

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

Helen Estock Elementary School

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Tustin, CA 92780

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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
2. Shared power
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:

A community school for Estock Elementary School embodies a commitment to the California Community Schools (CA CS) Framework, which prioritizes the overarching values of racially-just relationship building, shared power, classroom-community connections, and a focus on reflection and improvement.

Shared power is essential for building a school community where everyone's voice is heard and respected. In a community school setting, decision-making processes involve input from various stakeholders, including students, families, educators, and community members. This ensures that decisions reflect the diverse needs and perspectives of our school community, promoting collaboration and ownership over the educational experience. Estock Elementary's

current work lands between two distinct phases of Visioning and Engaging. In reflection of the Capacity-Building Strategies, some of our work is moving toward Engaging but most are solidly in the Visioning phase.

To ensure these values are represented, a number of surveys have been conducted. Our Estock Elementary schoolwide parent surveys (44.9% response), TUSD district survey (5% response overall,), and student reflection (16% response) results have been compiled and have generated a comprehensive developmental plan. All surveys were extended to stakeholders in various forms to ensure equal access. For our Estock Elementary survey, families had the option of completing the document digitally, a paper copy sent home with each child with an envelope attached for anonymity, or verbally through our Social Worker. The Tustin Unified survey results were completed through a digital format, Student to Student survey results were compiled verbally through other students, and Street Data (2% response) was collected by approaching Estock families at their apartment building and asking for their input verbally. In addition to this feedback, many school events concluded with an Exit survey to elicit parent suggestions on how to better our practice for future events.

From the initial data collection, our first advisory meeting was established and a vision for our Community School was established.

Our vision is to provide, strengthen, and nurture our children, parents, and community with dignity and respect; which will ensure a school that encircles each family. Empathy, inclusion, and value act as guideposts for the future of our school community and provide the basis for sustainable implementation practices. In a world of imbalanced access to resources, we seek an institutional commitment to the just and fair treatment for every person, embracing their unique identities so they can thrive in school and in the world beyond Estock Elementary Community School.

The information below was developed for the 2023 - 2024 school year. A broader scope and a vision for sustainable implementation will be reflected in Part B of this question.

- Data-Informed Decision Making: Using data to monitor progress, identify areas for improvement, and make evidence-based decisions that promote equity and excellence for all students. Districtwide and Schoolwide needs assessments were conducted to gain feedback from all stakeholders on the particulars of the Community School work. Additionally, more informal street data was collected to provide a wider look at school needs.
 - Districtwide: Responses varied according to question asked: 75 to 85 responses (17% Estock families) for Estock Elementary School
 - 73% are aware of school support systems
 - 98.8% are encouraged to engage in child’s education
 - 100% responses feel comfortable to engage with child’s teacher
 - 98.8% felt comfortable on campus
 - 80 parents responded they would like classes for adults to learn English and/or parenting classes, 29 adults indicated they would like computer literacy classes, 25 would benefit from high school diploma classes, and 21 responses would like job assistance
 - 38 parents wanted to be connected with community resources
 - Estock Elementary School, 2023: 180 responses (40% of total families)
 - 98.8% felt connected to our school
 - 98.89% felt encouraged to engage in their child’s education
 - 98.89% felt comfortable communicating with school staff

- Of 180 responses, 18% envisioned using the Community Room for parent meetings, 17% for parenting classes and workshops, 20% developing skills and hobbies, 13.5% for community resources, 13.9% computer access, 16.3% are not interested
- Street Data: Collection data from families at First Pointe Apartments (2%) as students board the bus in the morning.
 - Parents indicated a concern for safety on the bus
 - Parents expressed a desire to take classes to learn English, particularly on Estock’s campus for convenience
 - Parents want more communication between their Apartment complex and school
 - Laundry services
- Students interviewing Students: Our school’s lunch mediators worked to collect data around campus (16% student population)
 - Students loved being at Estock, reading, playing and having fun, helping others, kind people, caring teachers, among other reflections
 - Students were concerned about ‘mean’ people, lack of food options, lack of field trips, feeling safe

The beginnings of relationship building, scaling our work through representation of all stakeholders, and the vision created by our initial Advisory committee, set us up for further development of our Community School work.

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.

Going forward according to what metric - survey, qualitative data, note taker at meetings. Show a measurable goal (180 responses to 220 responses, schoolwide, 2024-25 school year). How do you plan to get more results-- each event pre-determine questions and provides incentives for students and parents to complete question answers. At fall parent conferences, collect data with a QR code.

Based on overall data results, a few trends arose, which provided our Advisory committee with a foundation to provide practical implementation.

- **Professional Development:** Provide ongoing training for staff on culturally responsive practices, restorative justice, trauma-informed care, and community engagement strategies. Early in the school year, through staff meetings, conversations around the definition of a Community School and the role of a Community School Specialist helped to set the stage for future learning. Ongoing conversations with staff members happened throughout the year by way of an Advisory Committee, involving staff members (classified and certificated), administration, representatives from private community organizations, and students. Certificated staff was invited to attend a conference to help make decisions on future school climate initiatives. Two staff members attended the Capturing Kids Hearts conferences and four staff members attended the School Climate conference. Both learning opportunities will help guide our work in social emotional learning, support our efforts in creating ‘kind’ students, and embrace our students experiencing a lack of connection to school and/or home. Additionally, our learning will support relationship building with all stakeholders.
- **Equity Audits:** Conduct regular equity audits to assess policies, practices, and programs for alignment with the CA CS Framework's values and principles. Parents indicated they needed multiple forms of translation for each meeting. A majority of our families are Spanish speaking; however, we recognize that our demographics at Estock Elementary is changing and include more home languages than Spanish and English. We are emerging and developing opportunities for inclusion of all families.
- **Community Partnerships:** Strengthen partnerships with local organizations, agencies, and businesses to expand resources, opportunities, and support services for students and families. Continued partnership with organizations such as Child Creativity Lab, Hyundai Capital America, Trinity Church, The Phoenix House, and Tustin Public Library will benefit Helen Estock School both in volunteer connections, resources, and financial support.
- **Family Engagement:** Implement structures for meaningful student and family engagement, such as advisory councils, parent workshops, and student-led initiatives. Family members are included in our Community School Advisory council to help guide decision making and highlight new ideas. Continued practices of quarterly family picnics, quarterly literacy/math nights, monthly Coffee Chats, twice weekly English language learning classes for adults, 8-week Phoenix House parent workshops, 6-week Mental Health Specialist conversations, Computer workshop bi-monthly series, 12-week parent Health and Nutrition classes, and various hobby classes such as Friday Knitting club, and Walking Wednesday. Each month, a newsletter listing all upcoming events is distributed to families both digitally and through a paper notification. Additionally, families have an opportunity to use our QR code to identify specific needs through a private messaging system, which can be filled by one of our support staff members.

- **Student Engagement:** As part of Estock’s Leadership team, students have been part of our Community Room development by creating designs, identifying specific needs, and utilizing the room for extended learning opportunities. In addition, students were in charge of utilizing the Community Room’s food pantry to offer snacks for students to be placed in each classroom for students in need. Further consideration of student voice will be developed in the upcoming year. Additionally, an Attendance team has been created to peel away individual concerns regarding consistent school attendance. Weekly meetings offer an opportunity for a collaborative effort to meet the individual needs of our diverse student population. Approaching attendance issues with a proactive mindset has help to guide our thinking about the issues surrounding attendance. Our team initiated a Parent/Child breakfast where we provide families with a pancake breakfast, help families with communication, logistics of school drop-off systems, family networks for carpooling, bus passes, alarm clocks, and getting prepared for school checklists. Our team sits with each individual family and helps them brainstorm ways to break down the barriers to attending school. This has proven successful with a year to year increase in attendance by 8 to 10%.

By implementing these developmental plans, our community school will embody the values of the CA CS Framework and serve as a beacon of equity, collaboration, and possibility for our entire school community.

There are some glaring gaps in our implementation plan that will be addressed in the 2024-25 school year.

- Student voice and action groups will benefit the sustainability and scaling of the Community School implementation
 - Plans for implementation include: more students in advisory groups, students in charge of our Onboarding of New students, students eliciting surveys and implementation of action items, initiating announcements for all school spirit, and student led Friday flag ceremony
- **Attendance Team:** As of 2023-24 school year, an attendance team was initiated with representation of our leadership team (social worker, counselors, attendance secretary, Community Liaison, Community Specialist). To ensure all stakeholders are represented, an equity audit will take place to ensure all stakeholders are represented. The new year will start with a time for reflection, data review, and initiate new ideas to ensure students attend school on a regular basis. Additional home visits and phone check-ins with identified families will be considered.
- **Laundry Facilities:** To address the particular needs of our McKinney-Vento families, a laundry room will be developed outside the Multi-Purpose room. This will be a designed program where families in need of laundry services will be provided this opportunity with the caveat that their time spent on campus will be productive by helping teachers, attending parent workshops, and/or supporting supervision on the playground.
- **Student Action group:** Multiple opportunities to engage students in the decision making process and new implementation plans will benefit all as we move into a schoolwide Community School team.
- **Adult English Language Classes:** Partnerships between Estock Elementary and Tustin Adult School will continue offering English Language speaking classes on the Estock school site. Additionally, families have indicated an interest in Citizenship preparation and, therefore, we will expand our program to include this feature. This has proven to be very popular with parents and has become a group of advocates for the Community School vision.

Engaging various groups within our school community, including administrators, certificated staff, classified staff, students, family members, community members, and community partners, requires a thoughtful and inclusive approach. Here's how we'll engage each group and the processes we'll use:

1. Administrators:

- **Meetings/Forums:** Hold regular meetings with administrators to discuss the vision, goals, and implementation strategies for the community school.

- Visioning Exercises: Engage administrators in visioning exercises to ensure alignment with the overarching values of the CA CS Framework.

2. Certificated Staff:

- Surveys: Distribute surveys to gather feedback on current practices and potential areas for improvement.
- Focus Groups: Facilitate focus groups to delve deeper into specific topics, such as curriculum development, student support, and family engagement.
- Professional Development: Offer training sessions on community school principles and practices. Include more staff in the School Climate conference (Temecula, April, 2025)
- Communicate Community School events, outreach, and highlights at each staff meeting

3. Classified Staff:

- One-on-One Interviews: Conduct individual interviews to understand classified staff members' perspectives, needs, and ideas.
- Meetings/Forums: Provide opportunities for classified staff to participate in school-wide discussions and decision-making processes.

4. Students:

- Student Leadership Groups: Establish student leadership groups or councils to give students a platform to voice their opinions and contribute to decision-making.
- Surveys and Focus Groups: Use surveys and focus groups to gather input on student needs, interests, and priorities.
- Creative Engagement Activities: Organize workshops, art projects, or other creative activities to engage students in envisioning their ideal school community.
- Offer Extended Learning Opportunities for unduplicated students

5. Family Members:

- Family Surveys: Administer surveys to gather input from families on their experiences with the school and their aspirations for their children.
- Family Workshops: Host workshops on topics like academic support strategies, college readiness, and navigating the education system.
- Multilingual Outreach: Ensure materials and communication channels are accessible to families from diverse linguistic backgrounds.

6. Community Members and Partners: (much of this work will take place during Advisory meetings):

- Community Forums: Host forums where community members and partners can discuss their priorities, resources, and potential contributions to the community school.
- Partnership Meetings: Hold regular meetings with community partners to coordinate efforts, share best practices, and align goals. Regular meetings held at First Pointe Apartment building will provide a broader reach of communication
- Volunteer Opportunities: Provide opportunities for community members to volunteer in various capacities within the school. Develop a teacher survey to gather ideas for volunteer opportunities and identify those teachers that request volunteers.

To engage historically marginalized student and family groups, we will take additional steps, including:

Culturally Responsive Practices: Ensure that all engagement processes are culturally sensitive and respectful of diverse perspectives.

- Targeted Outreach: Use targeted outreach strategies to reach marginalized groups, such as partnering with community organizations that serve these populations. Continually work with our Social Worker to engage with specific families that require specific opportunities.

- Community Liaisons: Utilize the talents of our existing Community Liaison but also look to each neighborhood we encompass and identify a liaison within that neighborhood to support new families to Estock School.
- Specialized Support Services: Provide specialized support services, such as language interpretation, transportation assistance, and culturally relevant programming, to meet the unique needs of these groups. Provide a monthly newsletter to all families (paper copy)

By employing these processes and strategies, we aim to create an inclusive and participatory environment where every member of our school community feels valued, heard, and empowered to contribute to the success of our community school initiative.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
<p>Increase parent participation at school events, meetings, workshops, or volunteer opportunities by 5%</p>	<p>By surveying families on the best days and times of offered events, we will work to make it most convenient for them. Additionally, we will be flexible on location. It might make sense to go to their apartment complex to begin building trust. We will ensure that all families receive multiple modes of communication and with advance notice of upcoming events. A monthly newsletter will be sent home with each child the last week of the prior month.</p>
<p>Increase in student attendance by 2% overall</p>	<p>We will continue to work with the Attendance Support Team to provide proactive applications that support family engagement in school. We will continue our Parent/Child breakfast, provide incentives and awards, and provide individualized support systems to encourage positive school attendance. In the new year, we would like to implement more home visits, personal phone calls by team members, and initiate a teacher release structure to all time for positive personal phone calls by teachers.</p>
<p>Extend participation in Needs Analysis parent surveys by 5%, extend participation of Needs Analysis student surveys by 40%, and extend participation in Needs Analysis staff survey by 50% by the end of the 2024-25 school year.</p>	<p>Parent Survey: We will offer multiple modes of communication to ensure parents understand the value of the survey and how to complete it. Personal phone calls and opportunities for verbal response will be offered. Student Survey: Teachers will be provided a Google Slide deck to share with students in their classroom. Responses will be collected individually (via Google Form) for students in grades 3 to 5 and class generalizations will be collected by the teacher after students respond by answering by show of hands. Staff Survey: Frequent reminders and small token incentives will be provided to teachers when completing the survey. Personal appointments will be made to complete any unanswered surveys.</p>

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
Increase parent participation at school events, meeting, workshops, or volunteer opportunities by 5% over the 2024-25 school year	Communicate all events through monthly newsletters, paper flyers, personal phone calls, digital Parent Square portal, and 1:1 communication. Additionally, we will recognize neighborhood representatives to keep their neighbors up-to-date on school events. We will highlight students with awards, performances, and art walks to encourage parent participation
Utilize parent responses on the Needs Assessment survey to drive our system and program implementation	Advisory team will be enlisted to compile data and highlight areas that the community shows continued interest and help generate ideas to provide those opportunities to all families, but especially our unduplicated students.

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.

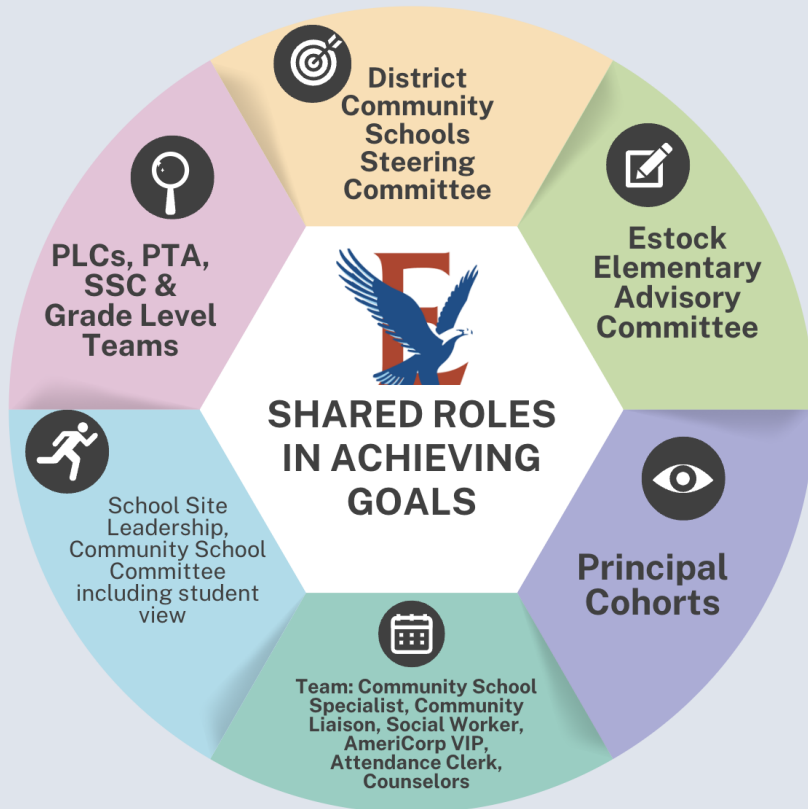
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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.

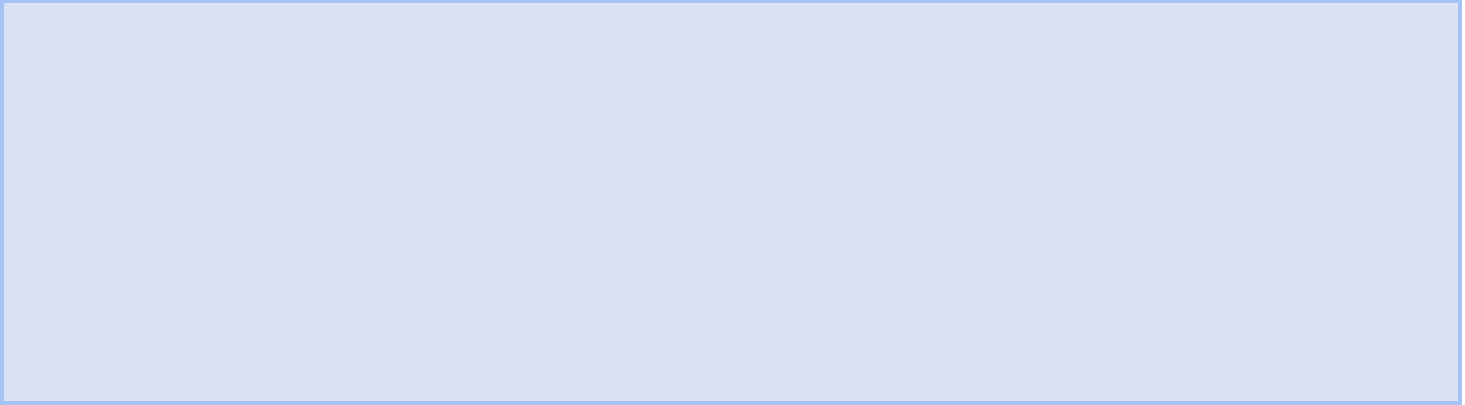
Site Level Goals and Measures of Progress

Goals	Action Steps
<p>To include all stakeholder representation at each Community Advisory Board meeting.</p>	<p>Conduct frequent equity audits to ensure all stakeholders are represented. Enlist the expertise of our Community liaison to personally reach out to areas we are lacking and make personal invites to attend. Measure of progress will be made through attendance sign-in forms and cross referencing against a list of pre-determined subcategories representing the entire school population</p>
<p>Continue to improve attendance by monitoring protocols. Identify a three tiered system by August, 2024 with all expectations, incentives and consequences identified. Communicate this to all stakeholders by August 30, 2024 and implement by September 1, 2024. Communicate all expectations to school families and staff on or before August 30, 2024.</p>	<p>Design three meetings with the current Attendance team to initiate the conversations around initial practices Identify weekly meeting dates and times. 1. Reflect on previous practices utilized in the 2023-24 school year. Decide what to keep and what to eliminate 2. Invite new members that could add to the attendance conversation 3. Identify tiered systems 4. Create a referral form for teachers to communicate with team regarding individual students 5. Create calendar for specific days that home visits will take place 6. Create a calendar for teachers to sign up for release time for family phone calls.</p>

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):



Helen Estock Elementary School has a shared governance approach to decision making, encouraging community participation in each aspect of school life. Parents are highly encouraged to participate in School Site Council meetings, ELAC meetings, Community School Advisory meetings, and Parent-Teacher Association meetings to contribute their voice in budgeting, generating events that align with survey results, and improvement protocols at the site level. Additionally, families are encouraged to participate in District level Steering committees, DELAC meetings, and Superintendent’s Committee. At the school site level, parents and staff members meet on a regular basis to review, analyze, and evaluate the school SPSA. From these results, these members plan and present workshops, learning opportunities, events, and resource fairs. Three times per year, the Community School’s Advisory team meets to analyze Needs and Assets survey results to plan new events. School administration, Community School Specialist, and District administration meet monthly to review data, set goals, and proactively plan for upcoming events. All are aligned with SPSA goals in mind.



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
<p>Increase parent participation at school events, meeting, workshops, or volunteer opportunities by 5% over the 2024-25 school year</p>	<p>Communicate all events through monthly newsletters, paper flyers, personal phone calls, digital Parent Square portal, and 1:1 communication. Additionally, we will recognize neighborhood representatives to keep their neighbors up-to-date on school events. We will highlight students with awards, performances, and art walks to encourage parent participation. . Utilize pre-existing staff expertise to encourage parent involvement.</p>
<p>Continue to improve attendance by monitoring protocols. Identify a three tiered system by August, 2024 with all expectations, incentives and consequences identified. Communicate this to all stakeholders by August 30, 2024 and implement by September 1, 2024. Communicate all expectations to school families and staff on or before August 30, 2024.</p>	<p>Design three meetings with the current Attendance team to initiate the conversations around initial practices Identify weekly meeting dates and times. 1. Reflect on previous practices utilized in the 2023-24 school year. Decide what to keep and what to eliminate 2. Invite new members that could add to the attendance conversation 3. Identify tiered systems 4. Create a referral form for teachers to communicate with team regarding individual students 5. Create calendar for specific days that home visits will take place 6. Create a calendar for teachers to sign up for release time for family phone calls.</p>

Key Staff/Personnel

Attendance Clerk (50%)	Support positive student attendance by participating in established Attendance team protocols. Contribute to team ideas and follow through by contacting families, attend home visits, make encouraging phone calls, or incentive events.
AmeriCorp VIP	Generate volunteer systems and opportunities for parents and larger Tustin community partnerships.
Community Liaison (existing)	Utilize expertise and relationships with families to attend weekly learning opportunities, provide identified resources, support counseling departments, provide monthly food pantry, and expand Community Room opportunities.
Community School Specialist (existing)	Continue the work of creating systems and programs to ensure all functions work toward a common goal of supporting family and community engagement at Estock School
School Social Worker (existing)	
School Nurse (existing)	Works with the Attendance team and CARE team to ensure student success in the areas concerning health and well being.

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

Estock Elementary is committed to providing comprehensive systems of support to ensure family engagement and student success. Programs and systems of support will mimic our Multi Tiered Systems of Support (MTSS) to promote sustainable actions. Professional learning through school site experts and outside conferences will broaden our reach and common understanding in how to promote positive school climate and scale programs across school site initiatives.

SPSA Goal #1:
ENGAGEMENT - All students will demonstrate improved school engagement through increased attendance rates, parental participation, and demonstration of appropriate behaviors.
 Maintain or show positive growth values for all student groups and reduce gaps between low performing target groups and all Student group by > 3% per year from baseline.

Driven by LCAP goals of Engagement, Pupil Outcomes, and Conditions of learning, Estock Elementary will continue to refine and further develop MTSS systems for Academic, Social-Emotional, Behavioral, and Attendance/Engagement. Strategically planned actions will primarily target unduplicated students, but under the MTSS umbrella, we will work hard to ensure continued growth and improved outcomes for all students.

SPSA: ENRICHMENT & CONNECTION: Provide enriching experiences, which include, but are not limited to, assemblies, field trips, after-school, clubs/events. Further funding has been provided to offer after-school clubs for unduplicated students. These programs are provided by existing school staff and stipend awards are provided for the additional staff hour.



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
To provide families and individual students with Child Creativity Lab’s science night and weekly activities	To provide a trimester STEAM night learning opportunity for families to work together on projects and provide take-home learning lessons. Additionally, to utilize this partnership to embrace our Community Partner, Child Creativity Lab, and allow unduplicated students the opportunity for Extended Learning after-school program
To continue partnership with The Phoenix House.	Family learning opportunities: weekly workshops, counseling opportunities, and community resources Small group mentorship program: weekly learning opportunity for an identified small group of students to strengthen communication and coping strategies

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:

Estock Elementary reaches far and wide to provide connections that will enhance our goal of family engagement and student support systems. Below describes current partnerships and future opportunities.

Partnerships:

Early Learning: MOMs OC

Mental Health: ChildLife OC, The Phoenix House, CareSolace, United Way, Straight Talk Counseling, School Site Counselors, school site Mental Health Specialist, school site Psychologist, school site nurse

Physical Health: Healthy Smiles, Families Together Orange County, school site nurse and nurse clerk, physical education support through Tustin High School programs

Curriculum and Instruction: Child Creativity Lab, Hyundai Corporate, Tustin Assistance League, ST Math, Tustin Public Library, Arvida Book Store, Concordia University, Chapman University, University of California, Big Brothers/Big Sisters, arts programs through Tustin High School, Blue Sky backpack/school supply support, Tustin Public Schools Foundation

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>SPSA Goal: ATTENDANCE</p> <p>Increase student attendance through activities that will include but are not limited to incentives, assemblies, and rewards. Provide extra hours for staff to engage parents and the community with outreach and training opportunities, and assist in connecting families with resources to improve attendance.</p> <p>Increase in student attendance by 2% overall</p>	<p>Design three meetings with the current Attendance team to initiate the conversations around initial practices</p> <p>Identify weekly meeting dates and times.</p> <ol style="list-style-type: none"> 1. Reflect on previous practices utilized in the 2023-24 school year. Decide what to keep and what to eliminate 2. Invite new members that could add to the attendance conversation 3. Identify tiered systems 4. Create a referral form for teachers to communicate with team regarding individual students 5. Create calendar for specific days that home visits will take place 6. Create a calendar for teachers to sign up for release time for family phone calls.
<p>Increase family engagement in school activities, learning opportunities, volunteer options, school and events by 3%-5% annually.</p>	<p>Communicate all events through monthly newsletters, paper flyers, personal phone calls, digital Parent Square portal, and 1:1 communication. Additionally, we will recognize neighborhood representatives to keep their neighbors up-to-date on school events. will highlight students with awards, performances, and art walks to encourage parent participation. Utilize pre-existing staff expertise to encourage parent involvement.</p>

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