen Speck with space for interventions and potential space for partnering with community agencies
- Adjacent to the nonprofit LINK family resource center
- Close proximity to the downtown areas and resources for families
- Long history of community involvement (ex: Ag Day, Vine Street Winter activities, Main Street Association activities, etc)
- Committee staff and dedication
- LCAP services aligned to services for unduplicated students
- Strong parent advisory and activity groups (PTA/PTO, Site Councils, ELAC/DELAC)
- Existing partnerships with the district (LINK nonprofit, Region 18 Migrant Education Program, Boys and Girls Club, Paso Youth Arts Foundation, Studios on the Park, YMCA, City library)

The following focus areas where gaps were identified:

- Attendance (including chronic absenteeism)
- Student Engagement (including negative behaviors)
- Health - particularly dental health
- Transportation
- Better understanding the community school strategy with a focus on collective leadership and shared responsibility

The results of this initial asset and needs assessment led to the following district support: District Health Coordinator contact agencies to develop a dental clinical for the Glen Speck

campus

- Attendance at webinars and state conference regarding community school strategy
- Identifying the needs for a robust asset and needs assessment process
- District purchased vans for all Title I schools and develop a program that allowed school staff to transport students to and from school
- District convened a transportation committee which included city staff to determine addition options for transportation (the issue is currently licensed bus drivers)
- Developed a job description for a site Community Schools Coordinator

2023-24

Convened the Site Community School Advisory Committee with parents, Glen Speck classified, certificated and administrative staff, district representative, and community agencies. Reviewed the analysis of the asset and needs assessment process, identified additional assets and identified key areas of services to meet the gaps. During this year presentations have been made to the entire staff and to site advisory groups on community schools and the process or the planning grant.

In reviewing the data, the Site Community School Advisory Committee Determined five areas of focus:

- **Collaborative Leadership** - Better understand effective process and structures that lead to collaborative leadership and shared decision making
- **Student and Family Engagement** - Establish process that lead to families participating in the asset and needs assessment process with a minimum of 80%
- **Joyful Schools** - Establish a positive brand for the school and incorporate students and family activities that will lead to great attendance and decrease in chronic absenteeism
- **Academic Innovation and Acceleration** - Establish a community based learning within the classroom and community culture within student and family activities
- **Continuous Improvement (setting benchmarks and a cycle of continuous improvement)** - Establish a time and benchmark for the continuous improvement process that is overseen by the Site Community School Steering Committee.

There has been a fairly extensive process for data collection that is currently used for LCAP and Title I development. The focus of the LCAP is how we can support our unduplicated students (low income, English learners and foster youth). Participation by staff and students (based on grade level) has been above 80%. However, the Site Community School Advisory Committee determined that a more extensive asset and needs assessment was needed from parents to both increase the percentage of families that participated in the process to a minimum of 80% and to assure that historically underrepresented families are part of the asset and needs assessment process. It was decided that a second asset and needs assessment process would take place beginning with the March parent conference. The Site Community School Advisory Committee is working with the family advocate, staff, community partners and parents to develop a short questionnaire to determine how parents envision the school, how the school can

best support their children, and services that families need. A home visit process is being developed so that following parent conferences, home visits can be used to follow up with parents who are either underrepresented or unable to participate in traditional ways. We know that current Mixtean families have the greatest challenges in participating due to language barriers that don't exist for our Spanish speaking families. In addition, immigrant families who are new to the United States have not yet developed the relationships to establish connections within the school community. Support from our community agencies including our Migrant Education partners are essential to reaching these communities. This school site asset and needs assessment process will also help to narrow in on specific activities and services within the focus areas. In May, the planning will take place for the 2024-25 school year using the results of the asset and needs assessment process.

In summary, we are expanding our asset and needs development process, incorporating current process that have been successful with an expanded focus on community schools and identifying those areas where we do not have the desired participation or the group has been historically underrepresented

2024-25 and beyond

By adding a connection with teachers during parent conferences, home visits and support with our community partners the Site Community School Advisory Committee believes there will be a much more robust process that will provide all educational partners a voice and build a strong collaborative leadership process. Our vision going forward is the following includes the following processes:

- Administrators, certificated and classified staff - visioning exercises at staff meeting and surveys within the LCAP and community schools process
- Community members and community partners - focus groups (with visioning exercises) and questionnaires
- Students - student surveys (LCAP and PASS screener) and focus groups (based on topics)
- Family members - surveys (LCAP and Title I), questionnaires (Community school at parent conferences), home visits (with one-to-one-interviews) for underrepresented parents and/or groups
- Parent organizations (PTA/PTO, Site Council, ELAC) - visioning exercises and parent surveys (LCAP)
- Site Community School Advisory Committee - Site Self-Assessment (STAC)

2025-26 and beyond

Glen Speck continues to have challenges retaining staff which keeps making it hard to have all staff buy in with our CCSPP Initiative. But Glen Speck keeps striving and moving forward to make sure that all of our students, families, and staff needs are met.

Community School Based on our needs and asset assessment and the Site Steering Committee's students outcome targets the following needs that were identified:

Hiring an Activity Program Assistant to plan and coordinate student activities during unstructured times (recess and lunch) and to support afterschool engagement. Some of the roles, but not limited to, will include:

- Coordinate activities that reflect student choices and align with after-school programs
- Create a student mentor/leadership club to promote student voice and a positive school climate, using needs and assets assessment, student interviews, student forum meetings, student surveys results to guide activities.
- Program/schedule student and parent activities, field trips, school events, etc.
- Serve on the CCSPP Steering Committee to participate in shared-decision making and help implement goals and actions alongside CCSPP Leads and Community School Coordinator.

Wellness Room - Supports the social, emotional, and physical well being of the students. Some key purposes would include but not limited to:

- Provide a calm, safe space for regulation: Help students (and staff) step away from overstimulation, practice breathing or grounding techniques, and return to class ready to learn.
- Support mental health needs: Offer a place for brief check-ins with staff behavior para specialist, counselor, mental-health provider, or other staff available to guide and assist students to use coping tools taught in interventions.
- Prevent escalation and reduce suspensions: By giving students an alternative to removal or disciplinary exclusion, the room can help reduce conflict escalation and keep students connected to school.
- Promote inclusion and equity: ensure students with sensory needs, anxiety, or trauma histories accessible, respectful place to self-regulate
- Provide short restorative interventions: Facilitate brief reflection, restorative conversations, or guided problem-solving to repair relationships and teach social skills.
- Reinforce SEL curriculum and skill practices: create a dedicated environment for practicing emotional literacy, calming strategies, and executive function skills taught in school.
- Improve school climate and learning readiness: by addressing regulation and well-being proactively, the room contributes to a safer, more supportive school culture and better instructional time.

Parent Resource Center - Serve as a welcoming hub for family engagement, information, and support, strengthening home-school partnerships to improve students learning and attendance and connecting families to community services such as health, mental health, food, and housing. By providing resources and guidance for at-home academic support, the center promotes school readiness, reduces barriers to participation, and speeds access to services that affect learning. Stronger family engagement builds trust with school staff, increased parent volunteerism and leadership in school decisions, and reinforces partnerships with community organizations. We seek to

- Having the center accessible and visible with flexible hours, staffed by a family engagement lead/Community School Coordinator (bilingual as needed).
- Resource area/binder
- Parent workshops
- One-on-one family support

- Technology access and assistance with school portals and forms
- Meeting space for meetings, provider visits, and parent groups
- Childcare during workshops and multilingual services (MICOP)
- Partner with local agencies for services and funding if necessary (MICOP, THMA, Public Health, Social Services, etc.)
- Operated using referral guidelines, data tracking (sign in and out list), and regular family input.

Student and Family Engagement and Expanded Opportunities - Strengthening partnerships that support learning, social-emotional growth, and school readiness; increase attendance and Participation; and connect students and families to academic support and community services. Engaged families and students boost classroom achievement, positive behavior, and student confidence, while expanding volunteerism and family leadership. Effective engagement offers accessible, culturally responsive opportunities like workshops, volunteering, family events, and leadership roles - supported by clear communication, flexible scheduling, and coordinated community Partnerships. This would include:

- School Field Trips (three per grade level followed with a student, parents and staff feedback)
- Read Across America - Community partnerships on campus to read to our students per grade level.
- Summer Camp Natoma - Students grades 4th - 6th grade per application process
- Family Weekend Camp - 100 families to participate
- Cal Poly Arts Performance - Student and a parent invite. Preference to those that have not attended (Nutcracker and Campana Sobre Campana - annual invite from Cal Poly)
- Danzanted Unidos Conference - Folklorico Student Club
- STEAM
- AG Day
- Math Family Night
- Meet and Great/Back to School Night
- Family Literacy Paint Nights
- Open House
- Parent and Teacher Conference with translation for families, if needed.
- Trunk-O-Treat
- Parent and Teacher Organization (PTO)
- English Language Advisory Committee (ELAC)
- District English Language Advisory Committee (DELAC)
- Parent Institute with Quality Education (PIQE)
- One Cool Earth - Gardening lessons and hands on opportunities
- Trauma Informed Practices
- Mental Health Services
- Transitional Kindergarten and Kindergarten CAMP

2026-2027

Glen Speck continues to have challenges retaining staff which keeps making it hard to have all staff buy in with our CCSPP Initiative. But Glen Speck keeps striving and moving forward to make sure that all of our students, families, and staff needs are met. New staff will be brought on board and to date of our Community School Initiative Grant. They will be connected with supporting team members (teacher) at the beginning of the school year to be supported

throughout the school year with questions, concerns or doubts.

Glen Speck will continue our Community Schools Implementation Plan with modifications to continue executing what we have successfully done in our prior years. We could proudly say, even though there are still gaps to be filled, we have moved from the Visioning Phase to the Engaging Phase. This coming school year we will be challenging ourselves close to or fully into our Transformational Phase as we have come up, with the help of our RTAC Team, with Collaborative Roles and Strategic Goals where the framework outlines the intersections of school leadership, student support, and community coordination, defining how specific roles collaborate to achieve the three priority goals of California Community Partnership Programs (CCSPP) for Glen Speck.

By our second Steering Committee meeting Steering Committee Members will be assigned to one of the following teams to share the decision making and assist in carrying out our goals and actions to make sure that all of our students, families, and staff needs are being met. By having members join in on one of the lead teams, we will be able to have more consistent monitoring and data discussions to be able to identify, as a team, where we are not meeting our students' needs. If any gaps are found, then we meet as a lead team to discuss and come up with a plan and action, to then be brought up to the Steering Committee for discussion and approval. Quarterly check-ins will be programmed with leads and our Steering Committee members.

- School Principal (Academics) -
Leads CCSPP Goal #3 - Increase Collaborative Leadership alongside our Steering Committee Lead (TBA as our prior staff member has moved on to another district).
- Student Engagement Specialist, aka Vice Principal (Manages PBIS)
Leads CCSPP Goal #2 - Develop a Positive and Restorative School climate alongside with our Steering Committee Lead
- Community School Coordinator (Drives Parents and Student Engagement)
Steering Committee Lead Goal #1
- Steering Committee Members (teachers supporting staff, parents, and community members.)

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**

Increase Authentic Family and Community Engagement	Over the past two years, Glen Speck has steadily increased family participation in its Community Schools Asset and Needs Assessment from 5% to 80%. This increasingly high percentage growth reflects the school's ongoing commitment to building trusting relationships with families and ensuring their voices help shape school priorities. This year, Glen Speck will intentionally expand outreach and engagement strategies with the goal of increasing participation to 85%. Increasing family participation strengthens the Community School strategy by ensuring school improvement efforts are informed by the diverse experiences, strengths, and priorities of the families the school serves. Higher participation leads to more representative feedback, stronger partnerships, greater shared ownership of school initiatives, and more responsive decisions that reflect the needs of the entire school community. SMART Goal: By June 2027, Glen Speck will increase family participation in the Community Schools Asset and Needs Assessment from 80% to 85% by implementing targeted outreach strategies, offering multiple opportunities and formats for participation, hosting parent to parent informational sessions, and sharing how family feedback informs school decisions. Percentage of families participating in the asset and needs assessment process at 85% or above
Develop a positive and restorative school climate	Reduce chronic absenteeism Increase attendance Increase the percentage of students responding positively to student LCAP survey questions regarding school climate Decrease behaviors results in tier 2 or 3 interventions
Increase collaborative leadership	Conduct, at a minimum, bi-annual self assessments to determine the growth in collaborative leadership and shared decision making (i.e. STAC site self-assessment) with all leadership teams (Site Community Schools Steering Committee, ELAC, Site Council and PTO)

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.

Glen Speck Elementary has a strong tradition of community activities and partnership. As one of the oldest schools in the district and the one located closest to the downtown, we have been fortunate to work with many community agencies (City Library, Pioneer Museum, Mainstreet Association, Studios on the Park, Boys and Girls Club, etc) to provide students (and families) with a connection to the community.

Glen Speck Elementary promotes community based learning by celebrating the diverse cultures, identities, and experiences of our students, families, and community throughout the school year. Students, staff, and families participate in culturally responsive activities both inside and outside the classroom, including multicultural read-louds, art projects, school displays and banners, cultural photo backdrops, parents engaged on making homemade corn tortillas for Friends Giving right before Thanksgiving, celebrations such as Hispanic Heritage Month, Mexican Independence Day, Day of the Dead, Black History Month, Cinco de Mayo, Lunar New Year, and Read Across America. Community partners, including Cal Poly students, enrich learning by sharing cultural traditions, such as the Lunar New Year Dragon Dance. Students also celebrate their own identities and talents through school talent shows, where they choose their own performances that reflect their cultures and interests. These experiences strengthen students' sense of belonging while connecting to their lives, families, and community.

Site Level Goals and Measures of Progress

Goals	Action Steps
Expand culturally responsive and community based learning opportunities that connect students, cultures, families, and community to classroom learning while promoting engagement and belonging.	Continue multicultural read-alouds, cultural celebrations, and student showcases. Partner with community organizations to provide authentic learning experiences. Incorporate students' cultures and family experiences into classroom instruction. SMART Goal: By June, at least 90% of classrooms will implement two or more culturally responsive or community-based learning experiences, as measured by lesson plans, teacher reflections, and participation in school and community events.
Provide professional learning and collaboration time for teachers to develop innovation, culturally responsive lessons, strengthening student and family engagement, and use trauma informed practices to support the diverse needs of a	Provide professional development on culturally responsive teaching and trauma-informed parties. Schedule collaboration time for teachers to develop community based learning lessons and family engagement activities. Incorporate student's cultures, experiences, and community into classroom instruction. Share strategies that promote positive student behavior and supports students with unique needs. SMART Goal: By June 2027, at least 90% of teachers will participate in professional learning on culturally responsive teaching and trauma-informed practices and implement at least one community- based learning lesson or family engagement activity, as by PD attendance, lessons plans, teacher reflections, and classroom implementation.

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 leadership structures that promote collaborative leadership with parents, students, and community partners.	Expand the Glen Speck Site Community School Steering Committee to include representatives that mirror the families and community
	Identify potential leadership structures that promote collaborative leadership and shared decision making
	Provide professional development and share decision making
Measure the effectiveness of the selected leadership structures in increasing collaborative leadership and shared decision making	Select leadership structures that support growing towards a full implementation of the community school strategy
	Conduct, at a minimum, bi-annual self assessments to determine the growth in collaborative leadership and Shared decision making (i.e. STAC site self-assessment)

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):

Glen Speck Elementary currently has strong site-based committees including School Site Council (SSC), English Learner Advisory Committee (ELAC), and PTA. While a new school campus was being rebuilt, Glen Speck occupied a temporary portable school location for three years. Following the move back to the newly renovated campus, the Board of Trustees indicated that Glen Speck would have the move once again. A smaller neighborhood school would be rebuilt about 20 blocks north and the larger dual immersion

from there would occupy their current campus (dubbed “the double move”) . This galvanized the school community to come together to make sure that the needs of the neighborhood families were on the forefront. The efforts of all site-based committees to work together to meet the needs of families and their students has now formed the base of the community school implementation. The Board of Trustees has now indicated the Glen Speck will remain in its present location which has allowed the school to begin to forward plan how to best use the spaces that are available and to remain the neighborhood school on the west side of town.

The vision for shared governance and collaborative leadership begins with the Site Community School Steering Committee. The Site Community School will have representatives from other site committees including School Site Council (SSC) and the English Learning Advisory Committee (ELAC) along with staff, community partners and where appropriate students. This process will allow for interaction between community school strategy, Title I plans, and providing site input into the district LCAP process. The Site Community School Steering will be facilitated by the Site Community School Coordinator with a chairman selected by the committee members. It is intended that there are stipend certificated teacher leaders and classified representatives within both grade level span and focus areas. These leaders will support the work of the community school implementation plan and prepare presentations at staff meetings and grade level meetings along with representing the site at the District Community School Advisory Committee. The intention is to also have focus groups that spearhead the key areas of each year of implementation. These focus groups would have certificated and classified staff as well as parents and community partners and would be designated based on the yearly implementation plan goals and objectives.

We believe that professional development, coaching and support are needed to help us as a school community fully embrace collaborative leadership and shared responsibilities. We have committed to use the STAC site self-assessment to determine our progress toward robust collaborative leadership and to identify key areas of focus.

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
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Improve onboarding	Pair every new employee with a mentor Schedule regular check-ins during the school year Provide a “community Guide” introducing local resources, traditions, and neighborhood assets. Introduce new staff to families and community partners early in the year SMART Goal: By June 2027, 100% of job posting and interview processes will include Community School competencies, and staff retention data and exit interviews will be annually to inform recruitment and retention strategies
Build Capacity for Community School implementation	Provide professional learning on the Community School Strategy, collaborative leadership, and community Partnerships. Implement mentoring and orientation programs for new staff, families, and students. Expand leadership opportunities through the Steering Committee and community partnerships. SMART Goal: By Junes, at least 90% of staff and Steering Committee members will participate in community School professional learning, as measured by attendance records, participation logs, and feedback surveys,
Develop Long-Term Financial Sustainability	Review Community School programs using needs and asset assessment data Identify high-impact programs and funding sources to sustain them beyond the grant. Develop and annually update sustainability plans with district and community partners. SMART Goals: By June 2027, Glen Speck will complete an annual sustainability review, identify priority programs for continuation, and develop a funding plan for 100% of essential community School Initiative, as measured by the sustainability plan, funding proposals, and Steering Committee review.

Key Staff/Personnel

Stephenie Walker	Principal
Stormy Capalare	Student Engagement Specialist (aka Vice Principal)
Irma Vega-Moreno	Community School Coordinator
Sandra Verreras	Activity Program Assistant
Dvon Wiley	Transitional Kindergarten (TK) Teacher
Ann Mihelic	Kindergarten Teacher (CCSPP Lead)
Katherine Cox	Fifth Grade Teacher (CCSPP Lead)
Amy Nutter	Librarian
Karina Cabrera	Parent/Yard Supervisor
Elizabeth Contreras	Parent/Yard Supervisor
Shamika Kilburn	Parent
Tracey Hockett	PRJUSD Retiree/Community Member
Bernadette Boddington	PRJUSD Retiree/Community Member
Junnue Zarrouk	Central Coast RTAC Team
Karla Caliz	Central Coast RTAC Team
Herminia Cervantez	Central Coast RTAC Team

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

Below are the four areas that we consider crucial for sustainability beyond the life of the implementation grant:

Staffing - The district and site Community School Coordinator are being funded from supplemental and concentration grant funds that the district receives for unduplicated students as identified in the district's LCAP. This demonstrates the district commitment to the community school strategy, provides stability for the position beyond the life of the grant and provides a significant proportion of the matching funds. This also allows for flexibility for the site to use the grant funds to experiment with new positions that support the focus areas in the implementation grant. If any new position was successful in improving student outcomes and crucial to the success of the community school strategy, then the site would have the opportunity review alternative sources of funding (including both LCAP and MediCal billing)

Professional Development - A key provision of the implementation grant is professional development on aspects of the community school strategy including: collaborative leadership, community based learning, trauma informed practices, supporting students with diverse needs, academic innovations and acceleration, and the continuous improvement process. Part of the professional development is to help the site develop a culture of a community school and will carry on because processes and procedures will become the way "we do things at Glen Speck." There will be, however, professional development that will need to be part of the onboarding process for new staff. During the life of the implementation grant, it will be important to develop leaders and trainers that can support and mentor new staff as they become part of the Glen Speck family. As the network of community schools grows within our district and within both the county and region, we believe that there will be ongoing professional development that can be funded by a variety of resources (Title I, Title IV, LCAP, site funds) to support new educational partners to the community school strategy.

Mentoring - A key element of the implementation grant is mentoring. One element of mentor is that of current experts in the field to help the Glen Speck Site Steering Committee including site administration and staff understand the structure of shared leadership. We see this as important in our first years of the implementation grant. We plan to use resources such as the Community School Learning Exchange (CSLX), the coastal RTAC staff and support from SLOCOE of education. As the project matures, it will be important to develop our own mentors, staff, parents and community organization that can work with new members to the Glen Speck Community. Elements of mentoring include mentoring new site and district staff, new students and families, and new community partners. There may be both formal and informal mentoring opportunities. As the district network of community schools grows, we believe that there will be more formal processes put into place for mentoring.

Financial Support for key activities through a Continuous Improvement Process for LCAP services and Medical Billing - It is important for the Site Community Schools Steering Committee to use the continuous improvement process and to formalize the data analysis and the asset and needs assessment process. Those activities that have a demonstrated track record of improving student and family engagement, removing barriers for students to learning and/or improving the school climate will be reflected within the data that is gathered. This data can then be used to lobby for ongoing funds from supplemental and concentration grant funds, district general funds and/or funds from grants or nonprofits. Our District Health Coordinator who has the primary

responsibility for the MediCal billing and the committee for its use is on the District Community School Advisory Committee and has provided feedback and information for the implementation grant. The data regarding student and family services can be used to secure MediCal funds that could be used to continue providing services for our neediest families. To date, the District Health Coordinator has already established a partnership that is providing MediCal dental services on the school site which was identified in the asset and needs assessment process. Other than the space, there is no required contribution from the district.

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

Continue partnering with Paso Robles Joint Unified School District's Community Schools initiative to foster collaboration, strengthen implementation, and support the continues growth and sustainability of Community Schools	Actively participate in 100% professional learning, and collaborative planning sessions to strengthen implementation and alignment. Review implementation data quarterly with district partners to monitor progress, identify areas for improvement, and align Community Schools strategy with district goals. Develop and annually update on Community Schools sustainability plan that builds leadership capacity, integrated Community School practices into existing systems, and identified long-term funding and resource Strategies. SMART Goal: By June 2027, maintain active collaboration with PRJUSD on Community Schools Initiative by participating in 100% of districts leaderships meetings, reviewing implementation data quarterly, and updating Glen Speck's Community Schools sustainability plan annually to strengthen implementation and long-term sustainability.
Sustain and strengthen strategic partnerships with San Luis Obispo Office of Education, the Central Coast RTAC, and Inflexion to support continuous Community Schools implementation and build district capacity until a larger cohort of schools secures CCSPP funding	Meet quarterly with SLOCOE, Central Coast RTAC, and Inflexion to receive coaching, monitor implementation, and collaborate technical assistance. Implement at least three partnership-supported initiative annually that strengthen family engagements, collaborative leadership, restorative school climate, and integrated student supports. Build district and school capacity annually by participating in Communities of Practice, training school leaders, documenting successful practices, and pursuing funding and sustainability opportunities to expand Community Schools across the district. SMART Goal: By June 2027, strengthen partnerships with the SLOCOE, Central Coast RTAC, and Inflexion by meeting quarterly, implementing at least three partnership-supported initiatives, and build school and district capacity through ongoing coaching, professional learning and sustainability planning.

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:

Build upon this partnership to support school and community needs and promote long-term success for students and families. Although the district no longer holds the MOU that provided direct Family Resource Center services at Glen Speck Elementary, the partnership with **The LINK** remains strong. The district continues to collaborate with The LINK, and its joint **First 5** grant at **Marie Bauer Early Education Center** (adjacent to Glen Speck) and **Lewis Flamson Middle School** provides ongoing services that benefit many Glen Speck students and families. The district will continue strengthening this partnership and exploring opportunities to expand coordinated services that support the broader school community.

Established partnerships:

The district still works in collaboration with the Region 18 Migrant Education Program. The migrant program provides funding for an after school reading intervention program and hires site staff to provide a double dose of reading intervention to eligible migrant students. The reading data proves it is very successful and the The program has been expanded to other school sites.

The district continues to have an MOU with the Boys and Girls Club and the YMCA to provide after school and summer programs. In 2023 an MOU was established with the Paso Robles Youth Arts Academy to provide visual and performing art activities within the after school programs.

The District Community School Advisory Committee in 2023 participated in an asset and needs assessment process and identified several gaps in service. One gap was dental services. There are few dentists in the area that will take Medical so families have to travel over an hour to another county where services are available. The District Health Coordinator worked with the Glen Speck site and community agencies and a dental clinic is now on the Glen Speck campus to meet the needs of students. Glen Speck continues to have the dental clinic to include family members. Many families have been connected to a dentist provider due to this added service at our site.

Plan to establish:

A key goal of the Community Schools Implementation Grant was to develop new partnerships that respond to the needs and strengths identified through the district's asset and needs assessment, conducted during spring parent-teacher conferences. We are proud of the strong foundations of partnerships established through this process and remain committed to expanding collaborations that address the evolving needs of our students and families.

The assessment identified several priorities, including increased opportunities for field trips, family events, enrichment activities, and parent education to strengthen belonging, engagement, and access. In response, school staff have built partnerships with local businesses, community organizations, recreational sites, public safety agencies, and restaurants to provide meaningful learning experiences that many students might not otherwise have. Each grade level now participates in at least three field trips annually, with many experiences provided at no cost or requiring only transportation expenses, making them sustainable over time.

To further reduce barriers to participation, the district purchased a passenger van using Title I funds to support student and family transportation, particularly in emergency or high-need situations. The district will continue to cultivate partnerships and identify sustainable funding sources that expand opportunities and ensure students and families remain connected to valuable educational, enrichment, and support services beyond the grant period.

Based on last year's NAA, we established MOU's with three partners based on the assessment through our Community School Initiative Grant: Local Artist Keshet Lavoux which has led our Family Literacy Paint Nights, Krsitin Souers (Trauma Informed Practices) who has provided professional development and one-to-one coaching for staff and parents on behavior supports, routines, wellbeing, and strategies; and One Cool Earth providing classroom garden lessons and hands-on gardening experiences for students. These initiatives directly reflect the outcomes of our assessments.. These initiatives directly reflect some of the outcomes of our assessments.

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