

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

Rosamond Elementary School
 Fallon Mitchell, District CCSPP Grant Coordinator
 661-256-5000 Ext. 1115 (Grant Coordinator Desk)
 Tania Long, ASES Coordinator & CCSPP Site Representative
 661-256-5050 (School Site)

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:

At Rosamond Elementary School, our community schools strategy is grounded in the shared belief that education must serve the whole child through racially-just, relationship-centered environments, shared power with stakeholders, classroom-community connections, and a continuous focus on improvement and possibility. In response to the question, "Why a community school for my school"? Our answer is rooted in our desire to build an inclusive, supportive, and empowering learning environment that reflects the voices and needs of our diverse community.

Through a comprehensive Needs and Assets Assessment, we identified key areas of focus that reflect our commitment to these overarching values. These include strengthening support for English Learners (ELs), implementing Positive Behavioral Interventions and Supports (PBIS), and deepening community engagement with the Parent and Community Center. Each initiative is designed not only to meet academic and behavioral goals but to build racially-just and relationship-centered spaces. For example, our expanded ELD instruction and culturally responsive summer programs ensure equity in language development. Our PBIS framework emphasizes respectful, restorative practices and student voice, supporting shared power and inclusive discipline.

To ensure sustainability and shared understanding of these commitments, Rosamond Elementary will engage in regular professional development that centers equity, cultural competence, and collaborative leadership. Staff will continuously reflect on their roles and responsibilities through ongoing workshops, ensuring alignment with the community schools' values.

Additionally, the formation of a CCSPP Advisory Committee with diverse representation strengthens shared power and collective decision-making. Community forums, surveys, and parent engagement events hosted through our Parent and Community Center will reinforce classroom-community connections and create space for authentic feedback and collaboration.

Monitoring and evaluation will be integral to our continuous improvement strategy. Using data from assessments, stakeholder feedback, and school climate indicators, we will refine our approaches and ensure that our actions remain student-centered, inclusive, and adaptive to evolving needs.

By embedding these structures into our school's culture—through collaborative planning, transparent communication, and shared governance—Rosamond Elementary will uphold the core values of the California Community Schools Framework and sustain a meaningful, responsive, and community-driven education model.

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.

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>Enhance English Learner (EL) Supports to Promote Academic Equity</p>	<p>Desired Outcome: Increase English Learner outcomes from 36.7% to at least 50%. All English Learner students will demonstrate increased progress toward English language proficiency and academic achievement through consistent, culturally responsive instruction and expanded learning opportunities.</p> <p>Indicator: The CA DASHBOARD shows a 4.7% decline in English Learner progress from 2023 to 2024. Our Needs and Assets Assessment highlighted a strong need to improve outcomes for English Learners. This will be addressed through daily designated ELD instruction, enhanced summer programming, and additional teacher training. Engaging families of ELs through the Parent and Community Center and multilingual communication will be essential to achieving this goal.</p> <p>Metrics: Increase in the percentage of ELs making progress on the ELPAC</p> <p>Improved classroom assessment results</p> <p>Project based learning</p> <p>Greater EL family participation in school events and decision-making processes</p>

<p>Foster a Positive and Restorative School Climate</p>	<p>Desired Outcome: 1.8% of RES students were suspended at least one day in 2024. The desired outcome would be 0%. All students will experience a safe, inclusive, and supportive school environment where restorative practices, student voice, and relationship-centered approaches reduce behavior incidents and increase engagement.</p> <p>Indicator: The implementation of PBIS and student-centered behavioral supports emerged as a key priority. Ongoing staff professional development and student workshops in social-emotional learning and conflict resolution will support this effort. This aligns with Positive and Restorative School Climate from the Whole Child and Family Supports Inventory.</p> <p>Metrics: Decrease in behavioral incidents and referrals</p> <p>Increased student sense of belonging and safety (via climate surveys)</p> <p>Increased student sense of belonging and safety through groups for students such as Hope Squad.</p> <p>Increased participation in SEL and leadership activities</p> <p>Continuous staff PBIS training</p>
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<p>Strengthen Authentic Family and Community Engagement “Meet them where they are”</p>	<p>Desired Outcome: Families and community members will have increased opportunities for meaningful involvement in school planning, decision-making, and student support services, fostering shared power and stronger classroom-community connections.</p> <p>Indicator: Through deeper engagement efforts—including forums, multilingual outreach, Parent and Community Center classes/events, and the CCSPP Advisory Committee—Rosamond Elementary will build stronger relationships with families and local partners. This priority directly supports historically marginalized families and ensures that the school reflects the needs and voices of its entire community.</p> <p>Metrics: Increased family and community participation in advisory committees and engagement events</p> <p>New survey methods</p> <p>Greater satisfaction in family engagement survey responses</p> <p>Number of workshops, services, and classes hosted based on family/community needs</p>
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Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students’ lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Equip Educators with the Knowledge and Tools to Implement Community-Based Learning</p>	<p>Professional Development: Provide ongoing, targeted professional development for certificated and classified staff on the theoretical foundations of CBL, including culturally responsive pedagogy.</p> <p>Classroom-Community Connections Training: Offer workshops on how to design lesson plans and projects that connect academic content with students’ lived experiences, local history, and community issues.</p> <p>Teacher Collaboration Time: Include CBL into structured planning time (PLCs) for grade-level teams to develop integrated CBL units that are responsive to student identities and community contexts.</p> <p>Model Lessons and Peer Learning: Identify teacher leaders or bring in community educators to model effective community-based lessons and share best practices with staff.</p>
<p>Deepen Educators’ Understanding of Students’ and Families’ Cultural and Community Assets</p>	<p>Home Visits & Family Interviews: Launch a voluntary home visit program and conduct one-on-one interviews with families to better understand their values, experiences, and aspirations for their children. “Meet them where they are at”.</p> <p>Parent-Led Cultural Workshops: Plan with parents, the Parent & Community Center, and community members to co-facilitate cultural knowledge-sharing sessions with staff to highlight family strengths and community history.</p> <p>Community Asset Mapping: Engage staff and students in identifying local organizations, cultural leaders, and community stories that can be integrated into learning experiences.</p> <p>Student Voice Activities: Use student surveys, storytelling sessions, and focus groups to gather insights into students’ lived experiences, interests, and identities to guide instructional planning.</p>

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>Establish and Strengthen a Site-Level Shared Governance Structure That Promotes Democratic Participation Among All Stakeholders</p>	<p>Conduct a Governance Landscape Assessment:</p> <ol style="list-style-type: none"> 1. Identify all existing school-site groups (e.g., School Site Council, English Learner Advisory Committee, PTA, Hope Squad, student council, and community partner networks). 2. Map where and how decisions are currently being made and by whom. <p>Launch or Reorganize the Community School Leadership Team (CSLT):</p> <ol style="list-style-type: none"> 1. Create a CSLT composed of teachers, classified staff, students, parents, site administrator(s), and community-based organization partners. 2. Define clear roles, decision-making processes, and group norms that emphasize equity and shared power. <p>Provide Capacity-Building for Team Members:</p> <ol style="list-style-type: none"> 1. Facilitate training on shared decision-making, equity-focused facilitation, cultural humility, and collaborative leadership. 2. Equip the team with protocols and tools to analyze data, review initiatives, and co-design solutions. <p>Implement Transparent Communication and Feedback Loops:</p> <ol style="list-style-type: none"> 1. Use surveys, forums, and listening circles to gather input from the broader school community. 2. Share CSLT meeting minutes, decisions, and follow-up actions through newsletters and school-wide announcements.
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<p>Align School-Level Leadership with System-Level Guidance to Ensure Coherence, Accountability, and Equity in Implementation</p>	<p>Coordinate with the LEA-Level CCSPP Advisory Committee:</p> <ol style="list-style-type: none"> 1. Ensure site representatives regularly attend and report to the district-level committee. 2. Share site-level data, progress updates, and resource needs with the district to inform broader community schools strategy. <p>Ensure Alignment:</p> <ol style="list-style-type: none"> 1. Align goals and activities of the CSLT with other existing bodies (e.g., MTSS teams, PBIS, ASES/after-school programs). 2. Foster collaboration across roles and departments to ensure services are coordinated and student- and family-centered. <p>Use Data to Drive Collaborative Decisions:</p> <ol style="list-style-type: none"> 1. Engage the CSLT in analyzing academic, attendance, behavior, and community engagement data to identify priorities and monitor progress. 2. Promote shared ownership of both challenges and successes through data-informed decision-making. <p>Sustain Leadership Through Rotating Roles and Mentorship:</p> <ol style="list-style-type: none"> 1. Build leadership pipelines by rotating roles within the CSLT and mentoring emerging leaders (including students and parents). 2. Maintain leadership continuity even when staff or partners change by documenting processes and practices.
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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):

**SOUTHERN KERN UNIFID SCHOOL
DISTRICT CCSPP
ADVISORY COMMITTEE**
(District Level)



GRANT COORDINATOR – CCSPP
(District Level)



**ROSAMOND ELEMENTARY
(COMMUNITY SCHOOL)
SITE COUNCIL**

Principal
Community School Site Coordinator/Rep.
Teachers
Classified Staff
Parent Representatives
Student Representative
Community Partner Representative
ASES Program Coordinator
PTA

WORK/NG GROUPS / SUBCOMMITTEES

- Family Engagement & Events
- School Climate & Culture

Key Features of This Structure:

- Inclusive Membership ensures that decisions reflect the voices of all key stakeholders.
- Regular Meetings foster consistent communication, co-planning, and progress monitoring.
- Flexible Subcommittees allow deeper focus on areas aligned with the school's goals.
- Two-Way Communication Channels with the LEA Steering Committee ensure local needs inform district-level planning—and vice versa.
- Grant Coordinator shares information with the district cabinet team to ensure collaborative decision making.

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>Hire a Dedicated Community School Site Coordinator</p>	<p>Regularly collect and analyze data to demonstrate the impact of community school staff on attendance, family engagement, academic outcomes, and school climate.</p> <p>Share success stories and outcomes with district leaders and stakeholders to advocate for sustained investment.</p> <p>The current stipend position, (CCSPP Site Representative), is not sustainable on its own due to the scope, complexity, and demands of this role. The duties of this job require a permanent position to eliminate burnout and turnover.</p>
<p>Develop and Implement Long-Term Sustainability Plans to Support Core Community School Staffing and Resources</p>	<p>Collaborate with the Southern Kern Unified School District CCSPP Advisory Committee to develop long-term funding strategies for key staff, including the District-Level CCSPP Grant Coordinator and site-level personnel.</p> <p>Diversify funding through a combination of state and federal grants (e.g., CCSPP, ASES), district allocations, private foundations, and community-based partnerships.</p> <p>Include partners such as parents, students, and community members in identifying high-impact roles to maintain.</p>

Key Staff/Personnel

<p>Fallon Mitchell (District Level)</p>	<p>Grant Coordinator - CCSPP</p> <ul style="list-style-type: none"> ● District level coordinator. ● Shares information with district level decision making teams; cabinet, LCAP, DAC, etc. ● Provides resources, information, and training for staff. ● Share CCSPP information with the site staff. ● Helps plan events. ● Build and maintain partnerships with outside organizations.
<p>Elizabeth Castatnon (District Level)</p>	<p>Community Engagement Specialist</p> <ul style="list-style-type: none"> ● Oversees the district Parent & Community Center. ● Point of contact for resources and supplies.

TBD	Principal
TBD	Assistant Principal
TBD	Community School Site Coordinator
Tania Long	CCSPP Site Representative, ASES Coordinator, & District Translator
Jennifer Rivera	Mental Health Therapist
Lauren Jacobs	BCBA
Karissa Snyder	BCBA
Miguel Rivera	Psychologist

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

Rosamond Elementary School is committed to sustaining its Community School strategy well beyond the life of the implementation grant by embedding its core practices into the school’s structure, culture, and long-term planning. Sustainability begins with recognizing that the work of transforming a school into a thriving community hub requires consistent staffing, long-term funding, and deep community partnerships. One of the most critical steps toward sustainability is ensuring that essential roles, such as a Community School Site Coordinator, are established as permanent positions within the school. Currently, this role is funded through a stipend, which is not sustainable due to the complexity, time commitment, and demands of the work. As a result, the school is actively working with the district to explore long-term funding sources to convert this into a permanent position, recognizing that permanent staffing reduces burnout, improves retention, and leads to more consistent implementation.

To ensure ongoing financial sustainability, Rosamond Elementary and Southern Kern Unified School District are committed to diversifying funding streams. This includes applying for additional state and federal grants, leveraging Title I funds, and strengthening partnerships with local organizations and businesses that can offer in-kind support or co-develop services. These partnerships are not only a source of funding but also a way to embed the community into the fabric of the school. Maintaining open and frequent communication with partners, aligning efforts with shared goals, and involving them in planning and evaluation will help keep these relationships active and meaningful.

At the governance level, Rosamond Elementary has established a robust and inclusive leadership structure through its School Site Council, transforming it into a Community School Site Council. This council brings together administrators, teachers, classified staff, families, students, and community partners to guide implementation and decision-making. As this structure becomes a normalized part of school operations, it ensures that the work of the Community School model is not dependent on any one person or funding source, but rather sustained through shared leadership and community ownership.

Additionally, the school is focused on building capacity across all staff through ongoing professional development in community-based learning, cultural responsiveness, and data-driven practices. By investing in staff knowledge and aligning community school goals with the school's broader academic and social-emotional priorities, Rosamond Elementary is creating a culture where the strategies and values of the Community Schools initiative are embedded into everyday practices. This deliberate integration ensures that the school can adapt and thrive even after initial grant funding has ended, securing long-term success for students and families.

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
<p>Deepen Community Partner Involvement in the Planning and Continuous Improvement of Community School Programs</p>	<p>Action Step 1: Include community partners as standing members of the Rosamond Elementary Community School Site Council. Their regular participation in monthly meetings ensures their voices are heard in school planning, data review, and development of new initiatives.</p> <p>Action Step 2: Create subcommittees or working groups (e.g., Family Engagement & Events, School Climate & Culture) that include both school staff and community partners. These groups will collaboratively design and implement programs aligned with the school’s priorities and cultural values.</p> <p>Action Step 3: Annually survey Community Partners (and discuss outcomes) so school leadership, staff, families, and partners reflect on progress, share outcomes, and co-develop priorities for the following year. This will foster a sense of shared ownership and transparency, reinforcing trust and long-term engagement.</p>
<p>Strengthen and Sustain Strategic Community Partnerships to Support Student and Family Needs</p>	<p>Action Step 1: Formalize partnership agreements through Memoranda of Understanding (MOUs) that outline shared goals, roles, and responsibilities. These agreements will include expectations for communication, participation in planning, and alignment with the school’s community school priorities.</p> <p>Action Step 2: Establish a regular communication system with all partners through partner meetings, and inclusion in the Community School Site Council. This helps ensure all partners are informed, aligned, and involved in collaborative decision-making.</p> <p>Action Step 3: Implement a partnership evaluation process that includes feedback from school staff, families, and the partners themselves. This ongoing evaluation will assess the impact of services, identify areas for improvement, and inform future planning to better meet the evolving needs of students and families.</p>

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:

Rosamond Elementary School has prioritized building meaningful and responsive partnerships that align with the shared vision and evolving priorities of students, staff, families, and the wider community. These partnerships are not just supplemental supports, but essential components of our community school strategy—intentionally designed to reflect our values of equity, engagement, and whole-child development.

One key partnership is with PIQE (Parent Institute for Quality Education), which offers structured, research-based classes that empower families to support their children's academic success. These classes are conducted in both English and Spanish, addressing the needs of our multilingual families and reinforcing our commitment to inclusive and culturally responsive engagement. The feedback from participants has shown that parents feel more connected to the school, better equipped to navigate the education system, and more confident advocating for their children's needs. This partnership directly supports our vision of cultivating authentic family and community engagement.

Our PTA (Parent Teacher Association) plays a vital and ongoing role in creating a positive and welcoming school climate. PTA members actively contribute to school events, coordinate staff appreciation activities, and support student recognition programs. Their initiatives have a direct impact on staff morale and student belonging—two top priorities identified in our needs and asset assessment. The PTA also serves as a key stakeholder voice in our site-level shared governance structure, helping to shape planning and resource allocation in alignment with community values.

In addition, Rosamond Elementary is proud to partner with LEGO Education, which has launched the school's first after-school LEGO club for students in grades K–2, along with grades 3-5. This program represents a major step in expanding access to enrichment and extended learning opportunities for younger students, an area previously underserved. Through hands-on exploration and collaborative play, the LEGO club supports early STEM exposure, creativity, and problem-solving—all of which align with student interests and the school's academic goals.

These partnerships were selected and cultivated not only for the value they bring individually, but because they each reflect the needs, identities, and hopes of our school community. As we move forward, Rosamond Elementary will continue to engage partners that share our commitment to equity, education, and empowerment—ensuring that all students and families are supported and celebrated.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.