

Attachment III: Community Schools Implementation Plan

Table of Contents

1. Seeley Union School District_CDS Code: 13632220000000

   Single School: Seeley Elementary School_School Code: 13632226008643

Seeley Union School District CCSPP Implementation Plan

School Name: Seeley Elementary School
Contact Information: Andrea Ellis, Superintendent, (760) 352-3571, aelias@seeleyusd.org

COMMUNITY SCHOOLS IMPLEMENTATION TEAM

Name	Title	Role in CS development and implementation
Andrea Ellis	Superintendent	Oversees everything, direct oversight of Community Schools Coordinator.
April Mazón	Community Schools Coordinator	CCSPP Coordinator will lead and manage the overall implementation of Community Schools. She facilitates communication, leads planning, develops partnerships, and oversees data collection and analysis of Seeley's Community School implementation plan.
TBD (Will be hired if we receive implementation funding)	Mentoring Program and Community Engagement Specialist	This support staff will assist the Coordinator with engaging parents and community partners with school based activities and services as part of the implementation process. Support services, including coordination of W.E.B. mentoring program, support extracurricular activities, expanded learning opportunities, and small group instruction will be tailored to meet student and community needs.
Mrs. Estabrook (Resource Teacher/Migrant)	Community School Advisory Council	Responsibilities of the Community School Advisory Council encompass developing a shared vision for the community school, providing support and feedback on key areas of community school development, creating a network of partners and resources, understanding student and family needs, addressing challenges to community school transformation, advocating for policy changes, and aligning outcomes with the identified needs and asset assessment.

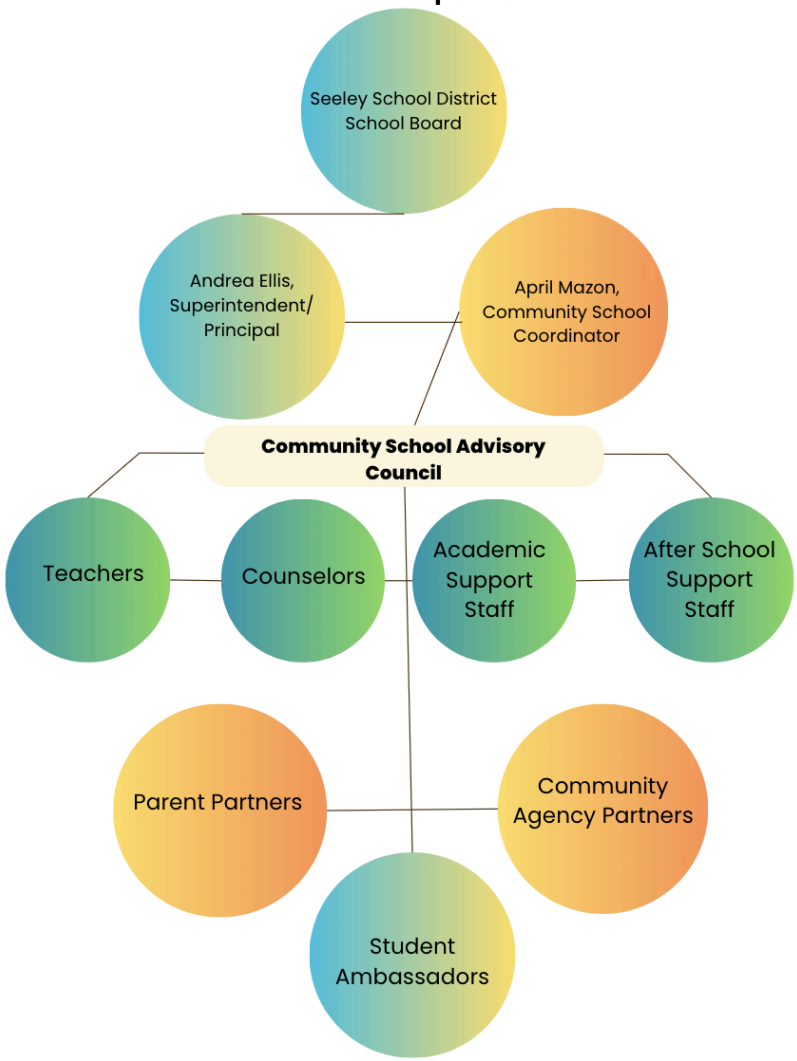


Mr. Cervantes (Teacher)	Community School Advisory Council	Responsibilities of the Community School Advisory Council encompass developing a shared vision for the community school, providing support and feedback on key areas of community school development, creating a network of partners and resources, understanding student and family needs, addressing challenges to community school transformation, advocating for policy changes, and aligning outcomes with the identified needs and asset assessment.
Mrs. Armenta (Teacher)	Community School Advisory Council	Responsibilities of the Community School Advisory Council encompass developing a shared vision for the community school, providing support and feedback on key areas of community school development, creating a network of partners and resources, understanding student and family needs, addressing challenges to community school transformation, advocating for policy changes, and aligning outcomes with the identified needs and asset assessment.
Mrs. Martinez (Parent)	Community School Advisory Council	Responsibilities of the Community School Advisory Council encompass developing a shared vision for the community school, providing support and feedback on key areas of community school development, creating a network of partners and resources, understanding student and family needs, addressing challenges to community school transformation, advocating for policy changes, and aligning outcomes with the identified needs and asset assessment.
Mrs. Ayala (Counselor)	Community School Advisory Council	Responsibilities of the Community School Advisory Council encompass developing a shared vision for the community school, providing support and feedback on key areas of community school development, creating a network of partners and resources, understanding student and family needs, addressing challenges to community school transformation, advocating for policy changes, and aligning outcomes with the identified needs and asset assessment.
Ms. Elizarraraz	Community School Advisory Council	Responsibilities of the Community School Advisory Council encompass developing a shared vision for the community school, providing support and

(Counselor)		feedback on key areas of community school development, creating a network of partners and resources, understanding student and family needs, addressing challenges to community school transformation, advocating for policy changes, and aligning outcomes with the identified needs and asset assessment.
Mrs. Padilla (Librarian)	Community School Advisory Council	Responsibilities of the Community School Advisory Council encompass developing a shared vision for the community school, providing support and feedback on key areas of community school development, creating a network of partners and resources, understanding student and family needs, addressing challenges to community school transformation, advocating for policy changes, and aligning outcomes with the identified needs and asset assessment.
Mr. Martinez (Academic Resource Teacher)	Community School Advisory Council	Responsibilities of the Community School Advisory Council encompass developing a shared vision for the community school, providing support and feedback on key areas of community school development, creating a network of partners and resources, understanding student and family needs, addressing challenges to community school transformation, advocating for policy changes, and aligning outcomes with the identified needs and asset assessment.
Ms. Rios (Afterschool)	Community School Advisory Council	Responsibilities of the Community School Advisory Council encompass developing a shared vision for the community school, providing support and feedback on key areas of community school development, creating a network of partners and resources, understanding student and family needs, addressing challenges to community school transformation, advocating for policy changes, and aligning outcomes with the identified needs and asset assessment.
Mr. Lara (Technology & Community Partner)	Community School Advisory Council	Responsibilities of the Community School Advisory Council encompass developing a shared vision for the community school, providing support and feedback on key areas of community school development, creating a network of partners and resources, understanding student and family needs, addressing

		challenges to community school transformation, advocating for policy changes, and aligning outcomes with the identified needs and asset assessment.
Rosie Villalobos (Custodian/Yard Duty)	Community School Advisory Council	Responsibilities of the Community School Advisory Council encompass developing a shared vision for the community school, providing support and feedback on key areas of community school development, creating a network of partners and resources, understanding student and family needs, addressing challenges to community school transformation, advocating for policy changes, and aligning outcomes with the identified needs and asset assessment.
Three Seeley Student Ambassadors	One 8th grade student Two 7th grade students	Student voice representation and student leadership role.

Seeley Community School Shared Governance & Site Level Leadership Structure





Seeley Union School District Community Schools Priorities

1. **Goal 1: Integrated Student Supports and Academic Excellence.** Implement integrated student support programs, led by the CCSPP coordinator, to meet academic, social-emotional, and mental health needs. These efforts align with LCAP Goal 1, emphasizing high-quality classroom instruction and academics *(LCAP GOAL 1 - SUSD will provide a high quality and comprehensive instructional program that promotes college and career readiness with academic interventions in place to eliminate barriers to student success. Our efforts to support teachers in planning, delivering, assessing, and evaluating data to meet the needs of all students will continue to be the focus.)*

   *This goal also aligns with **Positive and Nurturing Learning Environments, Applicant Questionnaire #7):** A commitment to the development of positive and nurturing learning environments that promote a student's sense of purpose, belonging and agency; are inclusive and supportive of different learning styles and abilities and include culturally affirming and relevant teaching practices and learning opportunities; and support positive school climates which employ restorative practices rather than punitive, exclusionary discipline that detaches students from school and from needed supports.*

2. **Goal 2: Family and Community Engagement.** Enhance family and community engagement by fostering a safe, welcoming, and inclusive climate for parents, families, caregivers, and community members — utilizing community resources and engaging the community through various channels. (*LCAP GOAL 2 - SUSD will ensure the school has a safe, welcoming, and inclusive climate for all students and their families so that all students are in their classes ready to learn every day. Utilizing community resources to meet the needs of our families will be a priority, as well as engaging the community through events, social media, and parent workshops.*

3. **Goal 3: Collective Efficacy and Professional Development.** Foster collective efficacy through professional development focused on student academic learning, social-emotional learning, and mental and behavioral health supports. This goal aligns with LCAP Goal 3 by ensuring high-quality curricula, staff, and facilities through targeted professional development and the active involvement of the School Site Council (*LCAP Goal 3: High-quality curricula, staff, and facilities: SUSD will ensure that our learning materials, teacher assignments, and facilities will promote excellence that are conducive to the learning environment.*



✔ *This school is part of a one-school District (Applicant Questionnaire 1).*

NEEDS AND ASSETS

Priority	Assets/Strengths	Gaps/Challenges
1. Integrated Student Supports and Academic Excellence	Seeley prioritizes a supportive learning environment with dedicated teachers and smaller class sizes for personalized attention. Our comprehensive support system includes tutoring, sports programs, a fresh food program, and a gardening program, all offered at no cost. Positive Behavior Interventions and Supports (PBIS) foster a positive school culture, and the Extended Learning Opportunity Program (ELOP) provides additional support beyond regular school hours. Two school counselors offer academic, personal-social, and career counseling services. The After School Program (ASES) offers no-cost enriching activities. The Band Store, Library reading program, and technology resources, including iPads and Chromebooks for every student, enhance the overall educational experience for students at Seeley USD.	Based on the needs assessment, additional academic support services in math and literacy, extended time for homework and tutoring. Additional social-emotional learning opportunities and support. Seeley is actively seeking to enhance its art opportunities and creative programs, aligning with our commitment to providing a well-rounded and enriching educational experience. We are exploring ways to diversify and expand our artistic offerings.
2. Family and Community Engagement	Close-knit community within a K-8 environment, where families remain integral members of the school community until the student transitions to high school. Engagement through the Parent-Teacher Organization (PTO), School Site Council, and Community School Advisory Committee actively involves parents and caregivers in school activities and the collaborative decision-making process.	Based on the needs assessment, the challenges our families face include limited access to transportation, community resources, some have language barriers, and others have a need for basic needs and family literacy support. We are actively seeking ways to

		meet the needs of our parents/caregivers and offer classes that will help in their personal and family development.
3. Collective Efficacy and Professional Development	Seeley has established Memorandums of Understanding (MOUs) with the Imperial County Office of Education to facilitate ongoing professional development for its staff and teachers throughout the school year. These training sessions encompass Math Professional Development (PD), Positive Behavior Interventions and Supports (PBIS) PD, Student Wellbeing PD, and other forms of support, ensuring that teachers and staff receive the most up-to-date information and training.	We are actively seeking professional development in culturally relevant curriculum and pedagogy to enhance our educational practices. ASSIST training and Safe Space training to incorporate trauma informed practices.

GOALS AND ACTIVITIES

✔ *This school provides **integrated support services** to meet students' academic, physical, social-emotional, and mental health needs and include trauma-informed health, mental health, and social services at or near the school site. (Applicant Questionnaire 6).*
Strong practices Practices initiated

✔ *This school provides and enhances **extended/expanded learning time and opportunities** including academic support, enrichment, and real-world learning opportunities (e.g., tutoring, internships, project-based learning) (Applicant Questionnaire 8).*
Strong practices Practices initiated

Priority	Activities/Actions	Measurable Goals/Indicators
1. Integrated Student Supports	1.1 Implement a comprehensive school-wide Positive Behavior Intervention and Support (PBIS) program to enhance student	1.1 Reduction in overall disciplinary incidents; increase in student attendance

and Academic Excellence	behavior across all grade levels. Introduce, train staff and students and implement "Where Everybody Belongs" (WEB) peer mentoring program. Monitor and evaluate student development to ensure that the program is making a positive impact on students both socially and academically. 1.2 Collaborate with stakeholders to create a comprehensive student support plan addressing academic, social-emotional, and mental health needs. 1.3 Build on current before and after-school programs, focus on academic and social-emotional learning, with input from stakeholders. Expand existing tutoring opportunities for math support and literacy. 1.4 Increasing access to culturally relevant books and resources.	rates; improvement in teacher-reported student engagement and cooperation. 1.2 Collaboration with our school counselors to develop a tiered support plan that will be intentional in providing academic, social-emotional and mental health support for diverse student needs. 1.3 Increase student participation in math and literacy tutoring by 15-20 students. 1.4 Increase the number of culturally relevant books and resources in our school library.
2. Family and Community Engagement	2.1 Increase family and community engagement and attendance at campus events and activities: ● Create a safe and welcoming community space and hub for parents and families by establishing a family resource center on campus to meet basic needs of families. ● Provide a diverse range of opportunities for parents at our community school, including parenting classes, English language classes, and various literacy initiatives. Additionally, we are excited to offer art-related programs as part of our commitment to fostering a well-rounded	2.1 Improve family and community engagement in school activities as measured by a survey that tracks families and community's sense of belonging and overall satisfaction. Monitor family attendance and participation through sign in sheets at school events, workshops and trainings.

	and enriching educational experience for students and families. ● Collect positive survey feedback indicating increased feelings of safety and community connectedness. ● Continue to foster partnerships with local community groups for shared use of facilities. Examples include: Dental clinic program, flu clinic, vision/eye glasses clinic, Sunbeam Lake student centered activities, law enforcement partnership activities, navy base partnership activities, local food bank partnership, partnerships with local institutions of higher education and high schools, and partnership with social services. ● Bridge resources for parents/community members to have access to parenting classes, English Language/Literacy classes for adults and Adult Education opportunities. ● Family-School Conferences: Implement family-student-teacher conferences, conducted in the families' primary language, promoting collaborative support for student growth. ● Regular Communication: Establish effective communication channels, including a communication app, newsletters, and social media, to engage families regularly. ● Family Training Nights: Organize family training nights to strengthen community bonds and keep families informed of district initiatives. 2.2. Strengthen Partnerships with Community Organizations:	2.2 Track attendance and sign in sheets for CBOs and partner organizations at



	• Community Schools Coordinator attend community meetings and build relationships with new partners and county agencies. • Collaborating on community events like career fairs, tabling and inviting our parents and students so they can make use of existing community resources.	partner meetings. Leverage existing community partnerships and increase the number of partnerships with local organizations. Measure utilization of basic needs services by students and families. Gather positive feedback from families on the impact of basic needs support.
3. Collective Efficacy and Professional Development	3.1 Involve both Community School Advisory Council and School Site Council in the planning and reviewing of implementation of programs and services, utilizing needs assessments, planning maps, and data. 3.2 Expand Professional Development trainings in the areas of mental health, SEL and trauma informed practices for all Seeley staff. Offer culturally responsive curriculum and instruction training for staff and educators. Expand on current California EL Roadmap support for our English Learner demographic and continue offering Equity Professional Development. When trainings are offered, involve both the Advisory Council and the School Site Council in the process. 3.3 Offer a staff retreat to promote team building.	3.1 Meeting minutes indicate involvement from both Councils on implementation, evaluation, and reporting. 3.2 Two trainings to staff each year in math and literacy. Two trainings to staff each year with an SEL focus and two trainings focusing on culturally responsive instruction per year. 3.3 Staff retreat held once a year for all staff.



STAFFING

Job Title/Role	Plan for establishing/maintaining staff to execute Implementation Plan.
Community School Coordinator (funded in Year 1 & 2 by the Planning Grant and pending funding from this opportunity for years 3, 4, and 5)	CS Coordinator will lead and manage the overall implementation of Community Schools. This individual will also facilitate communication, lead planning, develop partnerships, and oversee data collection and analysis of Seeley's Community School implementation plan.
Community Engagement Specialist (New position funded for a 5-years of the grant period)	This support staff will assist the Coordinator with engaging parents and community partners with school based activities and services as part of the implementation process. Support services, including coordination of W.E.B. mentoring program, support extracurricular activities, expanded learning opportunities, and small group instruction, will be tailored to meet student and community needs.
Counselors	Two counselors support Social Emotional development, career development, and academics. (Positions offered as match, not paid for by this grant)
After-School Extended Learning Opportunity Staff	This team offers the after school program, including tutoring, gardening and sports. (Positions offered as match, not paid for by this grant)
Principal	Time overseeing program and activities (offered as match, not paid for by this grant)
Parent Volunteers	Parent volunteers help us with any type of Community Schools event, like basic needs drives and volunteering in the new family resource center.



STAKEHOLDER ENGAGEMENT

Including:

✔ *School-based activities that* ***increase student and family engagement*** *through* ***relationship and community building*** *that foster trust and a sense of purpose and belonging. (Applicant Questionnaire 2)*
Strong practices *Practices initiated*

✔ ***Meaningful involvement by students, families, certificated and classified school staff, and community-based partner and cooperating agency staff*** *in the process of identifying the needs of students and families as well as community assets at the school site level, and in the planning of learning opportunities and support services to be offered. (Applicant Questionnaire 3)*
Strong practices ***Practices initiated***

✔ ***Representative planning and shared decision-making team(s) and process(es)*** *that promote community-involved needs and asset identification, visioning, goal and priority setting, responsive program design, and robust continuous improvement. Teams* ***include students, families, certificated and classified school staff, and community-based partner and local government agency staff.*** *(Applicant Questionnaire 4)*
Strong practices ***Practices initiated***

✔ Building or enhancing systems, processes and staffing for data collection, data sharing, and recordkeeping, including records of the populations served, the components of the service, and the outcomes of the service through the community schools development process. *(Applicant Questionnaire 13)*
Yes

Stakeholder Group	**Methods of Engagement (e.g., surveys, focus groups, leadership teams, meetings, etc)**
Students	We have three students serving as Community School Ambassadors on the Advisory Council who are present during focus groups with upper grades, assisted in the recent data collection process for the needs assessment, and participated in whole class discussions and focus groups.

Families/Caregivers	We have one parent representative on the Advisory Council; surveyed 123 parents/caregivers for the needs assessment, and have five parents serving on the School Site Council.
Site staff/teachers	Serve on the Advisory Council and are part of the shared decision-making process. Community Schools Coordinator actively shares and disseminates information about the Community School model and resources to site staff and teachers.
Community partners	Serve on the Advisory Council and involved in the shared decision-making process. Support goals and initiatives by providing services aligned to Community Schools priority areas. Partners attended a survey event and participated. Social Services attended the Community School Advisory Council meeting in December 2023.
The Community School Advisory Council	The Community School Advisory Council plays a crucial role in overseeing the development and sustainability of the community school. Committed to inclusivity, the council ensures that all voices are heard and represented, considering the diverse needs of the community while leveraging existing strengths. Responsibilities of the Community School Advisory Council encompass developing a shared vision for the community school, providing support and feedback on key areas of community school development, creating a network of partners and resources, understanding student and family needs, addressing challenges to community school transformation, advocating for policy changes, and aligning outcomes with the identified needs and asset assessment. To fulfill its responsibilities, the Council utilizes data from the Needs and Asset Assessment to plan and implement services and programs that remove barriers to student development, support academic challenges, enrich and deepen students' development and learning, and engage all families in lifelong learning.

PARTNER ORGANIZATIONS

Organization / Agency	**Role/Service(s) Provided**	**Frequency** (e.g., daily, weekly)
Local Law Enforcement Agencies: Sheriff's Department and U.S. Marshals	Drug and Safety Assemblies, Toy Drive and Volunteers	Ongoing all year
Navy Base	Literacy/Read A Loud Volunteers	Ongoing all year
Local Food Bank	Backpack Program	Weekly
Higher education institutions in Imperial Valley: Imperial Valley College (IVC) San Diego State University (SDSU) UC Agriculture Department	College campus tours, ESL classes, Career Tech information, college and career readiness	Each semester
Sunbeam Lake Residents	Thanksgiving pie distribution, holiday lights parade and activities for students and families	Ongoing all year
Imperial County Social Services Agencies	CalFresh and Medical Assistance access for families	Once a week through mobile bus service
Big Smiles Dental and Vision Clinic	Health support agencies to provide dental and vision care for students	On-site once a semester for clinics

Imperial County Behavioral Health	Mental health counseling and group therapy for students	Ongoing throughout the school year, by referral.
Imperial County Office of Education	Provide Professional Development for educators and staff and also provide parenting classes.	Ongoing all year

CORE COMMITMENTS

Commitment	**Indicate School's Commitment (Yes/No)**	**Indicate Developmental Phase (Exploration, Emerging, Evolving, Excelling)**	**Brief Explanation of Developmental Phase**
A Commitment to Assets-Driven and Strength-Based Practice: California's community schools view students, their families, and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history, and culture. California community schools view the language of students and family members as a vital asset to be uplifted. California's community schools understand language to be family, history, culture, and community. Community schools focus on building an embracing	YES	Evolving	A cornerstone of Goal 3 outlined above is developing more rigorous culturally relevant teaching practices. We are in the process of implementing PBIS, which is asset based.

culture of individual and communal wellness. An essential component to this assets-based lens towards sustaining wellness is ensuring that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.			We use an asset-based lens when viewing student behavior. We use asset-based language like “at-promise” instead of “at-risk.” Our population is primarily Spanish speaking — Hispanic or Latino. We incorporate students’ home language in communications so we can validate their cultural identity and ensure that they can understand. Most materials we distribute are translated in both languages. In terms of wellness we are emerging, currently organizing trauma-informed training practices for staff and counselors. Counselors are already trained in this, but we are extending training school-wide.
A Commitment to Racially Just and Restorative School Climates: California’s community schools commit to creating, nourishing, and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions. This commitment extends not only onto the	YES	Evolving	We are currently implementing this. Students have opportunities to correct their behavior, for example, if they miss school instead of being marked for high

playground and cafeteria, but into every classroom and office. The commitment explicitly expects the presence of restorative practice rather than punitive, exclusionary discipline that detaches students from school and from needed supports, too often activating a school to prison pipeline. Such punitive disciplinary practices are inconsistent with this commitment and run counter to the spirit and intent of the CCSPP Framework.			absences we have a recovery program on Saturday where they can make up for their absences. When students are struggling we work with our counselors to check in with students to develop individualized plans, and work with our teachers so they have support to work with students. Counselors have Restorative Practices training.
A Commitment to Powerful, Culturally Proficient and Relevant Instruction: California's community schools commit to be driven by teaching and learning that are relevant to, inclusive of, and centered in the wisdom, history, culture, and experience of students, families, and communities. This culturally rooted instructional practice should be inspiring, inquiry-oriented, project-based, multimodal, collaborative, interactive, and informed by the ideals of co-learning. Community schools prioritize experiential learning that deepens connection to and engagement with the community. By expanding learning beyond the school walls and the school day, community schools redefine traditional constructs about who teaches, where we learn and how we build understanding.	YES	Exploration	We hope to be able to bring culturally rooted instructional practices to the instruction in a more formal way through this grant, as noted in Goal #3. We are actively seeking professional development opportunities for our staff and admin. All of our staff are culturally diverse, every staff member at the school site is bilingual. We work to ensure educators in learning the theoretical roots and

			practical elements of community-based learning, including community-centered program design through trainings with the Imperial County Office of Education.
A Commitment to Shared Decision Making and Participatory Practices: California's community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations. All school interest holders including students, families, staff, and community members must have genuine engagement in decision making about school climate, curriculum, and services. Shared decision-making practices must also prioritize transparency and shared accountability to ensure information is both available and accessible, so that all interest holders can fully participate. This commitment to authentic power sharing at both the school site and within the LEA should also be evidenced through demonstrated support from all interest holders at each step of a school's community school implementation plan.	YES	Excelling	We have a full and representativeCS Advisory Council, and every stakeholder group has a voice at the table. This implementation planning process has brought us all together as we continue to move the process of shared decision-making forward. We have a plan in place to create a shared evaluation plan to measure our progress on the goals, activities, and indicators outlined above, including establishing baseline data.

SUSTAINABILITY *(Applicant Questionnaire 10-12)*

Because of the Community Schools Implementation Plan's close alignment with the LCAP, the district will utilize LCAP funding to further support the activities initiated by the Community Schools Implementation Grant. Aside from the Community Schools Coordinator role, the other positions funded by the grant are supported by match funding as indicated in the budget.



COHERENCE

The vision of the District is an unwavering commitment to student success. The District LCAP, which also serves as our Single Plan for Student Achievement (SPSA), is designed to meet the needs of all students and in particular, our unduplicated student population. The plan seeks to increase outcomes for students with actions, services and expenditures aligned to three District goals. We have developed school-wide initiatives to promote language and math literacy beginning in Transitional Kindergarten. The feedback received was to continue goals from the previous year, including implementation of the state standards, retaining high quality staff, providing staff development, improving facilities, and strengthening commitment to community engagement. We have a strong community of support who are eager for all students to grow academically and socially in a safe and healthy environment. Students, staff, and parent groups participated in stakeholder engagement sessions and their input is reflected in the plan

ADDITIONAL COMMITMENTS

Commitment	Indicate Level of Commitment	Description
A commitment to annually reporting and publicly presenting the community school implementation plan(s), including data and outcomes from the prior year, at the school site and at a meeting of the governing board of the school district, county board of education, or the governing body of the charter school. The presentations should be developed with and presented by each school's CCSPP shared decision-making team or council. **Commit to publicly post the community schools grant application and implementation plan(s)** on the LEA's internet website. *(Applicant Questionnaire 5)*	YES	We have given presentations at both the board meetings and at the Advisory Council meetings about the planning grant and implementation planning. This spring we will present to a parent group. We

		commit to posting the application and implementation plan on the Seeley Union District website.
A commitment to establishing or expanding **early care and education services for children from birth to five years of age**. *(Applicant Questionnaire 9)*	Strong practices Practices initiated **No plans** Unknown	We currently have TK to prepare children for kindergarten